**SHORT TERM PLAN №62**

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| Date: 23.12.2016 | | | Teachers name: | | | |
| Grade: 11 В | | | Number present: | Absent: | | |
| Theme of the lesson: | | | The Internet Services | | | |
| Learning objectives that this lesson is contributing to | | | To train active words and word – combination about Internet. To read and translate the text into Kazakh. To write and understand grammar material about the Subjunctive Mood. To develop the pupils auding, speaking, writing and listening skills. | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * Read the sentences and use the topical words * Express in one word   **Most learners will be able to:**   * Read and translate the text * Speaking in pairs * Write true or false sentences   **Some learners will be able to:**   * Make basic simple statements about object * Find proverbs for the Internet | | | |
| Success criteria | | | Learners have met the learning objective (R1) if they can:  Recognize grammar material in names of the Internet Services  Spell the words correctly | | | |
| Language focus | | | The Internet Services | | | |
| Target vocabulary | | | The computer parts and the Internet services | | | |
| Differentiated instructions | | | Exercise 4, p.52 | | | |
| Value links | | | Lifelong learning | | | |
| Cross-curricular links | | | Computer lesson | | | |
| ICT skills | | | Using videos and pictures, cards | | | |
| Extra materials | | | Flashcards about computer parts  Book and copybooks | | | |
| Previous learning | | | Television and children | | | |
| PLAN | | | | | | |
| Planned timings | Planned activities | | | | | Resources |
| Beginning  5 mins | Greetings  Talk with a pupil on duty | | | | |  |
| Middle  30 mins | **I. Vocabulary work:**  **Huge -**  *огромный* - үлкен  **Network –** *сеть-* желі  **Database –** *база данных -*  **e-mail –** *электронный адрес –* электронды мекенжай  **service –** *оказание услуг –* қызмет көрсету  **search –** *поиск* **-** іздеу  **II. Express in word:**  1. Smth. Resembling a net of numbers, parts and lines (network)  2. The same as very big, great, tremendous (huge)  3. A collection of data that you can get in the Internet (database)  4. Electronic mail (e-mail)  **III. Speaking**:  Expess your agreement and disagreement about the Internet or book  Questions for discuss  1. Are your parents worried that you work too much with computer?  2. Do you find Internet more interesting than anything else?  3. What do you like more: to read books, to watch TV, or to use Internet?  **IV. Reading. The Internet. Read and discuss the text**  **V. Grammar: The Subjunctive Mood**  The verb in the subjunctive Mood show unreality of the actions that corresponds in Kazakh to the verb with the particle”болсам”: Мен... болсам. Егер мен...болғанда/болсам.  If I had time!- Егер менде уақыт болғанда ғой! | | | | | Ex. 1 p. 51  Ex. 2 p. 51  Ex. 3 p. 52  Ex. 4 p. 52  Gr. Reference  p 245-246 |
| End 5 mins | Reflection  Answer the questions:  1. Was is the Internet?  2. When did public Internet appear?  3. In what way can the Internet be useful to everyone?  4. What can you say about the advantages of the e-mail? | | | | |  |
| Good bye song | | | | | | |
| Additional information | | | | | | |
| Differentiation-how do you plan to give more support?  How to you plan to challenge the more able learners? | | Assessment – how are you planning to check learners’ learning? | | | Health and safety check ICT links | |
| Less able students – greater support by means of prompts, visuals or writing difficult words on the blackboard  More able students – independent work on definite tasks with little / no support | | Through observation | | | * Work with the SMART board than 10 minutes * Use water based markers * Ensure proper ventilation * Check sockets’ safety | |
| **Reflection**  Were the lesson objectives / learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | | | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning?)  1:  2:  What two things would have improved the lesson (consider both teaching and learning?)  1:  1:  2: | | | | | | |