

**WORKSHEET A**

**1. Speaking**

What would be your perfect climate? Are you someone who prefers warmer weather, or are you a fan of the cold? Tell your partner.

**2. Game**

With your partner, how many words related to weather can you think of in one minute? Now compare your list with someone else. Do they have the same as you?

**3. Vocabulary**

How many of these words do you know? Match them to the correct definitions:

Breeze	Hard frozen rain
Drizzle	Gentle wind
Hail	Storm with violent wind
Shower	Loud bang from the sky
Downpour	Electrical discharge from the sky
Hurricane	Light rain
Thunder	Very heavy/sudden rainfall
Lightning	Brief rainfall

In your pairs put the words in the left column under the following headings:

**RAIN**

**WIND**

**STORM**

**4. Writing and speaking**

Write 4 sentences each using the words above and compare with your partner.

1. ....
2. ....
3. ....
4. ....

**5. Text**

Work with your partner and ask question to fill in the missing information, e.g. *What will there be a slight chance of?*

*On Monday it will be mainly \_\_\_\_\_ with a little drizzle. On Tuesday, there will be a slight chance of a \_\_\_\_\_ . At the \_\_\_\_\_, northeastern winds will be at \_\_\_\_\_ to \_\_\_\_\_ mph. However, the temperature may be \_\_\_\_\_ in the north and \_\_\_\_\_ regions.*

**WORKSHEET B**

**1. Speaking**

What would be your perfect climate? Are you someone who prefers warmer weather, or are you a fan of the cold? Speak with your partner.

**2. Game**

With your partner, how many words related to weather can you think of in one minute? Now compare your list with someone else. Do they have the same as you?

**3. Vocabulary**

How many of these words do you know? Match them to the correct definitions:

Breeze	Hard frozen rain
Drizzle	Gentle wind
Hail	Storm with violent wind
Shower	Loud bang from the sky
Downpour	Electrical discharge from the sky
Hurricane	Light rain
Thunder	Very heavy/sudden rainfall
Lightning	Brief rainfall

In your pairs put the words in the left column under the following headings:

**RAIN                  WIND                  STORM**

**4. Writing and speaking**

Write 4 sentences each using the words above and compare with your partner.

1. ....
2. ....
3. ....
4. ....

**5. Text**

Work with your partner and ask question to fill in the missing information, e.g. 'What will the weather be like on Monday?'

*On Monday it will be mainly cloudy with a \_\_\_\_\_ . On \_\_\_\_\_, there will be a slight chance of a rain shower. At the seaside, \_\_\_\_\_ will be at 10 to 12 mph. However, the \_\_\_\_\_ may be below normal in the \_\_\_\_\_ and central regions.*

**TEACHER'S NOTES**

**1. Speaking**

- Give out **WORKSHEET A** and **WORKSHEET B** evenly to all class members.
- Set up the task by talking about the weather today. Ask open questions about the types of weather they prefer.
- Set up pair work by asking students to answer the questions.
- At the end of the activity invite some feedback. As weather related words come up, write them on the board.

**2. Game**

- Set up the task by paying reference to the language you have written on the board. Invite 1 or 2 suggestions from the class and add them to the language on the board. This acts as a demonstration to prepare your learners for the task they are about to do.
- Put them in pairs and ask one student to be the scribe. If you have an odd number of students, make one group of 3.
- At the end of the minute, place 2 sets of student pairs together and ask them to compare their results.
- Ask for feedback from one or two groups.

**3. Vocabulary**

- Demonstrate the activity by matching the first word to its definition:

<b>Breeze</b> (1)	(3) Hard frozen rain
<b>Drizzle</b> (2)	(1) Gentle wind
<b>Hail</b> (3)	(6) Storm with violent wind
<b>Shower</b> (4)	(7) Loud bang from the sky
<b>Downpour</b> (5)	(8) Electrical discharge from the sky
<b>Hurricane</b> (6)	(2) Light rain
<b>Thunder</b> (7)	(5) Very heavy/sudden rainfall
<b>Lightning</b> (8)	(4) Brief rainfall

- Ask students to briefly compare their answers with the person sitting next to them.
- In pairs, ask students to list the words in the left column under the headings. Demonstrate the activity using one of the words before allowing them to complete the task in pairs.

**RAIN**  
drizzle, hail, shower,  
downpour

**WIND**  
breeze

**STORM**  
hurricane, thunder, lighting

**Fly swat game**

- Write the header terms **RAIN, WIND & STORM** on the board in big letters.
- Form two groups and ask them to line up in front of the board in two lines.
- Read out a word from the list in **3. Vocabulary**. The front two people from the two lines run forward and hit the relevant header term they think the word falls into.
- Points are awarded for the fastest team member.
- They now join the back of their team line and the game continues.

**Back to the board game**

- Keeping students in their same teams, ask them to make two half circles facing the board.
- Ask one member from each team to step forward and turn their backs to the board.
- Write one of the words from the list in **3. Vocabulary** on the board.
- In their teams, students define the word without saying it in order for the team member, who is standing with their back to the board, to guess the given word.
- Points are awarded to the team who guess the quickest.
- After guessing correctly, the team members swap and the game continues.

**4. Writing and speaking**

**Lesson: Vocabulary (hyponyms & superordinates)**  
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- Ask students to write 4 sentences on their own using the words from **3. Vocabulary**.
- In pairs or possibly as a mingling activity, students read out their sentences omitting the key word for their partner to guess it.
- This activity works well in repetition and affords an opportunity for note taking for some cold correction during feedback.

**5. Text**

- **WORKSHEET A** and **WORKSHEET B** have the same text but with different gaps. Remind students that they should not show each other their worksheet as it will spoil the activity.
- Explain that this is an excerpt from a weather forecast.
- Individually, students should formulate questions to ask each other in order to fill the gaps with the correct information.
- After the activity has finished, read out the correct version stopping from time to time to receive student input.

***On Monday it will be mainly cloudy with a little drizzle. On Tuesday, there will be a slight chance of a rain shower. At the seaside, northeastern winds will be at 10 to 12 mph. However, the temperature may be below normal in the north and central regions.***