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| **Unit : Our World** | **School: 8** |
| **Date:** | **Teacher name: Abilova F.A**  |
| **Grade: 7** | **Number present:**  | **Number absent:** |
| **Theme of the lesson:** | ***Natural disasters*** |
| **Learning objectives****Inclusive objectives** | 7.4.4.1 – R4 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics7.2.3.1 – L3 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics7.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics7.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |
| **Lesson objectives** | **All learners will be able to:**Learn natural disasters, listen and read for gist and special information.**Most learners will be able to:**Learn natural disasters, listen and read for gist and special information, listen for specific information**Some learners will be able to:**Learn natural disasters, listen and read for gist and special information, listen for specific information, talk about natural disaster making dialogue |
|  **Criteria** | Learners have met the learning objective if they can: speak about natural disasters and write an email |
| **Previous learning** | Natural phenomena |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Learners’ activities** | **Evaluation** | **Resources** |
| Begining5 min | **Org. moment:** GREETING LEARNERS**To present natural disasters**Learners watch the short video and try to guess the theme of the lessonAsk Ss to look at the pictures. Play the recording. Elicit the L1 equivalent for each word. | Learners try to guessSs listen and repeat chorally and/or individually. |  | *Presentation* |
| Middle30 min | **Read for gist**Ask Ss to look at the picture and read the title of the text. Elicit Ss’ guesses as to what the text is about. Ss read the text and find out. **To read for specific information**Ask Ss to read the questions and answer choices 1-3. Give Ss time to read the text and complete the table. Check Ss’ answers around the class. Refer Ss to the Word List to look up the words in the box. Learner exchange the information with partners.**Text 1**Drought in KazakhstanThe heatwave that began in June 2021 in the Southern and Western regions ofKazakhstan led to record temperatures up to 46.5℃.The influx of hot and dry air masses from the region of Iran preserves abnormally hotweather on the territory of most of the Republic of Kazakhstan. This has seriously affectedthe main livestock farms in Kyzylorda, Mangystau and Turkestan regions.The months-long drought has turned into catastrophe in Western Kazakhstan. Withoutgrass or fodder, thousands of cows and horses are starving to death. According to officialdata, 1,161 heads of cattle, including 49 cattle, 503 sheep, 543 horses and 66 camels, diedfrom the drought in the Mangistau region.Vocabulary:heatwave (n) – жараlead to (v) – приводить кrecord temperatures (n) – рекордные температурыthe influx of hot and dry air masses –приток горячих и сухих воздушных массaffect (v) – оказывать воздействие, влиятьlivestock farms – животноводческие фермыturn into catastrophe – превратиться в катастрофуfodder (n) – кормstarve to death – умереть с голодуAccording to official data – По официальным данным**Text 2**Forest fires in YakutiaFierce forest and wildfires erupted in Russia’s Yakutia, mainly in eastern Siberia. There are196 forest fires affecting an area of 288,460 hectares – larger than the size of Luxembourg.Across Russia, the Forest Conservation Agency listed 264 forest fires and an affected area of325,526 hectares. The smoke from the Yakutia fires was so extensive that researchers recordedsmoke reaching as far as the North Pole. More than 4,700 people, hundreds of vehicles, 25 planesand helicopters were deployed to put out the fires.There are some methods to try and stop them or to try and control the damage. Sometimesplanes fly overhead and drop large volumes of water. Another way is to create a ‘buffer zone’, thisis where the firemen clear an area of vegetation so that the fire cannot continue on its path. And ofcourse there is huge numbers of firemen trying to put out the fires.Vocabulary:fierce (adj) – свирепые, яростные, сильныеLuxembourg – Люксембургaffected area – пораженная зонаsmoke reaching as far as the North Pole – дым достигает Северного полюсаthe Forest Conservation Agency – Агентство по охране лесовwere deployed to put out the fires – были развернуты для тушения пожаровdamage (n) – ущерб, уронlarge volumes of water – большие объемы воды‘buffer zone’ – «буферная зона», нейтральная территорияvegetation – растительность**To consolidate information in a text**Ask Ss to work in pairs and ask and answer questions following the example referring to the text as necessary. Monitor the activity around the class.**Fill in the table with the information from your text.**

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| **Forest fires**  | **Drought** |
| Description(What they are) |  |
| Location |  |
| What weatherconditions and otheroccurrences do theycause? |  |
| How do they affectpeople/animals? |  |

**To make dialogue**Explain the task. Tell Ss to make notes on each point and then use their notes to help them make dialogue with the partner**Formative Assessment****1 task****Listen 6 speakers talking about natural disasters. Match speakers with sentences.**2 taskRead sentences and write names of natural disastersCriteria.assessment

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|  | D |
|  | E |
|  | A |
|  | F |
|  | B |
|  | G |
|  | Avalanche |
|  | tornado |
|  | hurricane |
|  | Forest fire |

|  |  |
| --- | --- |
| Points |  |

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| ***Descriptor*** | ***A learner*** |
|  | 1 taskLearners should match speakers with sentences according to the information. |
|  | 2 taskRead sentences and write names of natural disasters |

 | *Learners read the text individually and do the task*Learners read and complete the blanks*Learners exchange the information with the partner* | *Verbal evaluation* *Individual avaluation**Individual**evaluation*  | *Presentation**Cards**http://mythatsenglish.blogspot.com/2016/02/listening-test-natural-disasters.html**Cards* |
| End5 min | REFLECTIONAsk various Ss around the class to read questions and answer tnem by Plickers app.**Home Task**Write short news about natural disasters in our country**Saying goodbye** | Learners answer the questions by the cards |  | CardsPhone |