


ПЛАН УРОКА

Предмет	Английский язык
Учитель	Маканова А.К.
Школа, класс	г. Астана, НИШ ХМН, 9 класс
Тема урока	Environmental problems



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Learning objectives(s) that this lesson is contributing to		9. C6 organise and present information clearly to others 9. R3 understand the detail of an argument in extended texts on a range of familiar general and curricular topics, including some extended texts 9. S7 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics	
Lesson objectives (Success criteria)		All learners will: <ul style="list-style-type: none">understand main information in a reading passageknow topic related words and use them when speaking Most learners will: <ul style="list-style-type: none">identify specific information in readingexpress ideas when discussing Some learners will: <ul style="list-style-type: none">analyse the reading information to interpret and evaluate it generate arguments to justify opinions	
Value links		Respect, tolerance, responsibility	
Cross curricular links		Geography, Ecology	
ICT skills		Completing tasks online using laptops	
Previous learning		Vocabulary on the topic Environment	
Plan			
Planned timings	Planned activities	Resources	
Beginning 5 min	Greeting. Students are introduced with the lesson objectives. Students revise the rules of behaviour at the lesson Brainstorm: <i>(Brainstorm is a useful way of encouraging students to begin to think of a topic. It is an effectual way to evaluate what students know at the start of studying any topics. Brainstorming helps teachers to identify what learners know as individuals,</i>	PPT presentation., slides 1-4 PPT presentation., slide 5	
15 min			
Middle			

15 min	<p><i>and can share with their peers in a class).</i></p> <p>Students look at the picture and reflect on it answering the following questions:</p>	<p>Test 4-6</p>  <p>http://bilimland.kz/index.php/ru/catalog/lesson/6824-008_environment</p> <p>Dictionaries.</p> <p>http://bilimland.kz/index.php/ru/catalog/lesson/6824-008_environment</p> <p>Enjoy English 8, М.З Биболетова, Н.Н Трубанёва</p> <p>PPT presentation., slide 6-7</p> <p>Appendix 1, Worksheet text</p> <p>PPT presentation., slide 8</p>
10 min	<p>What do you see on the picture? Name all objects you see</p> <p>What do you associate this picture with? Name only nouns.</p>	
15 min	<p>What do you feel when looking at this picture? Name only adjectives.</p> <p>What do you compare it with? Think of simile.</p> <p>Students share their ideas to the whole group</p>	
10 min	<p>Describing the picture</p> <p>Students link their ideas into sentences answering the question <i>How can you describe this picture?</i></p> <p>Students work individually writing the notes.</p> <p>Students work in pairs and share their ideas with their peers.</p> <p>Teacher organises the whole group discussion.</p> <p><i>(Answering different level questions relates to whole-class involving and challenging each student's thinking. It cooperates individuals and pushes the thinking of the most able pupils).</i></p> <p>Vocabulary corner</p> <p>Students think and write the words that are related to the topic Environment and they share with their peers.</p> <p>Students complete the vocabulary test online, checking their knowledge of the topic related words.</p> <p>Students compare the words they have written with the</p>	

	<p>words from the test. Students work with the words they do not know. Students find the meaning of unknown words in the dictionary. Students make up the sentences with the new topic related words and present to the whole group discussion.</p> <p>Pre reading. Creating a mind map. <i>(Mind map helps students to develop their reflective practice because creating mind map aims to help students to organise and summarise information. This approach allows students to work individually to revise their knowledge and information they have already had and gain from the activities at the lesson).</i> Students look at the picture again and think of the problems our planet has and present their ideas using the words they have found in the test. Students fill mind map. Students are presented the list of the problems and compare with their ideas. Students rank the problems according to the importance. Students identify the most important at the top and the least important problems. Students share their ideas in a group of 3. Teacher monitors the discussion in the groups and makes notes identifying common mistakes for group discussion and correction.</p> <p>While reading. Coding a text. (Coding texts allows students to read information in details and identify specific information. It also helps to</p>	
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	<p>develop scanning skill that is very important in reading. It also helps students to assess their knowledge and reflect on what is new for students)</p> <p>Students read the text and code it with coloured pens or pencils.</p> <p>✓ I have known about it ! It was new for me, I haven't known about it before. ? I still have a question; I need to find more information.</p> <p>Post reading Teacher elicits the information from the students. Students return to the mind map and add more environmental problems that exist today.</p>	
<p>End</p> <p>10 min</p>	<p>Plenary: Students reflect on 3 things found out (green board) 2 interesting things (yellow board) 1 question I still have (red board) Students write their notes on the stickers and hang on the coloured boards. This approach helps teachers to reflect on the lesson and be good recourse when preparing for the next lesson as the students identify questions they still have, it allows a teacher to organise the work to search for the answer on the questions.</p> <p>Homework: Students go back to the mind map and choose one problem from the list and write the ways of solving the chosen problem. They will write in their mind map.</p>	PPT presentation., slide 9
Additional information		
Differentiation – how do you plan to give more	Assessment – how are you planning to check learners'	Health and safety check

support? How do you plan to challenge the more able learners?	learning?	
More support: Differentiation by support, giving more help to certain pupils within pairs and/or groups. Allow thinking time. Offer differentiation by differentiating questions (yes/no, open ended questions).	A teacher monitors learners as they share the information. A teacher assesses student understanding by listening to the students' responses and by taking anecdotal notes. A teacher monitors learners' answers and offer differentiation by support. Students assess their understanding by comparing with the answers. Students record what they consider they have learned from the reading passage and from the lesson.	The room is aired before lessons. Students are informed of the rules how to behave in the classroom.
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?	Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.	
Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?		

Read the text and code it.

Environment in Kazakhstan

Kazakhstan faces several important environmental issues. As the site of the former Soviet Union's nuclear testing programs, areas of the nation have been exposed to high levels of nuclear radiation, and there is significant radioactive pollution. The nation also has 30 uranium mines, which add to the problem of uncontrolled release of radioactivity. Kazakhstan has sought international support to convince China to stop testing atomic bombs near its territory, because of the dangerous fallout.

Mismanagement of irrigation projects has caused the level of the Aral Sea to drop by 13 m, decreasing its size by 50%. The change in size has changed the climate in the area and revealed three million hectares of land that are now subject to erosion.

Air pollution in Kazakhstan is another significant environmental problem. Acid rain damages the environment within the country and also affects neighboring countries. In 1992 Kazakhstan had the world's 14th highest level of industrial carbon dioxide emissions, which totaled 297.9 million metric tons, a per capita level of 17.48 metric tons. In 1996, the total had dropped to 173.8 million metric tons. In 2000, the total of carbon dioxide emissions was at 121.3 million metric tons. Pollution from industrial and agricultural sources has also damaged the nation's water supply. United Nations (UN) sources have reported that, in some cases, contamination of rivers by industrial metals was 160 to 800 times beyond acceptable levels. Pollution of the Caspian Sea is also a problem.

Kazakhstan's wildlife is in danger of extinction due to the overall level of pollution. According to current estimates, some areas of the nation will not be able to sustain any form of wildlife by the year 2015. In the areas where pollution is the most severe, 11 species of mammals and 19 species of birds and insects are already extinct. According to a 2006 report issued by the International Union for Conservation of Nature and Natural Resources (IUCN), threatened species included 15 types of mammals, 23 species of birds, 2 types of reptiles, 1 species of amphibian, 7 species of fish, 4 species of invertebrates, and 1 species of plants. Threatened species included the cheetah, the black vulture, the swan goose, the spotted eagle, the asp, the Siberian crane, and the great snipe.

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