

# What's the weather like?

## Important – please read

This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the accompanying PowerPoint has been designed to support the lesson activities.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are for guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

## Topic

Weather and views

## Aims

- To review and learn vocabulary for talking about the weather
- To recycle language previously covered
- To develop confidence in doing independent research
- To employ prediction skills
- To practise speaking and listening skills
- To encourage creativity and imagination

## Age/level

Primary  
CEFR level A1–A2

## Time

2 x 45-minute lessons or one longer lesson

## Materials

- The teacher will need the accompanying PowerPoint and paper or a mini whiteboard.
- The learners will need a pen or pencil and paper or a notebook.

## Introduction

In this lesson learners talk about the weather and views from their window. They initially meet vocabulary through a pre-lesson task, then they practise the vocabulary and pronunciation as well as recycle related language. Next they complete a simple research task and find out about the weather in another country, then predict each other's findings. Finally, they describe what they can see out their window and talk about what they would like to see, using their imaginations.

## Checklist for online teaching

### Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.
- Do the learners need a URL or code to join the class? Do they all have this?
- Do you know how to share what is on your computer screen so that the learners can see it?
- Do you know how to mute the learners' microphones if you need to?
- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?
- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!
- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.
- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?
- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?
- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.
- Most online platforms have support videos or tutorials available online. Have you looked at these?

### General tips

- Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.
- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.
- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.
- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

**Procedure**

<b>Before the lesson</b>	<ul style="list-style-type: none"> <li>• Before the lesson, or for the previous lesson's homework, ask learners to play one or more of the following games on LearnEnglish Kids. These word games have audio for each language item and you can encourage your learners to listen to the audio as well so that they are also exposed to the pronunciation of the word. The game(s) you assign will depend on your learners.  <a href="https://learnenglishkids.britishcouncil.org/word-games/weather-1">https://learnenglishkids.britishcouncil.org/word-games/weather-1</a>  <a href="https://learnenglishkids.britishcouncil.org/word-games/weather-2">https://learnenglishkids.britishcouncil.org/word-games/weather-2</a></li> <li>• Before you start the lesson:             <ul style="list-style-type: none"> <li>- Test your microphone and camera to make sure they work.</li> <li>- Make sure that you have the accompanying PowerPoint open and shared.</li> </ul> </li> </ul>
<b>At the start of the lesson slide 1</b>	<ul style="list-style-type: none"> <li>• Welcome the learners as they arrive:             <ul style="list-style-type: none"> <li>- Check that you can all hear and see each other.</li> <li>- Check that they can see the first slide.</li> <li>- If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.</li> </ul> </li> <li>• Tips:             <ul style="list-style-type: none"> <li>- Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week.</li> <li>- Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that if possible they use a headset with a mic rather than their device's in-built speakers and mic.</li> </ul> </li> </ul>
<b>1. Warmer (5 minutes) slide 2</b>	<ul style="list-style-type: none"> <li>• Tell your learners that the missing word from the tongue twister rhymes with <i>not</i>, and ask them to guess it (<i>hot</i>). Explain what <i>whether</i> and <i>put up with</i> mean if necessary.</li> <li>• Practise saying each part of the tongue twister separately and then as a whole. Start slow and then the learners can see how fast they can get!</li> </ul>
<b>2. Pronunciation focus (10 minutes) paper or mini whiteboard</b>	<ul style="list-style-type: none"> <li>• On a piece of paper or a mini whiteboard, draw, line by line, some simple weather images and elicit what each one is. Drill pronunciation.</li> <li>• Tell the learners that for the next activity, they need to tell you the word, and they need to watch your mouth. Then mute your microphone! Say a word really clearly and see if the learners can work out the word from how your mouth moves.</li> </ul>
<b>3. Weather words language practice (10 minutes) platform whiteboard or blank document</b>	<ul style="list-style-type: none"> <li>• Play a game of <i>backs to the computer</i>, which is similar to <i>backs to the board</i>. Put learners in two teams. For reference write the names of who is in each team on the whiteboard (if the platform has one) or on a blank document that you screen share.</li> <li>• Nominate one learner from each team to physically turn around away from the screen. Write a weather word or show a picture on the whiteboard/document for the other learners to see, then remove it.</li> <li>• The two nominated learners turn back around. Everybody else mimes the word and the first of the two learners to raise their hand says the weather word.</li> </ul>

	<ul style="list-style-type: none"> <li>• Repeat with two different learners turning around each time.</li> </ul>
<b>4. Recycling language (5–10 minutes)</b> <i>open class</i>	<ul style="list-style-type: none"> <li>• If you have previously covered language for suggestions, advice, clothes or something else that can connect with the weather, get learners to say a type of weather and respond to it. Demonstrate with a learner and get them to say e.g. <i>It's hot</i>. Respond using the language you want to review, for example <i>Yes, it is. Let's have an ice cream</i> or <i>We should open a window</i>, etc.</li> <li>• Now you say another type of weather, e.g. <i>It's windy</i>. Choose another learner and encourage them to respond to you in a similar way. Continue around the class with one learner responding to the next.</li> </ul>
<b>5. Research task (10–15 minutes)</b> <i>slide 3</i> <i>paper or mini whiteboard</i>	<ul style="list-style-type: none"> <li>• Depending on the format of your classes, this activity can be set for the learners to do in the break time or as homework for before the next class.</li> <li>• Assign each learner a country and set them the challenge of finding out the capital city of that country and what the weather's like there. You can choose to focus on the weather now or tomorrow depending on the verb form you'd like them to practise. They could find out the capital city using a website like Wikipedia and the weather on the BBC at <a href="https://www.bbc.com/weather">https://www.bbc.com/weather</a>, for example.</li> <li>• If this is the end of the lesson, finish off with an anagrams game. Write the letters of a weather word in random places on a piece of paper or a mini whiteboard and learners guess what the word is.</li> </ul>
<b>6. Warmer (5 minutes)</b> <i>open class</i>	<ul style="list-style-type: none"> <li>• If this is the start of a lesson, play a few rounds of <i>Stand up if</i>. Ask learners to stand up if they're wearing something green. The fastest learner to stand up can give the next instruction, e.g. <i>Stand up if you've eaten some fruit today</i>. Continue with different learners giving the instructions. You can also ask the learners to vary the initial action, e.g. <i>Turn around if</i> or <i>Jump if</i>.</li> </ul>
<b>7. Predicting and sharing research (10 minutes)</b> <i>slide 4</i>	<ul style="list-style-type: none"> <li>• Ask learners to find the research they did. Choose a learner to start and ask them to say the capital city of the country they were assigned, but not the weather.</li> <li>• Ask the other learners to predict what they think the weather's like in that city. Then ask the first learner to tell everyone the weather they found out.</li> <li>• Continue with the other learners.</li> </ul>
<b>8. Speaking and listening practice (10–30 minutes)</b> <i>slide 5</i>	<ul style="list-style-type: none"> <li>• Ask the learners to look out a window and tell you what weather they can see today. Do they like this weather?</li> <li>• What else can they see when they look out the window? Elicit some examples, for example buildings, a road, cars, a yard, etc. Depending on your learners encourage them to be descriptive, for example tall buildings, a wide/narrow road, parked/moving cars, etc.</li> <li>• What would they like to see? Ask learners to close their eyes for a few moments and imagine. It could be sunny, snowing, raining lemonade, a beach, a park, the moon, Disneyland, chocolate trees, Superman flying past – encourage their imaginations!</li> <li>• For the next activity the learners will ideally work in pairs in breakout rooms, if the platform you're using has this function, and your learners are comfortable and responsible when working in breakout rooms. However, a similar activity can be done without breakout rooms, with small groups taking turns.</li> </ul>

	<ul style="list-style-type: none"> <li>• Tell learners that they are going to work with a partner to describe what they would like to see when they look out their window. Their partner needs to listen and draw a picture. Emphasise that the drawing does not have to be beautiful! Demonstrate with the whole class by asking them to tell you what they think <i>you</i> would like to see out your window. As they say their ideas, draw a rough scene, for example using stick figures for any people. After a few minutes, show them what you've drawn.</li> <li>• Depending on the size of your class, send two or three pairs of learners to breakout rooms to do the activity. If you have more learners, keep them in the main room with a task to do. For example, you could ask them to look at one of the worksheets here <a href="https://learnenglishkids.britishcouncil.org/worksheets/weather">https://learnenglishkids.britishcouncil.org/worksheets/weather</a> and write their answers in their notebooks, or you could ask them to make a list of all the weather they can remember from the different cities their classmates researched. This will allow you to monitor the pairwork without having too many breakout rooms to visit.</li> <li>• You may wish to remind the learners of the 'breakout room rules' before you move them there, for example speaking English only, staying on task, etc.</li> <li>• Monitor the learners during the activity by regularly moving between breakout rooms. If your platform has the function, turn your camera off while you monitor so as to disturb the learners less when you enter a room.</li> <li>• Before you bring learners back to the main room, visit each breakout room briefly and announce that they have two more minutes before you will bring them back.</li> <li>• After two minutes, bring the learners in the breakout rooms back, and send two or three more pairs of learners to do the activity.</li> <li>• Once all the learners are back, ask them to share examples of interesting ideas or things that were difficult to draw, and give any feedback noted while monitoring.</li> <li>• If you don't have or choose not to use breakout rooms, learners can work in small groups and imagine together what they think someone (you, a cartoon character, a celebrity, etc.) would like to see out their window.</li> <li>• Start with the first group. Ask the other groups to do a task as above and mute their microphones. If they have a question for you they could write it in the chat. Now the first group can share their ideas. Together, they need to agree a list of four or five things that the person in question would like to see out their window. When they have their agreed list, they will each draw then compare their drawings. However, at this point, the first group can mute their microphones and work individually on their drawings as well as the other tasks you've set, and the second group can now unmute to discuss and agree their list. Continue until all the groups have spoken.</li> </ul>
<b>9. Cooler (5 minutes)</b> <i>slide 6</i>	<ul style="list-style-type: none"> <li>• To finish, play a few rounds of Kim's game. Display images of different types of weather. Stop screen sharing, cover or remove one of the images then screen share again. Ask the learners to identify which one is missing. Slide 6 has some images you could use although you may wish to choose a different selection of vocabulary.</li> </ul>
<b>10. Setting homework (5 minutes)</b> <i>slide 7</i>	<ul style="list-style-type: none"> <li>• For homework, learners can write a description of what they imagined seeing out their window.</li> <li>• Alternatively, learners can make a hand outline by drawing around their hand. In the palm area, they draw and write their favourite weather. Then, along the fingers, they can write sentences about what they can do, where they can go, what they wear, etc., in this weather.</li> </ul>

<b>At the end of the lesson</b> <i>slide 8</i>	<ul style="list-style-type: none"><li>• Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson.</li><li>• Make sure they know how to exit the platform and wait until they all leave before leaving yourself.</li></ul>
<b>Further ideas and resources</b>	<ul style="list-style-type: none"><li>• If feasible, you could ask the learners to send you a scan or a photo of their descriptions or hand outlines, and you could post them on a virtual 'wall' using a tool such as Padlet.</li><li>• The Ali and the magic carpet story on LearnEnglish Kids is related to the weather, and learners who are registered on the site can write comments on the 'Your turn' page about weather: <a href="https://learnenglishkids.britishcouncil.org/short-stories/ali-and-the-magic-carpet">https://learnenglishkids.britishcouncil.org/short-stories/ali-and-the-magic-carpet</a> <a href="https://learnenglishkids.britishcouncil.org/your-turn/weather">https://learnenglishkids.britishcouncil.org/your-turn/weather</a></li></ul>

**Adapted for online teaching from the lesson written by:**

Jo Bertrand