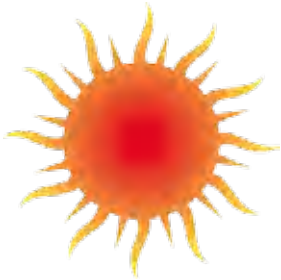


Activity 1

Match the adjectives in the box with the correct symbol.

cloudy cold foggy freezing hot rainy
snowy stormy sunny warm windy

1.



2.



3.



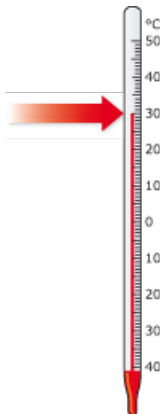
4.



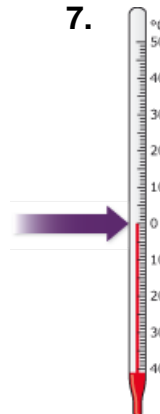
5.



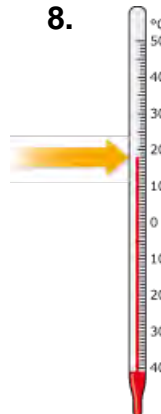
6.



7.



8.



9.



10.



11.



Activity 2

Put these words in the correct column.

blanket Celsius Cumulus degrees gale hail mild smog
 overcast poor direction rain snow speed vapour

Wind	Precipitation	Temperature	Visibility	Cloud

Activity 3

Read the texts and check your answers to Activity 2.

The direction of the wind has a big effect on the weather. For example, in Europe a northerly or easterly wind will usually mean that it will be cold. The strength or speed of the wind is also an important factor. The strongest wind speed is gale force.

Precipitation is anything that falls out of the sky. Rain, hail, snow and sleet are all types of precipitation. All of these are formed in clouds and what falls depends on the air temperature.

The sun plays a big role in our weather. It is the heat from the sun's rays that warms up the air, making it move. It is the amount and strength of the sun's rays that make us feel cold, warm or hot. Temperature is measured in degrees – either Celsius or Fahrenheit (20°C is 68°F). In Britain the temperature can usually be described as mild.

Another aspect of the weather is visibility. Some places have a reputation for poor visibility. So, for example, cities such as San Francisco and Amsterdam are often foggy. Visibility depends on the amount of water vapour in the air or atmosphere. However, visibility can also depend on the amount of pollution. Cities like Los Angeles and Beijing often have very bad smog.

Clouds are made up of millions of drops of water. Sometimes the sky is full of clouds and we might say there is a blanket of clouds or that it is overcast. However, this does not mean it will rain as there are different types of clouds. For example, cumulus clouds are usually a sign of good weather!

Activity 4

Read the texts again. Are these sentences true (T) or false (F)?

1. The temperature can be affected by the direction of the wind. T / F
2. A gale isn't a very strong wind. T / F
3. The sun doesn't really affect the weather. T / F
4. Hail is a type of precipitation. T / F
5. Fahrenheit and Celsius are both ways of measuring temperature. T / F
6. Pollution has no affect on visibility. T / F
7. Smog is caused by pollution. T / F
8. If there are clouds in the sky it will rain. T / F
9. When it is overcast there are no clouds in the sky. T / F

Level

Pre-intermediate/Intermediate

Topic

The weather

Subject(s)

Geography & Science

Time (approx)

Activity 1: 10 – 15 minutes

Activity 2: 10 minutes

Activity 3: 10 – 15 minutes

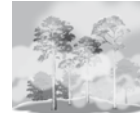
Activity 4: 10 – 15 minutes

Preparation

All activities: One photocopy for each student.

Activity 1

- 1 On the board draw a simple diagram of the sun similar to the one in the worksheet.
- 2 Ask the students what it is and elicit the word *sun*.
- 3 Ask students for an adjective describing the weather. Give the students time to give you the word *sunny*. If they don't come up with the word, tell them.
- 4 Explain that you will give them a worksheet with some weather symbols and some words describing the weather. Their task is to match the words to the correct symbol.
- 5 Hand out the worksheet and encourage the students to work together.
- 6 Monitor and help where necessary.
- 7 Check the answers as a class.

Answers1. *Sunny*2. *Rainy*3. *Cloudy*4. *Snowy*5. *Foggy*6. *Hot (30°)*7. *Freezing (0°)*8. *Warm (18°)*9. *Cold (5°)*10. *Stormy*11. *Windy*

Activity 2

- 1 On the board write up the following words: *wind*, *precipitation*, *temperature*, *visibility* and *cloud*.
- 2 Ask students to tell you what each one is – don't worry if they can't.
- 3 Tell the students you'll give them a worksheet with 15 words, they need to decide which words are connected to each category i.e. wind.
- 4 Hand out the worksheet and encourage the students to work together.
- 5 Tell the students they will check their answers by reading a short text.

Activity 3

- 1 Hand out one copy of the reading texts to each student.
- 2 Tell them they have five minutes to read through the text quickly and check their answers to Activity 2.
- 3 After five minutes stop the students, put them in pairs and get them to check their answers together.
- 4 Give the students another three or four minutes to check their answers and read the texts again, if necessary.
- 5 Check the answers as a class.

Answers

Wind	direction, gale, speed
Precipitation	hail, rain, snow
Temperature	Celsius, degrees, mild
Visibility	poor, smog, vapour
Cloud	blanket, cumulus, overcast

Activity 4

- 1 Hand out Activity 4.
- 2 Tell the students to read through the texts from Activity 3 again and decide if the sentences are true (T) or false (F).
- 3 Give the students five minutes to work through the sentences and then put them in pairs and get them to check their answers together.
- 4 Monitor and help where necessary.
- 5 Check the answers as a class.

Answers

- | | | |
|-----|-----|-----|
| 1 T | 4 T | 7 T |
| 2 F | 5 T | 8 F |
| 3 F | 6 F | 9 F |

Extra Activity

Note: This activity is suitable for higher level students (intermediate/upper intermediate).

- 1 Tell students that you can use different adjectives to describe weather i.e. cold weather, good weather etc.
- 2 Write up the following adjectives: *atrocious, fine, foul, appalling, lovely, unsettled* (which collocate with weather) on the board and ask the students to decide if they describe good weather or bad weather.
- 3 Get students to look up the meanings of the words in their dictionaries.

Useful websites

Nice clear explanations about different aspects of the weather.
<http://www.econet.org.uk/weather/whatis.html>

A website which explains aspects of weather at three different levels.
<http://www.windows.ucar.edu/tour/link=/earth/Atmosphere/weather.html>