

## БӨЛІМ: АҒЫЛШЫН ТІЛІ

## Global issue Grade 10

ЖАРИЯЛАНДЫ  
03.03.2023

СІЛТЕМЕ  
<https://bilimger.kz/133409/>

## Lesson plan

Unit of a long term plan 2 Natural Disaster		School:	
Date:		Teacher name:	
CLASS: 10		Number present:	absent:
Lesson title	Global Issues (Natural disasters)		
Learning objectives(s) that this lesson is contributing to (link to the Subject programme)	10.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 10.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding 10.6.15.1 use infinitive forms after a limited number of verbs and adjectives use gerund forms after a limited variety of verbs and prepositions use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics		
Lesson objectives	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>-give their opinion about Global issues;</li> <li>— make up sentences using gerund or infinitive on curricular topic ;</li> <li>— Listen and understand others speech;</li> </ul> <p><b>Most students will be able to:</b></p> <ul style="list-style-type: none"> <li>— Discuss in a group and share their ideas about the natural disasters and Global issues</li> </ul> <p><b>Some students will be able to:</b></p> <ul style="list-style-type: none"> <li>— Give an opinion and feedback to other groups' fishbone diagram</li> </ul>		
Level of thinking skills	<b>Application/analysis</b>		
Assessment criteria	Provide a point of view in conversations and discussions. Support a talk with peers while agree, disagree and discuss the order of actions and causes, consequences.		
Values links	Being environmentally conscious/friendly, actively providing solutions to global problems.		
Cross-curricular links	Geography, self -knowledge, ecology, Natural study		
Previous learning	Learners knew names disasters and differences of usage gerund and infinitive structure;		
<b>Plan</b>			
Planned timings	Teacher's planned activities	Students' planned activities	Assessment
			Resources

<p>Start</p> <p>2 minutes</p>	<p><b>Organisation moment</b>                  — <b>Greeting.</b> Teacher greets learners</p>	<p><b>Warm up</b>                  « How do you like your neighbour?»                  Students stand in a circle and announces “I like my neighbour because....” eg.</p>		
<p>3 minutes</p>	<p><b>Brainstorming</b>                  Teacher shows photos from interactive board and asks students to say common similarities of them.</p>	<p>Students say their warm words and praise to the next students.</p>		<p><a href="https://go.mail.ru/search_video?q=natural+disasters&amp;fr=amigo&amp;gp=835023&amp;d=0&amp;sig=29f5dcfbbb&amp;s=vimeo.com">https://go.mail.ru/search_video?q=natural+disasters&amp;fr=amigo&amp;gp=835023&amp;d=0&amp;sig=29f5dcfbbb&amp;s=vimeo.com</a></p>
<p>2 minutes</p>	<p>Teacher gives additional explanation to students opinion about Global issues.</p> <p><b>Method “Listen and Guess”</b>                  Teacher turns on radio podcast about on of the Global BBC news.</p>			
	<p>Teacher checks their ideas by asking <b>probing questions</b>, like:</p> <ol style="list-style-type: none"> <li>1. What can you say about this News?</li> <li>2. What kind of influence has this disaster to our everyday life?</li> <li>3. How can we protect ourselves from them?</li> </ol>	<p>Students think and say common similarities of pictures.                  Students name the given problems.</p> <p>Students guess What about listened podcast. Define the type of problem and say about actual problem in short.</p> <p>Students give answer for given questions.</p> <p>Students give answer and tell their opinion on given questions.</p>		

Middle	<p>5 minutes</p> <p><b>Teacher asks clarifying questions to prove the concept behind the students argument:</b>                  -What does it mean Global Citizenship?                  -Are you citizen Of Kazakhstan?                  -Are you a Global Citizen?                  -How can you prove it?</p> <p>8 minutes</p> <p><b>Task 1 Individual Work Method «Dumb video»</b>                  Teacher switches on News report without sound and give tasks to give New life to that dumb Video-Reportage.</p> <p><b>Role Play of Reporter</b>                  Teacher asks students to play the role of reporter and do their speech.</p> <p>10 minutes</p> <p><b>Task 2 Group work Waking up motivation of learners: “Imagine you are...”</b></p> <p>Today's our motivating phrase for learners  <b>“Imagine You are World Minister...”</b>                  Teacher invites pupils to participate in conference, main department of UNESCO in France, Paris.                  Teacher is a secretary of <b>General-director, Audrey Azoulay</b>. General director gives task to appoint World Ministers to solve Global ,controversial issues.                  Teacher explains learners the rule of Conference.                  — make up project.                  — take active part in each task                  Students will have chance to get certificate for 1000000\$. It's good chance to put money into protection of our Nature.</p> <p>12 minutes</p> <p><b>Task 3 (Pair work) Fishbone strategy (Groups offer own project)</b>                  Teacher, Secretary of UNESCO World Ministers gives tasks to World Ministers to solve Global problems with Fishbone diagram.</p> <p>Teacher mixes names of natural disasters in the black box.</p> <p><b>Differentiation for less able students:</b> T gives necessary lexis on the theme Global Issues</p>	<p>Students watch the video News about Natural Disasters without sound and do their own reportage to given News On TV.</p> <p>Students choose papers from the teacher's desk written appointed <b>the cabinet of Global Ministers</b>.</p> <p>Students discuss in conference Global issues and ways of solving them.</p> <p>Groups take any one problem from the Black box to solve that problem. If learners can solve the problem they move that problem into the box "Happy end".</p> <p>Students discuss in a group and share their ideas about consequences, effects and find solutions of the problem. Pair Ministers present their own projects.</p> <p><b>Expert Envoy</b>                  Other Ministers ask questions and tell their opinion according solved Problem.</p> <p><b>Differentiation for more able students: Students use models of expressing the ideas. Example:</b></p> <table border="1"> <thead> <tr> <th>English</th> <th>Russian</th> <th>Kazakh</th> </tr> </thead> <tbody> <tr> <td>From my point of view</td> <td>С моей точки зрения</td> <td>Менің көзқарасым бойынша</td> </tr> <tr> <td>In my opinion</td> <td>По моему мнению</td> <td>Менің ойымша</td> </tr> <tr> <td>I found out that</td> <td>И я выяснил, что</td> <td>Мен анықтадым....</td> </tr> <tr> <td>Generally I like your idea, but</td> <td>В целом мне нравится ваша идея, но</td> <td>Жалпы сіздің ойыңыз ұнады, алайда</td> </tr> </tbody> </table>	English	Russian	Kazakh	From my point of view	С моей точки зрения	Менің көзқарасым бойынша	In my opinion	По моему мнению	Менің ойымша	I found out that	И я выяснил, что	Мен анықтадым....	Generally I like your idea, but	В целом мне нравится ваша идея, но	Жалпы сіздің ойыңыз ұнады, алайда	<p>Students praise each other</p> <p>AFL- Self assessment</p> <p>AFL of experts: 2 stars, 1 wish</p>	<p><a href="http://expresspublishing.kz/action-grade-10/">http://expresspublishing.kz/action-grade-10/</a></p> <p>Sheet of papers with tasks</p> <p>List of verbs</p> <p>Sheet of papers models of expressing the ideas</p>
English	Russian	Kazakh																	
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End	<p>3 minutes</p> <p><b>Feedback</b>                  In summary section used method <b>“Map summarizing”</b></p> <p><i>What do you say to all people of the World?                  What kind of feeling do you have after our English lesson?                  You may say and stick heart-shaped Sticker on the map of the World.</i></p>	<p>Students say their feelings to Mother-Earth after English lesson and stick heart-shaped Sticker on the World map.</p>																	

<b>Additional information</b>		
<b>Differentiation - how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment - how are you planning to check learners' learning?</b>	<b>Health and safety check</b>
<p><b>Differentiation for less able students:</b> T gives necessary lexis on the theme Global Issues  <b>Differentiation for more able students:</b> Teacher gives models of expressing the ideas.</p>	<p><b>Task 1:</b> AFL- Self assessment</p> <p><b>Task 2:</b> Self assessment (Praising themselves)</p> <p><b>Task 3:</b> Group assessment by stand up and change places (assessment of experts 2 stars, 1 wish)</p>	<p><b>Using physical exercises and active activities.</b>                  When Ss do different activities they move safely under the teacher's control.</p>

<b>Reflection</b> <i>Were the lesson objectives/learning objectives realistic? Did all the learners achieve the lesson objectives/ learning objectives? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?</i>	<b>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</b>
<b>Summary evaluation</b>	
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:	
What have I learned from this lesson about the class or individuals that will inform my next lesson?	

**ҚМ АА** Куәлік нөмірі: **KZ45VPY00102718** — ҚР Мәдениет және Ақпарат министрлігі

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