



LEVEL 2 LESSON 11 THE BIG SNOW



Topics Describe actions that have occurred Describe actions that haven't occurred yet Discuss duration of activity	Prepare Before Class Print copies of the Student A and Student B Activity Sheets - note that Page 1 is the same for Students A & B while page 2 is different for A & B Print handout for learning the names of snow activities Print handout for practicing present perfect
Learning Strategy Find and Apply Patterns	Goals Present perfect simple/continuous Past perfect simple/continuous

Day 1

Introduce the Lesson

Begin by asking, "Have you ever been in a big storm and had to stay inside for a long time?" Let students share their stories if they have had this experience. It may have been a rain storm, sand storm or snow.

Continue, "In Lesson 11, a big snow is coming. Anna and Pete work all weekend to report on it. We see how they both prepared for the blizzard. Who do you think will be better at preparing to work in a blizzard, Anna or Pete?" Let students hold their hands up to vote for Anna or Pete.

Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words.

As your students may not be familiar with snow, use the handout on snow activities in the Resources section to practice saying the names of several activities and learning their definitions.

Present the Conversation

Tell students that the video will show Anna and her coworker Pete preparing for a big snowstorm. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask several students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Review the grammar and vocabulary points by reading the text or pausing while playing the video.

Hunt for perfect verb tenses

Welcome to our most perfect lesson! Why is it perfect? Today we are reviewing the present perfect and past perfect verb tenses. These show that an action is completed. Kelly uses the present perfect when she says:

Kelly: Have you ever reported on a big weather event?

Anna uses the past perfect when she says,

Anna: I had been waiting for that blizzard for years.

Listen for “have” or “had” and the past participle to find more sentences with the perfect tense. I'll color those words to help you.

Examples

- I have wanted to report on a big weather event my whole life. (present perfect)
- I had just bought the latest weather forecasting software. (past perfect)
- Snow has been falling for 30 hours straight! (past perfect continuous)
- By Saturday night, stores and restaurants had closed. (past perfect)
- I thought I had brought enough food. (past perfect)
- We had reported together for 48 hours straight! (past perfect)
- That must have been a great team-building exercise for you and Pete. (present perfect)

Final Comment

I hope you found all the sentences with perfect tenses. Learn more on our website!

Present Perfect Activity

Tell students to stand and copy your movements. Say, “Shovel the snow” as you hold an imaginary shovel and bend down to fill a shovel full of snow. Put the imaginary shovel down. Then make movements to demonstrate “ski,” “make a snow angel,” “make a snow person”

and “snowboard.” Use a method from the How-to guide to form pairs and have students sit together with their partner.

Ask one student, “Have you ever shoveled snow? When the student answers, write their answer on the board. Underline or highlight the present perfect verb:

Yes, I **have shoveled** snow / No, I **haven't shoveled** snow.

Remind students that the present perfect tense uses a form of the helping verb “have” and the past participle. It shows an action happened some time before now. The exact time is not important so it is not used with a time word like “yesterday” or “when I was young.”

Hand out the present perfect activity handout. Tell students, “Step 1 is: Ask your partner a question about each of the other snow activities. Step 2 is: Write your partner’s answers. Then join with another pair and tell them what you learned about your partner.”

As students work in pairs, check to see if there are any questions about forming the present perfect. If time allows, have several pairs demonstrate their questions and answers. They may use the gestures you taught them as they ask the questions to show they understand the names of the actions.

Day 3

Learning Strategy

Explain, “The learning strategy for this lesson is Find and Apply Patterns. That means you listen carefully and notice new sounds. For example, when you are learning English, there may be some new sounds that you do not have in your native language.”

Continue, “In this lesson, Pete sees a pattern in Anna’s celebration of the weather records. Each time a weather record breaks, she honks her horn to celebrate. Pete does not like the horn, so he breaks it before Anna celebrates the next record-breaking weather fact. He does that to stop Anna’s pattern of celebrating and make his life quieter.”

Ask, “How about you? How do you find and apply patterns? Can you see patterns in the way people use English? How about in literature? There are also patterns in math, science, history, music and social studies.”

List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

Activity

Pair students using one of the methods in the How-to guide. Hand out one set of Student A Activity sheets and one set of Student B Activity sheets to each pair, Then ask them to sit together around the classroom.

Explain the activity: “You have a new job reporting on the weather. You and your partner can see different weather cameras on the internet. Each camera has symbols that give more information about the weather in that place. Your job is to read that information and think of the weather pattern they show. Then predict, or forecast, tomorrow’s weather in that place. Finally, tell your partner what activity will be good for tomorrow’s weather there.”

Have two students demonstrate the sample conversation from page 1 of the activity sheet. Then explain that students with the Student A sheet will ask about Guadeloupe and Tajikistan and those with the Student B sheet will ask about Canada and Mauritius.

As students work together, check to see if anyone needs help with the name of an activity for the weather pattern shown on their map. Write the names of activities on the board to help other pairs.

After the students have finished their pair work, call on a few students to share their predictions and suggested activities with the class.

Day 4

Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question’s video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Kelly says, “Me too! Weather is so important.”
Then Anna says, “ It is. It affects people’s lives!”
The question is: What do Kelly and Anna agree about?
2. Ask students, “Which of these sentences uses the past perfect tense?” Read the sentences below aloud.
Why do you have all this weather stuff?
I had just bought the latest weather forecasting software.

Do you have any games on that thing?

I have the best weather survival game.

3. Kelly says, "How else had you prepared?"

Then Anna says, "Well, I had just bought the latest weather forecasting software. So, I brought it!"

The question is: What does Anna want to use her computer for at work?

4. Anna says, "We just broke the wind speed record! (She honks her horn)

Then Anna says, "Snow has been falling for 30 hours straight! That's another record! (She honks her horn. Pete comes into the room and breaks the horn.)

The question is: What is a pattern that Pete wants Anna to stop?

Collect the papers or ask students to trade papers and check the answers together.

Writing

Ask students to write their answer to the question below in one or more paragraphs using a "Hamburger Paragraph" format as taught earlier. Write the words or phrases you think they may need on the board, such as English names for weather events.

Here is the writing prompt:

Have you been in a big storm or an unusual weather pattern? Where were you when it happened? What did you do?

If time allows, have students exchange their writing with another student and discuss what they learned. They may add drawings or pictures cut from magazines to their work. After reviewing it, you may put their work on the walls of the classroom.

Conversation

- Kelly: Hi, Anna. Why do you have all this weather stuff?
- Anna: I love weather.
- Kelly: Me too! Weather is so important.
- Anna: It is. It affects people's lives!
- Kelly: Have you ever reported on a big weather event?
- Anna: I have. I've reported on a blizzard.
- Kelly: Do you mean the one last weekend?
- Anna: Yes! I had been waiting for that blizzard for years. When it came, I was ready.
- Anna: I have wanted to report on a big weather event my whole life.
- Kelly: Who hasn't? Did you report all weekend ... by yourself?
- Anna: No, no. I volunteered Pete to help me.
- Pete: Why am I here on a Saturday? Why are you carrying things? Why? Why?
- Anna: Pete, these are my supplies – food, a blanket; warm clothing. Where are your supplies? Pete, Pete, Pete. This could be the “blizzard of the century.”
- Pete: It'll be fine.
- Kelly: How else had you prepared?
- Anna: Well, I had just bought the latest weather forecasting software. So, I brought it!
- Kelly: Do you mean The Weather Genie Pro?
- Anna: You know it. Pete thought it was pretty great too.
- Pete: Do you have any games on that thing?
- Anna: Yes! I have the best weather survival game. Boom!
- Pete: Sounds fun.
- Anna: It is. But right now, Pete, this computer is a work tool. It will give us the temperature, wind speed, wind direction and amount of snowfall ... in real time! Boom, boom!
- Pete: I can't wait.
- Anna: Pete, we need a name for this blizzard.
- Pete: No, we don't.

Anna: All the great storms have names.

Pete: No, they don't.

Anna: I know -- "The Big Snow!"

Pete: I am not saying "The Big Snow."
(later) Welcome to "The Big Snow."

Kelly: The Big Snow broke all kinds of records, didn't it?

Anna: Yes it did. And every time a record was broken, we celebrated!

Anna: So far, in Washington, D.C. 29 inches of snow has fallen. That, my dear listeners, is a record! (Honks horn)
We just broke the wind speed record! (Honks horn)
Snow has been falling for 30 hours straight! That's another record! (Honks horn. Pete comes into room and breaks the horn.)

Kelly: By Saturday night, stores and restaurants had closed. Did you bring enough food?

Anna: I thought I had brought enough food. But I ran out.

Anna: Hey, Pete, where is my bag of popcorn?

Pete: Maybe you ate it already.

Anna: No, I didn't.

Pete: I haven't seen it. (Pete has popcorn in his beard. Anna tries to hit him.)

Anna: We had reported together for 48 hours straight!

Kelly: Wow. That must have been a great team-building exercise for you and Pete.

Anna: Yeah. You - you could say that.

Key Words

affect	<i>v</i>	to act on (someone or something) and cause a change
amount	<i>n</i>	a quantity of something
blizzard	<i>n</i>	a severe snowstorm that goes on for a long time
century	<i>n</i>	a period of 100 years
event	<i>n</i>	something (especially something important or notable) that happens
forecast	<i>v</i>	to predict (something, such as weather) after looking at the information that is available
record	<i>n</i>	a performance or achievement that is the best of its kind or at an extreme when measuring data
software	<i>n</i>	the programs that run on a computer and perform certain functions
straight	<i>adv</i>	without interruption
survival	<i>n</i>	the state or fact of continuing to live or exist especially in spite of difficult conditions
volunteer	<i>v</i>	to say that someone will do something without asking if he or she wants to do it
sunset	<i>n</i>	the time when the sun goes below the horizon in the evening
wish	<i>v</i>	to want (something) to be true or to happen

Quiz - Level 2, Lesson 11- The Big Snow

Listen. Circle the letter of the correct answer.

1. What do Kelly and Anna agree about?

- a. There is a big blizzard coming soon.
- b. Anna is not ready for the next event.
- c. Weather is important to many people.
- d. Kelly is not interested in the weather.

3. What does Anna want to use her computer for at work?

- a. To order more food and supplies for Pete.
- b. To watch a video of the snowfall.
- c. To play games with Pete.
- d. To get weather information and forecasts.

2. Which of these sentences uses the past perfect tense?

- a. Why do you have all this weather stuff?
- b. I had just bought the latest weather forecasting software.
- c. Do you have any games on that thing?
- d. I have the best weather survival game.

4. What is a pattern that Pete wants Anna to stop?

- a. Her celebration as each weather record is broken.
- b. Telling people about the amount of snow.
- c. Her naming the storm, "The Big Snow."
- d. Preparing for the blizzard by bringing in supplies.



1. **shovel snow** — to lift and throw snow with a shovel
2. **making a snow angel** — to make a shape in snow by lying on your back and moving your arms and legs out and in
3. **catch snow on your tongue** — to stick out your tongue and let snow fall on it
4. **snowboard** — a board like a wide ski that is used for sliding down hills of snow while standing
5. **walk in the snow** — to walk during or after a snow fall
6. **make a snow man /person** — put large balls of snow together to make a figure, sometimes adding decorations or clothing
7. **warm your hands (over a fire)** — hold your hands over an open flame
8. **sled / go sledding** — to ride on a sled, especially down a hill
9. **have a snowball fight** — to form balls of snow and throw them at friends or family
10. **ski** — to move or glide on skis over snow or water

STEP 1

Say the snow words with your teacher. Then ask your partner about each activity. Write their answers.



Ski



Snowboard



Make a snow person



Make snow angels



Shovel snow

Have you ever shoveled snow?

Yes, I have! It's fun!



Yes, I have shoveled snow every winter since I was 10.

Have you ever made a snowman or a snow person?

1. *Yasmin has shoveled snow every winter since she was ten years old.*
2. _____
3. _____
4. _____
5. _____

STEP 2

Join another pair and tell them what you have learned about your partner.

STUDENTS A & B

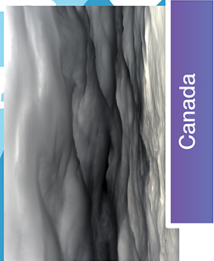
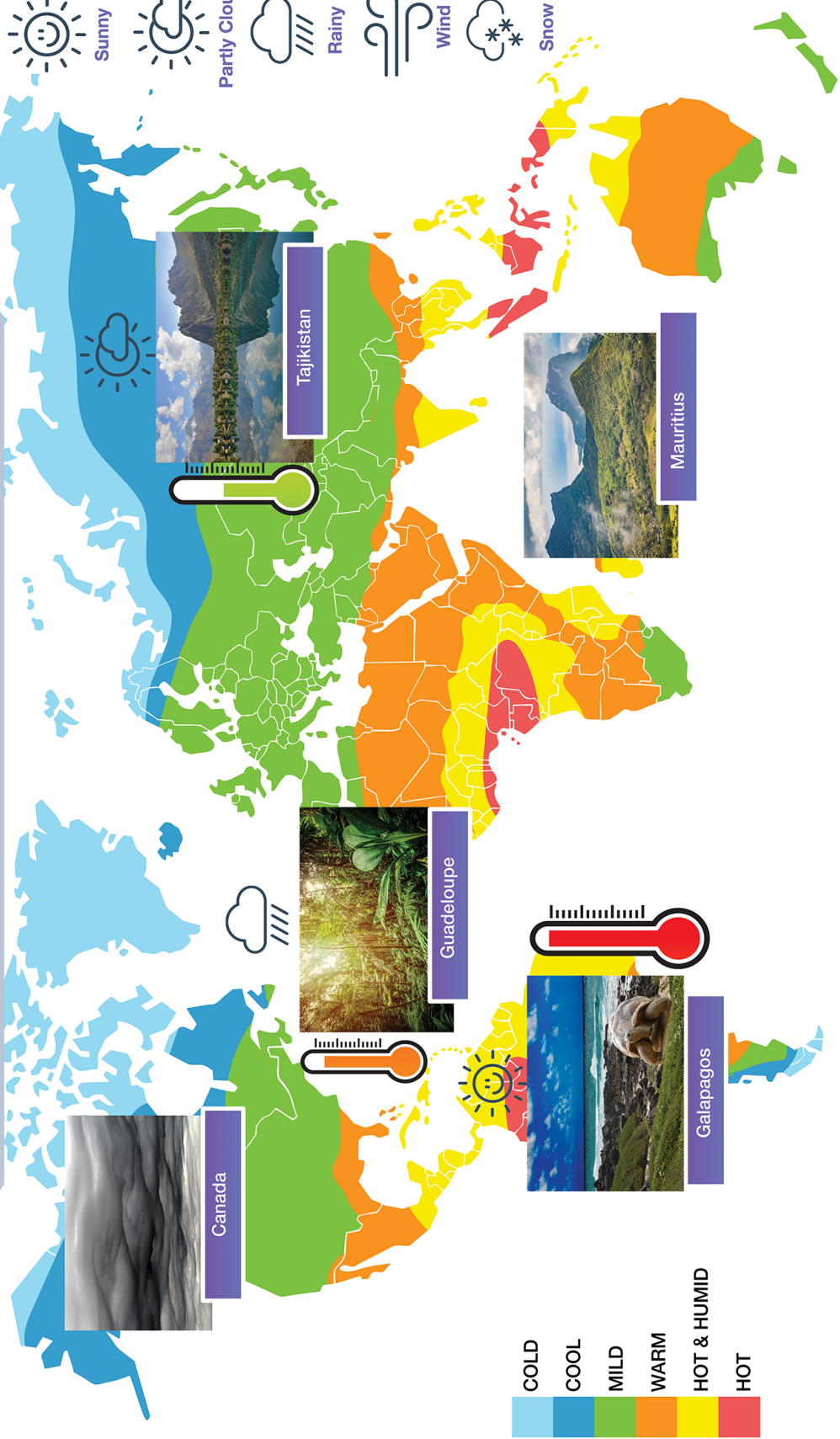
STEP 1

Your new job is reporting the weather. You and your partner can see different cameras from other places in the world. Ask your partner about the places without weather information. Answer your partner's questions with your forecast.

The illustration shows a man and a woman standing in front of a world map. The map is color-coded by temperature zones: COLD (blue), COOL (light blue), MILD (green), WARM (yellow), HOT & HUMID (orange), and HOT (red). A thermometer icon is positioned over the MILD zone. Two video camera feeds are shown: one for Canada showing a snowy landscape, and one for Galapagos showing a sunny beach with a sea turtle. The man, wearing glasses and a light blue shirt with a red tie, asks, "What is happening in Canada?". The woman, wearing an orange hijab and a teal top, asks, "What do you see on the Galapagos islands?". The man replies, "It's hot and sunny. Tomorrow will be a good day to see the turtles." The woman replies, "It's cold. Tomorrow it will snow. It will be a good day to ski or snowboard." A "STEP 2" button is located at the bottom of the illustration area.

Choose a place near where you are now. Tell your partner about the weather pattern there. Forecast (or predict) the weather for tomorrow. What activity will be good for the day?

You have information on Guadeloupe and Tajikistan. Your partner has information on Canada and Mauritius. Look at each picture. Next to two pictures is the temperature. Above the pictures there is a weather symbol. Together they show a weather pattern. Think of the weather patterns you see and forecast tomorrow's weather.



- COLD
- COOL
- MILD
- WARM
- HOT & HUMID
- HOT

You have information on Canada and Mauritius. Your partner has information on Guadeloupe and Tajikistan. Look at each picture. Next to two pictures is the temperature. Above the pictures there is a weather symbol. Together they show a weather pattern. Think of the weather patterns you see and predict tomorrow's weather.

