**Theme: Weather conditions**

**Class: 6**

**The aim**:

a) Educational: “What is/was the weather like? It is \_\_\_\_; it was \_\_\_\_ yesterday.” and some new words about weather;

b) Cultural: arranging works according to weather;

c) Developing: listening and speaking

Target vocabulary: **hot**, **cold**, **warm**, **sun**, **cloud**, **wind**, **rain**, **fog**, **snow**, **sunny**, **cloudy**, **windy**, **rainy**, **foggy**, **snowy**

**Objectives**:

By the end of the lesson pupils should be able to:

- brainstorm to come up with words that describe the weather.

- describe what the weather is like outside with relevant weather vocabulary.

- develop their observing and predicting skills by telling and writing about weather conditions.

- compare today’s weather with yesterday’s weather conditions.

**The equipment**: flash cards and pictures showing different weather vocabulary items and weather condition.

**The type**: combined.

**Activity 1**: Warm-up (10 minutes)

1. Introduce the lesson.

 Tell pupils that they are going to be learning about the weather and learning words that describe weather conditions. Tell them that to begin the lesson they will be going outside for five minutes to observe the weather using all their senses; tell them that when they return to the classroom, they will share what they saw, heard, felt, and smelled, and tasted.

2. Take your students outside for 5 minutes.

 Remind pupils to observe the weather using their senses. While the pupils are outside observing, ask such questions as:

 - “What do you see?”

 - “Now, listen- what do you hear?”

 - “Stand very still. Do you feel the wind?”

 - “What do your eyes and ears tell you about the weather?”

3. Share one of your observations about the weather.

 For example, “I felt hot outside” or “I felt the wind blowing on my face”.

4. Ask the pupils to share their observations of the weather with the class.

 Write the words they use while describing the weather on the blackboard. Encourage the pupils to think of additional words that describe the weather. Add the new words to the list on the blackboard.

5. Using flash cards and pictures, present some weather vocabulary, using adjective forms.

**Activity 2**: Presentation (15 minutes)

1. Sing the weather song using actions. (or you can use a recording like computer or mobile phone)

 While the pupils listen, sing “The Weather Song” using pictures or gestures to illustrate the different kinds of weather.

**“The Weather Song”**

What’s the weather?

What’s the weather?

What’s the weather like today?

Tell us (pupil’s name),

What’s the weather?

What’s the weather like today?

Is it sunny?

Is it cloudy?

Is it rainy out today?

Is it snowy?

Is it windy?

What’s the weather like today?

2. Teach the song using actions.

 Teach the pupils the song line by line, or miming the actions you used to enable pupils to comprehend the meaning of the words and structure.

**Activity 3**: Practice (15 minutes)

1. Hold up the flash cards showing different weather conditions. Ask the pupils what the weather is like in each flash card. For example, say: “What’s the weather like here in this picture? Is it rainy? Is it cold? Is it windy? How do you know that is windy?”
2. Make the pupils talk by asking similar questions to each other about today’s weather.
3. Make the pupils compare today’s weather with yesterday’s. Give an example like that: “It was rainy yesterday, but it is sunny today.”

**Activity 4**: Practice (5 minutes)

Weather Puzzles

Check the pupils’ comprehension of weather vocabulary by having them read the weather puzzles below and find the appropriate weather words.

Weather Puzzles

1. I blow your air and bend the trees low. I make the flags flap and the leaves shake. I am \_\_\_\_\_. [wind]

2. When the clouds become black as night, I fall onto the ground. Take your umbrella in order not to wet. I am \_\_\_\_\_ [rain]

3. I am white and light. I make no sound while falling to the ground. I am \_\_\_\_\_ . [snow]

4. I always shine bright. You can’t see me when it is dark. I am \_\_\_\_\_ . [the sun]

While the pupils are solving the puzzles, write the answer on the blackboard. After writing the four answers on the board, give questions to the pupils:

Teacher: “What do we say when there is wind?”

Pupils: “Windy”

Teacher:”Right, we say ‘it is windy.’”

**Homework**: Making a weather journal.

Make a two-column chart in your notebooks and write on the columns “Weather Today” and “Weather Tomorrow.” Please record your observations predictions about the weather. Under the first column you should write and illustrate what today’s weather conditions are like and under the second, you need to write and illustrate your predictions about what tomorrow’s weather conditions will be. Every day when you record the weather in your journals, you should write the date. And every day you will bring your journals to class to share your observations and predictions with other pupils.

Sample page of a Weather Journal

|  |  |
| --- | --- |
| WeatherToday | WeatherTomorrow |
| It is sunny today. (12.12.13) | It will be rainy tomorrow (13.12.13) |

**THE MINISTRY OF PUBLIC EDUCATION**

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**ZAFAROBOD DISTRICT**

**A SECONDARY SCHOOL**

**NUMBERED 1**

**ENGLISH TEACHER**

**Imomqulov Zafar’S**

**OPEN LESSON PLAN**

 **ZAFAROBOD 2013**