Lesson plan

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| **Unit 7: Natural Disasters** | | **School: Secondary school n.a. M.Auezov** | |
| **Date:** | | **Teacher name: T.Bakyt** | |
| **Grade: 7** | | **Number present:** | **absent:** |
| **Lesson title** | **Looking at natural disasters in Kazakhstan and around the world** | | |
| **Learning objectives** | 7.2.4.1 Understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics  7.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  7.5.6.1 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**  Practice topical vocabulary through such activities as matching;  Read the text and find the words according to the definitions  **Most learners will be able**  Read the text and give full and grammatically correct answers to the questions;  **Some learners will be able**  Provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility; | | |
| **Assessment criteria** | \* Recognize the content of an extended conversation using some supporting information  \* Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences  \* Connect sentences into paragraphs with basic connectors and linking words with some support | | |

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| Stages / Time | Teachers actions | Students actions | Assessment | Resources |
| Begining  10 min | GREETING  -Good afternoon guys! How are you getting on?  - What date is it today?  - What day is it today?  - What is the weather like today?  - Thanks for your answers. Let me present you lesson objectives:  -Today you will practice topical vocabulary through such activities as matching, read the text and find the words according to the definitions, you will give grammatically correct answers to the questions; some of you will provide unprepared speech on a given topic  **Method “Brainstorming”**  -I am going to describe a picture that I would like you to find among other pictures. You can ask some questions for more details.  -You will be assessed according to this **assessment criteria**:  *\* Recognize the content of an extended conversation using some supporting information*   |  |  |  | | --- | --- | --- | | C:\Users\User\Desktop\Short term plan\disasters\avalanche.jpg | C:\Users\User\Desktop\Short term plan\disasters\drought.jpg | C:\Users\User\Desktop\Short term plan\disasters\earthquake.gif | | C:\Users\User\Desktop\Short term plan\disasters\flood.png | C:\Users\User\Desktop\Short term plan\disasters\hurricane.jpg | C:\Users\User\Desktop\Short term plan\disasters\lightning.jpeg | | C:\Users\User\Desktop\Short term plan\disasters\tornado.jpg | C:\Users\User\Desktop\Short term plan\disasters\tsunami.jpg | C:\Users\User\Desktop\Short term plan\disasters\volcanic.jpg |   *The sky is grey. Water is everywhere. It becomes more and more. It destroys everything. Houses are full of it. There are people on the boat. Lifesavers try to help them.*  -Now, dear children, look at the pictures and find what natural disaster I have described. Work with a partner.  (Right answer is ***FLOOD)***  **Descriptors**  A learner:  *\*asks questions to get more information*  *\*works in pairs*  *\*finds the right picture*  *\*says what a natural disaster is in the picture* | *-Good afternoon, teacher! We are fine, thanks*  *-It’s 22nd of February*  *-Today is Monday*  *-It’s windy and cold*  -Is it hurricane?  -Is the wind strong?  -Is it raining? …  *Answers may be the following:* ***flood, hurricane****, etc.* | *Verbal evaluation* | Pictures: <https://img.dtnext.in/Articles/2020/Nov/202011020722398354_Death-toll-in-Turkeys-earthquake-climbs-to-62_SECVPF.gif> (earthquake)  [https://media4.s-nbcnews.com/j/newscms/2018\_29/2503096/180719-indonesia-volcano-mn-095\_b8157839f3aa45919effa782a32a5d26.nbcnews-fp-1200-630.jpg (volcanic](https://media.wired.com/photos/5926e614cefba457b079b800/16:9/w_929,h_523,c_limit/GettyImages-534318658.jpg%20%20%20%20(volcanic) eruption )  <https://storage.googleapis.com/afs-prod/media/7fac663f39114f8b885fb1702500b785/3000.jpeg> (Flood)  <https://i.ytimg.com/vi/Z-2khcTHIgs/maxresdefault.jpg> (Tsunami)  <https://xakep.ru/wp-content/uploads/2016/12/avalanche.jpg> (avalanche)  <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRCl5BuZZ1kOx4e5ND7TVjfT6HSBq2i4BM9lw&usqp=CAU> (tornado)  [https://miro.medium.com/max/1024/1\*KkUCdS-eX0J4n0XlX4L4Uw.jpeg](https://miro.medium.com/max/1024/1*KkUCdS-eX0J4n0XlX4L4Uw.jpeg) (lightning)  <https://i.insider.com/59b0c70d609c30390b8b46d2?width=700> (hurricane)  <https://bsmedia.business-standard.com/_media/bs/img/article/2019-03/26/full/1553549761-2143.jpg> (drought) |
| Middle  25 minutes | **The main part of the lesson**  **Vocabulary. Lead-in:**  -What other natural disasters do you know?  -We shall learn words on topic “Natural disasters” Look at the slides and repeat after me! Pay attention to the pronunciation!   |  |  | | --- | --- | | **flood** | **[**flʌd**]** | | **earthquake** | **[**ˈɜː(r)θˌkweɪk**]** | | **tsunami** | **[**tsuːˈnɑːmi**]** | | **avalanche** | **[**ˈævəˌlɑːntʃ**]** | | **tornado** | **[**tɔː(r)ˈneɪdəʊ**]** | | **volcanic eruption** | **[**vɒlˈkænɪk ɪˈrʌpʃn**]** | | **lightning** | **[**ˈlaɪtnɪŋ**]** | | **hurricane** | **[**ˈhʌrɪkeɪn**]** | | **drought** | **[**draʊt**]** |   **Follow-up questions**:  -What natural disasters are common in your region?  -Answer your question using this example:  *Earthquakes are common in my region.*  **Vocabulary Practice:**  -I want you to practice topical vocabulary, so you will do exercises, given on the work-sheets.  **You have 9 minutes**  -You will be assessed according to this **assessment criteria**:  *Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences*  ***Differentiation by task*:** The task may be differentiated in accordance with learners’ language proficiency:   |  |  | | --- | --- | | less-experienced learners match words with the pictures  (task 1) | more-able learners read the information about the disasters and write their names on the lines (task 2) | | *C:\Users\User\Desktop\Short term plan\20210315_183318.jpg* | *C:\Users\User\Desktop\Short term plan\IMG-20210315-WA0106.jpg* |   **Descriptors A learner:**  \*demonstrates a good skill in matching the information  \*uses the topical vocabulary while describing disasters  **Group work**  -I divide you into two groups and give you pictures of natural disasters. Choose one of them and write description using the following questions:   1. What is the natural disaster in your picture? 2. Is it common in your region? 3. Are you afraid of it? 4. When does it usually happen? 5. Where does it often happen? 6. How does it affect people?   **You have 9 minutes**  -Your works will be assessed according to this **assessment criteria**:  *Connect sentences into paragraphs with basic connectors and linking words with some support*  ***(I use collaborative learning- I form mixed-ability groups of pupils. It gives high achievers a platform to present their ideas, and lower ability students a way of collaborating with and learning from their peers )***  **Descriptors:**  **A learner:**  \*brainstorms ideas for presenting the information;  \*gives full answers;  \*presents information clearly;  \*speaks with a sufficient topical vocabulary | *The answers are: earthquake, flood, tornado, and avalanche.*  Learners look at the slides and repeat after teacher.  *-Avalanches are common in our region.*  *-Lightning is common in our region.*  And so on…  less-experienced learners match words with the pictures.  More-able learners read the information about the disasters and write their names on the lines and give a short description for several disasters.  Learners choose one picture and describe it. They can use internet recourse to answer the questions.  They write a short description of one disaster.  Speakers of each group give descriptions. | *Individual evaluation*  *Verbal evaluation*  **Verbal feedback:**  *-Good for you!*  *-Good job!*  *-Not bad!*  *-I believe to you!*  *-You are mistaken, try again.*  And so on…  **Peer-assessment (palm-fist)** Groups assess each other using thumbs:  C:\Users\User\Desktop\images.jpg understood everything  understood part of information  didn’t understand anything | Power point presentation  Work-sheets  Cards (pictures of natural disasters)  Internet |
| End  5 min | **Reflection**  -Look at the "Tree of Success", take a fruit, a flower or a leaf and attach it to the tree:  C:\Users\User\Desktop\depositphotos_61084963-stock-illustration-smiling-apple-cartoon-character.jpg- everything worked out,  C:\Users\User\Desktop\e09fb39386795a3eacfc284cbf1717c0.jpg- worked well, but something did not quite work out,  C:\Users\User\Desktop\images (2).jpg- did not work today, but I do not despair  **Hometask**:  - Your home task:  prepare a presentation about a natural disaster in Kazakhstan  **-Thank you for the lesson! Good bye!** |  | *Self-assessment* | \*Poster “Tree of success”  \*Cards with an apple, a flower, a leaf |