**Методическая разработка урока по формированию функциональной грамотности обучающихся по теме: «Natural Disasters» (Стихийные бедствия)**

**Цель урока:** Формирование понимания природы различных природных катастроф (землетрясений, наводнений, цунами, лесных пожаров, оползней), их возможных последствий и способов предотвращения ущерба от стихийных бедствий.

**Задачи:**

**Образовательная**: совершенствовать лексику по теме «Стихийные бедствия», формировать коммуникативную культуру школьников, тренировать учащихся в говорении, чтении, письме; формировать функциональную грамотность: читательскую, естественнонаучную; формировать социокультурную компетенцию: научить строить речевое взаимодействие в устной форме в соответствии с нормами культуры страны изучаемого языка.

**Развивающая**: создавать условия для развития памяти, лексических и коммуникативных навыков, умения поддержать разговор о погоде ("Talking about the weather").

**Воспитательная**: способствовать воспитанию бережного отношения к окружающей природе.

**Языковой материал:** лексические единицы по теме стихийные бедствия.

**Необходимое оборудование и материалы:** учебник, компьютер, проектор, презентация к уроку, рабочие тетради, карточки с заданиями, видео «**Natural Disasters**», картинки стихийных бедствий мира.

Ходу рока

Т: Hello, boys and girls! Glad to see you.

Let's begin our lesson. We’ll start by watching a video today. Look at the screen and watch it please! (Просмотр видео на тему)

**What phenomena have you seen?** (S: earthquake, tsunami)

You’ve watched the video of the most powerful earthquake and tsunami in Trinidad, Japan and Nepal.

* Has anyone of you ever witnessed a natural disaster?
* Can there be natural disasters in our region? (Yes, we hardly can witness a natural disaster in Kursk)
* Where can they occur, do you know? (in the USA, in Japan, in Asia, in Africa)
* Let's find out more about them today.

I think the topic of our lesson can be “Natural Disasters». Do you Agree? (Yes, we do) I guess you do. (слайд 2)

Today we'll discuss natural disasters in different places,

we’ll find out where they occur,

we'll discuss what causes disasters,

their effects on humans and wildlife,

and also we can speak about weather forecasts.

By the way, what is the weather like today? Do you like the weather today? Why?

I’d like to know what the temperature is.

1. **The weather forecast in Kursk.**

T: Look at the board! You can see the weather forecast in Kursk.

|  |
| --- |
| Kursk |
| MorningC:\Users\209user06\Desktop\99713765_3.jpegC:\Users\209user06\Desktop\оберег ярило.png +7 |
| Afternoon +14 |
| Evening+11 |

T: Please tell me what the temperature is today.

How will it change in the afternoon and in the evening?

S: The weather in Kurskwill be cloudy with sunny intervals. The temperature will be 6 degrees above zero in the morning. The temperature will rise to 14 degrees above zero by noon. In the evening the weather will become fresh with light wind. In the evening the temperature will be 11 degrees above zero.

T: What about other cities and towns in our country?Look at the weather forecasts in some of them.

Let's find out what the weather is like in Moscow

S1: The weather in Moscowis rather warm. The day will start with a light wind and rain. The temperature will be 6 degrees above zero in the morning. It will rise by 7 degrees by noon and will fall to 5 degrees in the evening. In the evening the weather will become fresh.

T: Now let’s go to St Petersburg!

S2: In St Petersburgthe day will start with sunny intervals and warm weather. The temperature will be 5 degrees above zero in the morning. In the afternoon the temperature will be 8 degrees above zero without precipitation. The temperature will fall to 1 degree below zero in the evening.

T: Let’s go to the sea. I think it’s warm in Sochi. What do you think?

S3: The weather forecast in Sochi will be warm. The day will start with rain in the morning. The temperature will be 12 degrees above zero. At noon the weather will become dry and the temperature will be 15 degrees above zero. The temperature will fall by 14 degrees above zero in the evening.

T: Let’s see the weather forecast in Kazan

S4: In Kazanthe weather will be without precipitation. The temperature will be 2 degrees above zero in the morning but in the afternoon it will rise to 9 degrees above zero. In the evening the weather will become cool with little rain.

T: Well, let's head north. What is the weather like in Murmansk?

S5: In Murmansk the average day temperature will range from 1 degree below zero to 2 degrees above zero. The frosty morning will change into a warm but overcast afternoon. The temperature will fall to 1 degree below zero in the evening with sleet.

T: Thank you for your weather forecasts. You’ve done it well. Let’s go on.

1. **Reading.**

T: Every day we hear about disasters that happen on our planet. They damage houses, destroy fields, kill animals and people. Remember the video we watched at the beginning of the lesson. Think of natural disasters you know. Name the words beginning them with the following letters (слайд3-4):

**E (**arthquake**), V (**olcano**), F (**lood**),** **H (**urricane**), T (**ornado**), D (**rought**)**

S: /earthquake / hurricane / tornado / volcano / flood / drought /.

T: Ok! Right you are!

You’ve got some cards on your desks. Take card 1.

Each group has to read the passage about natural disasters and complete the texts with the words. After that, one student from each group will read the information.I can give you about 2 minutes. Be ready please.

***Group A***

Hit, hurricane, leave, destroyed, winds, hour

Hurricanes are very strong \_\_\_\_\_\_ that come from the sea. Warm wet air rises in a spiral and goes faster and faster - over 160 km an \_\_\_\_\_\_. In 1992, “Hurricane Andrew”\_\_\_\_\_Florida. The people there had to \_\_\_\_\_their homes and move to other towns and wait. When the\_\_\_\_\_\_arrived, it killed 15 people and\_\_\_\_\_\_\_thousands and thousands of buildings. More than 50,000 people had nowhere to live.

***Group B***

Floods, leave, rained, water, level, waited, January

In \_\_\_\_\_\_\_ 1995 in the Netherlands, it rained and \_\_\_\_\_\_ for more than two weeks. The \_\_\_\_\_\_in the canals and rivers rose higher and higher and thousands of people had to \_\_\_\_\_\_ their homes because of the danger of \_\_\_\_\_\_. They went to other towns and \_\_\_\_\_\_ until the water \_\_\_\_\_\_ fell again.

***Group C***

Thousands, animals, winds, Africa, rain, desert, area, water

Sometimes in \_\_\_\_\_ climates, it does not \_\_\_\_ for a long time. This happened between 1968 and 1974 in The Sahel, in West \_\_\_\_\_. The \_\_\_\_changed direction and the \_\_\_\_\_ did not receive any rain for six years. Hundreds of \_\_\_\_of people and nearly half of the \_\_\_\_\_\_ in the area died because there wasn’t enough water. People had to walk many kilometers to find \_\_\_\_\_\_.

T: Well, it’s high time to check up your task. Who wants to try? Listen to each other attentively. After the reading you have to answer my questions.

Please read. Others can follow the text on the screen (показ слайдов)

Which statement is true, which one is false?

Text A

* Hurricanes come from the sea. (T)
* “Hurricane Andrew” hit California. (F) (Florida)
* It killed 25 people and destroyed thousands and thousands of buildings (F)
* More than 50,000 people had nowhere to live. (T)

Text B

**-** In 1995 in the Netherlands, it rained for more than three weeks. (F) (two weeks)

- Thousands of people had to leave their homes because of the danger of floods. (T)

- They stayed in their towns and waited until the water level fell again.(F)

Text C

* The Sahel in West Africa did not receive any rain for two years. (F) (it didn’t rain for six years)
* People could find some water in their area (F)
* A lot of people and animals in the area died because there wasn’t enough water. (T)

What natural disaster was the first|/second/third text about?

What causes the disaster?

 Where does it come from?

What effects do hurricanes/floods/droughts/have on the environment?/on people? (заполнение таблицы/составление коллажа)

|  |  |  |  |
| --- | --- | --- | --- |
| Disaster | What causes the disaster? Where does it come from? | What effects do natural disasters have **on the environment**? | How do people suffer? |
| hurricanes | winds from the sea | destroy things | have nowhere to live |
| floods | rains | flood the land | have to leave their homes |
| droughts | no rains | the land is dry  | can die without water |
|  |  |  |  |
|  |  |  |  |

 T: Very good! You can praise yourselves! (Excellent)

1. **Activation of vocabulary**

T: I want you to match the words to make some phrases related to our topic (слайд 5-6) Take cards 2. You’ve got a minute to be ready. I’ll start the phrase and you have to match its beginning with the correct second part.

|  |  |
| --- | --- |
| a **volcano**  | **erupts**  |
| during the **famine** people | **starve**  |
| an **earthquake**  | **shakes** the city |
| the land **suffers from** | **drought** |
| a **tornado** | **sweeps** the island |
| **people** are | **injured** |
| t**hings**are | **damaged** |
| during the **accident** there can be | **victims** |

 T: Thank you! Right you are.

1. **Match the text.**

T: Here is some information about the earthquake in Armenia. It occurred in 1988.Match the beginning of the sentence with the correct second part. (cлайд 7-8) You’ve got this task in cards 3. Be ready in 1 or 2 minutes please.

1. The earthquake struck at 11.41.am
2. Snow fell during the next few days
3. At first it was thought 55,000 people had died
4. As soon as the news of the tragedy had been broadcast,
5. A plane carrying humanitarian aid crashed
6. Restoration of the affected area began
7. A government official promised the town would be rebuilt
8. when trying to lend.
9. as the people of Spitak, Armenia , were busy with their morning work.
10. by the end of the following year.
11. two weeks after the earthquake.
12. but later the figure was put at 25,000.
13. which made rescue operation difficult.
14. aid worth millions of dollars began to pour in.

T: Choose a card with the name of the country on your desks! Stand up please! Find your partner with the same card as yours. ….... The taller of you will begin the sentence and the shorter one should match the correct second part.

Answers:

1. The earthquake struck at 11.41.am as the people of Spitak, Armenia , were busy with their morning work
2. Snow fell during the next few days, which made rescue operation difficult.
3. At first it was thought 55,000 people had died, but later the figure was put at 25,000.
4. As soon as the news of the tragedy had been broadcast, aid worth millions of dollars began to pour in.
5. A plane carrying humanitarian aid crashed when trying to lend.
6. Restoration of the affected area began two weeks after the earthquake.
7. A government official promised the town would be rebuilt by the end of the following year.

T: Thank you! You’ve done it well! Praise yourselves again! (S: Well done)

 T: Answer my questions please!

 What natural disaster have you read about? (earthquake)

What causes the disaster?

Where does it come from?

What effects do earthquakes have on the environment?/on people?

 What do we know about volcanoes? Where do they come from?

(заполнение таблицы/составление коллажа)

|  |  |  |  |
| --- | --- | --- | --- |
| Disaster | What causes the disaster? Where does it come from? | What do natural disasters cause?  | How do people suffer? |
| hurricanes | from the sea | destroy things | have nowhere to live |
| floods | rains | flood the land | have to leave their homes |
| drought | no rains | the land is dry  | can die without water |
| earthquakes | earth tremors | destroy buildings/ crash everything  | can stay homeless and die |
| volcano | from the mountain | destroy natural habitats | lose the places they lived in |

T: Well, let’s sum it up!

 We have learnt about 1)natural disasters in different places.

We’ve found out 2) where they occur,

3) what causes them,

4) their effects on humans and environment.

I believe this information is very useful for you.

* 1. **Home task**

T: Look at the screen! There is your home task here. Try to guess what it will be, what you have to do.

S: We have to create a video.

T: Yes, you’ve got a team home task to create a video script, where the hero must talk about his/her experience of witnessing a natural phenomenon. You need to distribute the roles in the team (there are four roles: director/screenwriter/cameraman/actor) and record this on a separate form. You have to shoot a video report using the plan:

- What climatic event have you witnessed?

- What did it look like?

- Where did it happen?

- What did you feel at that moment?

- Were there any victims?

Take the cards 4 home!

 **6. Рефлексия.**

T: Summing up the lesson think of one noun, two adjectives and three verbs related to the theme of our lesson.

Answers:disasters (noun), natural, dangerous (2 adj), damage, cause, destroy (3 verbs)

T: Which phrase can you get of these words? (Учащиеся предлагают свои фразы)

T: Do you agree that …

Natural disasters unite people more than they divide them.

Let it be the final phrase of our lesson!

Well, children.  You have shown your excellent knowledge today. You all deserve excellent marks.

It’s a pity, but our lesson is over.

I thank you for the lesson. See you tomorrow. Good-bye!