## ПЛАН УРОКА

Предмет	Английский язык
Учитель	Габдукалиева Ж.Г.
Школа, класс	ЗКО, г. Уральск, КГУ «СОШ №19», 8 класс
Тема урока	Endangered species: Saiga



Learning objectives(s):	<ul> <li>8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups</li> <li>8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts</li> <li>8.4.7.1recognise typical features at word, sentence and text level in a range of written genres</li> </ul>	
Lesson	Learners will be able to:	
objectives:	<ul> <li>list facts about saiga;</li> <li>predict the content of the article;</li> <li>identify the reasons;</li> <li>offer solutions.</li> </ul>	
Assessment criteria:	Learners have met <b>8.4.2.1</b> if they can identify the reasons and the function.  Learners have met <b>8.4.7.1</b> if they can complete the sentences with the correct words.	
Value links:	Responsibility	
Cross curricular links:	Geography, Biology	
Previous learning:	Regions of Kazakhstan, habitats	

Plan

Planned timings	Planned activities	Resources
Beginning	Org. moment: Greeting learners	Power Point
40	Divide into groups 'Nature' and World".	presentation
10 min	At the beginning of the lesson I want to ask your attention to this golden rules: -Be active -Be attention	Twig
	-Be emotional	https://twig-
	-Don't say I don't	bilim.kz/ru/film/endang
	-First think then speak	<u>ered-species</u>
	Find out your piece of picture	
	(P, G, W) Warm upLet's start our lesson And now We are watching video look at the whiteboard. Pupils what do you think what about this video?	BILIM Land https://bilimland.kz/ru/c
	The theme of our lesson is <b>Endangered</b>	ourses/english-
	what are facts about animals do you know? Elicit learners' ideas and write some of them on the board. If learners struggle to express themselves in English, allow them to use their first leaguage.	language/core- curriculum-for- english/year- 8/lesson/062-i-know- tigers-are-endangered
	first language. Label the pictures. Which animal do you like best? Label the map. Work in pairs. Say which animals live in each continent.	
	W) Pre –reading task	
Middle	Show learners the headline "200,000 Endangered Antelope Died. Now We Know Why". Ask them to predict what the whole	
15 min	And now I'll give you text  Ask learners to read the article for the first time and check whether their predictions were correct. Ask learners to ignore the unknown words, they are reading for a gist, for overall	Handout 1
	idea.  Learners work in pairs and match words with	
	their meaning. They should use the article which is supposed to help them to understand	
	the meaning of these words.  Differentiation: give more able learners to match words with the definitions. Less able learners can match words with their Russian/Kazakh translation.	

	Check the understanding of the new words with the whole class.	
10 min	(I, P, W) Reading: Learners read the article about saiga second time. They should identify the following information:  • reasons which led to mass die-off;  • reasons why the number of saiga is declining;  • the function of their nose. Learners complete the table. Then they can	Handout 2
	compare and discuss their tables. Discuss the answers with the whole class.  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: I'll give you a poster You should protect  1. You are members of parliament.  You should make laws concerning the environmental protection  2. You are the members of Green Peace organisation.  How can you help saigas in order to save them?	Handout 3
End	Reflection:	
5 min	Learners answer some questions about today's lesson:	
	<ul> <li>What was the most difficult part of the lesson?</li> </ul>	
	<ul> <li>What can we do next time to help you?</li> </ul>	

## 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 learners' learning?			
Differentiation by task. Differentiation by support.	Teacher formatively assesses learners reading skill.	Make sure cords are not tripping hazard. Switch off the active board if you do not use it.  If learners are tired, do physical exercise with them.  Open the window to refresh the air in the classroom during the break.		
		ow to reflect on your lesson. Answer the stions from the box on the left about your		
	Summa	ry 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)?				
		about the class orachievements/difficulties ill inform my next lesson?		