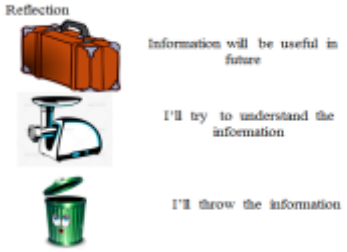
Предмет	Английский язык
Учитель	Мауленова Д.М
Школа, класс	ЗКО, г. Аксай, ОШ №3, 7 класс
Тема урока	The measurement of pressure. Barometer

Type of the lesson:	Integrated lesson. English + Physics
The aims :	to introduce students with the device for measuring atmospheric pressure; to teach the history of invention and to present information about famous scientists; to improve the skills of speaking, reading, writing; to bring up how to work collaboratively.
Expected results:	Students will able to do the following: - they know the history of barometer and about the inventors of the device; - they can listen, read and understand the text and video material; - how to compare the types of the device.
Resources:	textbooks, posters, cards, markers, pictures, active board, audio- visual aids.
Methods and techniques:	«KWL», «Cluster», , «Magic tree», «Thick and thin questions».
Modules :	Age features, Dialogic learning, ICT, Critical thinking, Management and Leadership, Evaluation.

Activity		
Stages	Teacher's activity	Student's activity
I. Organization moment	Greeting -Good afternoon boys and girls! Sit down please! Questions about date , day of the week.	Students greet the teacher and answer the questions.
II. Warm-up (phonetic-drill)	Teacher asks pupils to do the warming –up 1. Choose the partner and stand opposite 2. Smile to your partner 3. Say "Hello" 4. Hug each other 5. Wish "Good luck" 6. Sit down	Dividing into groups Students divide into 3 groups (using the puzzles) and then they do the commands

III. Brainstorming	-What is the weather like today? -Have you heard about forecast for today? -Let's try to find the forecast for today. Ok! What devices use for predicting weather forecast? You are right. And today we'll speak about one of these devices.	Students answer and then try to find the weather forecast.  Students give the answers. (anemometer, thermometer, barometer)
III. Presentation	-Look at the picture and try to answer "What is it?"(teacher shows the picture of the barometer)	Students try to give their answers. (it's a barometer) 
IV. Individual work	1)-I'll give the sheets of paper, complete the chart "KWL" (**K** – we **know, W -** we **want** to know, **L** – we have **learnt**) 2) – And now let's watch the video http://bilimland.kz/en/#lesson=9891 and read the text about barometer.	1)Students complete two coloumns of the chart "KWL". S_1 and S_2 try to answer about what they know and want to know about this device. 2)Students watch video and read the text "Barometer"
	Barometer A barometer is a device that measure air pressure. It measures the weight of the column of air that extends from the instrument to the top of the atmosphere. There are two types of barometers commonly used today, mercury and aneroid (meaning "fluidless"). Earlier water barometers (also known as "storm glasses") date from the 17th century. The mercury barometer was invented by the Italian physicist Evangelista Torricelli (1608-1647), a pupil of Galileo, in 1643. Torricelli inverted a glass tube filled with mercury into another container of mercury; the mercury in the tube "weighs" the air in the atmosphere above the tube. The aneroid barometer (using a spring balance instead of a liquid) was invented by the French scientist Lucien Vidie in 1843. It is easy to transport and easy to construct.	
	3) – Let's try to complete the third column of the chart what you've learnt from the text and video about this device.	3) students complete the third coloumn of the chart (L- have learnt about barometer)

V. Work in groups	I'll give you some time for reading and discussing the text.	1) Students read and discuss the text
Doing tasks	Task 1. Choose TRUE or FALSE 1.A barometer is a device that measure blood pressure 2.There are two types of barometers 3.The mercury barometer was invented by Galileo 4.The mercury barometer was invented in 1643 5.The aneroid barometer was invented by the French scientist Lucien Vidie in 1843 6.The mercury barometer is easy to transport and easy to construct 7.The structure of aneroid barometer is very simple. 8.A mercury barometer consists of a plastic tube and a vessel filled with mercury.9.A spring barometer has a pointer.	Students try to choose TRUE or FALSE answer and correct false statements. 1. False 2. True 3. False 4. True 5. True 6. False 7. True 8. False 9. True
VI. Practice	And now let's go to the virtual laboratory http://bilimland.kz/ru/content/category/search - p=1&pn=6&s=барометр&lesson=19073	Students watch the video in virtual laboratory
Game "Magic tree"	We need one volunteer from each group. He or she will be the "magic tree" 	Each student has to write one question on the stickers using the information from the text and video. Students stick the questions on the "magic tree" and "magic tree" try to answer .
Group work	Teacher offers to create the poster about this device.	Students create the poster and tell about barometer to the classmates and ask each other about it.

VII. Conclusion	a) evaluation b) reflection suitcase – I can take it with me hasher - I try to think and understand the information basket - I'll throw it c) home task The lesson is over! Goodbye!	a)Students evaluate their classmates (they say who can get 5,4 and 3 and who gets a remark) b)Reflection "Suitcase, hasher and basket" c)be ready with retelling about barometer  Students get the marks, write h/t and say "Goodbye"