|  |
| --- |
| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Weather Forecasts** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Lucy | Level:  Low Intermediate | Students:  8 | Length:  50 Minutes |

|  |
| --- |
| Materials:   * Listening CD & CD player * Flash cards ( 4 sets of 8 words ) * The vocabulary matching worksheet ( 8 copies each) * Listening worksheet( 8 copies each ) * SOS Activity worksheet ( 8 copies each ) * Board & Markers |

|  |
| --- |
| Aims:  To develop intensive listening skill for general understanding  To learn vocabularies and expressions for describing of weather forecast  To practice speaking by discussing with group members  To predict what vocabulary would be on weather forecast |

|  |
| --- |
| Language Skills:   * Reading: explain of the weather reporter on worksheet * Listening: the speaker’s short speech about the weather forecast * Speaking: prediction, comparing expressions for weather forecast with group members * Writing: dictations for weather forecast & creating new weather forecast |

|  |
| --- |
| Language Systems:   * Lexis: vocabularies for weather forecasts * Function: talking about the weather with students * Grammar: the future tense( will, would be ) * Discourse: responding teacher, talking with group members |

|  |
| --- |
| Assumptions:  Students already know:   * What is the weather reporter * How the class is set up ( 2 or 4 groups for each activity ) * Most common expression for the weather forecast * Most students have their preferences on weather |

|  |
| --- |
| Anticipated Errors and Solutions:   * Students may not be able to pick up details from listening   → Chunk the listening text after 2 repetition listening of whole contents(pause-play)   * Students may not correct the questions   →Listen again and check with other members   * If students are complicated   →Give some examples and hints to guess |

|  |
| --- |
| References:   * Power step listening 3, Lesson 9 “How is the weather” |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: Board & Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole Class | Listening and answering teacher’s questions | Hi~! Everyone, good to see you all again!  Do you prefer sunny or rainy day?  What is your prefer weather?  We’re going to talk about the weather. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials:  Flash cards ( 4 set of 8 words)  Board & Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  4 min | Pairs  Pairs | Guessing the pictures of the flash cards with pairs & communicating with members  Check the answers | instruction:  Make 8 students to 4 pairs and put down the flash cards with the pictures  ( the other side is the word of the picture)  “Students look at the picture and guessing what proper vocabulary of the picture”  CCQ:  Have you ever seen this before?  How many pictures do you have?  What is the purpose of use in the picture  Are you working in groups or in pairs?  Now turn the flash cards and check the answer  Compare with members with answers  Is it your expecting vocabularies or not? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials:  CD & CD player  Vocabulary matching worksheet ( 8 copies each )  Listening worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  3 min  10 min  5 min | Individually  Whole class  Groups  Groups | Fill the blank activity  Students check the answer  Discussing Activity  Presentation Activity | Instruction:  “I will give you worksheet related to flash cards before listening”  “Please fill the blank while listening”  “if you need one more time replay, let me know”  “1 min left, check the answers”  Check the answers:  “Did you fill the blank with the right answers or not?”  “let me know if you don’t know the answers or compare with students”  Instructions: make 2 groups with 4 persons and discussing with group members  “now we will listen the weather reporter who gives an up-to-date weather report around the world”  After listening, discuss with group members which country you prefer to travel and tell the reasons?  “let’s start, listen carefully”  CCQ:  Who is talking about the weather?  How much time do you have?  Are you working with groups or pairs?  What is your favorite season?  Presentation:  Now it’s time up  if you want more time, I’ll give you 2 more minutes  Which group will do presentation first?  Is it hard to make decision?  If any question, feel free to ask me.  Feedback:  Is any difference with group members?  If you have different opinion, what is your solution?  Is any question for me?  Well done! |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials:  Muti-choice question worksheet  CD & CD player | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  5 min | Individually  Pairs | Muti-choice question Activity  Check the answer | Instructions:  “We’ll listen to the weather forecast one more time.”  “After listening check the muti-choice question worksheet carefully”  CCQ:  How many questions do you have?  Why is the important of weather forecast?  Feedback:  Did you enjoy the activities?  What’s the most interesting about the weather forecast? |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials:  Board & Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole class | Experience sharing Activity | Is anyone who wants to share about their experience of strange weather?  Is anyone who wants to talk about special experience related to the weather?  Did you enjoy the lesson?  That’s all for today!  See you next lesson class! |