A close up of a plant

Description automatically generated

***ANGLŲ KALBOS PAMOKA***

(pateikė anglų kalbos mokytoja Jūratė Besigirskienė)

Anglų kalbos pamoka I-IV gimnazijos klasių mokiniams

**Tema**

**IŠGYVENIMO PAMOKA VINGIO PARKE**

***SURVIVAL***  ***LESSON IN VINGIS PARK***

**Tikslas**: supažindinti su išgyvenimo galimybėmis gamtoje ir *PowerPoint* pagalba perteikti įgytas žinias kitiems taisyklinga anglų kalba, lavinant kalbėjimą monologu ir dialogu.

*To introduce survival skills in nature and convey acquired knowledge to others by PowerPoint in English through monologues and dialogues.*

**Gebėjimai:** Galės *Google Lens* pagalba atpažinti valgomuosius ir vaistinius augalus ir angliškai atlikti PowerPoint prezentaciją. Sugebės taisyklingai pateikti klausimus, diskutuoti, dalinantis žiniomis ir patirtimi.

*Students will be able by Google Lens to identify edible and medicinal plants, present them in English by PowerPoint, ask questions, engage in discussions, also share knowledge and experiences.*

**Žinios ir supratimas:** Mokiniai, susipažins su valgomais ir vaistiniais augalais, įsimins pavadinimus ir savybes angliškai, atsakys į klasės draugų ir mokytojo klausimus, diskutuos. Jie komentuos klasės draugų darbus, išmoks spręsti išgyvenimo problemas, kūrybiškai ir kritiškai mąstydami bendradarbiaudami ir reflektuodami galės savarankiškai ieškoti informacijos ir mokytis. Patobulins sklandų kalbėjimą angliškai monologu ir dialogu.

*Students will get acquainted with edible and medical plants and learn their names and properties in English. They will respond to classmates' and teacher's questions, participate in discussions, and provide feedback on classmates' work. They will learn to solve survival problems creatively and critically, collaborating and reflecting. They will acquire skills in independent information search and learning. They will improve their fluent speaking in English through, monologues, and dialogues.*

**PAMOKOS EIGA**

Pamoka vyksta Vingio parke, kuris yra šalia mokyklos. Mokiniai pasiskirsto į mažas grupeles po 2-3 kiekvienoje.

*The lesson takes place in Vingis Park, located near the school.* *Students form small groups of 2-3 each.*

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|  | Activity | Resources |
| 1 | **Word bank**  Students prepare a vocabulary of the necessary words according to the topics: *nature, plants, food, medicine, healthy lifestyle and tourism.* | <https://www.vocabulary.com/lists/33432>  <https://theherbalacademy.com/herbalists-vocabulary-cheat-sheet/>  <https://www.babbel.com/en/magazine/vegan-food-language>  <https://www.unwto.org/glossary-tourism-terms> |
| 2 | **Grammar review**  Students review the main grammar structures to be used for the presentation: *passive voice, modal verbs, conditionals, adjectives and questions*. | <https://test-english.com/grammar-points/b2/>  <https://test-english.com/grammar-points/b1-b2/questions-different-types/>  <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/conditionals-zero-first-second> |
| 3 | **Task**  Collaborating in small groups to identify edible and medicinal plants and present them in English via *PowerPoint* and prepare for the discussion (*monologue and dialogue).* | <https://en.wikipedia.org/wiki/Plant> |
| 4 | **Research in Vingi Park**  On their mobile phones, using *Google Lens*, students photograph and identify edible and medicinal plants. | <https://www.techradar.com/news/google-lens-how-to-master-googles-super-useful-ai-camera-app> |
| 5 | **Processing and preparation of received information**  Students find the description of their photographed edible and medicinal plants in English on *Wikipedia* and select the main information for a *PowerPoint* presentation. | <https://morningchores.com/edible-wild-plants/>  <https://en.wikipedia.org/wiki/Medicinal_plant>  <https://create.microsoft.com/en-us/templates/presentations>  <https://www.thewayexperience.es/unit/b1-mediation-samples/>  <https://www.cambridgeenglish.org/Images/664965-mediation-what-it-is-how-to-teach-it-and-how-to-assess-it.pdf> |
| 6 | **PowerPoint presentation**  Students make their *PowerPoint* presentation in 3-5 min., classmates ask questions (*monologues, dialogues, discussions***).** | <https://www.youtube.com/watch?v=qFWsTsvJ8Xw>  <https://professional.dce.harvard.edu/blog/10-tips-for-improving-your-public-speaking-skills/>  <https://www.youtube.com/watch?v=3QUNWT4H__E> |
| 7 | **Reflection, feedback, assessment**  Students evaluate their efforts and experience, classmates provide feedback and the teacher evaluates the work for a grade. | <https://www.verywellmind.com/self-reflection-importance-benefits-and-strategies-7500858>  <https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger> |
| 8 | **Recommendations**  It is recommended to make dishes and drinks from the presented plants. | <https://www.ediblewildfood.com/wild-food-recipes.aspx>  <https://www.youtube.com/watch?v=RNgYcyhtCYU> |

Top of Form