LESSON PLAN

NAME: SCHOOL:
DATE: NO. OF STUDENTS:
UNIT 8: `One world ` GRADE: 11 / CLASS: XI
LESSON 8A 'Changing weather'
TIME: 50'
TEXTBOOK: `Face2face' intermediate, Cambridge
AIDS: Textbook, Bb, laptop, video projector, handouts
Video *comes* from *Spotlight on First,* Student's Book, Second edition, National Geographic Learning/Cengage Learning, Unit 13
Textbook: face2face, Cambridge, authors: Chris Redson, Gillie Cunningham
SKILLS: speaking, reading, writing, listening

AIM FOR THE TEACHER: to review/develop the use of passive voice
OBJECTIVES:
The students should be able:

1. to revise and use passive voice correctly
2. to revise the vocabulary connected to the weather and use it correctly
3. to be able to express opinions about climate change
4. to practise listening/watching for specific information in order to develop independent active listening skills

LANGUAGE: -VOCABULARY: vocabulary connected to the weather and climate change
-GRAMMAR: passive voice

LESSON STAGES

ACTIVITY 1: Class-organisation Interaction Time
OBJECTIVE: To focus the Ss` attention on the new lesson T-S 2`
PROCEDURE:

1. I greet the Ss and they respond.
2. I ask who is absent and the student on duty answers the question.
3. I communicate the objectives of the lesson.

ACTIVITY 2:Warm-up & checking homework Interaction Time
OBJECTIVE: To check previous knowledge T-S 3`

PROCEDURE:

1. I ask Ss about homework-exercise 3b) page 60.
2. I ask individual Ss to read the questions that match.

ACTIVITY 3: Lead-in activity | Interaction | Time
OBJECTIVE: To make Ss interested in the topic | T-S | 3`
PROCEDURE:

1. I ask Ss to look at exercise 4a) page 61 and to do the exercise in pairs.
2. I check answers with the class.

ACTIVITY 4: Presentation/Practice | Interaction | Time
OBJECTIVE: To review and use passive voice correctly | T-S/S-S | 15'
PROCEDURE:

1. I ask Ss to look at exercise 5a). I elicit individual answers to the first question.
2. I lead them through the following rules connected to passive voice-exercise 5b) page 61.
3. I ask Ss to identify the passive forms in the text on the other page and, together with their partner, to write them in the table that they have to draw in their notebooks-exercise 5c).
4. While Ss are working, I draw the table from 5c) on the Bb to be ready to check their answers.
5. I check answers with the class.
6. I ask Ss how we make the negative form of the passive-exercise 5d). I elicit answers.
7. I tell Ss that we going to do exercise 7a). I ask them to read the text in order to find out what happened to Roy Sullivan (he was hit by lightning seven times in his lifetime).
8. I tell Ss to read the text again in order to choose the correct form of the verb and to write it in their notebooks.
9. I play the CD and tell Ss to check their answers.

ACTIVITY 5: Video/listening activity | Interaction | Time
OBJECTIVE: To practise listening/watching for specific information in order to develop independent active listening skills | T-S/S-S | 16'
PROCEDURE:

1. I give out the handouts and I tell Ss that they are going to watch a video about extreme weather and climate change entitled 'The greenhouse effect'.
2. I tell Ss that the video talks about 4 countries and I ask them to look at the table in the first exercise on the handout and tick the type of weather mentioned for each country.
3. I elicit individual answers for the first exercise.
4. I tell Ss that they are going to watch the video again in order to do exercise 2 which asks them to complete the notes about the events and their results.
5. When the video finishes I give Ss one more minute to discuss their answers with their deskmates.

6. I check answers with the class.
7. I ask Ss to identify the passive verb structures in the sentences and I remind them that we use passive voice when we are more interested in what happens than in who or what does the action.

ACTIVITY 6: Production — Interaction: T-S/S-S — Time: 10'

OBJECTIVE: To be able to express opinions about climate change
To revise the vocabulary connected to the weather and use it correctly

PROCEDURE:

1. I tell Ss that they are going to work in groups, group A and group B. Students in group A turn to SB p106 and students in group B turn to SB p 111. Students work in pairs with someone from the same group and put the verbs in brackets in the correct active or passive form. I point out that there can sometimes be more than one possible answer.
2. I check answers with the class-only the words they need to fill in the gaps.
3. I reorganise the class so that a pair of students from group A works with a pair of students from group B. I tell Ss to take turns to ask and answer their questions. I encourage Ss to give reasons for their answers where possible.
4. I ask the groups to choose a representative and to tell the class some of the things they have discussed. The students listen to their colleagues.

ACTIVITY 7: Assigning homework — Interaction: T-S — Time: 1'

OBJECTIVE: To make sure Ss have more practice at home

PROCEDURE:

1. I tell Ss what their homework is and I give any necessary explanations: they have to do exercise 8b) page 61.

HANDOUT

The greenhouse effect

1.Watch the video. Look at the table and tick the type of weather mentioned for each country.

	Australia	Russia	USA	Pakistan
Cold and snow				
Floods				
Drought and wildfires				

2.Watch the video again. Fill in the notes about the events and their results using the following words/numbers:

hottest, heat, fifth, Germany, 50,000, rush-hour traffic, 5,000, atmosphere, storms, France

EVENT	RESULT
The worst floods in four decades in the state of Queensland.	An area the size of 1)_____ and 2)_____ is covered in water.
The 3) _____summer on record in Russia.	More than 4) _____ people were killed.
Extreme heat in Pakistan, followed by floods that cover one 5) _____ of the country.	6) _____ miles of roads and railways are washed away.
A record winter of cold and snow in the USA	In Chicago the snow stopped 7) _____ dead in its tracks.
The sun heats up the oceans which creates water vapour.	Water vapour provides the source of fuel for 8) _____.
More 9) _____means more evaporation.	More energy builds up in the 10) _____ increasing the potential for more extreme weather events.

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