Erasmus + KA1 project "Implementing CLIL in project work"
"Types of Winds"

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Age group/form	16 students from 5th form. Level of English Pre-intermediate	
Time (min)	80 min	
Integration of subjects	Geography and English	
Timetable fit	The main theme learners are working on at the moment is types of winds; they have learnt a lot about the weather and climate in the previous geography lessons and now will get acquainted with the types of winds.	
Aim	To introduce the types of winds using task based approach and develop different reading skills and speaking skills.	
Objectives	1) to organise students project-work in pairs and groups; 2) to introduce new vocabulary through guessing and inferencing strategies; 3) to practice skimming and scanning strategies in reading; 4) to improve students' discussion skills	
Real life context and culture	Winds can play positive or negative role in our life and be useful or damaging. Very often damaging winds are connected with the global warming. Winds may be calm, gentle, moderate, strong or gale. There are different names for each of them, and basic classification of winds is important to know to call them correctly in your own or foreign language.	
Planned results	**Content**	Learners understand the wind nature and can differentiate the types of winds.
	Language	Learners have enriched vocabulary and terminology on wind types and weather;
	Communication	Learners have improved communication strategies in groups and peer-assessment techniques
	Cognition	Learners can apply inferencing and guessing strategies

In what way CLIL is implemented in project work?

Students are using authentic materials in English to investigate the types of winds and then to develop a micro-project - presentation about the winds from the weakest to the strongest in groups.

Procedure

Pre-task (warm-up)

Activity1- predicting from pictures.
Students in pairs brainstorm what makes the wind using the given variants in the presentation, then the correct variant and a picture are presented. Students in pairs translate the names of different types of winds using their previous knowledge and some similar names of winds from their native language. Then they are shown the pictures of different winds in the presentation and they try to guess the name of the wind according to the picture.
Support materials 1: *Power Point presentation or photographs*

Tasks (main part)

Activity2- skimming the text, working with glossary and finding the definition.
Teacher gives each student a slip of paper with a short text about wind and students read the text, translate all the new words using glossary and write down the asked definition connected with wind from the text. Then those students who had the same texts, come together and compare their answers and make the common glossary words' translation from their text on the blackboard.
Scaffolding1: teacher asks students in each group to read out their glossary translation and definitions. *(Handout 1 – adopted texts about winds; Support materials 2: online or paper dictionary)*

Activity 3- Pair work on new vocabulary Teacher makes pairs (A+B) and (C+D), gives students exercises on the vocabulary from the texts they have just read. Students work with the glossary and write down the correct answers.
Peer- assessment: students exchange their works and discuss the differences; finally they receive answers and check their works. *(Handout 2 – task 2)*

Activity 4- Discussion in a group. Students A and B get the questions for C and D. Students C and D get the questions for A and B. They make groups (A+B+C+D) and try to get the answers to their questions. Teacher explains the task and gives the questions.
Peer- assessment: students exchange their works and discuss the differences; finally they receive answers and check their works
(Handout 3 – task 3)

Activity 5- Group work making a line and a short presentation
Students get the task to complete the line with different wind names from the weakest to the strongest. Teacher gives each group A-4 paper to do the task, and then they present it.
Peer-assessment of presentation *(Handout 3– task 4; A4 paper)*

Post task (revision and reflection)

Activity 6- Self-assessment: students answer the questions:
What have I learned today? What new words do I remember? What types of winds do I know? Teacher gives her feedback for the lesson and guides the self-assessment.

Resources

Reading: picture The Beaufort Scale**:** http://voodookiteboarding.com/beaufort-scale.html
Texts : adopted materials from:

http://education.nationalgeographic.org/encyclopedia/wind/
Presentations: A-4 paper

WARMER (POWER POINT PRESENTATION)

What makes the wind?
a)the sun heating
b)the earth moving
c)the clouds going

As Earth moves, air moves with it. Warm air rises and cool air takes its place. **Wind** is the movement of air caused by the uneven heating of the Earth by the sun.

Types of winds

- Storm
- Gale
- Breeze
- Hurricane
- Tornado
- Thunderstorm

Handout 1(skimming the texts and searching for the definitions)

***Task 1*.Read the text and write down what the hurricane is. A**

Storm wind

Storm winds are called **hurricanes** over the Atlantic Ocean, **cyclones** over the Indian Ocean, and **typhoons** over the Pacific Ocean. A hurricane starts as a thunderstorm over the ocean. The warm, wet air rises quickly and as Earth moves, it makes the storm spin upward. The center of a hurricane is called the eye - here the weather is calm, but around it there is heavy rain, and winds of up to 350 kilometers per hour. It's difficult to predict where hurricanes will go because they can change *speed* and direction very quickly. Hurricanes can last for a week!

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***Task 1*.Read the text and write down what the tornado is. B**

Tornadoes

Tornadoes, or twisters, are the fastest winds on Earth. The storm clouds are a **funnel** shape, and they spin down from thunderclouds. When the tornado touches the ground, it starts to move like a vacuum cleaner, sucking up things from the ground. Tornadoes move quite slowly, at about 40 kilometers per hour, but winds inside the funnel can have speeds of up to 800 kilometers per hour! Tornadoes are much smaller than hurricanes and they usually only last a few minutes, but they are very strong!

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***Task 1*.Read the text and write what the wind energy is. C**

Wind Energy

Today, most wind energy is used to generate electricity for homes, businesses, hospitals, schools, and industry. Wind energy comes through powerful turbines. Wind turbines have a tall tubular tower with two or three propellers. When the wind turns the propellers, they create electricity. Often, wind turbines are built in windy areas known as **wind farms**. Many wind farms have been established on mountains, in valleys, and on the ocean shores.

Some people think wind turbines are ugly and complain about the noise they make. The propellers can also kill birds and bats—but not as many as cars, power lines, and high-rise buildings.

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Task 1.**Read the text and write why we need to measure the speed of the wind. D**

Measuring the Wind

A British man called Francis Beaufort found a way to record the strength of the wind. This is called the Beaufort scale.

There are different scales to measure stronger winds, like tornadoes and hurricanes. These scales go from 1 to 5. Level 1 tornadoes can push cars off the road, and level 5 tornadoes can lift a house off the ground! Level 5 hurricanes can damage a lot of things, for example, they can pull up trees and destroy buildings. A really big hurricane can be as big as Australia!

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Glossary:

blow to move (for wind)

breeze a light wind

damage to make something bad or weak

destroy to damage something very badly

direction the position something or someone moves toward

electricity a type of energy

energy we need energy to move and grow

far not near

fresh strong and cold (for wind)

funnel

gale a strong wind

hurricane a very strong wind

lightning a flash of very bright light in the sky, made by electricity

measure to find out how big or small something is

power to use energy to make something move or work

push down to make something move down

record to write down what happens

spin to turn around quickly

storm very bad weather

suck up to lift something up into the air

Handout 2(pair work on vocabulary)

Task 2.Discuss in pairs and write **hurricane** or **tornado. (A and B)**

1 starts as a thunderstorm _____
2 spins down from a thundercloud _____
3 is also called a twister _____
4 is also called a cyclone _____
5 can last for a week _____
6 only lasts a few minutes _____
7 the fastest winds on Earth _____
8 has a center called an eye _____
9 is like a funnel _____
10 can change direction very quickly _____

Then answer the question: What is the difference between the hurricane and tornado?_____
_____

Task 2.Discuss in pairs and complete the sentences. **(C and D)**

buildings ground things bats 62-74 Australia homes schools hospitals mountains
cars house birds 102-120 damage road valleys ocean shores

1 Strong winds can _____ a lot of_____
2.Wind energy is used to generate electricity for _____,_____,_____
3 A level 1 tornado can push _____ off the_____.
4. Many wind farms have been established on_____, in_____, and on the _____
5 A level 5 tornado can lift a_____ off the_____
6. The propellers can also kill _____and _____
7. Level 5 hurricanes can destroy _____
8. Gale's speed is about _____km/h
9.A big hurricane can be as big as_____
10. Storm speed is about _____km/h.

Then answer the question: What are the pluses and minuses of the winds?_____
_____

Handout 3(Group work A, B, C,D- discussing)

Task 3. Ask the questions to A, B and write down the answers in the table.

Questions to A,B	Answers
1)What is a typhoon?	
2) How is the center of a hurricane called?	
3)What is the speed of tornado?	
4)What is the speed inside the tornado?	
5) How does the hurricane start?	
6)What is the difference between the hurricane and tornado?	

Task 3. Ask the questions to C,D and write down the answers in the table.

Questions to C,D	Answers
1)What is breeze?	
2)What is gale?	
3)How big can be the hurricane?	
4)How many propellers does the wind turbine have?	
5)Where are the wind farms usually built?	
6)What are the pluses and minuses of the winds?	

Group work A, B, C,D- discussing and summing up the information

Task 4.Work in groups of four(A, B, C, D) and make a line with the names of the winds (from the weakest to the strongest wind)- Storm -Gale –Breeze- Hurricane- Tornado - Thunderstorm. Use A-4 paper to draw the line and do the task. Present and prove your opinion.