**ШҚО ББ Өскемен қаласы бойынша ББ «№6 орта мектебі» КММ**

**КГУ «Средняя школа № 6» ОО по городу Усть-Каменогорску УО ВКО**

**Lesson plan**

**The most environmental issues**

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| **Unit 4** | | | **Space and Earth** | | | | |
| **Teacher’s name:** | | | **Zhunussova Diana Dosymkyzy** | | | | |
| **Date:** | | | **14.12.2021** | | | | |
| **Grade 7** | | | **Number present:** | | **Number absent:** | | |
| **Theme of the lesson:** | | | **The most environmental issues** | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics  7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Watch/listen to the video and place the rules in right order | | | | | |
| **Most learners will be able to:** | | | | | |
| * Listen/read and understand specific information * Match phrasal verbs in the right order | | | | | |
| **Some learners will be able to:** | | | | | |
| * use talk or writing to answer specific questions | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Teacher’s activities** | | | **Pupil’s activities** | | **Assessment** | **Resources** |
| Beginning of the lesson  **10 min** | **Greeting**  The teacher greets the learners.  “Good afternoon everyone. How are you?”  Then teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Warm-up: Warmest wishes**  Let’s make our mood better.  Take one of the wish flashcards, read it and give to next student.  **Checking homework: “4 pictures = 1 word”**   1. tornado – торнадо 2. FLOOD – НАВОДНЕНИЕ 3. SUSTAINABLE – ЭКОЛОГИЧЕСКИЙ 4. RENEWABLE – ВОЗОБНОВЛЯЕМЫЙ 5. SUNLIGHT – СОЛНЕЧНЫЙ СВЕТ/ЛУЧ 6. RAIN – ДОЖДЬ 7. SOLAR PANELS – СОЛНЕЧНЫЕ ПАНЕЛИ 8. NATURAL – НАТУРАЛЬНЫЕ 9. ELECTRICITY – ЭЛЕКТРИЧЕСТВО 10. ENVIROMENT – ОКРУЖАЮЩАЯ СРЕДА | | | Learners respond to the greeting  Learners motivate each other with wishes | | Formative assessment is held through observation/monitoring  4 points | Flashcards  PRESENTATION PPT |
| Main Activities  **30min** | **Task1 Method “Fill the poster”**  **Listen and watch video carefully and fill in the gaps of given poster. Put rules of helping planet in the right order:**   1. Save Energy 2. Use reusable items 3. Separate and Recycle 4. Don’t waste water 5. Don’t clog the toilet 6. Have a shower instead of a bath 7. Turn off the water tap while brushing teeth 8. Reuse Paper 9. Pick up litter 10. Respect and look after the animals and plants   **Task 2 “Reading”**  **Exercise 3 p.49.**  **Read the text “Three countries, three renewables”, match the country to the correct picture and answer the questions in exercise 3.**  Which group’s text is respond to the 1st /2nd /3rd picture?  *1.Where does Minnesota get its biomass from?*  *2.What two benefits does using biomass have for the environment?*  *3. Why is the sun so important in Australia:*  *4.What two results has the use of solar power had in Australia?*  *5.Why has Britain got lots of sea and wind?*  *6.Which wind farm will produce more electricity?*  *Answers*  *1.From wood from 3,000 trees knocked down by strong winds.*  *2.You can use wood from trees which have a disease and then you can plant new trees.*  *3 Because about a quarter of all homes in Southern Australia use solar power.*  *4 It has brought down the country's energy bills and has had a positive environmental effect.*  *5 Because it's an island.*  *6 The wind farm in Cumbria.*  **Task 3 “Individual work”**  **Exercise p.49: Match the phrasal verbs to their definitions**  **Bring down; keep on; put up; knock down; cut down** | | | Learners work in the groups and put rules in the right order  Groups check each other  Learners read the text and match to the picture.  ***Wind turbines – the UK***  ***Biomass – the USA***  ***Solar panels – Australia***  They explain their ideas  .  L. work alone and answer:  1 – c  2 – e  3 – a  4 – d  5 - b | | “Light bulb” assessment  2 points  Self-assesment  2 points  Assessment in pairs  2 points | <https://youtu.be/X2YgM1Zw4_E>  Eyes Open 3 for Kazakhstan 7 Grade Student s book  Page 49  Eyes Open 3 for Kazakhstan 7 Grade Student s book  Page 49 |
| Ending the lesson | Giving the hometask: Exercise 5, p.49  At the end of a lesson learners give feedback on the lesson **“Brain charge”**   * They learn new things without troubles: green batteries * They have 1-2 questions: yellow batteries * They found lesson difficult: red batteries | | | * Feedback on the work | | | |