

Технологическая карта урока с применением технологии CLIL

CLIL lesson plan

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School subjects: English, biology.

Date	18.12.24
Global goal (Цель урока)	Create a poster raising awareness about ecological problems of the world.
Aims (задачи)	1. Revise the grammatical material needed to talk about facts in the present and to make assumptions. 2. Enable learners to talk about environmental problems. 3. Revisit the vocabulary related to ecology, world problems. 4. Create a poster with all the necessary information.
Criteria for assessment (критерии оценивания)	1. Identify and name the notions related to the topic of the lesson. 2. Compare and contrast the notions. 3. Cooperate in groups. 4. Cooperate in pairs. 5. Record findings. 6. Make predictions.
Teaching objectives	
1. <i>Content</i>	1. Solving riddles to identify the topic of the lesson. 2. Watching a video to understand the focal points of the discussion ahead. 3. Singling out the environmental problems – individual work. 4. Matching possible solutions to environmental problems – pair work. 5. Creating a poster – group work. 6. Creating a common poster combining all the posters created during the lesson. 7. Presenting the poster. 8. Reflecting on what has been done.
9. <i>Cognition</i>	1. Provide learners with opportunities to understand the key concepts. 2. Enable learners to identify and name the notions, compare and contrast them. 3. Encourage students to classify materials. 4. Arouse learner's curiosity about predicting, reasoning and recording findings.
10. <i>Culture</i>	1. Become aware of the environmental problems of the world. 2. Learn how to contribute to solving the problems mentioned above.

	3. Understand that they can learn, no matter which language they are using.
11. Communication	Oral communication with the teacher and the classmates and written communication using the English language for both processes.
a. Language of learning	Key vocabulary: air pollution, waste, rubbish, water pollution, deforestation, electronic waste, depletion of natural resources, outcome, solution, problem, environment, nature, danger, future, avoid, cut down on, reduce, replace, recycle.
b. Language for learning	Asking questions: why do we need to...? Do you know...? Could you name...? Can you tell me about...? What can you tell me about...? What else could you add? Why is it important...? What can we do to ...? Comparing and contrasting: using plastic bags is more/less harmful for the environment than using paper bags; nuclear power plants produce less smoke than textile factories; “a” is more/less dangerous than “b” because...; the worst outcome of that is... Giving definitions: air pollution is...; water pollution is...; electronic waste is the kind of waste...; rubbish is... etc.
c. Language through learning	1. Distinguish language needed to carry out activities. 2. Retain language revised by both the teacher and the students. 3. Record, predict and learn new words which arise from activities.
Learning outcomes (планируемые результаты)	By the end of the lesson the students will be able to: 1. Talk about environmental problems of the world. 2. Know what possible solutions to above mentioned problems there are. 3. Describe the dangers each environmental problem entails. 4. Successfully engage in visual matching between concepts and images. 5. Interpret visual information.
Resources (техническое обеспечение)	Computer, smartboard, handouts, pens, pencils, scissors, glue, crayons.

Procedure (Этапы урока)

Этапы урока	Деятельность учителя	Деятельность учеников	Формируемые УУД
Warm up (организационный этап)	The teacher greets the students. The teacher uses riddles for a warm-up. 1. I touch your face, I'm in your words, I'm lack of space and beloved by birds. (air)	The students greet the teacher. The students partake in the activity of solving riddles.	Регулятивные - understand the type of the learning environment. Познавательные - listen and retrieve the

	2. Can run but never walks, Has a mouth and never talks, Has a head but never weeps, Has a bed but never sleeps. (river) 3. What has lots of bark, but no bite? (tree)		necessary information. практике анализ. - find what different notions have in common. Коммуникативные - participating in a dialogue with the teacher.
Starting routine			
- Постановка цели и задач урока. - Мотивация учебной деятельности	The teacher shows the slide of the presentation where all the answers for the riddles are presented. The teacher asks the students what all of those words have in common. If necessary, the teacher provides hints to help the students. Possible answers: nature, environment, natural sources etc. The teacher shows the students a promo shot by HBO about children taking care of the planet (“Saving my tomorrow”): https://youtu.be/GBUPJCMviDE?si=4bUnQCFrLyj6QciI The teacher asks the students why it is important to put effort into helping nature thrive and protecting it. The teacher encourages the students to set the goal for the lesson taking into consideration everything that they’ve seen and discussed, i.e. “Raise awareness about environmental problems” since being aware of the problem is the first step to solving it.	The students ponder the question and offer their answers. The students watch the video. The students answer the question. The students set the goal for the lesson with the help of the teacher.	Регулятивные - putting effort into something deliberately. - creating a plan for achieving a particular goal. - setting a studying goal. Познавательные - think logically. - analyze, synthesize. Коммуникативные - participate in a dialogue with the teacher. - have the ability to listen and understand.
Previous knowledge			

актуализация знаний, обобщение	The teacher points out that it is important to first understand what problems there are, asks the students to work individually and draw spidergrams in their notebooks with the centre piece “Environmental problems”. The teacher sets the timer for the task (1 minute) and once time is out, asks the students to share their answers filling the gaps in the spidergram on the slide of the presentation.	The students work individually and draw spidergrams in their notebooks. The students share their answers.	Регулятивные - putting effort into something deliberately. - creating a plan for achieving a particular goal. - setting a studying goal. Познавательные - think logically. - analyze, synthesize. Коммуникативные - participate in a dialogue with the teacher. - have the ability to listen and understand.
систематизация знаний	The teacher divides the students in pairs. Gives them the handouts: pictures of environmental problems and possible solutions for them. Before letting the students set to work, the teacher once again makes sure that the students understand what environmental problems the pictures represent.	The students name the pictures. The students match possible solutions to environmental problems working in pairs.	Регулятивные - putting effort into something deliberately. - creating a plan for achieving a particular goal. - setting a studying goal. Познавательные - think logically. - analyze, synthesize. Коммуникативные - participate in a dialogue with the teacher. - have the ability to listen and understand.
Thinking activity			

• Применение знаний и умений в новой ситуации	The teacher divides the students into 4 groups letting them pick a random picture of an environmental problem. The teacher explains that the students need to create a poster raising awareness about an environmental problem they were assigned. Then, the teacher minds the groups as they cook the dishes.	The students pick a picture and find their groupmates. The students use the materials prepared to create a poster.	Регулятивные - putting effort into something deliberately. - creating a plan for achieving a particular goal. - setting a studying goal. Познавательные - think logically. - analyze, synthesize. Коммуникативные - participate in a dialogue with the teacher. - have the ability to listen and understand.
Assessment			
• Контроль и оценка результатов деятельности.	The teacher asks the students to present their posters. If time allows, the teacher offers the students to combine all the posters they have created into one using a bigger piece of paper.	The students present their work.	Регулятивные - putting effort into something deliberately. - creating a plan for achieving a particular goal. - setting a studying goal. Познавательные - think logically. - analyze, synthesize. Коммуникативные - participate in a dialogue with the teacher. - have the ability to listen and understand.

Ending the lesson			
• Рефлексия.	The teacher shows the students emojis and asks them to reflect on what they've done during the lesson and how it felt.	The students reflect on what they have accomplished.	Регулятивные - putting effort into something deliberately. - creating a plan for achieving a particular goal. - setting a studying goal. Познавательные - think logically. - analyze/ Коммуникативные - participate in a dialogue with the teacher. - have the ability to listen and understand.





POSSIBLE SOLUTIONS	
WE SHOULD ALL RIDE BICYCLES INSTEAD OF DRIVING CARS	PEOPLE SHOULD STOP SMOKING ALLTOGETHER
WE SHOULD RECYCLE AT HOME AND REUSE THINGS	WE MUST USE SUN, WIND, WATER ENEGRY AS PRIMARY SOURCES OF ENERGY
WE MUST FIND NEW SOURCES OF RENEWABLE ENERGY	RECYCLING PLASTIC SHOULD BE ACCESSIBLE EVERYWHERE
WE SHOULD STOP CUTTING DOWN TREES	FACTORIES MUST BE BANNED FROM DUMPING WASTE INTO THE WATER
MANUFACTURES SHOULD BE RESPONSIBLE FOR DISPOSING OF OLD ELECTRONIC EQUIPMENT	THERE MUST BE FILTERS ON EVERY PIPE IN EVERY FACTORY
WE SHOULD USE NON-CHEMICAL BIODEGRADABLE DETERGENTS	WE SHOULD AVOID USING PAPERBAGS AND USE CLOTH BAGS INSTEAD
WE SHOULD USE THE TRADE-IN SYSTEM FOR GETTING RID OF THE OLD DEVICES	WE NEED TO PLANT MORE TREES