|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit of a long term plan  Virtual reality | | College: Aksu College of ferrous metallurgy | | |
| Date:21.05.2021 | | Teacher name: Aubakirova A.E. | | |
| Group: Т– 1620 | | Number present:12 | Absent:0 | |
| Lesson title | | Developing and evaluating mobile application | | |
| Learning objective | | 10.4.2 Understand specific information and detail in extended texts on a range of familiar general and curricular topics and some unfamiliar topics  10.5.4 Use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics | | |
| Lesson objective | | All learners will be able to :   * read and understand the main idea of the text * read the text and find the correct one   Most learners will be able to:   * find the correct definitions for words on a topic * fill in the gaps in sentences * make 3-4 questions on this topic   Some learners will be able to:   * select synonyms for words on a given topic * write sentences for debate on the topic | | |
| Assessment criteria | | * **Identify** specific information and detail in extended texts * **Use** appropriate style and register * **Develop** and sustain a consistent argument when reading or writing | | |
| Types of the lesson | | Combined | | |
| Values links | | Economic growth based on industrialization and innovation | | |
| Cross – curricular links | | Russian language, IT, Computer science | | |
| ICT skills | | Video and picture about the mobile application | | |
| Previous learning | | Progress check | | |
| Plan | | | | |
| Planned timings | Planned activities (replace the notes below with your planned activities) | | | Resources |
| Start  25 min | **Task 1 Read the text and answer to the questions**  Students with knowledge weaker read the text and write only the main idea of the text  Text : A classroom of the mind  Questions:   1. What is virtual reality? 2. Who typically uses it? 3. Why have psychologists started to see virtual reality as a useful tool? 4. What adults might benefit medically from virtual reality technology? 5. How can virtual reality help kids undergoing painful medical procedures?   **Feedback:** the teacher displays the sheet with the correct answers on the interactive whiteboard  **Task 2 After reading the text, make up three or four questions that you would like to ask Skip Rizzo about his research**  **Work in pair**  **Peer assessment: provide feedback to the designed questions, using the criteria table findings below**   |  |  |  |  | | --- | --- | --- | --- | |  | **Criteria** | **Yes**  **Specify your decision** | **No**  **Specify your decision** | | **1** | The questions are specific |  |  | | **2** | The questions are relevant |  |  | | **3** | The questions are thought provoking |  |  | | **4** | The questions are creative |  |  | | **5** | The questions are related to real life based evidence |  |  |   **Descriptors:**   * read the text and provides answers to the questions * makes up 3-4 questions | | | Text on the card |
| Middle  40 min | **Task 3 Read the text and for questions 1-5 choose the correct answers (A,B,C or D)**  **Test (Individual work)**  **Feedback:** the teacher displays the sheet with the correct answers on the interactive whiteboard  **Work in pairs**  **Task 4 Fill in : grab, real, live, keep, basic, go, tap, independent, living, breaking**   1. The……….world 7. ….sb’s attention 2. ………feed 8…….the touchscreen 3. …..news 9. …….sb updated 4. …learners 10. On the …………. 5. …..skills 6. In……time   **Task 5 Match the words in bold to their meanings: studying sth you have already learnt, complete, do, plants and animals, almost immediately, watch on the internet, watching and checking carefully**  **Give a checklist for Task 4, 5**   |  |  | | --- | --- | | **Task 4 correct answer 1 point** | | | **real** |  | | **grab** |  | | **live** |  | | **keep** |  | | **basic** |  | | **go** |  | | **tap** |  | | **independent** |  | | **living** |  | | **breaking** |  | | **Task 5** | | | **monitoring** |  | | **Perform** |  | | **Revising** |  | | **Within moments** |  | | **Flora and fauna** |  | | **Whole** |  | | **Stream** |  |   **Descriptors:**   * Read the text and choose the correct answers * Fill in the gaps * Find synonyms for words | | | Action for KZ Science school grade 10 p 38 ex 3  Action for KZ Science school grade 10 p 38 ex 4  Action for KZ Science school grade 10 p 38 ex 5 |
| End  25 min | **Task 6 Make the sentences with these words**  Mobile phone, online games, camera, sounds, music, photos, messages, applications, advertisement  **Group work**  **Task 7 Students are divided into two groups and participate in debates**  1st group – “ the advantages of using of mobile phone”  2nd group – “the disadvantages of using mobile phone”  Feedback teacher comments  **Descriptors:**   * Make the sentences with these words * Write your opinion about this situation   **Reflection:**  **Students answer the questions:**   1. **What did I know?** 2. **What did I learn?** 3. **What do I want to know?**   **Homework:**  Write an essay : “ Mobile phone in our life” | | |  |
| **Additional information** | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | **Health and safety check ICT links** | |
| All learners will be able to : read and understand the main idea of the text and perform the text, choosing the correct answer  Students work in pair, group work and independent work. | | 1 task - the teacher displays the sheet with the correct answers on the interactive whiteboard  2 task – checklist. Students appreciate each other  3 task – individual work. the teacher displays the sheet with the correct answers on the interactive whiteboard  4 , 5 tasks – work in pair. Checklist  6, 7 tasks - Feedback teacher comments | Checking the students’ mood for the lesson  Make a break after 3 task | |