

The weather

Topic

The weather

Learning outcomes

- Practise reading for specific information in an article about the weather
- Practise pronunciation, word stress and collocations connected with the weather

Age group

Aged 13-17/ Adults

Level

C1

Time

80 minutes. This could be done over two lessons.

Materials

- The weather worksheet
- Reading worksheet
- Presentation

Introduction

The aim of this lesson is to give students practice in reading for specific information in an article about the weather. Students will also have an opportunity to practise pronunciation, word stress and collocations connected with the weather.

Some activities involve having access to a projector and the Internet, although the lesson can easily be adapted to be offline.

Procedure

1. Introduction (5 minutes)	<ul style="list-style-type: none"> As a lead-in to the topic, you could show students the BBC weather website at http://www.bbc.co.uk/weather/world/ and look at the five-day forecast for your area. Elicit from students what the various symbols and words mean. <p>Note: If you don't have Internet access in class you could draw a weather map on the board or use a weather map from a newspaper.</p>
2. Task 1: Pre-reading discussion (10 minutes)	<ul style="list-style-type: none"> Students should discuss in pairs or groups the difference between the different weather phenomena on the worksheet or slide 2. <p>Note: Photos or drawings of the various weather phenomena will make comprehension checking much easier as well as making the vocabulary more memorable for your students.</p>
3. Task 2: Pronunciation focus (5-10 minutes)	<ul style="list-style-type: none"> Ask students in pairs to match the beginnings to the ends of the phonemically spelt words on the worksheet or slide 3. Write the phonemic next to the actual spelling and drill pronunciation. The answers are shown on slide 4. Answers: <ol style="list-style-type: none"> 3; /' blɪzədz/ blizzards 5; /' hʌrɪkənz/ hurricanes 6; /' saɪklənʒ/ cyclones 1; /draʊts/ draughts 4; /hju:' mɪdɪtɪ/ humidity 2 /flʌdz/ floods
4. Task 3: Collocations (10 minutes)	<ul style="list-style-type: none"> Ask students what adjectives we often use with 'rain' and why, for example, we say 'heavy rain' and not 'strong rain'. (Answer: because the words form common collocations or word partnerships). Put learners into small groups and ask them to look at worksheet 1 or slide 5. They have to match the adjectives in column A to the nouns in column B to form strong collocations. (Note: in some cases there is more than one possibility). <p>Note: if available, provide students with good monolingual dictionaries as these will often give common collocations, sometimes with example sentences so that your students can see how the words are used in context. Using a bilingual dictionary is not as helpful and is often confusing as collocations tend to differ between languages. The answers are on slide 6.</p> <p>Suggested collocations:</p> <p>— torrential rain</p>

	<ul style="list-style-type: none"> — flash floods — severe gales — dense fog — sunny spells/weather conditions — freak gales/weather conditions/storms/floods — violent gales/weather conditions/storms — high humidity <ul style="list-style-type: none"> • Check and drill the pronunciation of any of the collocations if needed. With younger learners you could use a slow/ fast drill. This will be best used for only 3 or 4 collocations as it might get tiring.
5. Weather discussion (10 minutes) OPTIONAL	<p>This activity give practice of using the collocations/ seeing them in context.</p> <ul style="list-style-type: none"> • Display slide 7 and encourage learners to discuss in their groups the questions in their groups. • Monitor the discussions closely so that you can ask students to bring up any interesting points they raised in an open-class discussion afterwards. • At the end of the discussion ask 2 or 3 groups to report back on their thoughts. Check if other groups would like to add any different opinions they had. <p>Note: This could be the end of lesson 1</p>
5. Task 5: Pre-reading (10 minutes)	<ul style="list-style-type: none"> • Put learners in new pairs. Ask them to discuss the pre-reading questions on the worksheet or display slide 8.
6. Task 6: Reading task (15 minutes)	<ul style="list-style-type: none"> • Either display slide 9 or write the questions on the board and ask learners to copy them into their notebooks: <ul style="list-style-type: none"> — According to scientific studies, what effects can the weather have on people? — What connection between health and the weather is mentioned? — What kinds of weather leave a trail of destruction and displacement? — How reliable is technology in predicting the weather? — What are storm chasers? • Check learners understand the questions before giving them the text about the weather. Ask them to find the answers to the questions. • Learners check their answers in pairs. Elicit their ideas before showing slide 10 or giving any answers they missed.
7. Task 7: Post reading discussion (10)	<ul style="list-style-type: none"> • Ask students to discuss the following questions in pairs. The questions are also on slide 11: <ol style="list-style-type: none"> 1. Had you heard of any of the ideas in the article before? 2. Are there any parts of the article that you agree or disagree with? Why? 3. Have you ever experienced any extreme weather conditions? Where were you and what was it like? • Ask a few pairs to share their discussion and check if any other students want to share their ideas.

8. Homework OPTIONAL	<ul style="list-style-type: none">• Ask learners to search for any stories about extreme weather conditions and report back to the class in the following lesson. As a follow up project they could write and perform a weather report in small groups.
Additional information on drills	<p>Slow/ fast drill</p> <ul style="list-style-type: none">• Say a collocation very slowly and ask learners to repeat• Keep repeating the collocation getting quicker and quicker. The learners must repeat at the same speed. <p>Quiet/ loud drill</p> <ul style="list-style-type: none">• Whisper a collocation. Learners repeat.• Repeat the word 3 or 4 times but get louder and louder each time. Learners repeat at the same volume. <p>Note: During drills alternate between a whole class drill and nominating individual learners.</p>

Contributed by

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