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| **Date**: 13.02.2024 | | | **Unit 6**: *The Natural World* | | | | |
| **Teacher name:** Assaubayev A.D. | | | **School:** Secondary school named after Gorki, a. Dombyraly | | | | |
| **Grade: 8** | | | **Number present:** | | | **Number absent:** | |
| **Theme of the lesson:** | | *Nature reserves* | | | | | |
| **Learning objectives** | | 8.1.3.1- respect differing points of view;  8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings;  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;  8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  8.4.1**.**1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;  8.6.15.1- use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics | | | | | |
| **Lesson objectives** | | * to develop the speaking and listening skills * to identify specific information from the text and elicit the main idea * to recognize the difference between **with** /**by** * to learn new words related to the theme * to develop the critical thinking   **All learners will be able to:**  Read the text about theme  **Most learners will be able to:**  Do tasks with new words with some support  **Some learners will be able to:**  Give additional information about theme | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | **Learners’ activities** | **Evaluation** | | **Resources** |
| Begining  5 min | ORGANIZATIONAL MOMENT  T: Good morning, children. I’m glad to see you. What is the date today? What is the weather like today? How are you today? How do you feel today?  **Warm up**  Watch the video about nature reserves and discuss.  Elicit the word “endangered species”. Give them the definition of the word and elicit examples of endangered species.  Setting the objectives of the lesson | | | Ask and answer the questions  Discussing the videos  Brainstorming |  | | Presentation  https://www.youtube.com/watch?v=F\_qalhOZCJA&t=47s |
| Middle  35 min | Revise the difference between with/by  Divide pupils into the groups  Reading texts about nature reserves  **Pre –reading task**  Give to the learners some new words related to the theme and create the sentences.  **Reading:**  Learners read the articles about nature reserves.  Korgalzhyn Nature Reserve  Naurzum Nature Reserve  They should identify the following information:  Location, flora and fauna.  After reading give learners sentences with missing words and ask them to complete the sentences. This exercise allows learners to practice using new words.  Ask learners to discuss the following questions:  *How can we save the animals and the plants? What should we do?*  Write learners ideas on the board.  **Differentiation:** give more able learners to match words with the definitions. Less able learners can match words with their Kazakh translation.  Check the understanding of the new words with the whole class.  **Formative assessment**  Learners should discuss what all these animals and plants have in common | | | Learners read the grammar and do an exercise  Learners read and try to remember new words.  Learners complete the table. Then they can compare and discuss their tables. Discuss the answers with the whole class | *Mutual evaluation*  *Verbal evaluation* | | Presentation  Handout 1  Handout 2  Handout 3 |
| End  5 min | **Reflection:**  Learners answer some questions about today’s lesson:  What was the most difficult part of the lesson?  What can we do next time to help you?  Home task: revise the grammar  **Saying goodbye** | | | Learners answer some questions | *Self-assessment*  Traffic lights | |  |