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| **Long-term plan unit:**  Unit 7: Natural Disasters | | **School:** secondary school-gymnasium #1 | | | | |
| **Date:** | | **Teacher’s name: Glukhareva Y.I.** | | | | |
| **Grade:** 7 | | **Number present:** | | | **absent:** | |
| **Theme:** Looking at natural disasters around the world | | | | | | |
| **Learning objectives that this lesson is contributing to** | | 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics  7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  7.W6 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics | | | | |
| **Lesson objectives** | | **All learners will be able to:**  understand and use the vocabulary on the topic «Natural Disasters»  **Most learners will be able to:**  use appropriate vocabulary and syntax on a wide range while talking and writing about the topic «Natural Disasters»  **Some learners will be able to:**  organize sentences into paragraphs to write about the topic «Natural Disasters» | | | | |
| **Criteria** | | 1. understand the meaning of the words on topic in speech 2. know and apply the vocabulary and make up sentences with it to talk about the topic 3. synthesize and link sentences into coherent paragraphs to write on the topic | | | | |
| **Value links** | | Respect and cooperation by:   1. listening to the teacher 2. listening to each other 3. encouraging each other 4. helping each other 5. work in a team | | | | |
| **Bloom’s taxonomy** | | Knowledge, understanding, application, analysis, synthesis, assessment | | | | |
| **Cross curricular links** | | geography | | | | |
| **ICT skills** | | - | | | | |
| **Previous learning** | | Unit 6 “Entertainment and Media” | | | | |
| **Plan** | | | | | | |
| **Planned timing** | **Planned activities** | | | | | **Resources** |
| Beginning (5 min) | The teacher and students greet each other.  The teacher sets the goals and criteria of the lesson.  http://www.algerie-focus.com/wp-content/uploads/2014/07/You-Can-Shred-Beat-Through-the-Fire-and-Flames-1.jpghttp://strangesounds.org/wp-content/uploads/2016/03/Tungurahua-volcano-eruption-march-2016-6.jpghttp://i2.cdn.turner.com/cnn/dam/assets/140430163038-02-weather-0430-horizontal-gallery.jpghttps://www.naukrinama.com/stressbuster/wp-content/uploads/2016/09/150425-nepal-earthquake-2p_546e3677b684a3c6971b832b59c6a247.nbcnews-fp-1200-800.jpg  https://im0-tub-kz.yandex.net/i?id=d577cb8ff491e19cbda08a07dc750643&n=33&h=215&w=323**Introduction:**  *Examine the pictures of different natural disasters and their mixed names on a slide.*  Disasters: forest fire, earthquake, volcanic eruption, flooding, tornado  *Listen to the definitions and guess a word and an appropriate picture.*  Definitions:  1) a disaster which occurs when magma is realised from a volcanic vent  2) an uncontrolled fire in a wooded area  3) the shaking of the surface of the Earth  4) a rapidly rotating column of air which causes strong wind  5) an overflowing of water onto land  *Check the answers with a click and then say the definitions yourself.*  Concept Checking: What should you do?  Students are assessed with points.  Acquired Skills: listening, speaking, understanding, critical thinking, assessment | | | | | PP presentation |
| Middle (30 min)  7 min  3 min  7 min  13 min | **Task 1: Listening**  *Listen to the extracts of the texts and define what disaster is described proving your answer with the key-words.*  Concept Checking: What should you do?  Extract 1 Cracks or weaknesses allow magma to rise up.  Pressure builds up which, then, releases suddenly causing the magma to explode. Magma that reaches the earth surface is called lava. This molten lava eventually cools to form new rock.  Extract 2 This natural event causes dry land suddenly gets submerged under water. Some of them occur suddenly, others take days or even months to build. The disaster may be caused by heavy rainfalls when rivers flow over their banks.  Extract 3 It is caused by the shaking of the earth’s surface. It happens when two blocks of the earth suddenly slip past one another, or break apart from each other as a result of tension caused by prolonged energy build up.  Extract 4 It has uncontrolled spreading. It is usually started out of a lightning strike, or people careless camping. They sometimes burn for days and weeks. They can destroy almost every organic matter in the area.  Extract 5 It appears in cumulonimbus clouds. It looks like a rapidly violent rotating column of air. It forms because of the collision between warm and cool air masses. It can cause lots of destruction. It can uproot trees and raise houses, twirl and drag them into its “eye”.  Descriptors:  Learners:  1. define the described disaster while listening to the extracts  2. name the key words  Students are assessed with points.  Acquired Skills: listening, understanding, analysing, critical thinking, analysis, assessment  Criterion: understand the meaning of the words on topic in speech  **Regrouping.**  Each student gets a rebus with the coded word of nature disaster. After they solve them, they are divided into 5 groups according to their words.  *Examples of rebuses:* 5’’ ‘https://im0-tub-kz.yandex.net/i?id=d9ed2eddcb17fe677defeb53fa7183c9&n=33&h=215&w=282’+e (fire); https://openclipart.org/image/2400px/svg_to_png/246207/Dose-lineart.png+o (volcano)  *Coded words: “Fire”, “Volcano”, “Earthquake”, “Flooding”, “Tornado”*  Acquired Skills: critical thinking  **Task 2: Writing and Speaking (collaborative work)**  *Read the words on topic “Natural Disasters” and circle only those which are related to your category.*  Words: crack, to raise, dry, to shake, uncontrolled, magma, to submerge (погружаться), earth, to twirl, to spread, cloud, pressure, to release, rainfall, river, surface, block, lightning, rapid, strike, to rotate, to explode, to flow over, to slip, careless, air, lava, bank, to break, camping, collision, molten (расплавленный), to build up, to burn, warm, cool, rock, tension, organic, destruction, energy, to uproot (выкорчевывать), to drag.  *Make up as many word combinations with the chosen words as you can* (students B).  *Make up sentences with the chosen words* (students A).  *Discuss your ideas and do inter-checking within your group.*  Concept Checking: What should you do?  Students are assessed with the card of stars (one for a group).  Descriptors  Learners:   1. read the range of words 2. circle the words related to the given category 3. write word combinations with the chosen words 4. write sentences with the chosen words 5. discuss and inter-check your tasks with the group   Acquired Skills: writing, speaking, collaborative skills, creativity, synthesis, assessment  Criteria:   * know and apply the vocabulary and make up sentences with it to talk about the topic * synthesize and link sentences into coherent paragraphs to write on the topic   **Task 3: Writing and Speaking**  *Link the sentences into coherent paragraphs to write about your natural disaster. Make a short presentation* (students A).  *Make a cluster with word combinations and sentences. Describe the natural disaster* (students B).  Concept Checking: What should you do?  Descriptors  Learners:  1. make a cluster with word combinations and sentences  2. link the sentences into coherent paragraphs  3. write about the nature disaster  4. present your work  Students are assessed with the card of stars (one for a group).  Acquired Skills: writing, speaking, collaborative skills, creativity, synthesis, assessment  Criteria:   * know and apply the vocabulary and make up sentences with it to talk about the topic * synthesize and link sentences into coherent paragraphs to write on the topic | | | | | text  loVe  handout №1: rebus  handout №2: words |
| End (5 min) | **Feedback**  Students answer the concept questions:  - What tasks were interesting to do?  - What were the problems?  **Reflection for students**  Students stick the smiles to the traffic light:  red colour – I know the material;  orange colour – I understand the material;  green colour – I can use the material. | | | | |  |
| **Homework** | | Ex. 2 p. 76;  prepare a presentation about a natural disaster in Kazakhstan | | | | |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support?**  **How do you plan to challenge the more able learners?** | | | **Assessment – how are you planning to check learners’ learning?** | **Health and safety check ICT links** | | |
| Less able students achieve the objectives through simplified tasks with support of the teacher and classmates.  More able students are challenged with complicated tasks with little/no support | | | Through the feedback, students’ reflection, with colored points and a star card | * Ensure students sit in front of the TV-set at a distance of 3 meters * Ensure proper ventilation * Check sockets’ safety | | |