**Lesson Plan**

 **Theme of the lesson: «Brain ring- The solar system».**

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| Unit:4 |  |
| Teacher’s name: | **Kiranova Y.A.** |
| Date: | **22.12.2022** |
| Grade:7 | Number present: 13 absent:  |
| Theme of the lesson: | Space and Earth «Brain ring- The solar system». |
| Learning objectives(s) that this lesson is contributing to: | 7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world7.S3 give an opinion at discourse level on a growing range of general and curricular topics7.C2 use speaking and listening skills to provide sensitive feedback to peers |
| Lessonobjectives: | **All learners will be able** They will learn types of environmental problems.They will give an opinion at discourse level.They will use speaking and listening skills to provide sensitive feedback to peers |
| Value link: | Be friendly, respect each other. |

 **Plan:**

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| **Part of the lesson/Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources** |
| **Beginning of the lesson**Warming-upTeam work**5 min.** | **Organization moment:**1.Greeting.Ask about the weather. Stick sightseeing cards at the back of the chair for each S and ask them to divide according to the number2 teams: 1.Sun 2. Jupiter  |  ***“I wish….****” method helps to start the lesson with telling supporting words to each other.***The aim:** To develop Ss speaking skills and create friendly atmosphere **Efficiency:** By telling the wishes they show their appreciations . | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:“Good job!Well done!” | Whiteboard<https://yandex.kz/video/preview/2801758992953687746>Cards |
| ***Pre-learning******«Brainstorming» method***Team work**5 min.** | T writes the word: Environment and asks Ss to tell all the association connected with this word.**In differentiation** part **«Discussion»** method was used to check up student’s vocabulary knowledge.  After that T introduces the aim and theme of the lesson.  | Ss look at the word and try to share ideas. **Aim:** Revise the previous lessons material. Find out how much do they remember.**Efficiency:** Ss refresh their mind before starting new theme.  | **Descriptor:**-identify the card- can make sentence - know vocabulary of previous lesson.Total: 1pointPraise Ss who has more cards and could name the cards.  | WhiteboardCards Student’s book |
| **Middle of the lesson**Presentation part.Team work.**8 min.** | **«Watch and discuss»** method is used to open up the theme of the lesson. T asks to Ss to watch a short video connected with the themeT asks different questions according to the theme. | Ss watch a video and discuss about environment. | **Descriptor:****-**can spell the word-can label the pictureTotal: 1point |  Whiteboard Student’s book Flashcards   |
| **«Listen and repeat»** T aks to listen and repeat key phrases connected with the unit. | Ss listen and repeat new words.Write them down. | T praise active Ss with phrases such as: “Good job!Well done!” “One more time, please” | Whiteboard Student’s book Poster |
| Team work**7 min.** | T gives exercise “ Match the picture” task.T asks Ss to read the sentences then match the sentence with picture.Team work.***Aim:*** work new vocabulary**Efficiency:**To develop Ss critical thinking skills and find out new words**Differentiation:** ***«*Verbal support*»*** method is used to help Ss use new words in the sentences. | Ss work as a team.Read and discuss Match sentences with pictures.Other teams check and evaluate them. | **Descriptor:**-cooperate as a team-work with new words-can match the pictureTotal: 1point | Whiteboard Student’s book PosterСrossword puzzle |
| Individual work**10 min.** | T asks students to choose the most spread problem in their city and describe it.T asks to name problem and speak about it orally.**Aim**: improve speaking**Efficiency:**To develop Ss speaking skills and use new vocabulary **Differentiation:** ***«*Verbal support*»*** method is used to help Ss use new words in the sentences. | Ss think about their city.Choose the most spread problemName it and present as dialogue. | **Descriptor:**-can use active vocabulary-understand general idea.- can describe problem orally  Total: 1point | Whiteboard Student’s book Poster |
| Work in pairs.**5 min***Writing task* | Work in pairs.T gives each pair a theme to discuss T asks to use key phrases and speak on the theme.***Aim:*** *enlarge vocabulary knowledge***Efficiency:**Ss use new vocabulary and practice it with groupmates.**Differentiation:** ***«Change the pair»*** game is used to develop their speaking and listening skills. | Ss take their topic.Identify and name the problem.Discuss it.Use key phrases.Make a dialogue as in the example.Change the pair and continue with new dialogue. | **Descriptor:**-know new words-1point.-can identify and name the tupe of the problem-can make a dialogue -1point.  | Whiteboard Student’s book |
| End of the lesson. ReflectionIndividual work:**5 min.** | The Ladder method was used as a reflection. T asks Ss to stick their stickers to the Success Ladder.  | Ss use their stickers to show their knowledge according to the lessonGreen- I understoodYellow-I have some questionsRed-I need a help.***Aim:*** To know how many Ss got the theme.**Efficiency:**Ss can use colors to show how much do they remember***.*****Differentiation:** ***«Conclusion»*** method is used to finish the lesson. | **Descriptor:**Speak on the theme “Environmental problems”,-can identify types of problem- describe environmental problems with key phrases - 2points.Ss evaluate each other and encourage classmate with phrases like:Well done! Brilliant! Good job! I like it!  | Whiteboard Pupils Book Poster: Success Ladder. |
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Анализ мероприятия «Брейн Ринг» -“The Solar system” в 7 «Г» классе

 в рамках недели английского языка.

 Сегодня перед учителем иностранного языка стоят важные задачи: привлечь особое внимание детей к изучению языка, повышать мотивацию и развивать творческие способности учащихся.
 Внеклассная работа по иностранному языку помогает в решении практических, общеобразовательных и воспитательных задач, отвечает интересам школьников, удачно сочетается со всей системой учебно-воспитательного процесса.

 В практике преподавания английского языка в нашей школе сложилась добрая традиция проводить предметную неделю. Успех и популярность этого события обусловлены, прежде всего, тем, что мероприятия, проводимые в рамках недели, включают в себя различные формы как урочной, так и внеурочной деятельности: нестандартные уроки, конкурсы, выпуск тематических газет, проведение праздников, отражающих традиции стран изучаемого языка.

 В этом году проводилась интеллектуальная игра «Брейн Ринг» , в которой участвовал 7»Г» класс. Вопросы включали весь пройденный материал по английскому языку, по теме Space and Earth,Solar system. В перерывах между вопросами, ребята слушали песни по теме на английском языке. Работали с кроссвордом, работали с карточками, составляли постер по данной тематике. Атмосфера мероприятия была доброжелательная. Учащиеся были активные с интересом работали, выполняли задания.

 Данный вид работы с детьми способствует расширению кругозора, детского мировоззрения, позволяя посмотреть на знакомые вещи с другой точки зрения. Кроме того, такая деятельность повышает мотивацию учащихся к овладению иностранным языком. . Каждый ребенок, участвуя в неделе языка, стремится к самореализации, у него формируются навыки планирования и самоконтроля, ему приходится проявлять интеллектуальную сферу своего развития.

  



  

