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| **Theme: Natural Disasters.** | | | **School: Kazakh school-lyceum** | |
| **Date: ­­­­­­­09.03.2020** | | | **Teacher’s name: Ilyassova Ainur** | |
| **101 group** | | | **Number present: 22** | **absent: -** |
| **Learning objectives(s) that this lesson is contributing to** | | Use imagination to express thoughts, ideas, experiences and feelings.  Understand with limited support the main points of extended talk on a range of general and curricular topics.  Give an opinion at sentence and discourse level on an increasing range of general and curricular topics.  Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics. | | |
| **Lesson objectives** | | **All learners will be able to:** | | |
| * Make an attempt to answer the questions and guess the topic of the lesson. * Understand the general idea while watching a video and try to answer the questions. * Participate in a game activity trying to solve the problem. | | |
| **Most learners will be able to:** | | |
| * Understand the main idea while watching a video and answer the questions. * Solve the crossword successfully with minimal support. * Participate actively in a game activity trying to solve the problem. | | |
| **Some learners will be able to:** | | |
| * Answer the questions using specific vocabulary and critically analyzing the situations. * Understand the details while watching a video and answer the questions without any support. * Participate as a leader actively and with creativity in a game activity to solve the problem. * Assist less able learners during class/group/pair discussions. | | |
| **Languageobjective** | | Natural Disasters | | |
| **Value links** | | Lifelong learning, cooperation, respect to different opinions, transparency in evaluation | | |
| **Crosscurricular links** | | Geography, History | | |
| **Previous learning** | | Natural Disasters | | |
| **Useof ICT** | | * Projector or Smart board for showing a presentation * Access to the for showing a video | | |
| **Intercultural awareness** | | Be aware of global problems as global citizens | | |
| **Kazakh culture** | | Discussion of natural disasters in Kazakh land | | |
| **Pastoral Care** | | Assure the needs of all learners are met | | |
| **Health and Safety** | | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords | | |
| **Planned timings** | **Planned activities** | | | **Resources** |
| **Beginning the lesson**  **Main Activities** | 1. **Greeting**   Good morning, dear guests. Good morning, students. Nice to see you again. I think that you are fine and ready for a successful work at the lesson. Today we are having an unusual lesson. Be attentive please.   1. **Creating a psychological atmosphere**   Let’s сreate a happiness cicle in order to say each other warm wishes.  Teacher greets learners and sets environmentally-friendly atmosphere within the classroom.  **2.Introduction**  We are going to talk about Natural Disasters. Teacher and learners together set the lesson objectives.  Our lesson is dedicated to revise the whole unit.  Ok, we are going to speak about NATURAL DISASTER that can happen all over the world. Such phenomena occur more often nowadays. We need to know about them as much as possible and be ready to protect ourselves.  **4. Brainstorming**.  Teacher introduces the topic to learners through asking brainstorming and higher order questions such as:  1.What is a natural disaster?( A natural disaster is some terrific weather conditions such as storm, shower, earthquake, avalanche, which bring a lot of damage to buildings, wildlife and people)  2.Are you afraid of natural disasters? How about man-made disasters, like an airplane crash? Which is scarier?  3.Have you ever experienced a natural disaster? If yes, what happened?  4.Are you prepared for a natural disaster? If yes, how? If no, why aren't you prepared? Etc  **5. Phonetic Drill**  a) Pronounce these words correctly  **drought, flood, tornado, earthquake, tsunami, cyclone, avalanche, hurricane.**  b) Could you explain the definitions of the disasters (natural phenomena)?  c) Guessing the disasters  1.It is the mountain with a hole at the top. (volcano)  2.They take place in winter. (blizzard)  3.They happen after a heavy rain. (flood)  4.This flash of light is a big killer. (Lightning)  5.It is a snow and ice falling down a mountain. (avalanche)  6.A fire that starts in an area of countryside and spreads quickly. (wildfire)  **6.Video demonstration with multiple choice questions**  1.Teacher tells the learners that they are going to watch two times a short video about natural disasters and answer multiple choice questions.  2.Peer assessment  Learners check one another using answer key which is provided by teacher.  **7. Group work Students’ projects**  1 group- Flood experts  2 group -Earthquake experts  3 group- Volcano experts  **Teacher**: Thank you, our experts. Fantastic projects! And now I’d like to give you a task about volcanoes. Our volcano expert has said that when the volcano erupts we can see lava, ash, large cloud of smoke, sometimes rocks and rain. But what happens first and what happens finally? Let’s see the volcanic eruption! They'll demonstrate the experiment!  Our dear experts, thank you very much for your hard work. We’ve known a lot of important and useful information today. Please, take your seats and work with us.  To sum up, we can suppose that all natural disasters do great damage and harm. Let’s try to know the effects of every disaster. Look at the screen and try to understand what natural catastrophe was the cause of all these consequences. Well done!  **8.“Survivor” Game activity**  .  Asks the learners to decide what items they would take and tell them they must justify their decisions.  Gives comments on which group made the best choice. | | |  |
|  | Teacher divides the class into two groups  Shows on slide“Hurricane emergency kit”.  Asks the learners to consider that they have just survived after hurricane. They are only allowed to take 10 items from the list.  Asks the learners to decide what items they would take and tell them they must justify their decisions.  Gives comments on which group made the best choice.  **9. Let’s do cinquains.** | | |  |
| **End** | **10.Feedback**  Great I hope it’ll be very useful for our pupils. Now it’s time to finish our lesson. We’ve worked hard today and I am happy to see our results. Did you like our lesson? What have you learnt from our lesson today? What do you think about our experts’ work? What marks do they deserve? Your homework is to finish. Good bye, my dear friends.  Teacher gives comments on the activities which learners had and provides the whole class with general feedback.  **11.Reflection**  Teacher asks learners to summarize the whole unit and finish the given sentences to reflect on their learning: 1. I’m doing well with …  2. I’m proud of myself for …  3. I still need help with …  4. My goal …  **12. Singing a song.**  As I know you are captivated by one song WE ARE THE WOLRD WE ARE THE CHILDREN. It was written by Michel Jackson 25 years ago. But in February 2010 80 artists and performers walked into the room with their hearts and souls completely open to coming together to help the people of Haiti, where a terrible earthquake occurred.What is the main idea of the song?  (pupils are singing the song) | | |  |

**1. Greeting.**Good morning, dear guests. Good morning, students. Nice to see you again. I think that you are fine and ready for a successful work at the lesson. Today we are having an unusual lesson. Be attentive please.

**2. Creating a psychological atmosphere**

Let’s сreate a happiness cicle in order to say each other warm wishes.

Teacher greets learners and sets environmentally-friendly atmosphere within the classroom.

**3. The aim of the lesson.**

We are going to talk about Natural Disasters. Teacher and learners together set the lesson objectives.

Our lesson is dedicated to revise the whole unit.

Ok, we are going to speak about NATURAL DISASTER that can happen all over the world. Such phenomena occur more often nowadays. We need to know about them as much as possible and be ready to protect ourselves.

The Earth is a beautiful place to live on. We can see wonderful landscapes , we can climb mountains, swim in rivers, lakes and seas, lie on the beach.

But do you agree that our planet is a dangerous place? Really,the Earth is a dangerous place. Why?

There are a lot of different kinds of disasters on the Earth. What are they?

**4. Brainstorming.**

Teacher introduces the topic to learners through asking brainstorming and higher order questions such as:

1.What is a natural disaster?( A natural disaster is some terrific weather conditions such as storm, shower, earthquake, avalanche, which bring a lot of damage to buildings, wildlife and people)

2.Are you afraid of natural disasters? How about man-made disasters, like an airplane crash? Which is scarier?

3.Have you ever experienced a natural disaster? If yes, what happened?

4.Are you prepared for a natural disaster? If yes, how? If no, why aren't you prepared?

5.Have you ever seen a movie about a natural disaster? If yes, briefly explain the movie.

6.Does your country experience natural disasters? If yes, what kind and how often?

Teacher encourages learners to think in-depth and critically analyse the questions while answering. The teacher concludes: “A natural disaster is bad consequences of natural phenomenon.”

**5. Phonetic Drill**

a) Pronounce these words correctly

**drought  flood tornado earthquake tsunami cyclone avalanche hurricane**

**b)** Could you explain the definitions of the disasters (natural phenomena)?

**drought  -** a long period of time without rain. People suffer from limited fresh water **flood –** a large amount of water that covers an area which is usually dry **tornado -**a violent wind storm which consists of a tall column of air spinning around very fast

**tsunami -**a huge wave caused by an earthquake which flows onto land **earthquake-**a sudden rapid shaking of the ground **avalanche -**a large mass of snow falling down the side of a mountain **hurricane -**an extremely violent wind or storm

c) Guessing the disasters

1.It is the mountain with a hole at the top. (volcano)

2.Theytakeplaceinwinter. (blizzard)

3.Theyhappenafteraheavyrain. (flood)

4.Thisflashoflightisabigkiller. (Lightning)

5.It is a snow and ice falling down a mountain. (avalanche)

6.A fire that starts in an area of countryside and spreads quickly. (wildfire)

**6.Video with multiple choice questions**

1.Teacher tells the learners that they are going to watch two times a short video about natural disasters and answer multiple choice questions.

2.Peer assessment

3.Learners check one another using answer key which is provided by teacher.

**7.Students’ projects Checking up the hometask**

**1 group- Floods**

Well, I know that some of you are very interested in these problems. You’ve already read a lot of information about these disasters, found something from the Internet and I’m sure you’d like to share this information with us. So, you’ll be our experts in different natural phenomena. Let’s start our little conference with flood experts

**Flood experts:** “Water, water everywhere but not a drop to drink…” Good morning, I am \_\_\_\_\_\_\_\_\_\_\_ and I’d like to tell you some facts about floods. (Slide)

Flood is large number of water that covers an area which is usually dry. The floods destroy houses and leave millions of people homeless, damage farmland.

**Additional question from pupils:** Why do floods happen?

**Pupil (flood expert):** It is connected with greenhouse effect and global warming. Let’s look at this problem. We breathe in oxygen and breathe out carbon dioxide. Also we produce carbon dioxide when we burn oil and coal and trees. Carbon dioxide works in the atmosphere like glass in a greenhouse. It lets heat from the sun get in, but it doesn’t let much heat get out. So the atmosphere becomes warmer. This means that the ice at the Poles melt, the oceans and the seas expand and the water level rises. So as you can see, sometimes we are guilty in floods ourselves.

**Teacher:** Great! I hope this information will be very useful for us. And now it’s turn of our **earthquake expert**. What do you know about this awful disaster?

**Pupil (earthquake expert):** Hello. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. And welcome to the zone of earthquakes. (Slide 18).

An earthquake is one of the worst natural disasters on our earth. We think that the ground we stand on is very stable, but it isn't. Earthquake is a sudden shaking of the ground. It's like a large lorry that travels down your street and then you feel your house shake. What exactly would you like to know about earthquakes?

**Additional question:** What is the reason of earthquakes?

**Pupil (earthquake expert):** Earthquakes can be caused by a lot of things: volcano eruptions, meteorites that hit the earth, underground explosions. But most earthquakes happen because the earth's plates move.

**Additional question:** Where do earthquakes happen?

**Pupil (earthquake expert):** 80% of the world's earthquakes happen around the Pacific Ocean. Japan has over 2,000 earthquakes every year. The biggest and the most dangerous earthquake happened in Chile in 1960 (9 and a half points) and killed thousands of people.

We’ve made a very good leaflet for people to help them in emergency situations. . It is a thin booklet with bright titles which attract everybody’s attention, nice pictures, clear, short and informative sentences. Our leaflet is connected with natural disasters and helpful advice what to do and where to go. It will be something like the first aid. You can see different helpful advice how to behave during natural disasters.. I hope it’ll be very useful for our pupils.

**Teacher:** It was fascinating, thanks to our expert.

And the last story is about **volcanoes**. Let’s listen to our volcano eruption expert.

**Pupil (volcano expert):** My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and it’s time to know more about volcanoes. (Slide).Volcano is a mountain with a hole, crater, in the top. Volcanoes can cause widespread destruction in different ways. At first, lava destroys many buildings and plants. Then, volcanic ash may form a cloud and spread everywhere. And finally, when ash is mixed with water it forms a hard material like cement, which is also very destructive for buildings and people.

**Extra question:** What do you know about Vesuvius, the most popular volcano in the world?

**Pupil (volcano expert):** (Slide 20) It erupted in 79 AD in Italy in the busy Roman port of Pompeii. It was an awful day of Pompeii. Let’s listen how it happened. ( In Touch 2 Student’s book, by Carol Skinner, Longman, Unit 4, ex.2, p.18)….. Vesuvius has erupted for many times. The last big eruption was in 1944. Will Vesuvius erupt again? Nobody knows. But some people still live close to Vesuvius and endanger their lives.

**Teacher:** Thank you, our volcano expert. Fantastic story! And now I’d like to give you a task about volcanoes. Our volcano expert has said that when the volcano erupts we can see lava, ash, large cloud of smoke, sometimes rocks and rain. But what happens first and what happens finally? Let’s see the volcanic eruption! They'll demonstrate the experiment!

Our dear experts, thank you very much for your hard work. We’ve known a lot of important and useful information today. Please, take your seats and work with us.

To sum up, we can suppose that all natural disasters do great damage and harm. Let’s try to know the effects of every disaster. Look at the screen and try to understand what natural catastrophe was the cause of all these consequences. Well done!

**8.“Survivor” Game activityG**

Teacher divides the class into two groups

Shows on slide“Hurricane emergency kit”.

Asks the learners to consider that they have just survived after hurricane. They are only allowed to take 10 items from the list.

Asks the learners to decide what items they would take and tell them they must justify their decisions.

Gives comments on which group made the best choice.

**9. Let’s do cinquains.**

**10.Feedback**

Great I hope it’ll be very useful for our pupils. Now it’s time to finish our lesson. We’ve worked hard today and I am happy to see our results. Did you like our lesson? What have you learnt from our lesson today? What do you think about our experts’ work? What marks do they deserve? Your homework is to finish. Good bye, my dear friends**.**

Teacher gives comments on the activities which learners had and provides the whole class with general feedback.

**11.Reflection**

Teacher asks learners to summarize the whole unit and finish the given sentences to reflect on their learning:

**1.** I’m doing well with …

2. I’m proud of myself for …

3. I still need help with …

4. My goal …

**12. Singing a song.**

As I know you are captivated by one song WE ARE THE WOLRD WE ARE THE CHILDREN. It was written by Michel Jackson 25 years ago. But in February 2010 80 artists and performers walked into the room with their hearts and souls completely open to coming together to help the people of Haiti, where a terrible earthquake occurred.

**What is the main idea of the song?**

**(pupils are singing the song)**

Well, children.  It’s a pity, but our lesson is over. You have shown your excellent knowledge today.

I thank you for the lesson. You may go.  Good-bye!

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| **Plan of the lesson:**   1. Names of disasters. 2. Main characteristics of natural catastrophes. 3. Expert work. 4. Effects of disasters. 5. Leaflet.   We are the world we are the children(словапесни) |
| There comes a time  When we heard a certain call  When the world must come together as one.  There are people dying  And it's time to lend a hand to life –  The greatest gift of all.   We can't go on  Pretending day by day  That someone, somehow will soon make a change.  We are all a part of  God's great big family  And the truth, you know love is all we need.   We are the world  We are the children  We are the ones who make a brighter day  So let's start giving.  There's a choice we're making  We're saving our own lives.  It's true we'll make a better day  Just you and me.   Well, send them your heart  So they'll know that someone cares  And their lives will be stronger and free.  As God has shown us by turning stone to bread  And so we all must lend a helping hand.   We are the world  We are the children  We are the ones who make a brighter day  So lets start giving  There's a choice we're making  We're saving our own lives  It's true we make a better day  Just you and me |

**Appendix 1**

**Multiple Choice Questions:**

1.\_\_\_\_\_\_ suffered the fourth largest earthquake ever recorded.

a. Chile

b. Japan

c. Australia

2. Japan was hit by a \_\_\_\_\_ magnitude earthquake.

a. 0.9

b. 9.9

c. 9.0

3.\_\_\_\_\_\_ died when buildings and homes collapsed like papers.

a. over 190 people

b. 190 people

c. less than 190 people

4. A two weeks old baby and his mother were rescued after \_\_\_\_\_\_.

a. 34 hours

b. 2 days

c. 24 hours

5.\_\_\_\_\_\_ suffered the worst flood since the 1970’s.

a. Austria

b. Austral

c. Australia

6.Twelve million people were affected by a severe \_\_\_\_\_\_.

a. drug

b. drought

c. drag

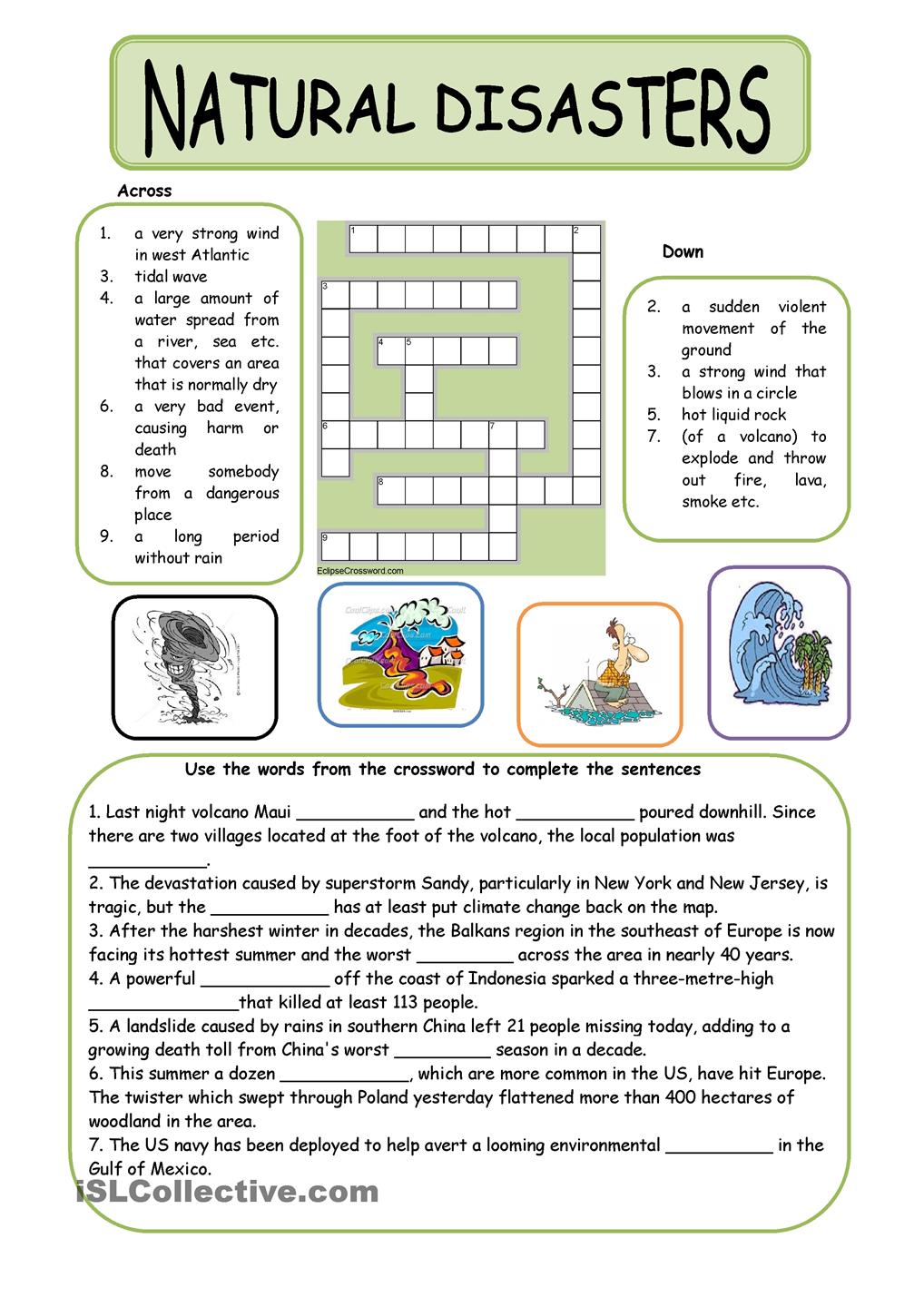
7.In the southern states of the USA \_\_\_\_\_\_ destroyed thousands of homes.

a. wildfires

b. warfare

c. wares

**Appendix 2**

**Crossword worksheet**