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| **Lesson Plan** | | | | | | | | | | | | |
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| **Title: Power of Nature** | | | | | | | | | | | | |
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| **Instructors** | | **Kelly (Soyoung) Park** | |  | **Level** | **Pre-intermediate** |  | **# of Ss:** | **14** |  | **Length:** | **22**  **min.** | |
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| **Materials** | | | | | | | | | | | | |
| * Pictures to learn vocabulary (one copy for each picture- total 13 pictures on flipchart) * Worksheet for Vocabulary ( 14 copies) * Reading article on ‘hurricane’ (14 copies) * Worksheet for Reading Comprehension- word web ( 14 copies) * Worksheet for safety tips (14 copies) * Homework Worksheet (14 copies) * White board & markers | | | | | | | | | | | | |
| **Aims** | | | | | | | | | | | | |
| * Students will learn vocabulary in preparation for reading activity. * Students will understand contents on the reading article. * Students will improve scanning skill by comprehension exercise. * Students will learn safety tips during lightning and thunder. | | | | | | | | | | | | |
| **Language Skills** | | | | | | | | | | | | |
| * Reading: article reading and comprehension exercise * Speaking: answering to eliciting/guiding & comprehension questions, word web discussion * Listening: Teacher instruction/Explanation, Student to Student interactions | | | | | | | | | | | | |
| **Language Systems** | | | | | | | | | | | | |
| * Lexis: Key vocabulary related to reading exercises (e.g. weather and natural disasters) * Phonology: Pronunciation related to reading and vocabulary * Function: word web discussion among students * Grammar: N/A | | | | | | | | | | | | |
| **Assumptions** | | | | | | | | | | | | |
| * Students already know teacher’s style of teaching and how the classroom works * Students are familiar with basic words related to weather * Students understand and have experience in any kind of natural disasters. | | | | | | | | | | | | |
| **Anticipated Errors and Solutions** | | | | | | | | | | | | |
| * If students are running short of time to do the post-activity,   + Assign some of the post-activity as homework   + Reduce the no. of students to present their work * If students finish their task earlier than expected,   + Have more students present their work in front of the class * If there’s a difficulty in making word web because some students have never done this before,   + Explain again and help facilitate their thinking with examples. | | | | | | | | | | | | |
| **References** | | | | | | | | | | | | |
| * Cornerstone B-1, Anna Uhl Chamot/ Jim Cummins/ Sharroky Hollie, Longman, [www.longmancornerstone.com](http://www.longmancornerstone.com) * Images of weather (<http://imagesearch.naver.com>) * Images of weather (<http://www.google.co.kr/images>) | | | | | | | | | | | | |
| **Lead-In** | | | | | | | | | | | | |
| **Materials** | White board & markers | | | | | | | | | | | |
| **Time** | | **Set up** | **Procedure** | | | | | | | | | |
| 2 minutes | | Whole class | **Greeting**  Teacher: Hello class, how are you today? *(Talk to everyone in the class, warming them up and getting them involved)*  Students: Fine, thanks.  Teacher: Great!  Teacher: *(Asking an eliciting question to students)*   * How’s the weather today? We had a lot of rain this week! * How serious was the Typoon this week?   Students answer to the teacher’s questions each time.  **Introducing Topic**  Teacher: Today we are going to learn the power of nature!  *(Writing the topic on the board: Power of Nature)* | | | | | | | | | |
| **Pre-Activity** | | | | | | | | | | | | |
| **Materials** | Pictures for Vocabulary, Vocabulary Worksheet | | | | | | | | | | | |
| **Time** | | **Set up** | **Procedure** | | | | | | | | | |
| 4 minutes  1 minute  2 minutes | | Whole class  Work individually  Whole class | 1. **Vocabulary**   Teacher: Before we get started, we will look at the vocabulary that’s going to help your reading. *(putting up vocabulary chart on the board)*  Explaining the vocabulary part 1: Weather  *Sunny, Snowy, cloudy, rainy, windy & foggy*  Let’s repeat the words together. *(everyone, repeating after the words.)*  **Guiding Question**  Teacher: What can happen if there’s too much weather like this?  Explaining the vocabulary part 2: Natural Disasters  Rain 🡪 flood Sun 🡪 drought, Wind🡪 hurricane, tornado  Cloudy🡪 rain, storm Snow🡪 blizzard or avalanche  What other natural disasters do we know?  -Earthquake, Volcano, lightning/thunder  Let’s repeat the words together. *(everyone, repeating after the words.)*   1. **Fill in the blanks in reading text**   *(\*NO demonstration is required as we did the vocabulary work.)*  **Instructions:**  Teacher: Now I’m going to give you this worksheet and you can review the vocabulary related to natural disasters that we have just learned.  Please read individually and fill in the blank with the keywords on the board. I’ll give you 1 minute.  **CCQ:**   * What are you going to do now? *(Students answers. If they are not clear about what they are going to do now, explain again)* * Are you going to work individually? Or in group? * How much time do you have for this activity?   *\*Handing out the worksheet*  **Students: Work on Reading exercise.**  *Teacher monitors discreetly and manages time. And offers help if needed.*  *(After 1 minute)*  Teacher: Time’s up, guys. Let’s take turns and read it again.  Student A, Could you get us started with no. 1? (After Student A) ask the student next to Student A.  Teacher: Thanks Good Job! | | | | | | | | | |
| **Main Activity** | | | | | | | | | | | | |
| **Materials** | Reading on Hurricane story, word web worksheet | | | | | | | | | | | |
| **Time** | | **Set up** | **Procedure** | | | | | | | | | |
| 2 minutes  1 minute  1 minute  3 minutes  1 minute | | Whole class  Work individually  Whole class  Work in pairs  Whole class | **Guiding Question:** *(showing the picture of the twister movie)*   1. Has anyone seen the movie ‘Twister’? It was a movie starred by Helen   Hunter back in 1996. *Twister* has a famous scene of a flying [cow](http://simple.wikipedia.org/wiki/Cow). Why was the cow flying? *(waiting for students’ response)* Yes! It was because of the big tornado sweeping everything with strong wind. We don’t have a hands-on experience with tornado because we live in Korea luckily. The movie kind of gives us what the tornado is like.   1. What would you do if you met a natural disaster like tornado,   hurricane, typoon or whatever when you were on vacation?  Teacher: We are going to read a short story of a family who was on  vacation but met a hurricane unfortunately. Let’s get a closer look at it.   1. **Reading Activity**   **Instruction:** Please read the article yourself. No pair or group work. You will have 1 minute!  **CCQ:**   * Everybody, what are we doing now? *(Students answers. If they are not clear about what they are going to do now, explain again)* * Are you working individually? * How much time do you have for this activity?   *\*Handing out the worksheet*  **Students read the article (individually)**  *Teacher monitors discreetly and manages time. And offers help if needed.*  Teacher: *(after 1 minute)* Time’s up, everyone.  **2.Reading Word Web Exercise**  **Demonstration:** Based on your reading, Imagine you are at the beach. How nice! What do you see? Suddenly hurricane sweeps the beach. Wow…! Now what do you see?*(students answer)*  **Instruction:** Now please complete the word web here.   * Please write in each circle what you visualize, or picture, in your mind. * And compare your Word Web with your partner’s. How are they alike? How are they different? * You work in pairs. Discuss with your partner. You two, you two, you two, you two, you two….You will have 3 minutes.   **CCQ:**   * Everybody, what are we doing now? *(Students answers. If they are not clear about what they are going to do now, explain again)* * Are you working individually? *(If students says no)* Who’s your partner? * How much time do you have for this activity?   *\*Handing out the worksheet*  **Students work on Word Web worksheet (reading comprehension)**  *Teacher monitors discreetly and manages time. And offers help if needed.*  Teacher: *(after 3 minutes)* Time’s up, everyone.  *(Asking a couple of groups)* please present your work to the class.  Teacher: Great job! Thank you | | | | | | | | | |
| **Post-Activity** | | | | | | | | | | | | |
| **Materials** | Safety Tips during a Lightning Storm | | | | | | | | | | | |
| **Time** | | **Set up** | **Procedure** | | | | | | | | | |
| 1 minute  1 minute  2 minutes | | Whole class  Work  individually  Whole class | **Eliciting questions:** What would you do if you were outside walking on the  street and caught in the middle of the lightning and thunder? (*waiting for*  *students’ responses. If no volunteer, ask a couple of students to answer)*  Peak, what would you do if you went up to the top of the mountain  and then suddenly lightning were striking! *(student answers)*  Teacher: Yes. Good thinking!  **True or False Exercise on Safety Tips**  **Demonstrations:** You can find some safety tips on this worksheet.  Let me give you the first safety description and you tell me if this is true or  false! No. 1 Check if thunderstorms are in the forecast. True or false?  *(waiting for students’ responses)* Yes this is true.  **Instruction:** Please read the safe tips yourself and check whether they are  true or false.Please work individually and see if you are aware of all these  safety tips. You have 1 minute.  **CCQ:**   * Everybody, what are we doing now? *(Students answers. If they are not clear about what they are going to do now, explain again)* * Are you working individually? * How much time do you have for this activity?   *\*Handing out the worksheet*  **Student Work: True/False questions on Safety Tips**  *Teacher monitors discreetly and manages time. And offers help if needed.*  Teacher: *(After 1 minute)* Alright, time’s up. Let’s check the answers together*.(asking one student)* please read the 1st safety description. *(after reading)* Is this true or false? *(students answer: True).* Teacher: Yes that’s correct. *(asking the next student)* please read the 2nd safety description.. Go on until you finish the worksheet. Teacher: Good job, everyone! | | | | | | | | | |
| **Conclusion** | | | | | | | | | | | | | |
| **Materials** | | Homework Worksheet, White board & markers | | | | | | | | | | | |
| **Time** | | **Set up** | **Procedure** | | | | | | | | | | |
| 1 minute | | Whole class | **1.Overview of the class:** *(Review the class activities and learning)*  Teacher: Today we learned about vocabulary on weather and related natural disasters. Then we did a fill-in-the-blank exercise with the vocabulary. We read about hurricane story, did a word web and learned safety tips during lightning and thunder.  **2.Assign homework**  Teacher: Please use the keywords related to natural disasters and write about your experience with natural disaster! If you have none, please imagine you were trapped in any kind of natural disaster and tell me how to get out of the situation! You can do this by next class. *(If necessary and/or time’s allowed, write the homework on board.)*  **CCQ: (about homework)**  -What is your homework?  -What are the keywords you have to use?  -When’s the due-date?  *\*Handing out the worksheet*  **3.Overview of Next Class:**  Teacher: Great! In the next class, we will learn an article on *“Safety tips when you are lost in mountain climbing”.* Thanks for the good work. See you next time. Bye | | | | | | | | | | |

**Vocabulary Worksheet**

Jennifer: I live in Missouri. There are many \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in this part of the country. Sometimes I have to leave my house to go to a shelter. Once a \_\_\_\_\_\_\_ blew the roof off our house, my family was fine because we went to a shelter.

Alberto: I live in the Dominican Republic. My country is part of an island in Caribbean Sea. Almost every year the island is hit by powerful \_\_\_\_\_\_\_\_\_\_. They can destroy the houses that people live in. We are always prepared for this kind of emergency.

Bani: We have many \_\_\_\_\_\_\_in Bangladesh. In the spring, the snow on the mountains melts. We also have lots of rainstorms in my country. This means our rivers often fill with too much water. The \_\_\_\_\_ destroy towns and crops.

Atsuo: I live near Japan’s highest mountain. Mount Fuji is more than 12,300 feet high. It is a dormant \_\_\_\_\_\_\_\_. That means the \_\_\_\_\_\_ is not active. Artists paint beautiful pictures of Mount Fuji, but I can look at a real sleeping \_\_\_\_\_\_\_\_\_ every day.

**Reading 1: Hurricane**

By Tracey Baptiste, illustrated by Amy Huntingon)

On our second day of vacation, I splashed in the sea. Mom and Dad sat on the shore.

It was sunny, but not for long. A man ran toward us. He worked at a nearby hotel. “ Senior! Senorita!” he called. “A big storm is coming. You must leave the beach now!” He told us that a hurricane was approaching. Everyone had to go to a shelter. “But the water is so nice,” I said sadly. “Hurricanes are dangerous. We must leave,” Dad said. Mom smiled to make me feel better. Just then, I felt a breeze. Suddenly, the wind grew stronger. Sand flew into my face. “Let’s go!” Dad said. Mom and I packed all of our bags. Dad nailed wood over the windows of the beach house. This would protect the house from wind and rain.

“Our vacation is ruined,” I cried.

“Maybe the storm won’t last for long,” Mom said. “But we can’t take chances. We have to go where it is safe.”

“We will be OK,” said Dad. “Think of this as an adventure.”

I tried to cheer up. I might have an exciting story to tell my friends. But soon my adventure did not seem so fun. The hurricane came closer. Lightning flashed! Thunder clapped! Rain fell from the sky. It was hard to see out the car windows. “The streets will flood soon,” Dad said. “We must drive carefully,” Mom said. The shore was pounded by angry waves. The waves were strong and high. It was the afternoon, but the sky was as dark as night. People on the coast were leaving their homes. The roads were crowded with cars. Our car moved slowly down the wet road.

Later that day, we stopped at hotel. Usually, people on vacation stayed there. Now it was a shelter for travelers. Many people were in the lobby of the hotel. They were caught by the storm. They had nowhere else to go. Mom and I watched the news on TV. The weather forecaster talked about the storm. She explained that soon it would be over. But some people were trapped. They were caught by the fast storm. But my family was warm and safe inside the shelter. Outside, the wind and rain shoot the trees and windows. People who were still outside needed help. One news reporter was in a boat. He saw a family on a raft. Their house was flooded, but they were fine. Emergency teams rescued these people. By that night, everyone was safe. I was happy now. And I had a story to share.

**Keywords:**

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| --- | --- | --- |
| splash; 액체가 철벅[후두둑] 떨어지다 예문예문 | storm; 폭풍, 폭풍우 예문예문 | breeze; 산들바람, 미풍 예문예문 |
| approaching (approach);  다가가다. 다가오다. | shelter; 피난처 | ruin; 망치다. |
| lightning; 번개 | thunder; 천둥 | raft; 뗏목 |
| pound; 치다 | adventure; 모험 | trapped; 갇히다. 꼼짝못하게 되다. |
| wave; 파도 | forecaster; (일기)예보자 | emergency; 비상사태 |
| shore: 해안[해변], 호숫가 예문예문 | traveler: 여행자(객) | rescue: 구조하다 |

**Reading Worksheet (Word Web)**

1. Read the questions in each circle.
2. Write in each circle what you visualize, or picture, in your mind.
3. Compare your Word Web with your partner’s. How are they alike? How are they different?

**Reading 2: Safety Tips for Lightning and Thunder**

Lightning can be dangerous. Here are some tips to stay safe. Please read the following descriptions and state whether they are True(T) or False(F).

|  |  |
| --- | --- |
| **Descriptions on how to stay safe** | **T/F** |
| Check if thunderstorms are in the forecast. |  |
| Find shelter in a car with a hard roof |  |
| Stay under the trees that are alone in the middle of a field |  |
| Stand under tall trees when there are shorter trees close by. |  |
| Close all the windows and doors. |  |
| Do not use the telephone. |  |
| Do not take a bath or shower to stay away from water. |  |
| Turn off electrical appliances, including computer and TVs |  |
| If lightning is striking nearby when you are outside, you should c**rouch down** and put feet together. Place hands over ears to minimize hearing damage from thunder. |  |
| **Plan** in advance your evacuation and safety measures |  |
| **If OUTDOORS...**Avoid water, high ground and open spaces. |  |
| **If OUTDOORS...**Avoid all metal objects including electric wires, fences, machinery, motors, power tools, etc. |  |
| Unsafe places include underneath canopies, small picnic or rain shelters. |  |
| Find shelter in a substantial building or in a fully enclosed metal vehicle such as a car, truck or a van with the windows completely shut. |  |

**Homework Worksheet**

Please write about your experience with natural disaster!

If you have none, please imagine you were trapped in any kind of natural disaster and tell me how to get out of the situation!