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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Weather forecast** |

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| Instructor: Katie | Level: intermediate | Students: 12 | Length:**30 Minutes** |

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| Materials: * Vocabulary and idioms worksheet(12copies)
* Listening CD & CD player(track 1~2;about 1 min each)
* Listening worksheet(12copies each)
* Wall-chart - Listening worksheet .
* White board, board makers & tape.
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| Aims:* Main Aim: To enable student to improve their listening skills by practicing listening to real weather forecast with specialized lexis.
* Secondary Aim: Student will learn about characteristics of world-wide weather.
* Personal Aim: I want to improve modeling and eliciting.
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| Language Skills:* Reading: Student will read vocabulary & idioms worksheet.
* Listening: Student will listen to the weatherman and predict the weather.
* Speaking: Student will speak some useful weather expression.
* Writing: Student will write details about forecasting weather.
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| Language Systems:* Phonology: /th/
* Lexis: vocabulary & idioms in describing weather condition.
* Function: Forecasting
* Grammar: Future possibility (Ex. will, can, may…etc)
* Discourse: Monologue
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| Assumptions:* Student already know:

 How the class is set up and run  The teacher’s style of teaching * All the students are adult and had a knowledge of weather forecast.
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| Anticipated Errors and Solutions:* Students may not be able to follow the passage easily.

: let them listen to the tracks again until they get the main idea of the content.* Students may need more time to work on the idioms.

: cut answer-checking short by verbally sharing the answers.* Students may not be able to pick up details from the listening.

: chunk the listening (pause-play-pause-play) |

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| References:* Target Listening 3, Practice test 1-8.
* www.image.google.com
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| **Lead-In** |
| Materials: Board |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Wholeclass | Answering teacher’s question | Hello everyone, how was your weekend?What do you first check before holiday activity? |

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| **Pre-Activity** |
| Materials: Vocabulary & idioms Worksheet, Board |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min1min | Whole ClassWhole ClassIndividullyWhole Class | Answers elicited questions | Procedure:Elicit the word “weather forecast”-Tomorrow , you are going on a picnic. What do you have to check?-It starts with a “w”-put up visualModel “ Weather Forecast”-pronounce it “repeat after me.”CCQ-Can you see weather forecast by television news?(yes)-Can weatherman in world-wide say the same weather forecast?(no)1. Vocabulary & idioms

Instruction Work individually. Match the first part containing vocabulary ,useful expression and idioms with second part of definition. And just look through given list. You have 4 minutes.(Distribute the worksheet)DemonstrationLook at #1 “It’s raining cats and dogs.” So put the letter “c” in the box next to the number 1.ICQWho are you working with?How much time do you have?What do you write in the empty box?Monitor discreetly. Answer students if they ask questions.Give time warning: 30 seconds left.Be flexible with time. Give 1 more minute if they need it.Check answers: verbally1. Prediction

InstructionsYou will listen to the weatherWhat idea do you come up with for coming days?How should you prepare for the weekend activities? |

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| **Main Activity** |
| Materials: CD & CD player, Listening Work sheet, New York City Map Wall Chart, Flash cards of weather conditions, Board |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min2min | WholeClassGroupsWhole Class | Listening | Procedure:InstructionsNow listen to the weather forecast one time. Answer the questions on the worksheet as you listen. Work individually.CCQ What are you supposed to do?Are you working alone?(Distribute the worksheet)Play track 1.Let students write answers as they listen. And dictate it as well.Do you need to listen again?* Yes: Play Track 1 again.
* No: Moving on to the next step.

Making a 3 groups in 4.Now compare the answers with your group members.When you have an agreement, send a representative up front and have them attach the flash cards on to the wall chart of The New York City Map.(Put the wall chart of the listening worksheet, while students are checking their answers with each other)Group 1, fill in the blanks in random.Group 2, fill in the blanks in random.Group 3, i fill in the blanks n random.Check the answers as a whole class after the representatives. fill in the blanksListen to the tracks one last time. If there is anything missing: pause theCD right there and let students say it out loud.  |

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| **Post Activity** |
| Materials:  |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min5min | WholeClassGroupsWholeClass | Listening | Procedure:1. Free Production

Instructions-What things are important to you when you plan to travel?-What kind of weather do you prefer?-Which country do you want to travel??-Discuss with your group.You have 3 minutes.DemonstrationFor example, I prefer warm weather. So if I have a chance to travel abroad, my destination will be HawaiiICQ Are you working in pairs?For how long?Monitor actively an participate within each group.Present their report.Share students’ opinios.Take 2~3 volunteers if running out of time.1. Conclude Lesson

Review/error correction“weather” - /th/ soundElicit today’s idioms and expression for SsGive homeworkFind out five more words of weather condition.Good job today.See you guys tomorrow! |

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| **SOS Activity** |
| Materials:  |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min1min1min | individually | ListeningStudent think about their speechStudent give their speech | Procedure:InstructionsWrite I minute weather forecast on your own.You have 3 min.Demonstration.“Good evening, Seoul. I’m Katie with your weather forecast for tomorrow.Today ,it’s raining cats and dogs though. It will let up by midnight. So we can have great sunny day tomorrow. Enjoy your rest of the day.Good night!ICQ-So What are we doing?-Are we Working in group?-Are we working individually?-How much time do you have?“Now Begin”MonitoringMonitor discreetly. Answer students if they ask Questions.Give time warning: 30 seconds.Be flexible with time. Give students 30 more seconds if they need it.“Time’s up?Ask students individually to give their speech.  |

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Listening Lesson Plan : vocabulary worksheet.

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| 1.It's raining cats and dogs. | 1. The sky is completely covered with cloud.
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| 2.Centigrade/Celsius | b. Very cold , icy, frosty |
| 3․It is likely that the rain will let up soon. | c. pour down , fall heavily |
| 4․freezing | d.Finish raining |
| 5.Overcast | e.Fierce, heavy, violent storms |
| 6.humid | f.Sudden rain |
| 7․shower | g.Damp, soggy |
| 8․stormy | h. vs fahrenheit |

-Basic Vocabualary

drizzle

Breeze

Bliaazrd

Snowstorm

Fahrenheit

tornado

foggy

clear/sunny

low pressure

high pressure

lightning

Drought

Flood

Listening Worksheet

 **Listen to the weather forecast. Dictate it as you listen.**

**Q. How is the weather today?**

**Q. How is the weather weekend?**

- SCRIPT

Good morning, New York.

I’m Phil Fontaine with your weather forecast for the rest of the week.

Today should be a , very little cloud cover, and .

 But don’t get too excited. A will be moving in overnight, and a chance of rain tomorrow.

I expect this , leaving us with a couple of days of rainy weather.

 By Sunday, the rain should be gone, but it will , and enjoy today’s sunshine!

It may be the most we’ll have for a few days.

**Listening Script.**

Good morning, New York.

 I’m Phil Fontaine with your weather forecast for the rest of the week.

Today should be a beautiful day with plenty of sunshine, very little cloud cover, and highs in the mid-seventies.

 But don’t get too excited. A cold front will be moving in overnight, leaving us with cold temperatures and a chance of rain tomorrow.

I expect this front to stay around for quite a while, leaving us with a couple of days of rainy weather.

By Sunday, the rain should be gone, but it will remain cloudy ,so get out there, and enjoy today’s sunshine!

It may be the most we’ll have for a few days.