

## DISTAID - Distance education through Investigation of Services, Tools, Assessment, Interactions, and Design.

### Online Lesson plan

**Important – please read:** Description

This lesson plan is designed to help students prepare for B1 Preliminary for Schools Reading Part 6, open cloze. It can be delivered face to face or online. The 'online options' column gives teachers ideas how the stages could be adapted for teaching online.

Note to teachers

You can use the lesson plan as a starting point and create your own PowerPoint slides to use in the lesson. If you are teaching with an online platform, use the functionality that you have available to you. Many platforms have the option to share your screen with the students. Before class, use offline resources such as Microsoft PowerPoint to prepare any materials you want to use. With some platforms, like Zoom, you can share a whiteboard with the students, which you can work on in real time. However, it might be easier to use a Word document with the text already prepared, which you need to share electronically with your students e.g. by email. This way, students have the content ready to use in the lesson.

**Subject:** English

**Topic:** Reading– The Earth

**Aims:**

- *to promote discussion on a current topic*
- *to give practice in doing a cloze task*
- *to encourage prediction skills and reading to confirm*

**Age group:** 12-15 Ages

**Level:** CEFR A2 –B1

**Time:** 30-45 minutes

**Materials:** Prepared presentation/PowerPoint slides

**Web Tools:** <https://climate.nasa.gov/news/2469/10-interesting-things-about-earth/>

**Introduction:**

This's a truly multicultural project! This lesson provides students to learn some new words, express themselves and improve their listening, reading, and writing skills.

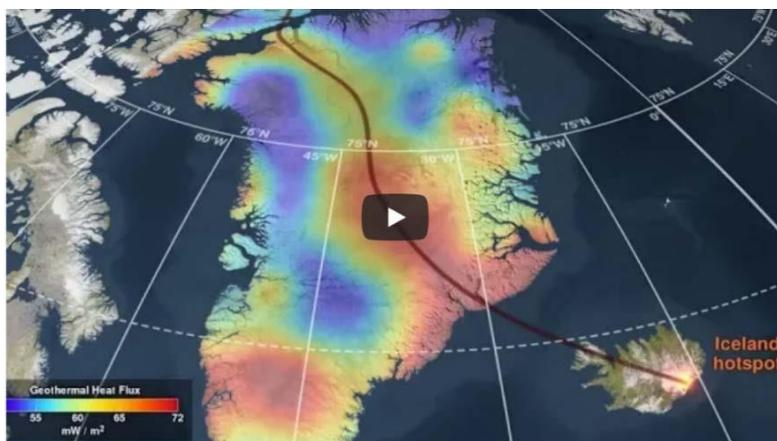
## Procedure

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|-----------------------------|---|
| <b>Before the lesson</b>    | <b>CHECKLIST</b> <ul style="list-style-type: none"><li>• Always make sure you are familiar with the online platform you are using.</li><li>- Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems.</li><li>- Do the students need a URL to join the online classroom?</li><li>- Do you know how to ‘mute’ the students’ microphones if you need to?</li><li>- Do you know how to share what is on your computer screen so that the students can see it?</li><li>- Do you know how to use ‘breakout rooms’ if you have this facility? Is this enabled?</li><li>• Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson.</li><li>• Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple ‘raise hand’ button that can be used to check if students can see what you are showing on the screen or can hear what you are saying.</li><li>• Most online platforms have support videos or tutorials available online. Do you know where to access these?</li><li>• Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.</li></ul> |
| <b>1. Warm up (10 mins)</b> | <p>-whole class activity. Have the questions on a slide for students to see. How much do you know about the Earth? Are these statements true or false?</p> <ol style="list-style-type: none"><li>1. The Earth is not flat, but it’s not perfectly round either.</li><li>2. The duration of days has not changed.</li><li>3. The Earth’s continents have come together and separated several times.</li><li>4. Only microscopic and simple organisms lived about 600 to 800 million years ago, during which time the Earth experienced several ice ages.</li><li>5. NASA astrobiologists travel to extreme environments to look for micro-organisms, hoping to learn how life might exist on other planets.</li><li>6. Gravity in the Himalayas is stronger.</li><li>7. Due to climate change the Earth’s sea level has never been higher.</li><li>8. In about 5 billion years the sun will exhaust its supply of oxygen and die.</li><li>9. There are two asteroids which are very close to the Earth.</li><li>10. The calm before the storm is a myth.</li></ol> <p>Show the questions on a PowerPoint slide, and discuss with students and elicit ideas.</p> <p>Some platforms allow students to put up their hand by waving, this means you can ask for answers from students with their hand up. Students can use the chat window to type their ideas and answers, or speak up if your platform allows you to hear them.</p> <p>In larger groups, the chat box is a helpful option when eliciting ideas and getting feedback.</p>   |

|  |   |
|--|---|
| <p><b>2. Feedback (5 minutes)</b></p>        | <p>Take whole-class feedback using the Key as a prepared PowerPoint slide.</p> <p>The Answer Key is provided in the Teacher Materials.</p> <p>You can use the link to access the website and clarify answers if necessary (or encourage students to access it and self-correct answers. This is useful scanning practice.)</p> <p>Answers can be checked at:<br/> <a href="https://climate.nasa.gov/news/2469/10-interesting-things-about-earth/">https://climate.nasa.gov/news/2469/10-interesting-things-about-earth/</a></p>   |
| <p><b>4. Use of English (10 minutes)</b></p> | <p>– individual activity.</p> <p>Tell students that they will now complete an exam-style open cloze on the topic. Remind them of the strategies:</p> <ul style="list-style-type: none"> <li>• to read the whole text first.</li> <li>• to write only ONE word in each gap to spell the word correctly.</li> </ul> <p>Provide reading and task strategies on a PowerPoint slide.</p> <p>Discuss the strategies before they start reading and the task.</p> <p>Students work by themselves. Set a time limit for the task.</p> <p>The task is supplied in the Student Handout below.</p>  |
| <p><b>3. Feedback (5 minutes)</b></p>        | <p>-peer checking, then whole class activity.</p> <p>Pair or group students to peer check answers with one another.</p> <p>Take whole-class feedback. Create a PowerPoint slide with the Key (see below).</p> <p>Remember to use the feedback time as a teaching opportunity to challenge students, for example:</p> <ol style="list-style-type: none"> <li>1. In gap 3, why is ‘apart’ the right answer? Because of the previous mention of ‘smash together’.</li> <li>2. What structure is used in gap 4? This is the present simple passive.</li> <li>3. Can you say what a ‘blister’ might be?</li> <li>4. In gap 5, why can we use ‘which’ or ‘that’?<br/>Because it is a defining relative clause.</li> </ol> <p>If your platform has breakout rooms, students can be put into pairs or threes to discuss and compare answers, before whole group feedback.</p> <p>Whole group feedback:<br/> Students can use the chat window to type their ideas and answers, or speak up if your platform allows you to hear them.<br/> Alternatively, students can type answers in the chat box or speak up if your platform allows you to hear students.</p> |
| <p><b>5. Follow-on/learner training</b></p>  | <ul style="list-style-type: none"> <li>• Ask students to return to the website from the lead-in activity and/or the cloze task and to identify AT LEAST 3 items that they would include in a wordlist on the topic. Encourage them to sign up and create their own list at:</li> <li>• <a href="https://dictionary.cambridge.org/plus/wordlist">https://dictionary.cambridge.org/plus/wordlist</a></li> <li>• You could compare suggestions in the next lesson: Did you choose ‘to bulge’? ‘to trigger something’? ‘earth’s crust’?</li> </ul> <p>Add the link to the online dictionary into a PowerPoint slide.<br/> <a href="https://dictionary.cambridge.org/plus/wordlist">https://dictionary.cambridge.org/plus/wordlist</a></p>   |

## Student Handout

Follow the link to: <https://climate.nasa.gov/news/2469/10-interesting-things-about-earth/>



For questions 1-9, read the text below and think of the word which best fits each gap. Use only ONE word in each gap. There is an example at the beginning (0).

### Fire below, ice above: volcanoes, glaciers and sea level rise

The movement of continents is far slower (0) than a snail's pace. It's more like watching your fingernails grow.

But speed (1) \_\_\_\_\_ the movie over tens of millions of years and it begins to look (2) \_\_\_\_\_ a demolition derby\*. Riding over Earth's mantle on strong but flexible plates, the continents smash together and tear themselves (3)

\_\_\_\_\_, creating rugged mountain chains or deep ocean trenches.

Hot magma from below the crust can rise toward the surface, like a blister pushing up below the skin. These gas and liquid-rich rocks create volcanoes. And they (4) \_\_\_\_\_ created by hot spots – buoyant material that rises from more than 400 miles (660 kilometers) down, or even as deep as the core-mantle boundary. The ocean crust and continental plates glide over these hot spots through time, leaving scars over millions of years (5) \_\_\_\_\_ reveal the plates' paths.

New seismic data and analysis, along (6) \_\_\_\_\_ mechanical modeling capabilities, are allowing scientists to (7) \_\_\_\_\_ to know these previously cryptic features a little better. And they are turning (8) \_\_\_\_\_ to be potentially important when it comes to predicting how quickly the glaciers of Greenland and Antarctica will flow into the sea, reducing ice mass in the polar regions and raising sea levels.

The heat welling up from Earth's interior beneath ice sheets and glaciers has (9) \_\_\_\_\_ to do with the relatively rapid change in climate over recent decades, driven mainly by human emissions of greenhouse gases that warm the atmosphere. Heat sources from the deep Earth can remain steady for 50, 90 or 100 million years; human-driven climate change is occurring over mere decades and centuries.

\* a derby: a competition or race where there are no limits on who can enter

## **Teacher Answer Key**

### **KEY – Warm up activity**

1. The Earth is not flat, but it's not perfectly round either. T
2. The duration of days has not changed. F
3. The Earth's continents have come together and separated several times. F
4. Only microscopic and simple organisms lived about 600 to 800 million years ago, during which time the Earth experienced several ice ages. T
5. NASA astrobiologists travel to extreme environments to look for micro-organisms, hoping to learn how life might exist on other planets. T
6. Gravity in the Himalayas is stronger. T
7. Due to climate change the Earth's sea level has never been higher. F
8. In about 5 billion years the sun will exhaust its supply of oxygen and die. F
9. There are two asteroids which are very close to the Earth. T
10. The calm before the storm is a myth. F

### **KEY – Use of English activity**

1. UP
2. LIKE
3. APART
4. ARE
5. WHICH / THAT
6. WITH
7. GET
8. OUT
9. NOTHING

### **References/links**

**<https://climate.nasa.gov/news/2844/fire-below-ice-above-volcanoes-glaciers-and-sea-level-rise/>**