

Технологическая карта урока с применением технологии CLIL

CLIL lesson plan

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School subjects: English, social studies

Date	27.04.22
Global goal (Цель урока)	Finding out about social etiquette in different countries compared to social etiquette in Russia.
Aims (задачи)	1. Revise the grammatical material needed to talk about facts and rules in present. 2. Enable learners to talk about cultural differences. 3. Create a brochure 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. Record findings. 5. Make predictions.
Teaching objectives	
1. <i>Content</i>	1. Introduction of the topic. 2. Taking a test to see how well the students know social etiquette in other countries. 3. Defining countries for discussion. 4. Describing social etiquette in Russia – group work. 5. Writing down social rules for different countries (a different country for each group). 6. Sharing information with the class. 7. Creating a booklet “for tourists” (“Things You Need To Know If You Want To Visit...”).
8. <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.
9. <i>Culture</i>	1. Become aware of the differences between social etiquette in different countries. 2. Understand that they can learn, no matter which language they are using.
10. <i>Communication</i>	Oral communication with the teacher and the classmates and written communication using the English language for both processes.
a. <i>Language of learning</i>	Key vocabulary: blow your nose in public; kiss smb on the cheek; smile at people; burp after a

	meal; be late/be on time; take off one's shoes before entering smb's house; point at people; eat everything on your plate; give flowers to the host; hug smb when you meet.
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...? Is it different in Russia? Comparing and contrasting: in Thailand people...while in Russia they...; it is usual for the Chinese people to...whereas it is...for the Russians; it is not the same in Russia; in Europe and in the USA people...which is the same/not the same in Russia. Giving definitions: body language is...; social etiquette is...; cultural difference are...
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 past cultural differences between Russia and other countries. 2. Know the differences polite and impolite things in various locations. 3. Talk about the way of life in various geographical locations. 4. Describe lifestyles around the world. 5. Successfully engage in visual matching between concepts and images. 6. Interpret visual information.
Resources (техническое обеспечение)	Computer, smartboard, worksheets, pens, pencils, scissors, glue.

Procedure (Этапы урока)

Этапы урока	Деятельность учителя	Деятельность учеников	Формируемые УУД
Warm up (организационный этап)	The teacher greets the students. The teacher uses a role play for a warm up. The teacher asks one of the pairs to present their mini dialogue to the class.	The students greet the teacher. The students work in pairs during the warm up. One of them is a guest from a different country and another one is a representative of Russia. The guest acts like a journalist and asks questions while the representative answers them.	Регулятивные УУД: - контроль собственной деятельности. - коррекция собственной деятельности. Познавательные УУД: - уметь строить логическое высказывание, используя личный опыт.

			Коммуникативные УУД: - уметь высказать свою точку зрения.
Starting routine			
- Постановка цели и задач урока. - Мотивация учебной деятельности	The teacher uses a video to lead the students to the topic of discussion: https://www.youtube.com/watch?v=4MRZbWuUmkk The teacher helps the students to set the goal using leading questions: - What was the video about? - What are we going to talk about today? - Why do we need to social rules in different countries?	The students watch the video, guess the topic of discussion and set the goal of the lesson together with the teacher.	Регулятивные УУД: - определять цели и задачи урока; Познавательные УУД: - уметь строить логическое высказывание, используя личный опыт Коммуникативные УУД: - уметь высказать свою точку зрения. - участвовать в коллективном обсуждении темы.
Previous knowledge			
актуализация знаний, обобщение	The teacher uses a test to see how aware the students are about social etiquette in different countries: https://learningapps.org/watch?v=pd5snjiv522	The students match the social etiquette rules to the countries one by one.	Регулятивные: - организовывать взаимодействие с одноклассниками и учителем. Познавательные: - уметь строить логическое высказывание. Коммуникативные: - уметь высказать свою точку зрения.
систематизация знаний	The teacher summarizes the results and discusses mistakes with the students.	The students learn how they can avoid the mistakes they have just made.	Регулятивные: - оценивать собственную

			деятельность. - организовывать взаимодействие с одноклассниками и учителем. Познавательные: - уметь строить логическое высказывание. Коммуникативные: - уметь высказать свою точку зрения.
Thinking activity			
• Применение знаний и умений в новой ситуации	The teacher asks the students how many courtiers they know. Then the list of countries for discussion is defined (the list is predetermined by the teacher). The teacher asks the students to work in groups and write down as many social etiquette rules in Russia as they can think of. The time for the task is limited – 3 minutes. The teacher invites one student from each group to present the result of their work. The teacher gives the groups texts containing information about social etiquette in different countries (the facts that have not been mentioned before).	The students name the countries they can recall. The students work in groups and write down social etiquette rules for Russia. One student from each group presents the results of their work. The students use the texts to create a booklet “for tourists” (“Things You Need To Know If You Want To Visit...”) for the country that is mentioned in their text.	Регулятивные: - контролировать и корректировать выполненное задание. - планировать собственную деятельность Познавательные: - Искать и структурировать необходимую информацию при помощи различных средств. - Смысловое чтение. Коммуникативные: - слушать другое мнение и предъявлять свое. - участвовать в коллективном обсуждении темы. - участвовать в диалоге

			и коллективном обсуждении, соблюдая правила вежливости.
Assessment			
• Контроль и оценка результатов деятельности.	The teacher asks the students to present their booklets. The teacher initiates a brief discussion: cultural differences between Russia and other countries.	The students present their work. The students compare social etiquette rules of other countries to the rules in Russia.	Регулятивные: - оценивать деятельность других. - контролировать и корректировать выполненное задание. - планировать собственную деятельность. Познавательные: - структурирование знаний, подведение итога. Коммуникативные: - аргументированно высказывать своё мнение.
Ending the lesson			
• Рефлексия.	The teacher asks students to write down three new notions they have learnt throughout the lesson and choose one of the emojis that represent their mood after the lesson.	Students write down three new notions they have learnt throughout the lesson and choose one of the emojis that represent their mood after the lesson.	Регулятивные: - оценивать собственную деятельность и деятельность одноклассников. Познавательные: - структурирование знаний, подведение итога. Коммуникативные: - аргументированно высказывать своё

			мнение.
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