

Lesson plan for demo lesson.

Theme: Talking about the weather.

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Students: Young adults with intermediate language proficiency. 12 students in the class. 1st year students, aged 18-19.

Setting: Faculty of Foreign Languages, Chair of English Phonetics and Grammar. Classes are 90 minutes long and meet 4 times a week.

Lesson Background: In previous lessons students have been learning vocabulary on shopping. They had written various assignments and have done some activities.

Introduction

This lesson develops learners' speaking and listening skills in the context of talking about the weather. Learners are introduced to vocabulary and phrases for describing the weather, and giving an opinion about the weather. The class will watch a short video called 'Talking about the weather' and answer comprehension questions, that not only foster listening skills, but are also intended to develop learners' visual literacy. Learners will listen to people talking about the weather and role play scenarios in which they describe the weather and give their opinion. Finally learners can practise spelling weather phrases.

Learning outcomes/ Expected results: LO-3, PC-12

Objectives: At the end of the lesson SWAT;

- To build learners' range of vocabulary for describing the weather
- To introduce learners to phrases used for giving an opinion about the weather
- To build confidence in listening for gist
- To build confidence and develop learners' digital skills
- To develop learners' visual literacy.

Materials: the learner's worksheets 1-7, one copy for each learner and the markers, a laptop, the pictures, markers.

Sources: 1. British Council 2014.

Procedure

Time	Activities
10 min.	<p>1. Warm up “Inner and outer circle”. Checking up homework.</p> <p>2. Listening. .</p> <p style="padding-left: 20px;">2.1. Pre-listening.</p> <p style="padding-left: 20px;">2.2. While-listening.</p> <p style="padding-left: 20px;">2.3. Post-listening.</p> <p>3. Grammar review(past simple)</p> <p>4. Marking.</p> <p>5. Closing.</p> <p>Warm-Up. “Inner and outer circle”(pair work) Teacher asks the students to make two circles inner and outer .Each of them have cards with different questions in various tenses. The aim is to give correct answers to the given questions.The teacher claps her hands and students of outer circle make one step and change their partners and begin to ask new partner. Teacher walks around and corrects mistakes if necessary.</p> <p>Pre-listening</p> <p style="padding-left: 20px;">B Teacher gives Worksheet 1 to each learner and asks to look at the pictures , to discuss them in pairs and say what they think lesson is about and elicit the essential vocabulary related to weather. Teacher writes useful vocabulary on the board and demonstrates by asking which picture comes first,second,etc</p>
5min	<p>While- listening</p> <p>Students watch the video and meanwhile check their answers in pairs. Some learners may want to watch the video twice. Learners can note down any new vocabulary.</p>
	<p>Task 1 – Information slides - Introducing new vocabulary (5 minutes) Work through the slides one by one, drilling the pronunciation with the whole class.</p> <p>Task 2 – Video - Listening and visual literacy skills (5 minutes) Play the video. Ask learners to listen for words describing the weather, and to look at the pictures and speech bubbles to help them understand.</p> <p>Task 3 – Word bank – Describing the weather (15 minutes) Display the Word bank slide and read through the questions with the class. Play the video again. Set up learners in pairs to match the answers. Nominate learners from different pairs to come to the front to drag the correct answer to the right place.</p> <p>Differentiation</p>

Self-differentiation: tell learners that if they feel confident, to try to do the task without looking at the weather phrases on the slide.

Task 4 – True or False – Comprehension (10 minutes)

Ask the class to tear a piece of paper in half and write Yes on one half and No on the other.

Tell the learners to work in the same pairs as before. Work through the next three True or False slides, one by one, asking pairs to decide if they think yes or no, and to hold up their card.

Follow-on discussion. Ask learners if people in their country like talking about the weather.

Stretch and challenge stronger learners with extension questions about how the other stick people feel about the weather, e.g. happy, excited, sad, etc.

Task 5 – Matching – Giving an opinion about the weather (5 minutes)

Describe the weather that day and invite learners to give their opinion.

Display the Matching slide.

Ask pairs to read the slide and match the sentences.

Invite one learner from different pairs to the front to feed back the correct answers.

Extension

Ask pairs to role play the conversations. Model intonation for learners first.

Task 6 – Sequencing - Listening for gist (10 minutes)

Hand out Worksheet 1 and focus learners' attention on Task 6. Ask learners to number the photos in the order they hear them, before checking their answers in pairs.

Play the recording again to give learners the opportunity to self-assess.

Focus learners' attention on the sequencing slide and use this to feed back to the Whole group.

Challenge stronger learners with detailed comprehension questions, e.g.

What does the little girl want to do? (build a snowman) What is the man doing in the fog? (driving)

What word does he use to describe what it's like to drive in the fog? (dangerous)

Task 7 – Matching – Remembering new vocabulary (10 minutes)

Focus the learners' attention on Task 7 of Worksheet 1 and ask learners to match the words with the pictures before checking their answers with a partner.

Display the Matching slide when you feedback the correct answers.

Differentiation

Ask early finishers to practise copying the words. Encourage them to use the Look Cover Spell Check method to practise the spelling.

Extension

Hand out the cards on Worksheet 2 to pairs to play pelmanism or snap.

Task 8 – Type in – Spelling (10 minutes)

Ask the class to fold the worksheet so that they cannot see the boxes with the sentences describing the weather.

	<p>Ask the learners to number the pictures in task 7. Now ask everyone to write the numbers one to seven on a piece of paper and write the weather alongside the numbers. Scaffold the task for less confident writers. Hand out Worksheet 3 and ask learners to complete the gap-fills. Cooler – Talking about the weather and self-evaluation (10 minutes) Set up the learners into different pairs to role play having a conversation about the weather. Hand out the props from the warmer task or use mime to help learners get started. Monitor and support weaker learners. Model and drill intonation and pronunciation where necessary. Display the slide with the self-evaluation survey and ask learners to use this to record their progress in the class in their learning records. If learners have access to computers, ask them to work in pairs to create a short movie using http://www.dvolver.com/moviemaker/make.html. You will need to show learners how to do this first. They simply have to click on a background, then a sky, select Rendez vous (to have characters talking to each other), choose two characters and then type in their dialogues, e.g. What’s the weather like? It’s sunny! Put learners in pairs of mixed ability, so that stronger learners can support their partners.</p>
5min.	<p>Giving Home assignment To learn new words and ask learners to work through the module independently at home or in college. For speaking practice at home, learners can use http://vocaroo.com/ to record themselves describing the weather.</p>
Closing.	<p>Teacher makes the conclusion and evaluates students according to the results.</p>

Four Seasons Worksheets

Task 1 – Four seasons

Work in pairs or in teams and see how many words you can think of connected to the four seasons.

SPRING	SUMMER	SUMMER	WINTER

Task 2 – What's your favourite season?

Choose five classmates that you know well.

What do you think are their favourite seasons and why?

Write your guesses in the first column.

Now ask them which their favourite season is and why and write the answer in the second column.

NAME	MY GUESS	REAL ANSWER

Task 3 – Is that an ant in your salad?

Before you read this text, discuss these questions with your group

Is your way of life very different in the summer and the winter?

Do you eat different foods depending on the season?

When is the best seasons for tourists to visit your country? Why?

After reading, answer these questions:

Do British people eat differently in the summer to the winter?

According to the text, do they do different activities?

If you were going to visit the UK and could go at any time of the year, when would you choose to go? Why?

Do you think the changes in the seasons affects people's moods? How?

Is that an ant in your salad?

Salad days

Winter soups and stews are replaced with salads. Vegetables are replaced with more fruit and tea with refreshing cool drinks. Restaurants and cafes not only open their windows and spill out onto the street they also change their menu to reflect the change in mood and seasonal fruits and vegetables. Strawberries and cream are a favourite in summer and are linked to summer sporting events like the Lawn Tennis Championships at Wimbledon.

Family fun

As well as the change in what we eat there is also the change in where we eat. We venture outdoors to have picnics in parks, by the seaside or at amusement parks like Alton Towers during a family day out. Pub gardens are also a family favourite as both adults and children get the chance to enjoy the sun.

Social evenings

We don't have to travel any further than our back garden if we want to eat outside. Barbeques (BBQ's) are becoming increasingly popular and affordable in the UK and are a great way of socialising with family, friends and work colleagues. You can buy gas and electric BBQ's or use the traditional coals, which adds the perfect smoky flavour to food. Do it yourself (DIY) enthusiasts often build their own BBQ. BBQ's are popular with both young and old people because of the endless possibilities of food you can cook. Burgers and sausages for the kids progressing to steaks, chicken and seafood for adults and the more adventurous. But watch out, as not only is it easy to burn your tea you have to watch for the change in weather as well.

This text originally appeared on the TrendUK website.

Task 4 – Summer party

You and your classmates are going to organise a party to celebrate the arrival of summer. You will need to think about the following points and then explain your ideas to the rest of the class.

- Where will you have the party?
- What day and time?
- What music will you have?
- What entertainment will you have?

- What food will you eat?
- What drinks will you have?
- How will you invite the guests?
- Who will serve the food?

Task 5 – Seasonal posters

What is weather?

What is the weather like today?

What was the weather like yesterday?

What do you think the weather will be like tomorrow?

What is your favorite kind of weather?

Does your town or city usually have good weather?

Which do you like better: rain or snow? Why?

Which city in your country has the best weather?

What is a ‘tornado’? Have you ever seen one?

What is a ‘flood’? Have you ever seen a flood?

What is ‘hail’? Have you ever seen hail?

What is the difference between climate and weather?

How is the climate on our planet changing?

Would you like to be a TV weather reporter? Why? / Why not?

Which do you like better: hot or cold weather? Why?

How can you stay dry when you go out in rainy weather?

You are going to work in a group to make a seasonal poster. You can plan your poster here