

**Title:** Science in Schools

**Topic:** Lightning.

**Aims:**

- To develop learner’s understanding of lightning.
- To develop learner’s vocabulary on the topic of lightning and electricity.
- To develop learner’s skills in recording and remembering language and the recognition of stress pattern in collocations.
- To develop thinking skills in interpreting an image.

**Age group:** 15yrs -17yrs old

**Level:** B1.2 – B2

**Time:** 40mins +

**Materials:**

1. Task sheet about different types of lightning: What is lightning?

**Introduction:**

In this lesson the learners start by looking at images of different types of lightning and key vocabulary in the form of a, ‘word cloud’. They find the definition of the collocation by labelling the lightning diagram. They look at recording language in a way which helps memory and recognise word stress.

**Procedure:**

<p><b>Lead in</b></p>	<ul style="list-style-type: none"> <li>• Learners look at the word cloud in pairs and try to find the lightning collocations. Explain to the learners that these noun +noun collocations are not fixed pairs. This activity contextualises the topic of electricity and lightning as well as introducing some key concept vocabulary. Answers: <table border="1" data-bbox="507 1249 785 1400"> <tr> <td>static</td> <td>electricity</td> </tr> <tr> <td>lightning</td> <td>bolt</td> </tr> <tr> <td>shock</td> <td>wave</td> </tr> <tr> <td>storm</td> <td>clouds</td> </tr> </table> </li> </ul>	static	electricity	lightning	bolt	shock	wave	storm	clouds
static	electricity								
lightning	bolt								
shock	wave								
storm	clouds								
<p><b>Vocabulary and pronunciation</b></p>	<ul style="list-style-type: none"> <li>• Ask the learners to listen as you repeat the collocations, what do they notice about the stress pattern? (Very often in a collocation the stress falls on the first word as it is defining the second word). Drill the collocations for pronunciation.</li> </ul>								
<p><b>Label diagram</b></p>	<ul style="list-style-type: none"> <li>• Ask learners to label the diagram using only three of the collocations from the previous activity. This serves to record the key language visually. Answers (going from top down on the diagram): <b>storm cloud, static electricity, shock wave, lightning bolt.</b></li> </ul>								
<p><b>Matching image to label</b></p>	<ul style="list-style-type: none"> <li>• Ask learners to work in pairs to match the image to the type of lightning. Encourage functional language for exchanging opinion and checking what their partner thinks. Answers: <table border="1" data-bbox="549 1792 692 1888"> <tr> <td>d</td> <td>a</td> </tr> <tr> <td>b</td> <td>c</td> </tr> </table> </li> </ul>	d	a	b	c				
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