

New Inspiration 3, Unit 7

(Topic of Lesson 3)

PRE-TASK

- Warm-up: find as many natural phenomena as possible and assign them to the 5 continents (worksheet: world map)



(in groups of three)

- After the evaluation on the OHP:
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Create Word Webs of:

- drought/aridity
- earthquake
- floods/tsunami
- tornadoes/hurricanes
- volcanoes
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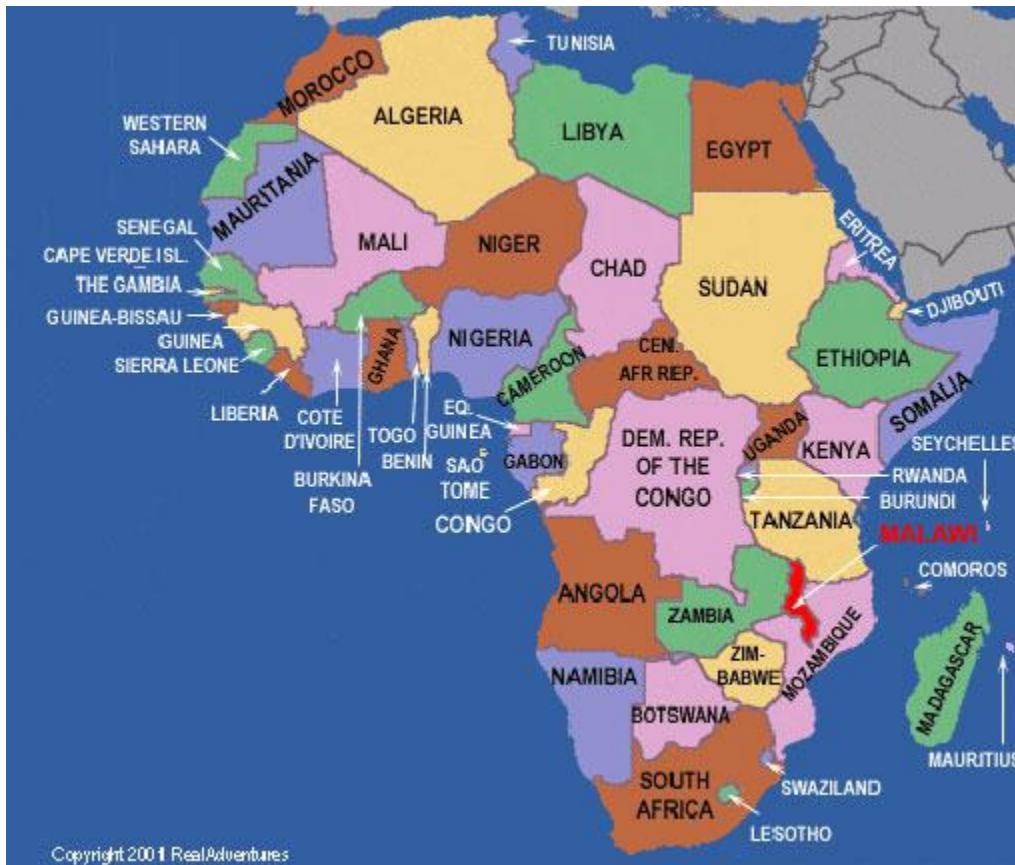
(in groups of three)

□ New Inspiration 3/ Unit 7, Lesson 3 p92:

- Exc. 1 Opener *Look at the photo. What is the boy standing in front of? What is it used for?*
- Show a map of Africa and of Malawi



Pre-activity to the reading of the text (Exc.2)



Malawi is a landlocked country in southeastern Africa, bordered by **Zambia** to the northwest, **Tanzania** to the northeast and **Mozambique** to the south, southwest and southeast

□ New Inspiration 3/ Unit 7, Lesson 3 p92:

- Exc. 2 Reading *Read the text. Why did William build the windmill?*
- Read the text in pairs, highlight the key words & fill in the table

Who	
<u>What</u>	
<u>Where</u>	
<u>When</u>	
<u>Why</u>	

While-reading activity

□ New Inspiration 3/ Unit 7, Lesson 3 p92:

- Exc. 3 After Reading *Find reported questions in the text to match these questions. Then match them with the answers.*
- Your response *Imagine you were in a village in Malawi, with no electricity or water, little food, no money to pay for school. How would you feel? What would you do?*

Post-activity

TASK

Investigate how people in different areas of the world cope with natural phenomena (natural disaster and prevention measures)

Present your results to your classmates (form of presentation is your choice: Poster/Power Point Presentation/Leaflet ...)

(in pairs or groups , max. three people)

cf. H11: Hutterli et al., 2008, pp. 82 ff.

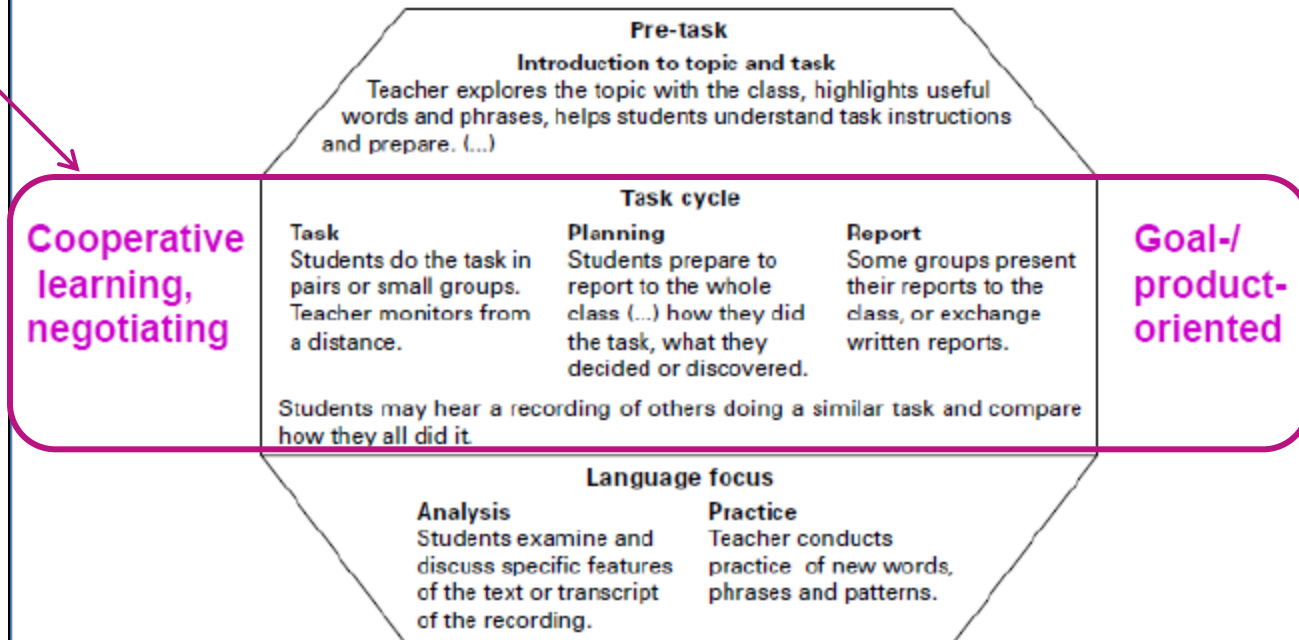


Abb. 21: Modell von Task-Based Learning nach Willis (1996: 38)

FOCUS ON FORM

Focus on form activity : Grammar (according to Unit 7: reported speech)

□ authentic materials:

- reading e.g. www.about.com →drought

and/or

- listening/watching →William K.

<http://www.youtube.com/watch?v=wGe65xwd-0c&feature=related>

□ Revisit what students still know of William K./

Watch videoclip: worksheet (see next foil)

Worksheet (while-listening)

When did William have to drop out of school? Why?	
What was the windmill built of?	
What was his windmill used for?	
When you see these enormous windmills, what are your first impressions?	William said (that)
What do his parents use the water for?	

New words:

severe famine struck Malawi

without means to support himself

educate himself

generate electricity

figure out

to power his family's home

no need to depend on Kerosine

fan blade

etc.

serious/big hunger crisis hit Malawi

with no resources available

to study on his own

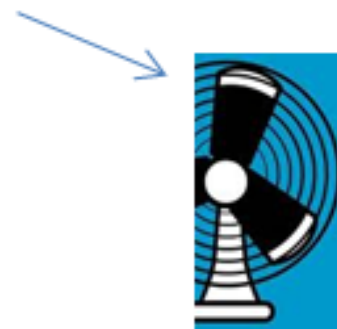
make electricity

find out

to get electricity for his home

no need to use kerosene

part of a fan



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- Analysis of their sentences (reported speech)
 - Collect statements (pairwork)→correct sentences on BB
 - Explanation in the Student's Book p119
 - Practice in the Student's Book & Workbook
SB pp91/93 Language Workout/WB pp77-79
 - Test yourself (Test out of Teacher's Book)

Authentic resource materials

EXAMPLE

www.about.com →drought

Drought is not purely a physical phenomenon that can be defined by the weather. Rather, at its most essential level, drought is defined by the delicate balance ...

<http://environment.about.com/od/environmentalevents/a/whatisdrought.htm> etc.

www.bbc.co.uk/schools/ →drought

Millions of people died in the 20th century due to severe drought and famines. If drought forces people to migrate to a new home it could put pressure on resources in neighbouring countries.

www.bbc.co.uk/schools/gcsebitesize/geography/w.../drought_rev2.shtml