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| **Unit: The Human Brain** | | | | | | |
| **Teacher’s name: Galiyeva Gulshara** | | | | | | |
| **Date:** 24.11.2021 | | | | | | |
| **Grade: 11** | | Number present: | | absent: | | |
| **Theme:** How memories are formed | | | | | | |
| **Learning objectives** | | 11.1.9 - use imagination to express thoughts, ideas, experiences and feelings  11.5.2 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately  11.3.6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics | | | | |
| **Lesson objectives** | | **All learners will be able to:**  use some target vocabulary successfully in opinion tasks and show some gist understanding of the appropriate situation  **Most learners will be able to:**  use most target vocabulary successfully inn opinion tasks and show some gist understanding of the appropriate situation  **Some learners will be able to:**  use most target vocabulary successfully in opinion tasks, read effectively for gist and identify all specific information | | | | |
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| Bloom Taxonomy | Teacher’s activities | | Pupils’ activities | | Mark | **Resources** |
| (Beginning the lesson)  Remembering  6 min | 1. Divide learners for two groups 2. Teacher suggests to play the memory game   Teacher asks learners to remember everything what they see in the picture then answer the questions   1. Teacher introduce with the topic and objectives of the lesson then asks to give attention at the picture on page 45 and answer the questions | | 1. divide for two groups 2. play the game and answer the questions 3. Learners answer the following questions: What do you know about hippocampus? How is it connected to memory formation? | | clapping | Presentation |
| (Middle )  Understanding  7 - min  3- 6 min  Applying  4- 7 min  Analyzing  15 min | 1. Asks to scan the text then watch the video 2. Introduces with new words   New words:  Consolidate  Encode  Memory retention  Neocortex  Prefrontal cortex  synapse   1. Asks to scan the text again and make phrases with the following words: cortex, facts, memories, synapses, retention, memory   **Descriptor;**   * **Pre-frontal cortex;** * **Short/long–term memory;** * **Memory retention;** * **Encode facts;** * **Synapses are activated;** * **Consolidate memory;**  1. Teacher asks to make three questions by using the text and interview next group   **Descriptor;**   * **asks three questions;** * **uses the main facts;** * **grammatically correct sentences;**  1. Gives the task to make memory mind maps and gives instruction and introduces with the criteria   **Descriptor;**   * **write different ways of improving memory;** * **describe how it improves;** * **give examples and arguments;** * **each member of team presents a memory mind map;** | | 1. Scan the text then, watch the video and compare their answer 2. Copy the new words and learn them 3. Reads and identifies information to fill and make phrases   Check each other   1. Ask and answer the questions by giving main information from the text   5 Team members discuss and **write different ways of improving memory** then present it | | Self assessment with comparing  Groups peer assessment  Teacher shows the answer learners check each other  Teacher gives a star to each question and answer  Hamburger   * Your \_\_\_\_\_is good * I think you should\_\_\_ * I liked the most\_\_\_\_\_ | SB  CD  SB  Presentation  Presentation |
| Ending the lesson  Evaluating  4 min | **Finished?**  Your impression!  Sts write their impression of the whole unit and share ideas with their classmates. | | Learners give 3 – new words you have taught at the lesson;  2 – adjectives to describe the lesson  1 – one activity you like | | Feedback | Presentation |