

Planned timings	Planned activities	Resources
Start 5.min.	<p>Org moment;</p> <p>1 Teacher greets learners, learners respond to greeting and take their places</p> <p>Making a friendly atmosphere.</p> <p>Pupils make a circle, keeps saying compliments to each other.</p> <p>2.Students are divided into two groups: “Nature” and “Environment”</p> <p>Teacher asks: -What did we learn about at our last lesson?-</p> <p>Possible answers: We learnt about the environmental problems of our planet, especially, about deforestation, energy waste and throwing rubbishes.</p> <p>We learnt about endangered species and three R’s of solving environmental problems: reduce reuse and recycle.</p> <p>Teacher asks: What do you expect from this lesson?</p> <p>Possible answers: May be we will continue learning about environmental problems.</p> <p>May be we’ll try to find solutions for environmental problems.</p> <p>Teacher: You are right. We are going to talk about environmental problems. Also we are going to make predictions about the future of our planet.</p> <p>-I will give the leaders of the groups’ criteria paper for assessment on the paper. You are going to give points for each task for the students in your group.</p>	<p>pictures</p> <p>Power Point presentations Slide #2</p> <p>Power Point presentations Slide #3</p> <p>Power Point presentations Slide #4</p>
Middle 30 min	<p>Checking homework (5 min)</p> <p>Students prepared booklets about three Rs of ecological problems. They present their booklets in groups.</p> <p>Reduce: water, energy, materials from wood, natural resources.</p> <p>Reuse: glass and plastic bottles, pockets.</p> <p>Recycle: paper, newspaper, cans, tins, plastic containers, packages.</p> <p>Descriptor:</p> <p>Learners</p> <p>-collect information about the three Rs of environmental problems and report the results of their search.</p> <p>New lesson: Introduction of new words: (5 min)</p> <ol style="list-style-type: none"> 1. overcrowded-шамадан тыс көп 2. dry up-құрғау 3. shortage of –жетіспеушілік 4. become extinct-жойылып кету 5. lose habitats- өмір сүру ортасын жоғалту 	<p>Power Point presentations Slide #5</p> <p>Power Point presentations Slide #6</p>

6. have better living conditions- жақсы өмір сүру жағдайлары
7. save natural resources – табиғи ресурстарды сақтау
8. protect endangered species – жойылу қаупіндегі түрлерді қорғау

New grammar: (3 min) We use auxiliary verb “Will” to make predictions based on what we think, believe, or imagine with the verbs think, believe, hope, and know. *For example: I think forests will disappear in 50 years’ time.*

I hope people won’t (will not) have problems of air pollutions.

Task 1. (3 min) Read the given phrases and make predictions about the future of our planet Earth.

Possible answers:

I think the Earth will be overcrowded in the future.

I hope we will have better living conditions.

I know some animals will become extinct.

I believe we will protect endangered species.

I hope animals won’t lose their habitats.

I know we will save natural resources.

I believe we will have shortage of food.

Descriptor:

Learners

-make up sentences with auxiliary verb “will”;

-make predictions about the future.

Task 2. (7 min). Method jigsaw. In groups read the text and put the paragraphs in the correct order. Choose the best title.

Save Our Mother Earth

Our Earth is the most beautiful planet in our solar system. As far as we know, Earth is the only planet that has life.

Before 500 A.D., man had a good relationship with Mother Earth. But since humans developed cities and industries, the modern lifestyle has changed. Man has been using and misusing natural resources up to the limit. Our environment is totally polluted: we drink polluted water, breath air full of dust, and eat unhealthy food with toxic chemicals. So we are suffering from diseases. All the problems we face today are made worse by deforestation, global warming, overpopulation, and shortage of food and freshwater and climate change. Now thousands of species are becoming extinct because their habitat is gone. Mother Earth is in danger; life on Earth is in danger. So what should we do?

As citizens of the planet Earth we hope that still we have time to save our planet. We think we will plant more trees and stop cutting trees. We hope we will save wild animals and close polluting industries. I believe we will make citizens aware of the importance of saving the environment, and we will do many things to protect the environment, forests and wildlife.

The Earth is our home we need to protect it.

1. Choose the best title for the text:

A) Air pollution;

B) Save our mother Earth.

C) Protect the forests

Descriptor:

Power Point presentations
Slide #7

Cards

Learners

- read the text and put the paragraphs in the groups;
- read and choose the best title for the text;

Task 3. Read the text again and do True/False exercise individually.

Read the sentences and write T(True) or F(False)

1. The Earth is not the only planet that has life. **F**
2. Some of our diseases are because of pollution of our environment.
T
3. Thousands of species are losing their habitats. **T**
4. People shouldn't think about protecting the environment. **F**
5. The environment is being destroyed because of humans' lifestyle.
T

Descriptor:

Learners define the correct sentences according to the text.

Task 4. In pairs read the problems in the card. We are going to watch a video clip and listen to the song. Tick the problems that mentioned in the song.

1.	Problems of society	+
2.	Problems of environment	+
3.	Problems of politics	-
4.	Problems of health	+
5.	Problems of the poor	+
6.	Problems of humanity	+
7.	Problems of volunteers	-

This video clip is about the problems of society, environment, health and the poor people on the Earth.

Descriptor:

Learners listen and understand the meaning of song lyrics.

Task 5. Imagine that you are an organization to protect the Earth and solve the environmental issues. So in groups decide what you want to protect, the name of organization, logo, motto, problems, solution and results.

Name of the organization:

Logo:

Motto:

Problems:

Effects: This makes/causes...

Solutions: We are going to

Results: This way we will....

We believe

Descriptor:

- Learners -work in groups and share ideas;
- present problems and solutions.

Presentation**Formative Assessment worksheets****Cards****Poster Group work**

End 5.min.	<p>Say some information about environment issues. Make predictions about the future of the Earth.</p> <p>I think...</p> <p>I hope...</p> <p>I believe....</p> <p>I know</p> <p>Leaders say the points for each student in the group.</p>	Cards colorful stickers.
Giving home task.	<p>Writing a short essay on the theme "How to protect the Earth?"</p> <p>Pupils are given three Rs of solving environmental problems. They should use to conclude their impressions about the lesson.</p> <p>Reduce: speaking Kazakh to each other;</p>	Presentation
Reflection	<p>Reuse: the activities in the lesson;</p> <p>Recycle: the new words about environmental problems and grammar;</p>	Poster and stickers

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?	Health and safety check
<p>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners (Theory of Multiple Intelligences by Gardner).</p>	<p>Use this section to record the techniques that you will use to assess what the learners have learned during the lesson.</p>	<p>Health saving technologies.</p> <p>Using physical exercises and active activities.</p> <p>Rules from the Safety Rules book which can be applied in this lesson.</p>

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did all the learners achieve the lesson objectives/ learning objectives? If not, why?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</p>
---	---

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 individuals that will inform my next lesson?

Short-term plan

Unit of a long term plan <i>Myppocet</i>		School: Aktan zhyrau secondary school	
Date: 08. XII. 21		Teacher name : Koshkarbay U	
CLASS: 7		Number present:	absent:
Lesson title	The most environmental issues		
Learning objectives(s) that this lesson is contributing to (link to the Subject programme)	<p>7.C3 respect differing points of view 7.C5 use feedback to set personal learning objectives 7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.UE8 use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular topics 7.R2 Understand specific information and details in texts on a range of familiar general and curricular topics. 7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres 7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p>		
Lesson objectives	<p><i>All learners will be able to:</i> <i>Use formal and informal registers; understand the texts and words connected on the environmental problems;</i> <i>Most learners will be able to:</i> <i>Ask and answer the questions; make up sentences with "will" to make predictions about the future of the Earth.</i> <i>Some learners will be able to:</i> <i>Speak about environmental problems and give solutions to the problems of the Earth.</i></p>		
Assessment criteria	<p>Apply the difference between formal and informal speech in a talk. Identify the position of speakers in an extended talk with some support. Demonstrate an ability to organize and express idea clearly. Define the correct and incorrect sentences;</p>		
Level thinking	<i>Knowledge, understanding, application, analysis.</i>		
Values links	<i>Our country's national security and its engagement in addressing global and regional issues.</i>		
Cross-curricular	<i>Biology, geography.</i>		
Previous learning	Looking at the future and the environment.		
Plan			