# Қысқа мерзімді жоспар

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| **Unit 4 "Electric current"** | | | **Мектеп: Қызылжар орта мектебі** | | | | |
| **Date:**\_ | | | **Мұғалім: Утаршаева Айнур Кайратовна** | | | | |
| **Grade 8** | | | **Number present:** | | **Number absent:** | | |
| **Theme of the lesson:** | | | **Электр тогы** | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | - use appropriate subject-specific vocabulary and talk about a range of general topics, and some curricular topics.  -Explain conditions for production of **electric current** ; | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Understand **electric current.** * Pronounce and name some words according to the topic. * Recognize the theme and grammar material. | | | | | |
| **Most learners will be able to:** | | | | | |
| * Write short sentences in a paragraph. * Answer the questions. * Do exercises with grammar material. | | | | | |
| **Some learners will be able to:** | | | | | |
| * Speak about quantities of things people use. | | | | | |
| **Language objectives** | | Talk about quantities of things people use. | | | | | |
| **Value links** | | Cooperation, respect each other's opinion, functional literacy. | | | | | |
| **Cross curricular links** | | Biology. | | | | | |
| **Previous learning** | | Previously learned vocabulary on the topic "capacitance and capacitors". | | | | | |
| **Use of ICT** | | Smart board for showing a presentation, getting additional information, playing the audio files. | | | | | |
| **Intercultural awareness** | | Accept the diversity of the things that people use, eat and drink among the students of the group as well as all over the world. | | | | | |
| **Health and Safety** | | Breaks and physical activities used. | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| Beginning the lesson | **І. Organization moment .**Greeting  Good morning, students!  Good morning, teacher!  I am glad to see you.  А) Check the attendance of the students  **II. Check up their homework .Warm up.**  What was your homework for today?  Start thinking p.8. Answering questions.  1.How many volts do you get from electrical socket?  2.When you run a lot of programs on a computer,its capacitors work fast.Why?  3.How can you make capacitor that stores lightning?  Who wants to answer? | | | | | |  |
| Main Activities | Ex.1 p.8. Brainstorming **questions.** **What is the similarity between an electric eel and a bulb?**  **Divide the class into three groups.**  **1 group: Electic current 2 group: Source of electric current 3 group: Conductors**  Ex.2 p.8. Recognizing vocabulary.All students,repeat after me!  **1.Electric current – электрический ток – электр тогы**  **2.Electric eel – электрический угорь – электр**  **3.Source electricity – источник тока – ток көзі**  **4.Conductor – өткізгіш - проводник**  **5.Insulator – изолятор - изолятор**  **6.Devices – приборы- құралдар**  **7.Wire – провод – сым,өткізгіш**  Ex.3 p.8. Translate this sentence.  **Group Electic current:** The potential difference (voltage)of battery ‘pushes’electrons through wires.The directed motion of charged particles in a circuit is called electric current.  **Group:** **Source of electric current**:To produce electric cureent we need batteries, Many electrical devices use batteries: cell phones, watches, toys etc.  **Group Conductors:** Some materials allow electric current to pass through them very easl**Ex.**5 Game to remember | | | | | | Presentation  Presentation  Presentation   * Prezentation |
| Ending the lesson  **GOOD** | Ex.5 p.8. **Research time**  Divide into groups and make an engine that does not harm environment.What transport or materials can you use?  Assessment.  **SUPER**  **SO**    hometask. WB p.8.6  Our lesson is reaching the end. My dear, today you were very active and worked hard.  Your marks for today’ s lesson are…  Thank you! See you later! | | | | | |  |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | | | | |  |
| **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?** | | **Critical thinking** | |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | | | | * Monitoring * Feedback on the work | | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas | |
| **Reflection**   * Were the lesson objectives/learning objectives realistic? * Did all learners achieve the lesson objectives/learning objectives? If not, why? * Did my planned differentiation work well? | | | |  | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What have I learned from the lesson about this class or individuals that will inform my next lesson? | | | | | | | |

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**A I R**

**W a t e r**

**L a n d**