**Lesson planning**

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| **Title** | **As right as rain** |
| **Subject** | English as a foreign language |
| **Teacher** | María Martín González (English teacher) |
| **Teacher(s) involved** | Ana Ramos (support teacher) |
| **Class** | C13 (main building) |
| **Age** | 12 -13 years old |
| **Time** | Final session of the unit (50 minutes) |
| **Materials** | * Signs for the different workstations * US weather map + forecast * UK weather map + forecast * Europe weather map * 10-day weather forecast of a city * Weather matching cards |
| **Contents** | **Vocabulary**  **Weather**: cloudy, cold, dry, foggy, hot, icy, rain, snow, sunny, thunderstorm, warm, wet, windy, sleet, hail.  **Geography**: United States and its states, the UK and its cities, Europe and its main cities.  **Grammar**  **Comparative adjectives**: cloudier, sunnier, more probable, better, worse, etc.  **Superlative adjectives**: the furthest, the biggest, the cloudiest, the best, the worst, etc.  **Functional Language**  **Asking for and giving information related to the weather**: *How is the weather like in Oregon?, it is partly cloudy, Berlin is the coldest city in Europe, Madrid is warmer than Paris, where is the cloudiest* *city in the UK?* |
| **Prerequisites** | * Present simple tense. * Question words: where, which, when. * Some basic words related to the weather. |
| **Aims (content)** | * To understand weather forecasts and talk about weather conditions. |
| **Aims (language)** | * To use weather-related contents to communicate effectively. * To review weather vocabulary * To review adjectives – warm, cold, partly cloudy, sleeting, etc. * To practise comparative and superlative adjectives. * To practice the present simple tense. |
| **Strategy work forms** | * **Workstations** – students work in small groups led by a student with special needs. * Students teach each other (**learning by teaching)** – teacher monitors the activity. * Students grade themselves (**peer correction**). * **Group work** – practice of discussion and negotiation. * Time in workstations is timed so that they **focus** better. * Variety of activities which focus on different skills and abilities (**different learning styles**). |
| **Activities** | All stations are led by a responsible student who explains what should be done and helps his/her peers to fulfil the task.  Station 1 – Students **read** the weather forecast of the US & correct the wrong sentences.  Station 2 – Students **listen** to the weather forecast of the UK read by the responsible student and draw the necessary symbols & degrees.  Station 3 – Students have to match weather cards.  Station 4 – Students examine a 10-day forecast and compare the temperature among the days and decide which days stand out (**writing**).  Station 5 – Students describe in turns the weather forecast of Europe (**speaking**) |
| **Bibliography and websources** | Images by Google Image Search |