

## 13 World weather reports

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| <b>Aim</b>         | To write a simple weather report giving temperature and general climactic conditions. |
| <b>Preparation</b> | Copy the handout on page 49 – one copy per student.                                   |
| <b>(Optional)</b>  | Bring in five large pieces of paper and five marker pens.                             |

### Introduction (5 minutes)

Make some remark about the weather (*It's very cold/hot today*, etc.) and ask students if they agree. Get them talking briefly about recent weather. Explain that in Britain the weather is a very popular topic and usually a good way to start a conversation. Write a few opening remarks on the board, for example: *What a cold day! Lovely weather today! What awful rain!* Ask students to turn to those beside them and open a conversation. Their partners can briefly respond with: *Yes, it is./Yes, I agree.*

### Presentation (15 minutes)

Divide the class into two and ask one half to write down all the words they know for 'bad' weather and the other half to write down words for 'good' weather. Set a time limit of about 3 minutes. Then write the words up on the board in two columns. There may be some that appear in both lists and this could be a good starting point for a short discussion of what makes good or bad weather; for example: *Is rain good or bad?* Explain that they are going to write their own weather reports and that as an example you are going to read them a short weather report for South America. Read the following passage, giving students time to write:

*The weather in South America today is generally sunny and hot. There is some rain in the north and snow in the south. It's windy in the north east. Now for some details: the average temperature in Rio de Janeiro is 29 degrees centigrade and in Lima it's 30 degrees. It's a good day to go to the beach.*

Then distribute handouts and ask them to check that what they've written ties in with the details on the map and statistics at the top of the page. Check that everyone understands the report.

### Practice (25 minutes)

Divide the class into five groups and give each group a continent to work on. They work together to write the weather report for their continent, incorporating the statistics on the handout and adding other information if they wish. If possible, give students a large piece of paper and a marker pen so that they can prepare a weather map with symbols and temperatures to illustrate what they say (as in a TV weather report) as they present it to the class.

Groups listen carefully to one another's reports and mark what is said each time on the relevant map on their own sheets. Comment on the clarity and accuracy of the presentations and ask students to compare their work with a neighbour's to see if they have understood the same thing each time.

### Conclusion (5 minutes)

Write a few more unusual weather words on the board, and any that are particularly relevant to local conditions, for example: *monsoon, drought, hurricane, snowstorm, thunderstorm*, etc. Ask the class to suggest some symbols for them. Finally, ask: *How much are we influenced by the weather?*

### Homework

Students could try their hand at weather forecasting by writing a forecast for the day they have their next English lesson. This could then be compared with the actual weather on that day.

