

# What's the weather like?

## Topic

Weather and views

## Learning outcomes

- Review vocabulary for talking about the weather
- Develop confidence in doing independent research
- Use prediction skills
- Practise speaking and listening skills
- Use creativity and imagination

## Age/level

Aged 9-12 (CEFR level A2)

## Time

115 minutes over 2 lessons

## Materials

- Presentation
- 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

Lesson one (55 minutes)

<p><b>Before the lesson</b></p>	<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>• Make a list of your learners and write the name of a different country next to each name. You'll need this information for the research task.</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>
<p><b>At the start of the lesson</b></p>	<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> <p><b>Tips:</b></p> <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</li> </ul> </li> </ul>

	<p>function) or a simple activity where they write in the chat, such as to say what they've done that week.</p> <ul style="list-style-type: none"> <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>
<b>1. Warmer (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Display <b>slide 2</b></li> <li>• Tell your learners that the missing word from the tongue twister rhymes with not, and ask them to guess it (hot). Explain what whether and put up with 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)</b>	<ul style="list-style-type: none"> <li>• Display <b>slide 3</b></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. Vocabulary focus (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Turn your microphone back on and run through the words on <b>slide 3</b> asking learners to repeat the words after you.</li> <li>• Display <b>slide 4</b> and nominate individual learners to say the words. E.g. "On picture 3. What's the weather like?"</li> </ul>
<b>4. Demonstration (5 minutes)</b>	<ul style="list-style-type: none"> <li>• Ask 'What's the weather like?' and ask learners to repeat the question.</li> <li>• Mime being cold and prompt learners to say "It's cold"</li> <li>• Repeat this with two more types of weather. Then tell learners they are going to play a weather game.</li> </ul>
<b>3. Practice (10 minutes)</b>	<p><b>Note:</b> For this activity all learners should have their cameras on.</p> <ul style="list-style-type: none"> <li>• Play a game of backs to the computer. Put learners in two teams: Team A and Team B</li> </ul> <p><b>Tip:</b> Write the names of who is in each team on the whiteboard (if the platform has one) or in the chat. Ask learners to act cold if they are in Team A and hot if they are in Team B to check their understanding.</p>

	<ul style="list-style-type: none"> <li>• Nominate one learner from each team to physically turn around away from the screen. Ask all learners except the learners with their backs to the screen to turn off their microphones.</li> <li>• Display <b>slide 5</b>. Tell learners they will be miming the weather to their team member to guess. Display <b>slide 6</b>.</li> <li>• The two nominated learners turn back around. Prompt them to ask the question ‘What’s the weather like? Drill this again if needed.</li> <li>• Everybody else mimes the word and the first of the two learners to raise their hand and say the weather word gets a point for their team.</li> <li>• Repeat this activity using <b>slides 7 – 16</b> with two different learners from each team turning around each time.</li> <li>• At the end announce which is the winning team.</li> </ul>
<b>5. Setting up research task (10 minutes)</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Share your screen and display this website: <a href="https://worldweather.wmo.int/en/home.html">https://worldweather.wmo.int/en/home.html</a>. Demonstrate the research activity by typing Malaysia into the search section</li> <li>• Ask learners what is the capital city (Kuala Lumpa). Ask them “What is the weather like?”</li> <li>• Display <b>slide 17</b>. Tell learners you are going to assign them all a country and their challenge is to find out the capital city of that country and what the weather’s like there.</li> <li>• Share the link to World Weather in the chat.</li> </ul>
Lesson two (60 minutes)	
<b>6. Warmer (5 minutes)</b>	<ul style="list-style-type: none"> <li>• Play a few rounds of Stand up if.</li> <li>• Ask learners to stand up if they’re wearing something green. The fastest learner to stand up can give the next instruction, e.g. Stand up if you’ve eaten some fruit today.</li> <li>• Continue with different learners giving the instructions. You can also ask the learners to vary the initial action, e.g. Turn around if or Jump if.</li> </ul>
<b>7. Predicting and sharing research (15 minutes)</b>	<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> </ul>

	<ul style="list-style-type: none"> <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 and speaking practice (25 minutes)</b>	<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 and prompt their imaginations!</li> <li>• Draw the scene your learners have described and show them your drawing.</li> <li>• For the next activity the learners will ideally work in pairs in breakout rooms.</li> </ul> <p><b>Using breakout rooms</b></p> <ul style="list-style-type: none"> <li>• Tell learners that they are going to work in small groups and take turns to describe what they would like to see when they look out their window.</li> <li>• Their partners need to listen and draw a picture. Emphasise that the drawing does not have to be beautiful!</li> <li>• Remind the learners of the 'breakout room rules' before you move them there, for example speaking English only, staying on task, etc.</li> <li>• Send learners in small groups to breakout rooms to do the activity.</li> <li>• Monitor and support</li> <li>• Bring learners back to the main room and ask them to share and describe their drawing (their team members can support with the description).</li> </ul> <p><b>Without using break out rooms</b></p> <ul style="list-style-type: none"> <li>• Assign learners to groups of 5. Ask learners to have their notebooks and pens ready.</li> <li>• Mute all microphones except for the first group of 5. Tell learners they must listen and draw.</li> <li>• Nominate one learner from the first group to tell you the weather. Ask the other 4 group members to tell you one thing they can see from the window.</li> </ul>

	<ul style="list-style-type: none"> <li>• The other learners listen and draw.</li> <li>• Nominate one learner to share their drawing and explain what they've drawn.</li> <li>• Repeat until all the groups have spoken.</li> </ul>
<b>9. Cooler (10 minutes)</b>	<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.</li> <li>• Ask the learners to identify which one is missing. <b>Slide 18</b> 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>	<ul style="list-style-type: none"> <li>• For homework, learners can draw and write a description of what they imagined seeing out their window. Display <b>slide 19</b>.</li> </ul>
<b>At the end of the lesson</b>	<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>• 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:**

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