

БӨЛІМ: АҒЫЛШЫН ТІЛІ

UNESCO Everyone has the right to an education

ЖАРИЯЛАНДЫ
20.05.2020СІЛТЕМЕ
<https://bilimgger.kz/74975/>

Бекітілді:

LESSON: Module 4 Lesson 9 Charities and Conflicts Across the curriculum 4f UNESCO Everyone has the right to an education		School-lyceum: №10	
Date:23.12.2019		Teacher's name:Nurseitova Gaukhar	
CLASS: 9 A		Number present:	absent:
Learning objectives that this lesson is contributing to	9.4.4.1- read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 9.2.1.1- understand the main points in unsupported extended talk on a wide range of general and curricular topics; 9.4.1.1- understand the main points in extended texts on a range of unfamiliar general and curricular topics; 9.4.2.1 — understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts; 9.6.1.1 — use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics;		
Lesson objectives	All learners will be able to: Listen and read for gist, read for specific information Most learners will be able to: Listen and read for gist, read for specific information, read for order Some learners will be able to: Listen and read for gist, read for specific information, read for order, present a monologue		
Assessment criteria	Learners have met the learning objective if they can: present a monologue		
Value links	Explore the theme of international organizations around the world		
Cross - curricular links	Modern History		
ICT skills	Using videos& CD		
Previous learning	Volunteering organizations		
Planned timings	Planned activities (replace the notes below with your planned activities)	Excel Resources	
BEGINNING THE LESSON 5 min 3 min 5 min	1.Organisation moment 2.Checking up the home task. Ex:3 p 49 3.Divide into two groups with the number «1» and «16» 4.New words:allied, cultural heritage, defend, development, diversity,found,government,poverity,strive Ex:1 a) To introduce the topic and talk about the importance of fighting for people's rights Initiate a discussion about why fighting for people's rights is important and encourage a wide range of answers. Make sure all the examples are covered. Elicit various answers from Ss around the class. Read the title aloud and elicit what Ss think it means and what, if anything, they know about UNESCO. Elicit a variety of questions from Ss around the class and write the three best ones on the board Suggested Answer Key It's an international organisation connected to the United Nations. I think it protects historic sites and helps to solve social problems.	Assessment for star with number Video	

<p>PRESENTATION AND PRACTICE 6 min</p> <p>5 min</p> <p>4 min</p> <p>5 min</p> <p>4 min</p>	<p>Ex:1 b) To read for gist and specific information Play the recording. Ss listen and follow the text in their books and see if their questions are answered.</p> <p>Ex:2 (Group work).1team.Give Ss time to read the text again and answer the questions by method «Domino».(Домино әдісі) Check Ss' answers. Answer Key 1 It was created by the United Nations. 2 UNESCO was created to improve education after the war. 3 UNESCO's main objectives are to help build peace, wipe out poverty and help countries to develop and communicate through education, the sciences and culture. 4 It has founded and funded many cultural projects and helped protect historic monuments and natural habitats. 5For UNESCO, the key to human development is education. 2team.To make sentences about Unesco by method «Association».(Ассоциация әдісі)</p> <p>Descriptor · works in group and reads the text; · identifies the main idea by giving titles to the paragraphs;</p> <p>Warming up. «Card sharks». («Ғажайып сәт» ойыны) Ex:3 (Pair work). «Lost words» strategy Fill in:historic,cultural,economic,allied,become,promote,stand and,defend. Answer Key 1.Allied governments;2.idea became popular;3.economic development;4.promotepeace;5.defend human rights;6.cultural heritage;7.freedom of expression8.historic monuments; Descriptor · works in pairs and expresses opinion using appropriate linking words or phrases; · gives constructive feedback to peers;</p> <p>Task for formative assessment.(Individually work). Fill in: conference,freedom,headquarters,promote,standard</p> <table border="1" data-bbox="582 651 914 792"> <tr> <td>The organization has its _____ in New York.</td> <td>_____ of expression _____ is the main advantage of a democracy.</td> </tr> <tr> <td>We have a good _____ of living in my country</td> <td>The university held a _____ on human rights issues.</td> </tr> <tr> <td>The UN tries to _____ peace around the world.</td> <td></td> </tr> </table> <p>Descriptor · uses good range of vocabulary correctly. · uses linking words and phrases to connect their comments with flexibility to what others say at sentence level;</p>	The organization has its _____ in New York.	_____ of expression _____ is the main advantage of a democracy.	We have a good _____ of living in my country	The university held a _____ on human rights issues.	The UN tries to _____ peace around the world.		<p>CD</p> <p>Peers assessment which others</p> <p>Worksheet</p>
The organization has its _____ in New York.	_____ of expression _____ is the main advantage of a democracy.							
We have a good _____ of living in my country	The university held a _____ on human rights issues.							
The UN tries to _____ peace around the world.								
<p>ENDING THE LESSON 3 min</p>	<p>Home task Ex:4.To prepare a monologue; to consolidate information from a text Reflection Teacher asks students to write a reflection of the lesson. Write a reflection of the lesson.</p> <table border="1" data-bbox="582 954 914 1039"> <tr> <td>3 - new words</td> <td></td> </tr> <tr> <td>2 - adjectives to describe the lesson</td> <td></td> </tr> <tr> <td>1 - one activity you like</td> <td></td> </tr> </table>	3 - new words		2 - adjectives to describe the lesson		1 - one activity you like		<p>Worksheet</p>
3 - new words								
2 - adjectives to describe the lesson								
1 - one activity you like								
<p>Additional information</p>								
<p>Differentiation - how do you plan to give more support? How do you plan to challenge the more able learners?</p> <p>monitor learner question writing in groups and highlight for less able learners where they should self-correct errors</p> <p>Reflection Were the lesson objectives/learning objectives realistic? Did I stick to timings? What changes did I make from my plan and why?</p>	<p>Assessment - how are you planning to check learners' learning?</p> <p>monitor learner questions for accuracy and encourage them to self-correct</p> <p>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson</p>	<p>Cross-curricular links Health and safety check ICT links Values links</p>						