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| **Lesson**  | **Theme: “ Gerunds. Getting an education**  |
| **The technology of teaching** |
| **Group** | 202 |
| **The date of lesson** | 11.12.2017 |
| **Time of the lesson: 2 hours** | Students are about  |
| **The form of the lesson** | Practical lesson |
| **The plan of the practical lesson** | 1. Introducing students with new theme 2. Introducing students with new words and combinations3. Consolidate the new theme4. Giving homework  |
| **The aim of the practical lesson:** to explain the new theme, to develop speaking activities, to consolidate lexical and grammatical material  |
| **The pedagogical tasks:*** working on new words and combinations
* to develop speaking activities in English
* to give new information concerning to the speciality
 | **The results of training*** they work on new words and combinations
* they practice speaking in English
* they get new information concerning to the specialty
 |
| **The way of teaching** | To work in small groups  |
| **The methods of teaching** | Conversation, asking questions,press-formula,mind-map |
| **The means of teaching**  | Handouts, materials prepared beforehand  |
| **The condition of teaching**  | Auditorial |

**The technological map of practical lesson**

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| **Steps and time of teaching** |  **The meaning of activity**  |
| **Teacher**  | **Students**  |
| **1.Introduction** **(10 min)** | 1.1. Introducing the theme, aim and results of the lesson and find importance and actuality of it.1.2. Asking questions concerning new theme. 1.3. Announcing that the training should be operated by doing tasks dividing into small groups.  | They listenThey answer the questionsThey do the tasks |
| **2. The main part of the lesson****(55 min)** | 2.1. Dividing the students into 3 small groups and introducing the ways and the rules of working in groups2.2. Each group is asked and demanded to answer the questions. 2.3. Small groups do exercises concerning to the theme2.4. Leaders of the groups give answers to given questions. If it is necessary to clarify the answer the teacher could stop the leader and ask additional questions and present the discussing to the team.  2.5. Generalizing the information which are given on theme and concluding them.2.6. Learning new words and phrases according to the topic. 2.7. In order to develop speaking activities the teacher asks to make dialogue using vocabulary notes.2.8. Dividing into small groups act the prepared dialogue by role plays.  | They are divided into small groupsThey answer the questionsThey work on tasksLeaders of the groupsperformance the group’s answerThey make notices.They work in groups and make dialogue.They act the prepared dialogue in life. |
| **3. The end of the lesson****(10 min )** | 3.1. Concluding the teaching activity 3.2 Analyzing the students’ activity and recommend to revise the details which couldn’t been progressed 3.3 Giving homework3.4. Encouraging the active students and mark them generally | They listenThey revise the themeThey write the tasksThey will get marks |

Theme: “ Gerunds. Getting an education “

Parents in the U.K. face being punished if their children are continually late for school. Britain's Education Secretary Michael Gove has announced he will crack down on what he terms "problem parents". He said too many families fail to "face up to their responsibilities" by ensuring their children get to school on time, and are "ready to learn and show respect for their teacher". Parents are already slapped with a £60 ($100) fine if their child is repeatedly late for school. However, 20,000 of these penalties were unpaid last year, prompting Mr Gove to announce a tougher penalty system. There will also be fines for parents who withdraw their children during term time to take them on cheaper family vacations.

Mr Gove said his plans were all part of raising standards in education, creating a bigger incentive for parents to ensure their children get to school, and tackling the problem of "habitual truancy". Gove also hit back at his critics, accusing them of adhering to policies that set pupils up to fail and of promoting "a diet of dumbed-down courses". He said opposition politicians shied away "from anything which might require grit". Gove warned their policies would send children to school "without daring to think they might be intellectually curious and capable of greatness, denying them access to anything stretching or ambitious, and setting expectations so low you can never be surprised by someone's potential".

WARM-UPS

**1. EDUCATION:**Students walk around the class and talk to other students about education. Change partners often and share your findings.

**2. CHAT:** In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

|  |  |
| --- | --- |
|  | *parents / late for school / responsibilities / on time / fine / penalty / family vacations / plans / standards in education / truancy / critics / opposition / politicians / potential* |

Have a chat about the topics you liked. Change topics and partners frequently.

**3. RAISING STANDARDS:**How might these ideas to raise standards in education work? Complete this table with your partner(s). Change partners often and share what you wrote.

|  |  |  |
| --- | --- | --- |
|  | **Good points** | **Bad points** |
| Punish parents |  |  |
| Cash for A grades |  |  |
| Webcams in class |  |  |
| Smaller class sizes |  |  |
| More online learning |  |  |
| Homework study groups |  |  |

**4. PROBLEM PARENTS:**Students A **strongly** believe punishing "problem parents" will raise standards in education; Students B **strongly** believe it won't.  Change partners again and talk about your conversations.

**5. OBSTACLES:**Rank these with your partner. Put the biggest obstacles to learning at the top. Change partners often and share your rankings.

|  |  |
| --- | --- |
|   • class size  • the teacher  • computer games  • boring subject |   • too little sleep  • little parental support  • television  • too many tests |

**6. LATE:**Spend one minute writing down all of the different words you associate with the word "late". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING / LISTENING

**1. TRUE / FALSE:** Read the headline. Guess if  a-h  below are true (T) or false (F).

|  |  |  |
| --- | --- | --- |
| a. | Parents will be punished if their children are late for school even once. | T / F |
| b. | The UK education secretary said families need to be more responsible. | T / F |
| c. | Parents failed to pay around 20,000 lateness fines last year. | T / F |
| d. | Parents can take children on family holidays during school time. | T / F |
| e. | The UK government is aiming to reduce truancy levels via these fines. | T / F |
| f. | The government said students would fail with the opposition's policies. | T / F |
| g. | The education secretary said all children know they can be great. | T / F |
| h. | The education secretary said the opposition sets standards too high. | T / F |

**2. SYNONYM MATCH:** Match the following synonyms from the article.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | punished | a. | making |
| 2. | crack down on | b. | duties |
| 3. | responsibilities | c. | strength of character |
| 4. | prompting | d. | stricter |
| 5. | tougher | e. | lifting |
| 6. | raising | f. | penalized |
| 7. | incentive | g. | constant |
| 8. | habitual | h. | promise |
| 9. | grit | i. | motivation |
| 10. | potential | j. | get tough on |

**3. PHRASE MATCH:** (Sometimes more than one choice is possible.)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Parents in the U.K. face | a. | up to their responsibilities |
| 2. | he will crack down on what | b. | politicians |
| 3. | many families fail to face | c. | £60 ($100) fine |
| 4. | slapped with a | d. | he terms "problem parents" |
| 5. | announce a tougher | e. | of "habitual truancy" |
| 6. | part of raising | f. | being punished |
| 7. | tackling the problem | g. | so low |
| 8. | opposition | h. | standards in education |
| 9. | intellectually | i. | penalty system |
| 10. | setting expectations | j. | curious |

GAP FILL

|  |  |  |
| --- | --- | --- |
| Parents in the U.K. (1) \_\_\_\_\_\_\_\_\_\_\_\_ being punished if their children are continually late for school. Britain's Education Secretary Michael Gove has announced he will (2) \_\_\_\_\_\_\_\_\_\_\_\_ down on what he terms "problem parents". He said too many families fail to "face up to their (3) \_\_\_\_\_\_\_\_\_\_\_\_ " by ensuring their children get to school on time, and are "ready to learn and show (4) \_\_\_\_\_\_\_\_\_\_\_\_ for their teacher". Parents are already (5) \_\_\_\_\_\_\_\_\_\_\_\_ with a £60 ($100) fine if their child is repeatedly late for school. However, 20,000 of these penalties were (6) \_\_\_\_\_\_\_\_\_\_\_\_ last year, prompting Mr Gove to announce a tougher penalty system. There will also be fines for parents who (7) \_\_\_\_\_\_\_\_\_\_\_\_ their children (8) \_\_\_\_\_\_\_\_\_\_\_\_ term time to take them on cheaper family vacations.  |   | *slappedwithdrawresponsibilitiesduringfaceunpaidcrackrespect* |
| Mr Gove said his plans were all (9) \_\_\_\_\_\_\_\_\_\_\_\_ of raising standards in education, creating a bigger (10) \_\_\_\_\_\_\_\_\_\_\_\_ for parents to ensure their children get to school, and tackling the problem of "habitual (11) \_\_\_\_\_\_\_\_\_\_\_\_ ". Gove also hit back at his critics, accusing them of adhering to policies that set pupils up to fail and of (12) \_\_\_\_\_\_\_\_\_\_\_\_ "a diet of dumbed-down courses". He said (13) \_\_\_\_\_\_\_\_\_\_\_\_ politicians shied away "from anything which might require grit". Gove warned their policies would send children to school "without (14) \_\_\_\_\_\_\_\_\_\_\_\_ to think they might be intellectually curious and capable of greatness, denying them (15) \_\_\_\_\_\_\_\_\_\_\_\_ to anything stretching or ambitious, and setting expectations so low you can never be surprised by someone's (16) \_\_\_\_\_\_\_\_\_\_\_\_ " |   | *oppositionaccesstruancypotentialpartdaringincentivepromoting* |

ROLE PLAY

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| --- |
| **Role  A – Class size**You think class size is the best thing to raise education standards. Tell the others three reasons why. Tell them why their things aren't so effective in raising standards. Also, tell the others which is the least effective of these (and why): the teacher, sleep or online learning. |
| **Role  B – The teacher**You think the teacher is the best thing to raise education standards. Tell the others three reasons why. Tell them why their things aren't so effective in raising standards. Also, tell the others which is the least effective of these (and why): class size, sleep or online learning. |
| **Role  C – Sleep**You think sleep is the best thing to raise education standards. Tell the others three reasons why. Tell them why their things aren't so effective in raising standards. Also, tell the others which is the least effective of these (and why): the teacher, class size or online learning. |
| **Role  D – Online learning**You think online learning is the best thing to raise education standards. Tell the others three reasons why. Tell them why their things aren't so effective in raising standards. Also, tell the others which is the least effective of these (and why):  the teacher, sleep or class size. |

AFTER READING / LISTENING

**1. WORD SEARCH:** Look in your dictionary / computer to find collocates, other meanings, information, synonyms … for the words 'education' and 'standard'.

|  |  |
| --- | --- |
| **education**  | **standard**  |

* Share your findings with your partners.
* Make questions using the words you found.
* Ask your partner / group your questions.

**2. ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.

* Share your questions with other classmates / groups.
* Ask your partner / group your questions.

**3. GAP FILL:**In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning…?

**4. VOCABULARY:** Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

**5. TEST EACH OTHER:** Look at the words below. With your partner, try to recall how they were used in the text:

|  |  |
| --- | --- |
| * continually
* up
* show
* 20,000
* system
* cheaper
 | * part
* ensure
* set
* away
* access
* low
 |

EDUCATION SURVEY

Write five GOOD questions about education in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

|  |  |  |  |
| --- | --- | --- | --- |
|   | STUDENT 1\_\_\_\_\_\_\_\_\_\_\_\_\_ | STUDENT 2\_\_\_\_\_\_\_\_\_\_\_\_\_ | STUDENT 3\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Q.1.  |   |   |   |
| Q.2.  |   |   |   |
| Q.3.  |   |   |   |
| Q.4.  |   |   |   |
| Q.5.  |   |   |   |

* Now return to your original partner and share and talk about what you found out. Change partners often.
* Make mini-presentations to other groups on your findings.
* SPELLING

|  |
| --- |
| **Paragraph 1** |
| 1. | tnuaylicnol late for school |
| 2. | face up to their pinreiisseslbtio |
| 3. | their child is deetlrpyea late for school |
| 4. | nrusgnie their children get to school |
| 5. | anuoncne a tougher penalty system |
| 6. | parents who ihtwdwra their children |
| **Paragraph 2** |
| 7. | create a bigger eevntciin for parents |
| 8. | the problem of habitual ratcyun |
| 9. | sniopootip politicians |
| 10. | intellectually suucori |
| 11. | access to anything stretching or iumtiasbo |
| 12. | surprised by someone's opalntiet |

ANSWERS

**TRUE / FALSE (p.4)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a | F | b | T | c | T | d | F | e | T | f | T | g | F | h | F |

**SYNONYM MATCH (p.4)**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | punished | a. | penalized |
| 2. | crack down on | b. | get tough on |
| 3. | responsibilities | c. | duties |
| 4. | prompting | d. | making |
| 5. | tougher | e. | stricter |
| 6. | raising | f. | lifting |
| 7. | incentive | g. | motivation |
| 8. | habitual | h. | constant |
| 9. | grit | i. | strength of character |
| 10. | potential | j. | promise |

**COMPREHENSION QUESTIONS (p.8)**

|  |  |
| --- | --- |
| 1. | Education Secretary |
| 2. | Face up to their responsibilities |
| 3. | Respect |
| 4. | 20,000 |
| 5. | Take their children in holiday |
| 6. | Education standards |
| 7. | Truancy |
| 8. | Opposition politicians |
| 9. | Anything that required grit from students |
| 10. | Expectations |