

<b>Дата (Date):</b> The 14 <sup>th</sup> , 15 <sup>th</sup> of January
<b>Класс (Form):</b> 7 <sup>th</sup> “a”, “b”
<b>Тема урока (Theme of the lesson):</b> 6b. Snow leopard facts. New words
<b>Цель урока (Lesson objectives):</b> <b>By the end of the lesson students will be able to:</b> -discuss why animals are endangered or extinct -name endangered and extinct animals, read and remember collocations, pronounce them correctly
<b>Тип урока (Type of the lesson):</b> Presenting new topic
<b>Методы и приемы применяемые на уроке (Teaching methods):</b> Pair work, brainstorming
<b>Используемые материалы: (Materials used)</b> Pictures, flashcards , text-book

**Ход урока**

	Этапы (Stages)	Деятельность учителя (Teacher's activity)	Деятельность ученика (Student's activity)	Компетенции (Competencies)		Оценивание (Assessment)
				Ключевая (Key)	Предметная (Subject)	
1	<b>Organizing moment. Greeting</b>	T. greets with students	S-s greet with the teacher	KC-2	SC-1 SC-2 SC-3	
2	<b>Motivation/ Warm-Up</b>	Teacher asks the s-s to look at the picture and find out what the common between them is Teacher presents new words as: The Dhole wild dog, tiger, Egyptian Vulture, White-headed Duck, snow leopard	Students look at the pictures of the species and discuss what common between them is.	KC-1,2	SC-1 SC-2 SC-3	Teacher's observation
3	<b>Presentation</b>	<b>Pre-listening</b> Teacher divides students into groups of 3-4 students and asks them to answer the following questions: 1) What does it mean if an animal is “endangered”? 2) What does it mean if animal is “extinct”?  <b>First listening:</b>	Students discuss the questions in their groups.	KC-1,2	SC-1	Teacher's comments

		<p>Then asks the students to listen to the first part of a radio program and check their ideas.</p> <p>After that asks the students to make a list of reasons why species become endangered or extinct</p> <p><b>Second listening:</b> Teacher asks the students to listen to the second part of the program and compare their lists</p>	<p>Students make a list of reasons why species become endangered or extinct</p> <p>Students listen to the second part of the radio program and compare their lists</p>	<p>KC-2</p> <p>KC-2</p>	<p>SC-2</p> <p>SC-1</p>	<p>Praising</p>
4	<b>Practice</b>		Students drill words and word combinations, copy them into the copy-books	KC-2	SC-1,2	
7	<b>Application</b>	<p>Teacher divides students into small groups, give them questions for discussion:</p> <p>1)What other endangered species do you know?</p> <p>2)What do you think of hunting or killing animals? Is it OK? When is it not OK?</p>	Students write other endangered animals. They write about poaching.	KC-2	SC-1	Rubric
8	<b>Home-task</b>	Ex 3. p85 (Snow leopard) To read and retell the text				