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| **Unit 6:**  **The natural World** | | | **School: № 17** | | |
| **Date: 19.02.2020** | | | **Teacher name: Nurlybayeva А.М.** | | |
| **Class: 8** | | | **Number present:** | **Absent:** | |
| **Theme of the lesson:** | | | **Nature reserves around the world** | | |
| **Learning objectives(s) that this lesson is contributing to** | | 8.2.1.1 - understand with little or no support the main points in  extended talk on a wide range of general and curricular topics;  8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics;  8.1.3.1 - respect differing points of view | | | |
| **Lesson objectives** | | **All students will be able to:**  Listen to the text, understand general information  Name 5 animals/birds and plants  **Most students will be able to:**  Identify the names of animals/plants/birds with pictures  Divide animal/birds/plants by their locations  **Some students will be able to:**  Describe nature reserves  Discuss 2 questions about nature reserves | | | |
| **Assessment criteria** | | **Students can**   1. Identify the names of animals/plants/birds with pictures 2. Discuss about nature reserves 3. Understand the text | | | |
| **Values links** | | Responsibility, respect and love to the nature, respect each other’s points of view, functional literacy | | | |
| **Cross curricular links** | | Biology, geography | | | |
| **Previous learning** | | “The places of natural beauty” | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | **Resources** |
| **Start**  **1-3 min**  **4-6min** | The lesson starts with the greeting. Teacher asks some organization questions like: «who is absent?», «who is on duty today?», «what is the weather like today?» Learners give their answers.  Learners look at the pictures, describe them and try to say what is the theme of the lesson. “Nature reserves around the world”. Learners read the lesson objectives.  Self-assessment according to the teacher's answers. | | | | PPT  PPT |
| **Middle**  **7-9min**  10-13min  14-17min  18-29 min    30-35min | **Introduction of the new vocabulary**  (an activity to revise the vocabulary from the previous lesson)  Students divide into 2 groups and match the pictures with their translation.  Group1: Siberian white cranes, red deer, lichen, mushroom, flamingo.  Group2: Elk, golden eagle, red squirrel, bluebell, pelican.  Teacher drills the pronunciation of a certain words if it is necessary.  **Listening**  Learners listen to the text“Nature reserves around the world”. (p.71 ex 1)    **Post – listening**  Task 1. Which of the animals/birds and plants do you think you can find at Loch Lomond and which at Korgalzhyn Nature Reserve?  Students can stick their pictures near with the name of natural reserve on the blackboard.  Loch Lomond: bluebell, ransoms, red squirrel, red deer, golden eagle, red-necked wallaby.  Korgalzhyn Nature Reserve: roe deer, , lynx, elk, lichen, mushroom, fish eagle, pelican, Siberian white cranes, flamingo.  **Search activity**  Task 2. Work in 2 groups. Find and present some information about other nature reserves around the world. Complete the table by using your dictionary (paper or digital).  Descriptor: a learners write:   1. the name of the nature reserve 2. location 3. 3 types of animals/ birds/ plants 4. Pronounces the words correctly   **Differentiation**  Less able learners do ex 2 p. 71 (True/False) while more able students work in pairs and make a short dialogue.  Answers:  1.In the spring, the forest around Loch Lomond are full of bluebells and ransoms. True  2.Loch Lomond is famous for its fantastic wildlife and woodland. True  3.The Korgalzhyn Nature reserve covers a million hectares. False  4.The star attractions of Korgalzhyn are the Siberian white cranes*.*False  Less able students exchange their copybook and check each other.  Peer Assessment according to full information from text. | | | | Hand out 1  (Words and pictures with animals/plants/birds)  Audio CDs 3.  Hand out 2  Hand out3 (A table)  PPT |
| End  36-40 min | **Home work:**  p.72 ex 2 (Read and translate the text)  **Reflection**  Teacherasks learners:   1. What did we learn today? 2. What did you find difficult? 3. What did you find most interesting today? 4. What did you like most?   Lesson is over, Good bye, have a good day! | | | | PPT PPT |

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| **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 learner’s learning? | Health and safety check  ICT links  Audio CDs |
| * By different- levelled tasks-during the lesson * By differentiated lesson objectives * By support- material with explanation * By learning style – during the lesson, individual, group and pair work | * Self-assessment by teacher 's pronunciation- warm up activity and by an activity to revise the vocabulary from the previous lesson * Peer assessment according to full information from the text. * Peer assessment by demonstrating the ability to participate in a conversation (dialoge) | * By warm up activity * Classroom rules |
| **Reflection**  Were the lesson objectives/learning  objectives realistic?  Did I stick to timings?  What changes did I make from my  plan and why? |  | |