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| **LESSON 35****Unit 3: Earth and our place in it** | **School: № 13** |
| **Date:** | **Teacher name: Salimova M.Y.** |
| **Grade: 9**  | **Number present:**  | **Number absent:** |
| **Theme of the lesson:** | ***Environmental problems*** |
| **Learning objectives** | 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.7.1recognize typical features at word, sentence and text level of a range of spoken genres9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects |
| **Lesson objectives** | **All learners will be able to:**Listen and read for gist, read for specific information**Most learners will be able to:**Listen and read for gist, read for specific information, read for order**Some learners will be able to:**Listen and read for gist, read for specific information, read for order, present a monologue |
|  **Criteria** | Learners have met the learning objective if they can: present a monologue |
| **Previous lesson** | Climate change |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Learners’ activities** | **Evaluation** | **Resources** |
| Begining5 min | GREETINGSThe teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**То introduce the topic and talk about the importance of mountains**Initiate a discussion about why mountains are important and encourage a wide range of answers. Make sure all the examples are covered.Suggested Answer KeyMountains are important because they are the source of all fresh water. They ore a naturol barrier and offer protection from the weather and invasion. They are also home to many different types of animals and plants. | Sstalk about the importance of mountains | *Verbal evaluation* |  |
| Middle30 min | **To read for cohesion and coherence**Give Ss time to read the text and think of an appropriate word to fill each gap in the text.Then play the recording for Ss to listen and check their answers.Answer Key 1ever 3 when 5 of 7 like2up 4 each 6 both 8 from**To consolidate** new vocabularyGive Ss time to complete the phrases with the words in the list and then give them time to use them in sentences about different types of mountains.Elicit answers from Ss around the class.*Answer Key* 1.against 2. fold 3.against 4. rock **4 To prepare a monologue; to consolidate information from a text**Explain the task and divide Ss into small groups and give them time to research online about mountain formation and collect more information. Ask them to draw diagrams that show how the types of mountains in the text are formed. Then ask various groups to present the three types of mountains to the class.**Sequencing words.** **Writing practice. Creative exercise.** | Ssread the text and think of an appropriate word to fill each gap in the textSscomplete the phrases with the words in the listSsprepare a monologueSs do the task | *Self-**assessment**Individual* *evaluation* *Verbal evaluation**Mutual valuation* |  |
| End5 min | REFLECTION “**Cinquain**” is a five-line poem based on the content of the material under the study. Line 1 – One-word title (Kazakhstan). Line 2 – Two adjectives for describing that word.Line 3 – Three verbs.Line 4 – Four feeling words.Line 5 – A synonym for the title word.Hometask: SB ex.6p.40**Saying goodbye** | Students answer | *Self-**assessment* |  |