

Lesson plan (10 form)

Objectives:

- to practice and expand the vocabulary on the topic “Natural Disasters”;
- to read and understand about natural hazards;
- to develop listening skills;
- to revise grammar material: II conditionals;
- to learn how to behave in case of fire, flood and earthquake;
- to develop creative and critical thinking.

Teacher’s aids:

- handout materials;
- workbooks;
- a personal computer and a projector;
- picture and quotation posters.

Mother Nature: Powerful or Fragile?

The Lesson Procedure

1. Introduction.

Greet the learners and introduce the topic and the objectives of the lesson. At this lesson students continue discussing natural disasters and practise the vocabulary on the topic in games, discussions and exercises.

The topic of the lesson is “Mother Nature: Powerful or Fragile” and by the end of the lesson SWBAT

- listen and understand the news about different natural disasters;
- give instructions of safe behavior during an earthquake, a flood and a fire;
- use the 2nd Conditionals;
- discuss your attitude to natural disasters.

1. Warming – up. A lexical game “Avalanche”.

A student calls for a word out of lexical terms on the topic, another student repeats the previous term/terms and adds his one. A winner is a student who can repeat all words called by his peers in a group.

2. Brain storming.

2.1. Watch a video, which helps you to remember the definitions of some natural disasters before solving a crossword puzzle. Solve a crossword (WB, p.60)

2.2. Read the definitions and give your answers.

3. Checking the home task .

Students had to prepare the home tasks in three groups on different skills :

- group I - to write essays on the quotations about nature and the environment;
- group II – to find the information about natural disasters in the mass media and give the item for a group discussion;
- group III – to role-play the situation about the people who survived after some terrible disasters.

4. Problem Solving. Group work.

Ask learners to divide into three groups and give the picture with some natural disasters to each group. The task is to remember the safety tips in case of an earthquake, a flood and a fire. Pupils share their ideas after the discussion in groups.

5. Grammar Revision. Conditionals II.

Pupils remember the structure and usage of the II Conditionals.

5.1. A grammar game “Tornado”.

A kind of a “Merry-go-round” game. Pupils with green cards form the inner back-to-back circle. Pupils with red cards make the outer one. The task is to match parts of a sentences to make a conditional II sentences. The pupil in outer circle moves in a clock-wise order reading his part of the sentence to the pupil in front of him, while the pupil in inner circle stands still reading his part in response.

6. Listening Comprehension.

Ask pupils to watch a video “Top 10 Infamous Natural Disasters of the Last 100 Years”.

Say them to fill in the gaps **while watching**. This is a pair work.

Name	Where?	When?	How much?
Central China Floods		1931	1 mln. people died , 50 mln people were affected
	Haiti	January,12 2010	1 mln. people homeless
Bhola Cyclone		November,12 1970	Entire towns and villages were destroyed
Indian Ocean Earthquake and Tsunami	14 countries (Indonesia, Shri Lanka, Tailand).		The devastation lasted years
Tangshan Earthquake	China	July, 1976	242 000-665 000 \$
Japan Earthquake and Tsunami			235 bln. \$
Cyclone Nargis	Birma	2008	
Sichuan Earthquake	China	May,2008	146 bln. \$
	New Orleans (the USA)	2005	
Hurricane Andrew	Bahamas, Florida, Louisiana (the USA)	Late August, 1992	40 bln. \$

Then the group work follows. Make up at least 2 questions on the video. Pupils from another group should answer.

7. Mutual Dictation.

The learners dictate words from the given handouts in turn and write down the words on dictation. They can check the proper variant by watching it on the white board at the end of the activity.

Variant I

We _____ to be _____ careful _____ we _____ with _____, provoking _____ some _____ natural _____ like _____, sandstorms _____ famines in _____, floods _____ Netherlands, _____ in _____, volcanoes _____ earthquakes in _____, Japan, _____, Italy, _____, typhoons _____ tidal _____, landslides _____ fires. _____ disasters _____ big _____ and _____ all _____ the world _____ to help _____ where _____ has _____. Different _____ send _____ the area _____ the natural _____ food _____ medical _____, as _____ as _____, nurses _____, tents, _____ clothes .

Variant II

_____ have _____ very _____ what _____ do _____ nature, _____ to _____ extent _____ disasters _____ droughts, _____ and _____ Africa, _____ in _____, hurricanes _____ the USA, _____ and _____ Turkey, _____, Mexico, _____, Armenia, _____ and _____ waves, _____ and _____. Natural _____ make _____ problems _____ people _____ over _____ come _____ the regions _____ the catastrophe _____ happened. _____ countries _____ to _____ of _____ disaster _____ and _____ supplies, _____ well _____ doctors, _____, blankets, _____ and _____.

8. Critical thinking development.

Ask the learners to express how they understand the main idea of the song “Imagine” by John Lennon.

9. Setting the homework.

Revise the lexical and grammar material on the unit “Is the Earth In Danger?” Prepare for the test.

10. Summing – up.

Count up the points on the self-assessment rubric. See your results on the board table.