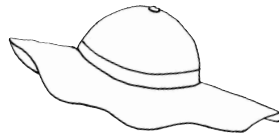

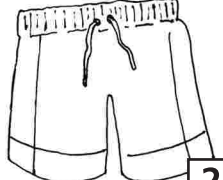

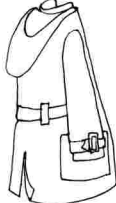

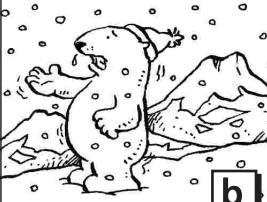




# THE WEATHER AND THE FOUR SEASONS



## 1 Write and match.

a hat

<p>a coat boots shorts <del>a hat</del></p>	 <p>1</p>	 <p>2</p>	 <p>3</p>	 <p>4</p>
<p>It's cold. It's snowing. It's raining. <del>It's hot.</del></p>	 <p>a</p>	 <p>b</p>	 <p>c</p>	 <p>d</p>

It's hot.

## 2 Complete and draw.

December-February    June-August    September-November    March-May

<p>Spring: _____ In the spring it's warm and _____. I wear _____ and _____.</p>	
<p>Summer: _____ In the summer it's _____ and sunny. I wear _____ and _____.</p>	
<p>Autumn: _____ In the autumn it's _____ and it rains. I wear _____ and _____.</p>	
<p>Winter: _____ In the winter it's _____ and it snows. I wear _____ and _____.</p>	

## THE WEATHER AND THE FOUR SEASONS



### Aim

- To study the weather and the four seasons.

### Materials

- Some pictures of clothes, eg, a coat, trousers, shorts, a hat, a T-shirt, a jumper, a dress, shoes, boots, trainers.
- Worksheet.

### Duration

30 minutes.

### Language focus

- Present simple.
- Present continuous for describing the weather (*It's raining*, etc).
- Vocabulary: the months, the seasons, clothes.

### Cross-curricular content

- The four seasons.

**Answers:** 1-a hat; 2-shorts; 3-boots; 4-a coat; a-It's hot.; b-It's snowing.; c-It's cold.; d-It's raining.

- Use the pictures on the wall/board. Point to a weather symbol and to a piece of clothing you wear in that weather and get the children to say the words, eg, *hot-shorts*, *raining-coat*, *sunny-T-shirt*, *cold-hat*, *warm-shirt*.
- Ask the children to match the clothes pictures to the weather pictures in Activity 1.

**Answer key:** 1-b; 2-a; 3-d; 4-c

- Tell the children what you wear in different weather conditions, pointing to the pictures in Activity 1 at the same time. Make complete sentences, eg, *I wear shorts when it's hot. I wear a jumper when it's cold. I wear a coat when it's cold. I wear boots when it's raining.*
- Write on the board: *I wear a hat when it snows. I wear a coat when it's cold.*
- Encourage the children to talk about what they wear using the pictures in Activity 1 and the structure *I wear \_\_\_ when it's \_\_\_*.

## Warm-up

- Show the children a calendar and ask them what month it is. Go through the months and encourage the children to repeat after you. To practise, say a month and ask the children to say the next three months, eg, Teacher: *March*. Children: *April, May, June*. Teacher: *September*. Children: *October, November, December*. Encourage the children to continue in small groups or in pairs.

## Completing the Worksheet

### Activity 1

- Look out the window and ask the children *What's the weather like today?* Draw some weather symbols on the board and ask the children to repeat the words after you, eg, *It's hot. It's sunny. It's raining. It's cold. It's snowing.* Mime and write on the board *hot, cold* and *windy* and ask the children to repeat after you.
- Ask some children to mime some weather for the class to guess.
- Put the pictures of clothes up on the wall/board and go through them with the class.
- The children write the words and phrases in the appropriate places in Activity 1.

### Extra activity

#### Mime and guess.

- Write on the board *I wear (clothes) when (weather)*.
- Mime *T-shirt* by pointing to your imaginary T-shirt and *hot* by waving your hand. Say *I wear ... ummm?... when ... ummm? What's the sentence?*
- The children guess your sentence.
- Do two or three more examples. Encourage the children to continue in front of the class or in small groups.

### Activity 2

- Write *June, July* and *August* on the board and teach the children *summer*. Use the pictures on the board. Ask the children *What's the weather like in summer? Is it hot or cold? It's hot and sunny. What do you wear? Do you wear a coat? No, I wear shorts and T-shirts.* Continue talking about the rest of the months, weather and clothes in autumn, winter and spring.
- Go through the sentences in the first box orally with the class.
- The children complete Activity 2 individually.
- The children compare their answers in pairs in L1 or L2.
- Check answers.

**Answers:** Spring: March–May; sunny;  
trousers; shoes  
Summer: June–August; hot;  
shorts; T-shirts  
Autumn: September–November;  
windy; a shirt; a jumper Winter:  
December–February; cold; a hat;  
a coat  
(other answers are possible)

- The children draw a picture for each season in the boxes, showing the weather and the clothes they wear.