



# WEATHER – B1

## I. About this Lesson

**Activity title:** Identifying extreme weather conditions, forecasting the weather and describing weather trends

**Level:** B1

**Subject:** English as a foreign language

**Timing:** 50-60 minutes

**Resources:**

You can use the animated guides below to define and explain to students the different extreme weather conditions

- BBC Animated Guide about [Tsunamis](#)
- BBC Animated Guide about [Tornadoes](#)
- BBC Animated Guide about [Volcanoes](#)

**Learning objectives:**

- a. Students should be able to name extreme weather conditions using vocabulary from the lesson.
- b. Students should be able to forecast the weather using the appropriate modal verbs (may, might, could, etc.) and future tenses described in the lesson.
- c. Students should be able to write sentences about the weather.
- d. Students should be able to define and use extreme weather conditions and forecast the weather through spoken form.



### Materials needed:

- a. Blackboard or large writing paper
- b. Pictures of different weather trends
- c. Comic Strips 1 & 2.
- d. 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: extreme weather conditions, weather forecasts and weather trends using modal verbs and vocabulary.
- 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: Extreme Weather Conditions (20 min)

- a. Show students Comic Strip 1 in EXERCISE 1 of the worksheet (5 min). This will introduce them to the topic of the lesson and how to converse about it.



Preferably, you could show it to them on a projector so they can read it on the board – you can also read it to them out loud or have them look at it from their open electronic devices (if applicable).

- b.** Ask students “Did you experience any extreme weather conditions?”. Write their answers on the board. Did they understand the question? Did they identify correct extreme weather trends? (5 min)
- c.** Once students grasp the general topic of the lesson, build on the previous class question with an exercise in EXERCISE 2 of the worksheet (10 min).

Note: Students can complete the exercise individually or in pairs.

### Answer to task 2:

1. Tsunami
  2. Tornado
  3. Thunderstorm
  4. Volcanic eruption
  5. Flood
  6. Wildfires
- d.** You may have to define some extreme weather conditions that they may not be very familiar with. Also, be careful, they might know some of these words but they may not be entirely aware of how they are defined and how these weather conditions occur.
    - Suggested extreme weather conditions to be discussed: snowstorm, thunderstorm, tsunami, wildfires, volcanic eruptions, tornadoes, and floods.



### Exercise 3: Weather Forecasts and Trends (25 min)

- a. Use Comic Strip 2 as an example of a weather forecast (EXERCISE 3 on worksheet). This will introduce them to the concept of forecasting. You can use this comic to initiate other activities as well (i.e., role-play of weather forecasters).
- b. Comic Strip 2 will enable you to introduce some grammatical rules and exercises. Students will need to learn about modal verbs. Modal verbs include: can, may, shall, will, might, could, would, should, must (**British Council**, 2020). Modals, in the case of weather, are most commonly used when something is believed to be possible, certain or impossible.
  - Example: “It will rain tomorrow”, “It might rain tomorrow”
  - Differentiate between Possibility, Certainty, and Impossibility. You can try out different exercises to test your students’ knowledge on this. The **British Council** (2020) has some good ones:
    - Possibility: may, might, could, can
    - Certainty: must, should
    - Impossibility: can’t/cannot, will not/won’t
- c. Go back to Comic Strip 2 and ask students to underline (you will have to print copies for all of them) or raise their hands and identify the different modal verbs in the text bubbles. (task 3.1)

**Answers to exercise 3 - task 2:** will (x4), may, should, might
- d. Remember, this is all in relation to the future tenses. When forecasting, learners need to be aware that they are discussing possibilities that have not yet happened and need to use the correct verb tenses to express themselves.



- e. In accordance to the A2 lesson on the weather, students should also practice converting nouns to adjectives and vice versa:
- Fog → Foggy
  - Hot → Heat
- f. Next up, it is important for students to familiarize themselves with different climates (See EXERCISE 4 on worksheet). You do not need to introduce very detailed descriptions of complicated climate conditions. It is helpful for learners to be provided with visuals about different climates because it will help them understand better. This can be in the form of a video clip, picture, etc.
- \*Notice: learners will find it easier to recognize the climate in rainforests because “rain” is part of the word.
  - \*Be mindful: Students may confuse deserts with desserts (especially in written form, but can also happen in spoken form). Make sure you spell it out on the board and explain the difference if deemed necessary.

#### Answers to exercise 4:

**Task 1:** 1. Foggy, 2. Sunny, 3. Snowy, 4. Stormy, 5. Icy

**Task 2:** 1. Climate, 2. Humidity, 3. Wind, 4. Heat

#### **Task 3:**

1. False, A snowstorm is characterized by heavy snow fall and wind
2. False, It does not rain often in deserts
3. True
4. True
5. False, Wildfires often break out because of extremely high temperatures

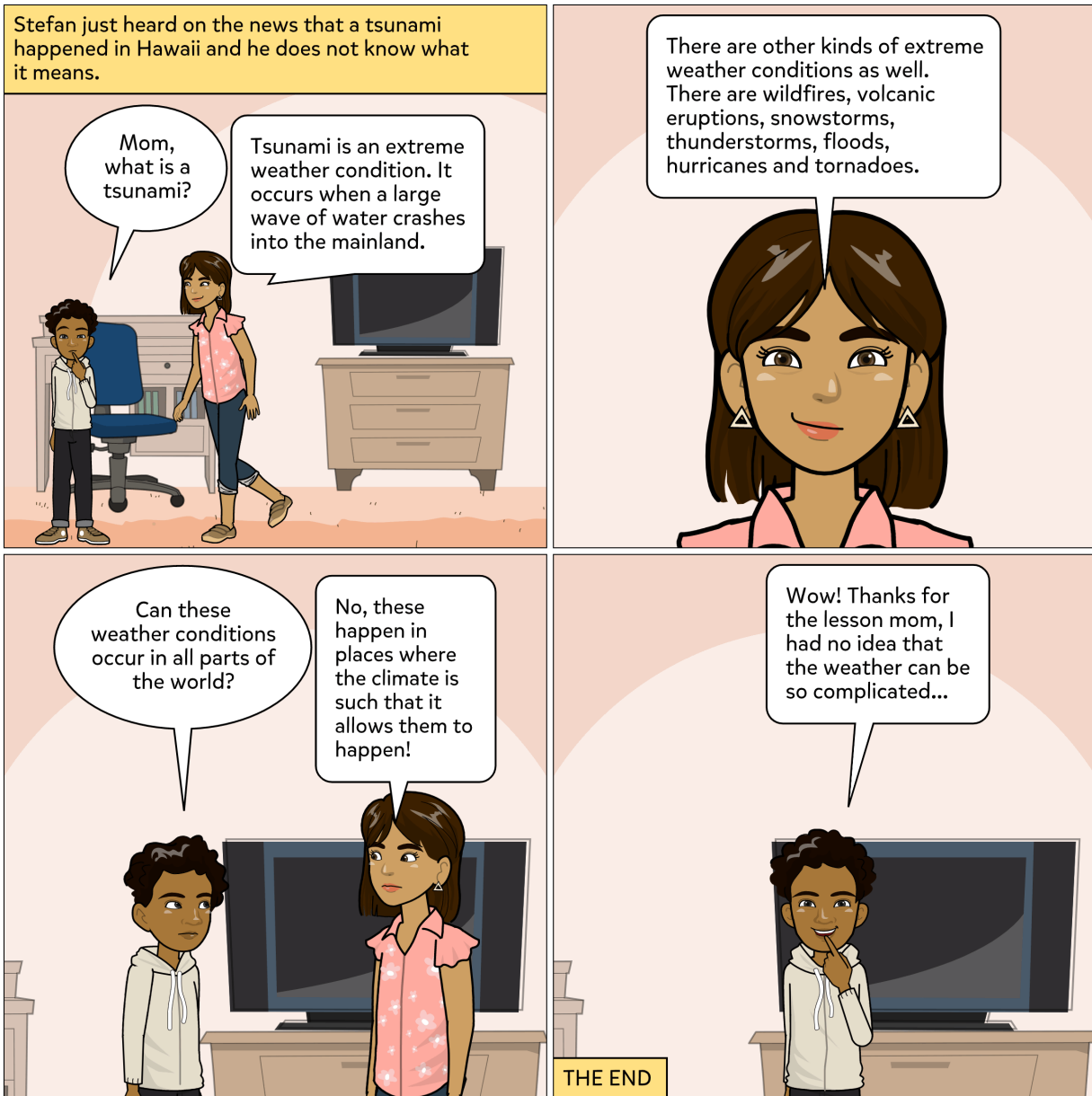


### Finish the lesson with a short “Check out” (5 min)

- a. The weather is an important aspect of people’s everyday lives and their future as well. Being able to forecast the weather or listen to a weather forecast is important because it determines a person’s activities. Extreme weather conditions and different climates are also general knowledge that learners should be aware of because they are encountered in all areas of life (movies, television, books, travelling, etc.). If your learners have been taught the A2 lesson on weather, remember to connect it by practicing converting adjectives to nouns and vice versa.
- b. By the end of your lesson, make sure learners can name and define the various extreme weather conditions and climates discussed. Additionally, make sure they can forecast the weather with simple sentences (written or spoken) using the appropriate modal verbs and future tenses.

## 2. Worksheet for student

**EXERCISE 1:** Read and observe the comic strip below



**EXERCISE 2:** Choose the word that best fits each picture. You can only use each word once.

**THUNDERSTORM / TSUNAMI / WILDFIRES**  
**VOLCANIC ERUPTION / TORNADO / FLOOD**



1.



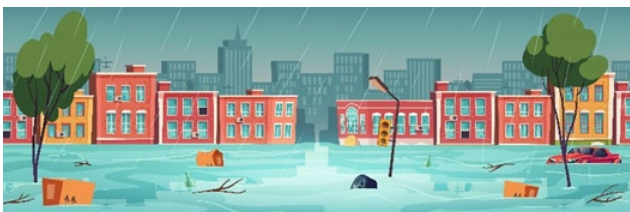
2.



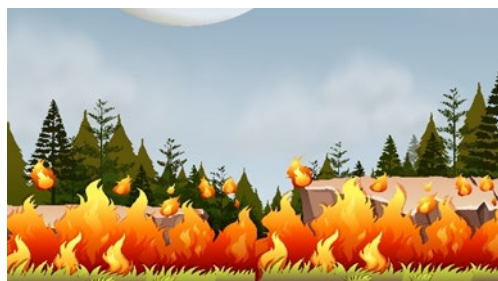
3.



4.



5.



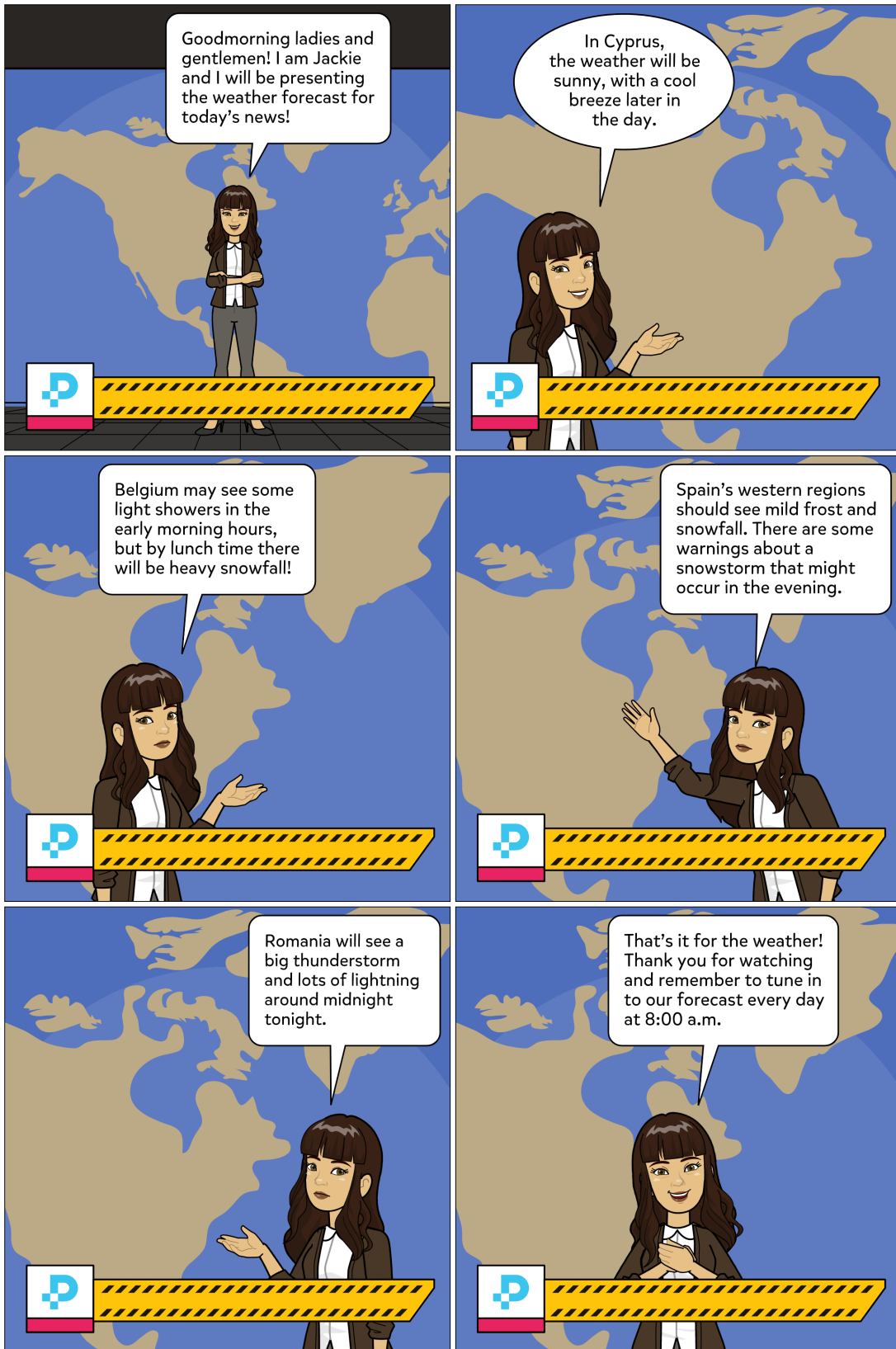
6.

**EXERCISE 3:**



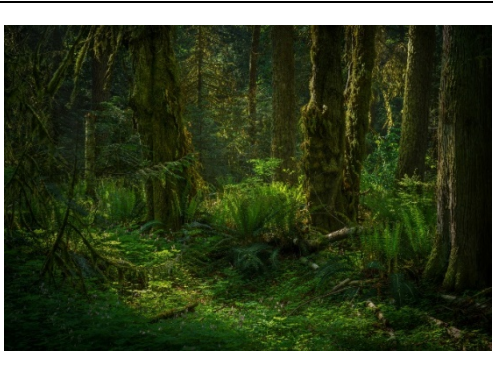
**TASK 1:** Read and observe the comic strip

**TASK 2:** Underline the different modal verbs in the text





**EXERCISE 4:** Read about the following weather trends

<p><b>Desert:</b> A large, extremely dry area of land with sparse vegetation (<a href="#">Smith</a>, 2020). It rarely rains, that is where vegetation is not common there.<sup>1</sup></p>	
<p><b>Grassland:</b> An area in which vegetation is dominated by a nearly continuous cover of grasses (<a href="#">Smith</a>, 2020). Taller plants (e.g., trees &amp; shrubs) are mainly absent there. The climate is generally hot and receives adequate rainfall throughout the year.</p>	
<p><b>Arctic:</b> A polar land with limited solar energy (sunlight), and high prevalence of snow and ice (<a href="#">Dunbar et al.</a>, 2019). Temperatures fall below 0 and it is extremely cold there.</p>	
<p><b>Rainforest:</b> An area with tall, dense trees, with a wet climate. Rainfall is extremely frequent there, therefore vegetation is diverse and plentiful (<a href="#">Smith</a>, 2019).</p>	

<sup>1</sup> <https://www.freepik.com/photos/mountain>>Mountain photo created by wirestock - [www.freepik.com](http://www.freepik.com)



**TASK 1:** Write the missing adjectives

1. Fog: \_\_\_\_\_
2. Sun: \_\_\_\_\_
3. Snow: \_\_\_\_\_
4. Storm: \_\_\_\_\_
5. Ice: \_\_\_\_\_

**TASK 2:** Write the missing nouns

1. Climatic: \_\_\_\_\_
2. Humid: \_\_\_\_\_
3. Windy: \_\_\_\_\_
4. Hot: \_\_\_\_\_

**TASK 3:** True or False (Write T for “True” and F for “False”). If the answer is False, write the correct answer next to the incorrect sentence.

1. A snowstorm is a mild shower.
2. It rains very often in deserts.
3. It gets frosty in low temperatures.
4. A tsunami is a huge wave of water.
5. Wildfires often break out because of extremely low temperatures.



### III. Modification and Differentiation ideas

- For more advanced students, you can have them watch a short National Geographic video/documentary, for example, about a specific climate and have them write a summary about the video afterwards.
- More advanced students can be urged to conduct more complex sentences about the weather, combining different tenses in a sentence and using more advanced vocabulary.

### IV. References

British Council (2021) *Probability*. [Probability | LearnEnglish - British Council](#)

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