

	Learning goals	Length
	<p>Vocabulary Adjectives (opposites), weather</p> <p>Grammar can/can't, frequency adverbs</p> <p>Practical English</p> <ul style="list-style-type: none"> - Identifying specific words when spoken - Agreeing and disagreeing <p>Critical thinking</p> <ul style="list-style-type: none"> - Interpreting images - Decision making - Creative analysis - Making Judgments and Decisions 	<p>Face to face lesson plan</p> <p>45 min</p> <p>+ Projects across several lessons</p>

1 BEFORE YOU WATCH



Pair work



Class work



10 min

- a. Work in pairs. Examine the extreme weather conditions depicted in the photographs below. Which ones are dangerous? What do you do in each situation? Use the expressions in the box below or your own answers.

I stay at home - I take a picture - I go for a swim - I wear warm clothes -
I hide under the covers - I sing and dance outside - I close all the windows -
I paint a watercolour - I check online - I call the police - I find a torch and a radio -
I make sure my neighbours are OK



Opportunity for blended learning

This activity can be carried out at home to prepare the students for the upcoming video. Students should label each photograph with the name of the weather phenomenon. Using the listed reactions, students can make an audio recording of themselves on their phone saying their reactions to their favourite picture. In class, ask them to play it so their peers can guess the image they are talking about.

LANGUAGE FOCUS

Vocabulary
Weather
Adjectives

FURTHER GOALS

Critical Thinking
Interpreting images



Tip for the teacher

Before the activity, ask four volunteers to describe each of the images to review the relevant vocabulary.

2 WATCH THE VIDEO!



Individual work

15 min

LANGUAGE FOCUS

Vocabulary
Weather
Adjectives

PRACTICAL ENGLISH

Identifying specific words when spoken

- Try and remember the most amazing picture Jason and Chase took in the video. Which one was it? Describe it in as much detail as you can remember.
- The second time you watch, find the opposites of these adjectives in the video.

near ≠ _____
slow ≠ _____
easy ≠ _____
dangerous ≠ _____
close ≠ _____
right ≠ _____
terrible ≠ _____
young ≠ _____
old ≠ _____
safe ≠ _____
clear ≠ _____



Tip for the teacher

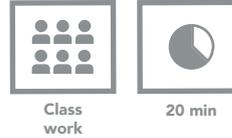
Tell the students the answers appear in the video in the same order as the adjectives in their worksheet.



Opportunity for blended learning

The students can carry out this activity at home. If so, tell them they can use subtitles but not a dictionary. They can check and discuss their answers with a partner in class before they correct.

3 AFTER YOU WATCH



Class work

20 min

LANGUAGE FOCUS

Vocabulary
Making choices,
furniture and appliances

FURTHER GOALS

Critical thinking
Decision making and
Creative Analysis

Creativity

- Make a list of the weather phenomena that take place in the video. Do any of them ever take place in your town? How often? Discuss other weather phenomena that takes place around you:



- Make a list of the equipment you need for a storm-chasing trip (photography equipment, clothing, etc.)
- What is the weather is like today? Work in pairs and think of the best way to capture the weather in a photograph. Share your idea and resulting photograph with the rest of the class.



Tips for the teacher

- Make sure the students reply in full sentences.

Examples:

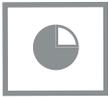
- It rarely rains in Mexico.
- It is often freezing cold in Poland.
- I have never seen a tornado in Romania.

- Carry out this activity as a brainstorming activity with the full class. Ask one volunteer to make a list on the board and another to be responsible for looking up terms in the dictionary.
- Remind the students they can focus on visible weather phenomena or on the effects it has around them. For example, it might be easier to capture the rain by photographing a wet garden chair, or detect the sun by capturing a strong shadow. If possible, allow the students a couple of minutes to try and carry out the idea by taking the photograph.

PROJECTS

Activities 3b and 3c in the lesson plan can be expanded into full length projects. These language projects also encourage the development of 21st-century skills and integrated learning at secondary school level.

Shall we go on a storm chasing trip?

		
Group work	15 min preparation	15 min debate

LANGUAGE FOCUS

Grammar
Can/can't

PRACTICAL ENGLISH

Agreeing and disagreeing

21ST CENTURY SKILLS

Critical thinking
Making Judgments and Decisions

Collaboration and Communication

A weather photograph a week

	
Individual work	1-minute per student a week throughout a full term

LANGUAGE FOCUS

Vocabulary
Weather
Dates and Times
Seasons

CLIL

Art / Science
Climate

21ST CENTURY SKILLS

Creativity

Tell the students they are going to debate whether it's a good idea to go storm chasing as a school activity. Divide the class into two groups. One of the groups will be in favour of a school storm-chasing excursion, and the other will be against it. Each group should choose a main speaker. Allow the students to prepare before hand and ask as many questions as they need to express their views properly. They should prepare:

- An introduction
- Two or three arguments to defend their point of view
- A conclusion

Once the two sides are ready, teacher should act as a moderator and conduct the debate granting equal time to both teams in each of the phases.

Tell the students they are going to take the best possible weather photograph every week. Each photograph should be accompanied by additional information including the date, time and exact location. All together, agree on how the weekly photograph can be shared with the class. They could print it out and create a weather log or share it on a collaborative blog.

Each week, ask the students to briefly explain their photograph: what weather it shows, where and when it was recorded. If it's a large class, ask two or three volunteers to do it every week.