**Military English**

Vocabulary Builder: Natural Disasters – Lesson Plan



The following lesson plan was created by a DITC teacher when this lesson was delivered for the Pre-Intermediate course. You can use this when teaching this material or simply as a model.

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| **Level** | **Lesson Focus** | **Length** |
| Pre-Intermediate | Vocabulary | 50 mins |

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| **Main Aim** | For students to correctly use vocabulary related to natural disasters in conversations. |
| **Secondary Aim** | For students to practise using adverbs of frequency in context of natural disasters. |
| **Personal Aims** | In this lesson, I will be working on my time management. |

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| **Materials** | Natural Disasters Handout, website |
| **Rationale** | Weather and natural disasters are common topics in daily conversation. Learners will be able to use it when they are socialising in English, or if they are ever working in a disaster relief operation. |

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| **Stage No.** | **Stage Name** | **Stage Aim** | | |
| 1 | lead in | To draw learners’ attention to the lesson and to set context for the lesson. | | |
| **Lesson Procedure** | | | **Interaction** | **Timing** |
| 1. T greet Ss. Ask if Ss enjoy it. Their long holiday. Mention the severe rainstorm that has been happening recently from Mon - Wed. 2. Ask: Is the weather like this dangerous or not. (no) Can it kill or hurt a lot of people? (no) 3. Show pictures of different natural disasters and ask: How about these events? (yes) 4. Elicit the word, ask: What are these events that are caused by nature called? (“natural disasters.”) 5. What are some examples of ‘nature disasters’ that you know? 6. Mention the objective of the lesson. | | | T-Ss | 3 |
| **Anticipated Problems** | | **Anticipated Solutions** | | |
| Cannot control the time for discussion | | Reduce teacher talk and ask a specific student | | |

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| **Stage No.** | **Stage Name** | **Stage Aim** | | |
| 2 | Test | To present to target language in context and to test what students have known. | | |
| **Lesson Procedure** | | | **Interaction** | **Timing** |
| 1. Show exercise 1, Instruct: Look at exercise 1 there are 8 natural disasters. The words are not completed yet. Finish the spelling of each natural disaster. The first one is an example for you. Complete the rest in 5 minutes. 2. Check answers in pairs. Elicit answers by ask Ss to write answers on the whiteboard. | | | S  S-S | 6  3  (9) |
| **Anticipated Problems** | | **Anticipated Solutions** | | |
| Ss cannot give the answer | | Monitor and choose the students that can complete the vocab to write on board | | |

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| **Stage No.** | **Stage Name** | **Stage Aim** | | |
| 3 | Teach | To clarify the meaning of the target language | | |
| **Lesson Procedure** | | | **Interaction** | **Timing** |
| T give FB and ask CCQ question and check the meaning of some tricky vocabulary:   1. Typhoon/ cyclone: Are typhoons and cyclones the same? (yes) They are tropical storms and are the same. However, we call them differently in different areas. Show the picture and CCQ: In Australia what do we call a tropical storm? (cyclone) What about in Cambodia, Laos and Thailand? 2. Tornado: Point to the picture. What does a tornado look like? (a cone) It moves across the ground and destroys buildings and everything. Which one has a smaller scale? Cyclone or tornado? (tornado) 3. Volcano: It is a type of mountain. What makes it different from normal mountains? (has hole at the top/ there’s lava inside)   Volcanic is an adjective meaning “related to volcano”, and “eruption” is when a volcano explodes and the rocks as well as lava come out.  Which one is the name of a natural disaster, volcano, or a volcanic eruption? | | | T - Ss | 7 |
| **Anticipated Problems** | | **Anticipated Solutions** | | |
| Ss cannot differentiate the meaning of typhoon/cyclone/tornado | | clarify with pictures | | |

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| **Stage No.** | **Stage Name** | **Stage Aim** | | |
| 4 | Practice | To practise the pronunciation of the target vocabulary. | | |
| **Lesson Procedure** | | | **Interaction** | **Timing** |
| 1. Now, let’s practice the pronunciation of the vocabulary. 2. Practice pronunciation with teacher or audio model & repetition drill focusing on the problematic sounds/ pron   e.g. vowel sound in such words as flood, stress in multi-syllable words such as tor-na-do, consonant cluster in such words as earthquake, connected speech in volcanic eruption | | | S-S  T-Ss | 3  2  (5) |
| **Anticipated Problems** | | **Anticipated Solutions** | | |
| Ss can’t say the words accurately even after drilling | | provide models, use backchaining and allow for ss to re-use vocabulary in final speaking activity and get further feedback then | | |

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| **Stage No.** | **Stage Name** | **Stage Aim** | | |
| 5 | Less controlled practice | To practice using vocabulary related to natural disasters in conversation. To practice using adverbs of frequency in the context of natural disasters. | | |
| **Lesson Procedure** | | | **Interaction** | **Timing** |
| 1. T instruct: Now look at the table in exercise 5. Here are some natural disasters and the adverbs that show how often it occurs or happens. Think about your country and complete the table by writing “check”. Just answer quickly in 1 minute. 2. Now, use the information from the table and tell your partner about the natural disasters in your country. For example: *There are some natural disasters in Victoria. We usually have bushfires, floods, and cyclones. We often have landslides in mountains. However, we rarely have dramatic natural disasters like volcanic eruptions and tsunamis. I think it’s a safe place to live.*   You can use the sentences in the example to help you. I will give you 3 minutes to prepare.   1. Let’s talk about your country with your partner. T monitor. | | | S  S  S-S | 2  4  4  (10) |
| **Anticipated Problems** | | **Anticipated Solutions** | | |
| S cannot use the words in sentence | | Show the sentence in example. Ask Ss to use as reference. | | |

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| **Stage No.** | **Stage Name** | **Stage Aim** | | |
| 6 | Wrap up | To review the lesson, focus on some language use and answer questions from the students | | |
| **Lesson Procedure** | | | **Interaction** | **Timing** |
| 1. T write some sentences from Ss and elicit corrections. Focus on pronunciation of some problematic words. Ask if there are any questions to conclude the lesson. | | | T-S | 5 |
| **Anticipated Problems** | | **Anticipated Solutions** | | |
| Ss still cannot pronounce the words correctly | | highlight, model, and drill | | |