



WEATHER - A2

I. About this Lesson

Activity title: Weather

Level: A2

Subject: English as a foreign language

Timing: 50-60 minutes

Resources: Computer with internet connection, worksheet

Learning objectives:

- a. Name the weather patterns discussed in the lesson (e.g., sunny, windy, rainy, etc.).
- b. Converse about the weather using simple vocabulary from the lesson.
- c. Write simple sentences about the weather while using appropriate word order.
- d. Correctly use the past and present continuous tenses in relation to the weather – both orally and written.

Materials needed:

- a. Board or large writing paper
- b. Comic Strips 1 & 2
- c. Copies of worksheets for students to use



II. Lesson scenario

1. Instructions for the teacher

Introduction (5 min)

Start the lesson with a short “CHECK IN” by telling students:

- a. Today, we will study the topic: weather
- b. I will tell you about: weather patterns, weather vocabulary, present and past continuous tense and adverbs
- c. Then I will present exercises [name the exercises from the student book]
- d. Then we will do exercises – some together, some as pairs and some individually
- e. Once the exercises will be done, we will complete worksheets and/or assessments to test what you learned about the topic



Exercise 1: Weather vocabulary (15 min)

Print the worksheet with exercise 1 (page 4) and distribute it among students

- a. Ask students to complete Task 1 to get introduced to the topic and the basic vocabulary (5 min)
- b. Ask students to complete Task 2 as a group (10 min) – they should be able to identify if it is sunny, windy, rainy, etc., but also if the temperature is hot or cold.
- c. Write their answers on the board – Do the answers differ greatly? Are their descriptions of the weather accurate? What descriptive words did they use?
- d. Ask students to choose one word from those written on the board and create a sentence with it. Give an example first.
- e. Explain the 3 most unknown words by giving definitions and examples (or pictures)

Exercise 2: Descriptive words (15 min)

- a. Print the worksheet with exercise 2 (page 5) and distribute it among students
- b. Prepare all the words from the sheet on the board: “It is raining”, “It is sunny”, “It is stormy”, “It is cloudy”, “It is snowing”, “It is windy”
- c. Ask students to complete Task 1 individually or in pairs (10 min)
- d. Apart from identifying which phrase each icon represents in Task 1, it is important to note that the phrases are in the **present continuous** tense.
- e. You can alternate this exercise by switching the phrases to **past tense** and see if they are able to formulate them correctly (i.e., “It was snowing yesterday”)
- f. Ask students to complete Task 2 individually (5 min)
 - o **Answers:** 1) A, 2) V, 3) V, 4) A



Exercise 3: Weather, Temperature and Seasons (15-20 min)

- a. Print the worksheet with exercise 3 (page 6) and distribute it among students
- b. Define words related to the temperature such as “hot”, “warm”, “cold”, “freezing”
- c. Ask students to complete Task 1 in pairs (10 min)
- d. It is also important that students learn that certain **weather characteristics can be combined** so that they can form more complex sentences. For example, different temperature and climate features can coexist at the same time – “It is sunny today, but it is also cold outside”.
 - Furthermore, if your students are more advanced, you can help them practice with **qualifying adverbs** such as “very”, “little”, “a bit”
 - “A little cold”, “It was a bit windy”, etc.
- e. You can associate the weather with the **seasons** -> Winter is usually cold, rainy, cloudy, and snowy. Summer is usually hot and sunny.
- f. Distinguish between verbs and adjectives when describing the weather.
 - For example: “Snowy” (adjective) vs “snowing/snow” (verb) vs “snow” (noun)
- g. Ask students to complete Task 2 individually (5 min)
- h. Introduce them to some **common/frequent expressions** related to the weather:
 - “It is raining cats and dogs” – As in Comic 1
 - “I feel a little under the weather today”
- i. Ask students to complete Task 3 individually or in pairs (5 min)

Note: You may decide on the number of expressions you use and complexity of each expressions depending on the abilities of your students



Finish the lesson with a short “Check out” (5 min)

- During the lesson we learned about: the weather
- The most important things were: weather patterns, weather vocabulary, present and past continuous tense and adverbs
- We were able to identify different weather patterns, associate the weather with the seasons, used weather as a conversation starter, used the present continuous and past tense, were introduced to weather expressions and differentiated between verbs, nouns, adverbs and adjectives.
- As an assignment you need to complete ... and the deadline is...
- We will explore the topic next time when we will learn about [name the following topic]

Note: You can also connect this lesson to the Lesson on Clothing to help students identify what they can wear based on the weather.

2. Worksheet for student

EXERCISE 1: WEATHER VOCABULARY

TASK 1: Read and observe the comic strip





TASK 2: What is the weather like today? Use vocabulary that is related to the weather. Discuss together.

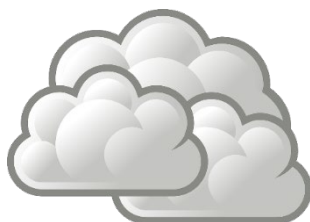
EXERCISE 2: ADJECTIVES VS VERBS

TASK 1: Choose the phrase that best fits the picture. You can only use each phrase once

**It is raining. / It is sunny. / It is stormy.
It is cloudy. / It is snowing. / It is windy.**



| | | |
|----|----|----|
| 1. | 2. | 3. |
|----|----|----|



| | | |
|----|----|----|
| 4. | 5. | 6. |
|----|----|----|

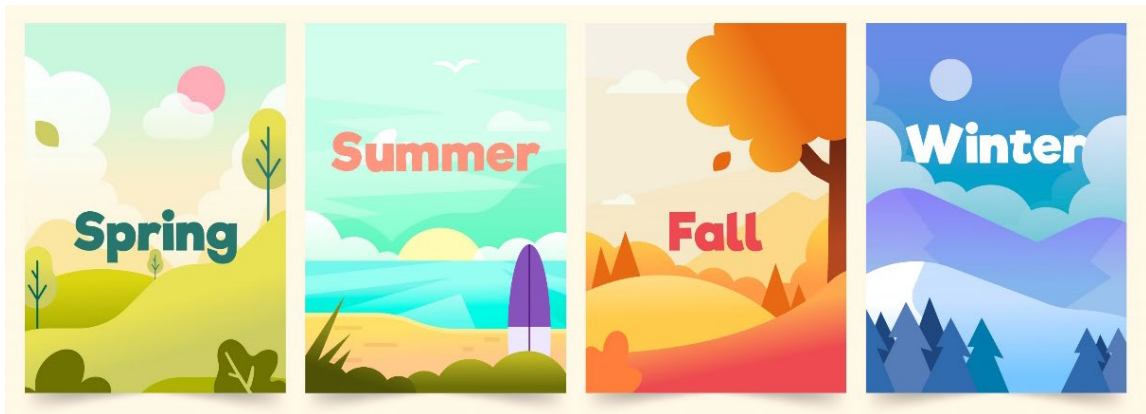


TASK 2: Identify whether the word in bold is an adjective or verb. Write an “A” (Adjective) or “V” (Verb) on top of the underlined word.

- a. Today was a **sunny** day so Lucy went for a walk in the park.
- b. The car could not move because it was **snowing** all night.
- c. The dog was scared to stay outside because it was **raining**.
- d. I could not open my umbrella because it was too **windy**.

EXERCISE 3: TEMPERATURE & SEASONS

TASK 1: Practice talking about the weather in pairs – either as a conversation starter, or a general discussion – and remember to include the temperature in the conversation. You can also include the seasons. Use the illustration below for guidance if needed.



TASK 2: Read the comic below and fill in the blanks





TASK 3: Name two frequently-used expressions related to the weather:

1. _____

2. _____



III. Modification and Differentiation ideas

- For a more advanced class, you can introduce multiple frequently-used expressions and colloquialisms related to the weather.
- You can also help them construct more complex sentences relating to the weather.
- Non-writing idea: prepare empty comic strips on additionally worksheets and ask students to fill them with a situation that might happen related to the weather (bad/good weather)
- As an assignment to test their vocabulary, ask them to record a 30-second video pretending to be a weather reporter/meteorologist



IV. References

British Council (2020) *What's the weather like?*

<https://www.teachingenglish.org.uk/article/whats-weather>

ESL Kid Stuff (2020) Weather Lesson Plan <https://www.eslkidstuff.com/lesson-plans/weather.html>

Freepik (2020) [Free Vectors, Stock Photos & PSD Downloads | Freepik](#)

Image by [OpenClipart-Vectors](#) from [Pixabay](#)

Image by [OpenIcons](#) from [Pixabay](#)

Image by [Clker-Free-Vector-Images](#) from [Pixabay](#)

Image by [OpenIcons](#) from [Pixabay](#)

Image by [Clker-Free-Vector-Images](#) from [Pixabay](#)

Lingua House (2020) *Winter Time*. <https://www.linguahouse.com/esl-lesson-plans/general-english/wintertime>

Lingua House (2020) *What's the Weather Like?*. <https://www.linguahouse.com/esl-lesson-plans/general-english/whats-the-weather-like>

[BDnF: The Comics Factory \(2020\) https://bdfn.bnf.fr/EN/index.html](https://bdfn.bnf.fr/EN/index.html)

Pixabay (2020) [1.9 million+ Stunning Free Images to Use Anywhere - Pixabay](#)