**Short- term plan**

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| **Long -term plan. “**Natural Disasters” | | | **School:** №30, Uralsk | | |
| **Date:** | | | **Teacher`s name:** Shalabayeva A.A | | |
| **Grade** 7 \_**\_** | | | **Number present:** | **absent:** | |
| **Lesson title:** Looking at natural disasters in Kazakhstan and around the world | | | | | |
| **Learning objectives** | | **7.C9** use imagination to express thoughts, ideas, experiences and feelings.  **7.S7** use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.  **7.L3** understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics. | | | |
| **Lesson objectives** | | **All learners will be able to:**   * match activities (types of Natural disasters and new words) with peers or teacher’s support; | | | |
| **Most learners will be able to:**   * understand with some support the main points and some of the details of extended talk on Natural disasters; | | | |
| **Some learners will be able to:**   * give an opinion at sentence level on the topic Natural disasters without teacher’s support; | | | |
| **Assessment criteria** | | * using vocabulary during the speaking * matching words with definitions * identifying the information and find the solutions * discuss the topic and answer the questions | | | |
| **Value links** | | Respect for yourself and others is achieved while pair discussion  **Universal Labor Society.(‘Mangilik Yel’,5)** | | | |
| **Cross-curricular links** | | Geography and particularly Geography of Kazakhstan | | | |
| **Useof ICT** | | Active board for showing a presentation, playing the audio file | | | |
| **Previous learning** | | Learners have already studied the words for the topic natural disasters this term, so they know the types of natural disasters and other vocabulary. | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| **Starter**  2 min  min 7 | **(W) Greeting**  **- H**ello, students! How are you? Are you ready to listen and to do?  **(W,I) Warm-up “Blitz” Activity 1**  He/she will answer to known questions in the class, other students will try to answer quickly reviewing vocabulary. And he/she must remind their vocabulary very quickly.  The aim of this activity to check students` previous knowledge.   * Teacher presents the lesson objectives on the active board:   *Today you will*:   * *Learn typical natural disasters;* * *Listen to the talk about Natural disasters;* * *Do comprehension tasks on listening;* * *Create a warning sign for Natural disasters prevention;* | | | |  |
| **Middle**  Min. 7  Min. 10  Min. 12 | **Listening**  **(W,I) Pre-listening Activity 2**  Before listening learners receive cut cards with the words and their definitions in English then with Kazakh translations.  **Didactic material for learners.**   |  |  | | --- | --- | | lightning | найзағай | | volcanic eruption | жанартау атқылауы | | flood | су тасқыны | | avalanche | қар көшкіні | | hurricane | дауыл | | drought | құрғақшылық | | explosion | жарылыс | | tornado | торнадо | | tarthquake | жер сілкінісі | | forest fire | орман өрті | | tsunami | цунами |   **(P.G) While listening:”Think, join,share”**  Learners receive listening tasks; they are going to listen to two different talks about hurricanes and floods. Learners have questions to complete the table  with answers and have options to complete the table.  Learners listen to each track twice while taking notes and completing the table..  Listen to the talk and answer the questions about hurricanes and floods with options given.  Then they check each other or themselves from the prepared answer sheets. Students in their groups create their own assessment criterias then share their feedbacks.  **(I,P,f) Post-listening: Activity 4** ‘Think-pair-square’  After listening learners in pairs discuss next questions, teacher makes sure they are aware about natural disasters in Kazakhstan:  **Follow up task:**  Match the words to the correct definition.  Blow down (v)  Condense (v)  Dam (n)  Disaster (n)  Disrupt (v)  Drown (v)  Evaporate (v)  Reduce (v)  Shock (n)  Warning (n)   1. A statement telling people of a possible problem or danger 2. A very bad event that causes lots of damage or kills a lot of people 3. A wall built across a river to stop the water 4. Something bad that happens unexpectedly and surprises you 5. The process when a gas changes into a liquid 6. The process when a liquid (e.g. water) changes into a gas 7. To go under water and die 8. To interrupt or prevent something from continuing 9. To make something smaller or less in size 10. When a strong wind makes something fall over   Answers:  Blow down (v) - j Condense (v) - e  Dam (n) - c Disaster (n) - b  Disrupt (v) - h Drown (v) - g  Evaporate (v) - f Reduce (v) - i  Shock (n) - d Warning (n) – a  Students use this self assessment and fill it.   |  |  |  | | --- | --- | --- | | **Self-assessment** | | **Tick (˅)** | | **1** | **I can match the words with their definitions** |  | | **2** | **I can read and translate the text** |  | | **3** | **I can answer the questions** |  | | **4** | **I can share my ideas** |  |   **Homework: to find out unknown materials or information about natural disaster. Students can do brochures, posters or so on.** | | | | <http://www.onestopenglish.com/clil/secondary/english-across-the-curriculum/topic-based-listening-lessons/environment-natural-disasters/551224.article>  Appendix 1. |
| **End**  Min 2 | **Evaluation final Self- Assessment “WOW”**  Learners are given sticky papers to write their opinion on the lesson, they should write WOW   * **W – what disaster is the most dangerous;** * **O – how often it happens in Kazakhstan;** * **W –why they think so;** | | | |  |
| End  1min | Feedback: Teacher asks learners what task was difficult to them and which pair worked well. | | | |  |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2: | | | | | |

**Appendix 1.**

**Didactic material for less able learners.**

|  |  |
| --- | --- |
| Lightning | Найзағай |
| Volcanic eruption | Жанартау атқылауы |
| Flood | Су тасқыны |
| Avalanche | Көшкін |
| Hurricane | дауыл |
| Drought | құрғақшылық |
| Explosion | жарылыс |
| Landslide | Көшкін |
| Tornado | Торнадо |
| Earthquake | Жер сілкінісі |
| Forest fire | Орман өрті |
| Tsunami | Цунами |

**Appendix 2.**

**Formative assessment**

|  |  |
| --- | --- |
| Avalanche | A light that happens during a thunderstorm, very bright and fast |
| Hurricane | Lava, cinders, gases come up suddenly from below the earth surface through an opening of a mountain |
| Volcanic eruption | Coming of a great quantity of water over a place |
| Drought | A mass of snow, ice |
| Explosion | Violent and destructive storm over a small area |
| Lightning | Continuous dry weather, when there is not enough water for people’s needs |
| Landslide | A sudden burning of some combustible material |
| Flood | A mass of snow, ice and rock that slides rapidly down the side of a mountain |
| Earthquake | A wind that blows and twirls round from the land to the top of the sky |
| Tornado | Sudden violent movement of the earth’s surface |
| Tsunami | An uncontrollable fire in an area of vegetation that happens in the countryside |
| Forest fire | A series of water waves caused by the displacement of a large volume of water |

**Appendix 3.**

**Formative assessment for learners.**

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| --- | --- |
| **Unit: 8. Natural disasters** | |
| **Learning objectives** | **7.L2** understand with little support most specific information in extended talk on a limited range of general and curricular topics |
| **Level of thinking skills** | Knowledge and comprehension  Application  Analysis |
| **Assessment criteria** | Learners will achieve this objective if they can:   * Fill the table with the correct options – 8 out of 10 should be correct; |
| **Task** | Listen to the talk and answer the questions about hurricanes and floods with options given:   |  | | --- | | Scientists can track hurricanes, but they can’t stop them. | | Dams can reduce flood, listen to the warnings on the radio. | | Blow down houses, cause floods, disrupt traffic and affect ships. | | Over warm parts of the ocean. | | People can drown, lose houses and furniture. | | Some rivers in Bangladesh and India flood every year. | | Warm water evaporates from the sea and becomes a strong wind. | | Tropical storms with strong winds. | | If there is a lot of rain or very strong winds. | | When the water in rivers rises above its normal level and goes onto the land. |  |  |  |  | | --- | --- | --- | | **Questions:** | **Hurricanes** | **Floods** | | 1. What are they? |  |  | | 1. Why do they happen? |  |  | | 1. Where do they happen? |  |  | | 1. How do they affect people? |  |  | | 1. What can people do? |  |  | |

**Appendix**

**Follow up task:**

**Match the words to the correct definition.**

|  |  |  |  |
| --- | --- | --- | --- |
| **a** | Blow down (v) | **b** | Condense (v) |
| **c** | Dam (n) | **d** | Disaster (n) |
| **e** | Disrupt (v) | **f** | Drown (v) |
| **g** | Evaporate (v) | **h** | Reduce (v) |
| **i** | Shock (n) | **j** | Warning (n) |

1. A statement telling people of a possible problem or danger
2. A very bad event that causes lots of damage or kills a lot of people
3. A wall built across a river to stop the water
4. Something bad that happens unexpectedly and surprises you
5. The process when a gas changes into a liquid
6. The process when a liquid (e.g. water) changes into a gas
7. To go under water and die
8. To interrupt or prevent something from continuing
9. To make something smaller or less in size
10. When a strong wind makes something fall over

**For the high motivated students Appendix**

**Formative Assessment**

**Speaking (for less able learners)**

|  |  |
| --- | --- |
| **Unit** | Natural disasters |
| **Learning Objectives** | 7.L1 Understand with little support the main points in extended talk on a limited range of general and curricular topics  7.L4 Understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics. |
| **Level of thinking skills** | Application  Analysis |
| **Assessment criteria** | * use appropriate subject-specific vocabulary and syntax to talk about Natural disasters |
| “**How to Survive a Hurricane?”**  In a group make a cluster based on previous listening task. Using new words, prepare the information clearly to other groups. Check that you have met all the assessment criteria.  Prepare a cluster on an A3 paper (using different colours and fonts).  Example: | |
| **Descriptor** | **A learner** |
|  | * Tells his/her part of presentation, not reading * Uses at least 4 new words * Tells at least 5 sentences |

**Appendix For the high motivated students**

**Formative Assessment**

**Speaking (for more able learners)**

|  |  |
| --- | --- |
| **Unit** | Natural disasters |
| **Learning Objectives** | 7.L1 Understand with little support the main points in extended talk on a limited range of general and curricular topics  7.L4 Understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics. |
| **Level of thinking skills** | Application  Analysis |
| **Assessment criteria** | * use appropriate subject-specific vocabulary and syntax to talk about Natural disasters |
| “**How to Survive a Flood?”**  In a group make a brochure based on previous listening task. Using new words, prepare the information clearly to other groups. Check that you have met all the assessment criteria.  Prepare your brochure on an A3 paper (using different colours and fonts).  Example: | |
| **Descriptor** | **A learner** |
|  | * Tells his/her part of presentation, not reading * Uses at least 7 new words * Tells at least 8 sentences |

|  |  |  |
| --- | --- | --- |
| **Self-assessment** | | **Tick (˅)** |
| **1** | **I can match the words with their definitions** |  |
| **2** | **I can read and translate the text** |  |
| **3** | **I can answer the questions** |  |
| **4** | **I can share my ideas** |  |