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| 9.2A: Earth and our place in it (Content with language) | **School: Nazarbayev Intellectual school of Physics and Maths direction, Taldykorgan** |
| **Values: respect , cooperation / Community – following home and houses, home rules, responsibilities; getting to collaborate with each other;**  |
| **Date:**  | **Teacher name: Orynbayeva A.K.** |
| **Grade 9B(2)** | **Number present: 11** | **absent:** |
| **Theme of the lesson:** Environmental problems in Kazakhstan |
| **Learning objectives(s) that this lesson is contributing to** | **9.C4** evaluate and respond constructively to feedback from others**9.S4** respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics**9.S7** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics**9.R5** deduce meaning from context in extended texts on a range of familiar general and curricular topics |
| **Lesson****objectives** | **All learners will be able to:** |
| * brainstorm ideas about climate change and environmental problems
* be engaged in the life of our community, to service our country and people
* read the text and deduce meaning from context
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| **Most learners will be able to:*** identify the problems of environmental issues and make up at least 3 sentences
* retell the texts “Environmental issues in Kazakhstan” to each other
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| **Some learners** **will be able to:*** identify problems, causes, effects, and solutions of environmental issues of Kazakhstan
* present their maps what they do to protect and to save the environment
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| **Language objective**  | Learners practice active words (nouns and adjectives) associated with climate change / environmental problems  |
| Previous learning | Global issues  |
| **Cross-Curricular Link** | Lesson is connected with * Kazakhstan in the modern world
* Chemistry
* Biology
* Geography
* ICT
 |
| **Use of ICT** | Internet access/ PPT, computer |
| **Intercultural awareness** | Develop intercultural awareness through reading and discussion  |
| **Kazakh culture** | Give learners the opportunity to express opinions and relate the material to themselves and in Kazakhstan Focus on Kazakhstan: Environmental issues in Kazakhstan |
| **Pastoral Care** | Leadership skills  |
| **Health and Safety** | Make sure power cords are not a tripping hazardEveryday classroom precautions |
| **Planned timings** | **Planned activities** | **Resources** |
| Beginning 5 minutesMiddle10 min.10 min.5 min | **Понимание** **Warm up:**At the beginning of the lesson teacher pays attention of students to pictures on the wall that represent climate change evidence. Students discuss in pairs what they see in pictures going around the classroom one by one. Then they find the odd one and explain. **Aim**: to involve students’ interest in the topicTeacher formulates the lesson objectives together with students, determining the "zone of proximal development" of students, expectations by the end of the lesson (success criteria) 1. **Применение**

**Learners look at the pictures according to the example they identify the problems, the causes, effects, and solutions of environmental issues** DIFFERENTIATION: Teacher helps less able learners by prompting some vocabulary orally or with the help of cards and challenge more able ones by asking higher order thinking questions. 1. **Анализ**

**Group work** 1. Teacher seats the learners in groups. Learners are divided according to their level of language skills learners with high abilities work in one group and given the most difficult tasks.
2. Each group is given a short text to read about **environmental problems in Kazakhstan** and share the information they obtain.
3. Learners change their groups, so in a new group there are learners with different text they have read. In chain learners retell the text to each other as well as ask and answer questions.
4. In 8 minutes, learners discuss the important issues to the class.
5. Синтез

Learners go to their home group. Teacher suggests learners to fill the table Problem Cause Effect Solution (according to the texts). 1. Learners are given the stickers to write **the problems, the causes, effects, and solutions of environmental issues of Kazakhstan**

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| Problem  | Cause  | Effect  | Solution  |
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 1. Оценка

Learners are suggested to draw or to write a map of environmental issues’ solutions. They should write or draw what each of them do to protect, to save the environment. How do they try solving problems in their own town as citizens. 1. Learners present their maps.
2. Feedback/ discussions of success criteria if they achieved or not. Why/Why not
 | Ppt PPTWorksheet 1  |
|  End1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well.  |  |
| **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?** | **Cross-curricular links** **Physics, HistoryCritical thinking****Valueslinks** |
| Try to encourage peer support throughout and when learners are completing tasks, circulate and assess how learners are getting on.Differentiation - by outcome- by tasks-by support activities and teacher’s clarification | * (1) responses to questions throughout the lesson
* (2) group feedback to tasks set
* (3) observation of learner work when circulating around the room
* (4) homework
 | Make sure that all English statements being used are grammatically correctTeaching students effective communication skills and how to use in adult life |
| **Reflection**Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings?  | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.**  |
| There were four learning objectives. The lesson objectives were realistic. The students acquired the language skills (speaking, listening and writing). Students worked in groups, discussed Global issues.  The atmosphere was friendly: students participated with interest and were active. My planned differentiation worked well during the individual and group work. |
| **Summary evaluation**What two things went really well (consider both teaching and learning)?1: The group work. Students worked cooperatively and interacted with each other**.**2: learners write or draw what each of them do to protect, to save the environment.What two things would have improved the lesson (consider both teaching and learning)?1: Time allocation |