



Боловсролын хүрээлэнгээс 2019 онд хийсэн “ЕБС-ийн сургалтын хөтөлбөрийн хэрэгжилтэд нөлөөлөх хүчин зүйлс” судалгааны үр дүнд үндэслэн боловсруулав.


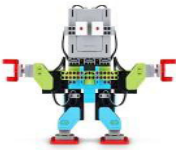
Сургалтын цөм хөтөлбөрийн хэрэгжилтийг үнэлэх ажлын хүрээнд түүврийн аргаар хот хөдөө, төрийн болон төрийн бус сургуулийн сурагчдаас авсан сорилын уншаад тест ажиллах чадварын гүйцэтгэл тааруу байсан. Үүнээс 11-р ангийн суралцагчдыг зорилготой уншихад чиглэсэн 3-р даалгаврын гүйцэтгэл 21,2 хувь буюу хамгийн бага үнэлгээтэй шалгагдсан байна.


Grade 11 Lesson topic “Robots” (Reading text)


Aim of lesson: Write informative/explanatory text to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

Objectives:

- To improve student’s useful vocabulary related to robot
- Students will read articles about topics related to robot to develop the reading, writing, speaking skills and mindset.
- Students have opportunities to share their opinions on reading text

Lesson stage	Content and Classroom activities	Methods
Warm-up	Pre-reading stage and Brainstorming	“Robots”
	Pictures <ul style="list-style-type: none"> • The teacher provides pictures related to the topic of the text. • In groups, the students work together to make sense of the pictures and guess what the text will be about. • The representative of each group takes turns presenting their ideas. 	
	Pictionary <p>To prepare students for the topic and vocabulary of the reading activity, the teacher may use the Pictionary activity:</p> <ul style="list-style-type: none"> • The teacher creates a list of vocabulary terms or concepts relevant to the current topic related to Robot. • The teacher asks one student from each group to come to the board. • The student gets secretly the first word or concept from the teacher. • The student draws a picture representing the term or concept. • When their group correctly identifies the word or concept within the time limit, they get a point 	Draws a picture
	Cloud of words <p>To prepare students for the topic of the text and the vocabulary they are going to encounter.</p> <ul style="list-style-type: none"> • The teacher provides the title of the text and learners work together in groups to make guesses about the topic. • Then, the teacher provides a cloud of scattered words (relevant and irrelevant words to the text) • They try to identify which ones of these words the learners will find in the text (they may use their dictionary). 	Guessing game

While reading activities		
<p>Work up</p> 	<p>Skimming</p>	<ul style="list-style-type: none"> Students read only the first paragraph and the last paragraph of the article. They then work in pairs to discuss the guessed-at contents of the piece. To guide the discussion, the teacher can provide questions on the board, such as: <p>1) As used in paragraph 1, we can understand that something special is NOT</p> <p>A. normal B. expensive C. perfect D. tired</p> <p>2) According to the author, robots may be used to</p> <p>I. make cars II. explore volcanoes III. answer telephone calls</p> <p>A. I only B. I and II only C. II and III only D. I, II, and III</p>
	<p>Scanning</p>	<ul style="list-style-type: none"> Several content-specific questions are written on the board before students receive the text. Students read through the text and answer the questions. Key vocabulary words are written on the board before students receive the text. Students read through the text and circle the words, then read the sentence for each word for context. <p>3) What is the main purpose of paragraph 2?</p> <p>A. to show how easy it is to make a robot</p> <p>B. to tell what a robot is</p> <p>C. to describe the things a robot can do</p> <p>D. to explain the difference between a robot and a machine</p>
	<p>Comprehension questions</p>	<ul style="list-style-type: none"> Teacher give them questions and student circle correct answer. <p>When was the first real robot made?</p> <p>A. 1961 B. 1900 C. 2003 D. 2000 years ago</p> <p>Which of these gives the best use of a robot?</p> <p>A. to help make a sandwich B. to help tie shoes</p> <p>C. to help read a book D. to help explore Mars</p> <p>Which of these statements correctly summarizes how the author of this passage feels about robots?</p> <p>A. Robots are old. B. Robots are confusing.</p> <p>C. Robots are helpful. D. Robots are dangerous.</p>
		<p>In pairs to discuss the guessed</p> <p>Pronominal questions</p>

	Post-reading activities		
Wrap up 	Think-Pair-Share	<ul style="list-style-type: none"> In pairs / groups, talk about these topics or words from the article. "In the future, we will have even more robots." The author concludes by telling us that robots "will help make life better." What do you think about this? Do you think this is true? Will robots help make life better? Why or why not? 	In pairs / groups
		<ul style="list-style-type: none"> DANGEROUS: Students A strongly believe robots are dangerous; Students B strongly believe robots are dangerous. Change partners again and talk about your conversations. Good or bad: Is it good or bad for us? Complete this table with your partner(s). Change partners often and share what you wrote. 	Role play
	Peer testing	<ul style="list-style-type: none"> Students have to prepare questions about the text they have just read. The members of each pair or each group will have to answer. Write about robot for 10 minutes. Comment on your partner's paper 	Discussion

References:

Abraham, P. (2000) Skilled Reading: Top-Down, Bottom-Up, Field Notes, Vol. 10, No. 2 (Fall 2000) Publisher: SA-BES/World Education, Boston, MA, Copyright 2000. Retrieved from <http://www.sabes.org/sites/sabes.org/files/re-sources/fn102.pdf> on August, 18 2017.

Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). Becoming a nation of readers: The report of the commission on reading. Washington, D. C.:National Institute of Education.

Chambers, F. and Brigham, A. 1989. Summary writing: a short cut to success. English Teaching Forum 27, 1: 43–45.

If you need to ask something from this lesson ideas please send to email address: undarmaa@mier.mn

“Robots”

A robot is a machine. But it is not just any machine. It is a special kind of machine. It is a machine that moves. It follows instructions. The instructions come from a computer. Because it is a machine, it does not make mistakes. And it does not get tired. And it never complains. Unless you tell it to!

Robots are all around us. Some robots are used to make things. For example, robots can help make cars. Some robots are used to explore dangerous places. For example, robots can help explore volcanoes. Some robots are used to clean things. These robots can help vacuum your house. Some robots can even recognize words. They can be used to help answer telephone calls. Some robots look like humans. But most robots do not. Most robots just look like machines. Long ago, people imagined robots.

Over 2,000 years ago, a famous poet imagined robots. The poet's name was Homer. His robots were made of gold. They cleaned things and they made things. But they were not real. They were imaginary. Nobody was able to make a real robot.

The first real robot was made in 1961. It was called Unimate. It was used to help make cars. It looked like a giant arm. In the future, we will have even more robots. They will do things that we can't do. Or they will do things that we don't want to do. Or they will do things that are too dangerous for us. Robots will help us fight fires. They will help us fight wars. They will help us fight sickness. They will help us discover things. They will help make life better.

Exercise keys: 1A 2d 3c 4a 5d 6c