

Topic 6 The weather

The purpose of this topic is for children to say what the weather is like, using a few simple phrases.

Learning objective

Children learn:

- to describe the weather, using a few simple phrases

Learning outcomes

Children learn:

- to respond to the question *¿Qué tiempo hace?* using short phrases, e.g. *hace buen/mal tiempo; hace calor/frío*
- to name and describe the weather in various places, e.g. *en Alicante hace calor*
- to write the phrases so they can describe the weather correctly

Resources

- Items to demonstrate weather descriptions, e.g. sunglasses, umbrella, a scarf, pictures of dark clouds, mist, wind and snow (you will need more than one set of props for group activities)
- Cardboard frame to act as a television screen
- Maps of Spain and/or the British Isles and/or globe
- Photocopiable sheets 1–3
- Activity sheet 1
- Electronic Flipbook (page 6)
- CD Section 2 Topic 6

Advance preparation

- Familiarise yourself with the topic vocabulary, practise pronunciation and ensure that you understand the meaning of all the words.
- Familiarise yourself with page 6 of the Electronic Flipbook.
- Enlarge, photocopy, cut up (and laminate if necessary) Photocopiable sheets 1 and 2, a set for each group of children.
- Prepare a cardboard frame to act as a television screen.
- Photocopy Activity sheet 1, one for each child.

Programme of study

- 1a** how to use and respond to the foreign language
- 1b** how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
- 1c** correct pronunciation and intonation
- 1d** how to ask and answer questions
- 1g** how to make use of their knowledge of English or another language in learning the foreign language
- 3b** simple aspects of grammar and how to apply them
- 3c** how to initiate conversations
- 3g** how to use the foreign language for real purposes

KS2 Framework for languages

- 03.2** Recognise and respond to sound patterns and words
- 03.3** Perform simple communicative tasks using single words, phrases and short sentences
- 03.4** Listen attentively and understand instructions, everyday classroom language and praise words
- L3.1** Recognise some familiar words in written form
- L3.3** Experiment with the writing of simple words
- IU3.1** Learn about the different languages spoken by children in the school

Vocabulary

<i>¿Qué tiempo hace?</i>	What's the weather like?
<i>¿Qué tiempo hace hoy?</i>	What's the weather like today?
<i>Hace buen tiempo</i>	It's fine
<i>Hace mal tiempo</i>	It's not very nice/It's bad
<i>Hace calor</i>	It's warm
<i>Hace frío</i>	It's cold
<i>Llueve/Está lloviendo</i>	It rains/It's raining
<i>Nieve/Está nevando</i>	It snows/It's snowing
<i>Hay niebla</i>	It's foggy

<i>Hace viento</i>	It's windy
<i>Hiela</i>	It's icy
<i>el pronóstico del tiempo</i>	the weather forecast

Prior learning

Children should be able to answer the question *¿Qué día es hoy?* to reinforce what was learnt in Section 2 Topic 5.

Differentiation

Some children will need more visual support with pictures, flashcards, mimes and gestures than others.

Cross-curricular activities

- 03.3** Perform simple communicative tasks using single words, phrases and short sentences
NC English KS1 Drama: To participate in a range of drama activities (Activity 2 and Extension Activities)

IU3.1 Learn about the different languages spoken by children in the school

NC ICT 5a: To work with a range of information sources and ICT tools, for example searching the Internet for information about a different part of the world (Out-of-school learning)

Assessment

The children's understanding can be assessed by their ability:

- to respond to the question *¿Qué tiempo hace?*
- to write the phrases to describe the weather correctly
- to use short phrases such as *hace buen/mal tiempo; hace calor/frío*
- to describe and name the weather in various places

Starter

- Ask the question *¿Qué día es hoy?* in order to reinforce work from the previous topic.

Activity 1

- Ask the question *¿Qué tiempo hace hoy?* Model the correct response, e.g. if the weather is fine outside, say *Hace buen tiempo*. Say *¡Repetid!* and encourage the children to repeat after you.
- Introduce other phrases to describe the weather using lots of mime, gestures, facial expressions and props, such as sunglasses, an umbrella and a scarf, e.g. *hace mal tiempo, está lloviendo*, etc.
- Praise the children regularly using such words as *excelente, muy bien or genial*.
- Divide the children into small groups and give a selection of props and flashcards from Photocopiable sheets 1 and 2. Encourage them to take it in turn to ask the question *¿Qué tiempo hace?* while holding a prop or card.

Activity 2

- Introduce the idea of different places by using places the children are familiar with, e.g. *¿Qué tiempo hace en Manchester?*
- Use the cardboard television screen frame and pretend to present a weather forecast (*el pronóstico del tiempo*) using a map and props, and point to different places. You can use a map of the British Isles, one of Spain or a country of the children's choice.
- Encourage the children to take turns at presenting one type of weather.

Activity 3

- Display page 6 of the Electronic Flipbook. Click on the title at the top of the screen to hear a native speaker say *¿Qué tiempo hace?* Then click on the pictures one at a time and listen to the weather phrases. Some weather sounds will also aid comprehension. Ask the children to repeat the phrases.
- Point to each picture randomly and children should say the appropriate phrase. Reinforce by playing the audio again so the children can compare their pronunciation with the native speaker's.

Activity 4

- Give each child a copy of Activity sheet 1, which shows pictures of different weather conditions. Underneath each picture is a box for children to write the correct phrase that they choose from the choice on the page.

Activity 5

- Teach the children the following rhyme: *Sol, solecito, Caliéntame un poquito, Por hoy, por mañana, Por toda la semana.* These words also feature on Photocopiable Sheet 3.

Plenary

Ensure every child can say today's weather with correct pronunciation, e.g. *hace buen tiempo*.

Extension activities

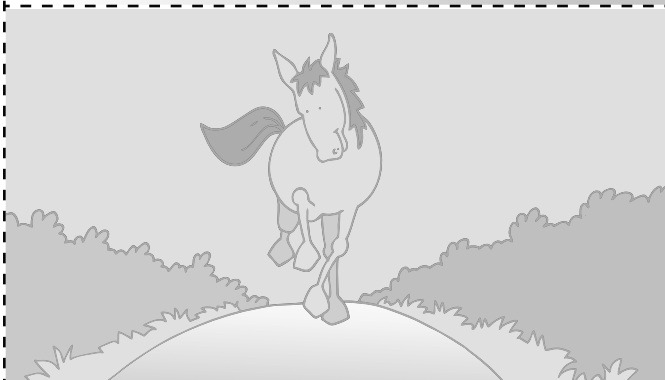
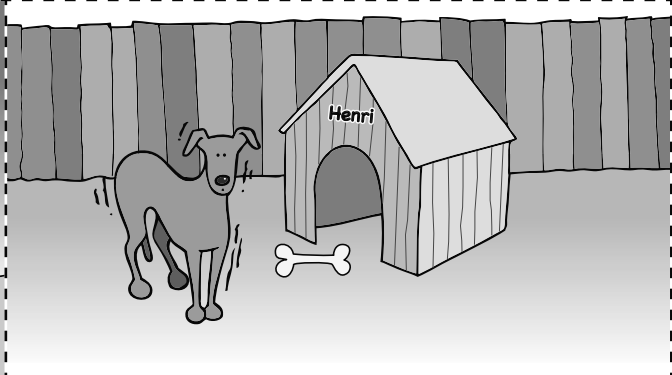
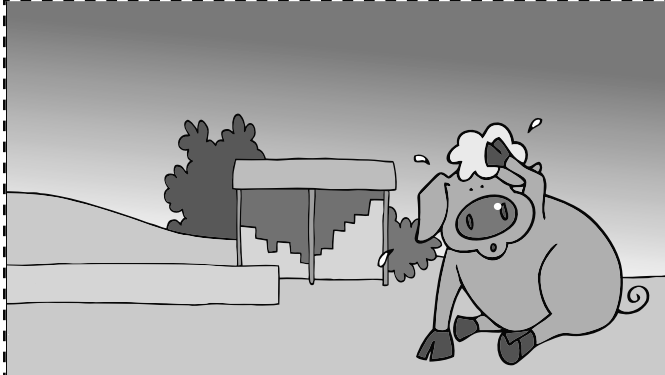
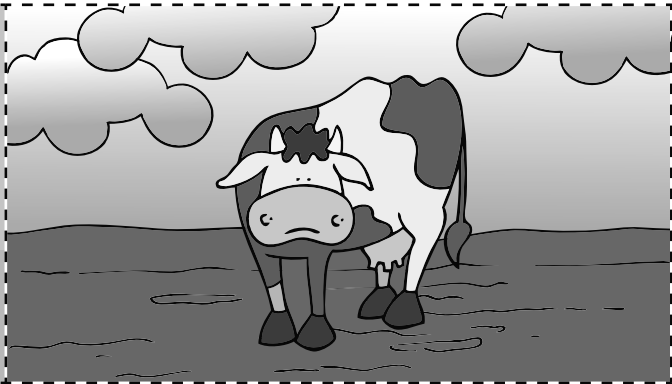
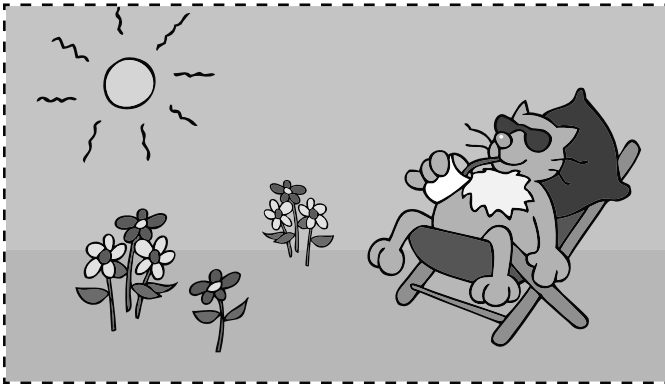
- Children can work in pairs to present their own weather forecast. This can be developed as much as time allows, e.g. children could prepare their own maps, make their own television screens, organise their own props, dress up, and make their own weather symbols to stick on the map.
- The children's presentations can be recorded by video in order for them to evaluate their performance in terms of content, pronunciation and accuracy.

Out-of-school learning

- Using the Internet and by looking in newspapers, ask the children to find weather reports.
- Encourage the children to look for five- and ten-day forecasts to see different weather conditions.
- Compare different temperatures around the world and understand the value of international weather symbols.

Notes/evaluation:

Photocopiable sheet 1



Photocopiable sheet 2

Hace buen tiempo. Hace mal tiempo.

Hace frío.

Hace calor.

Está lloviendo.

Está nevando.

Hay niebla.

Hace viento.

Hiela.



Photocopiable sheet 3

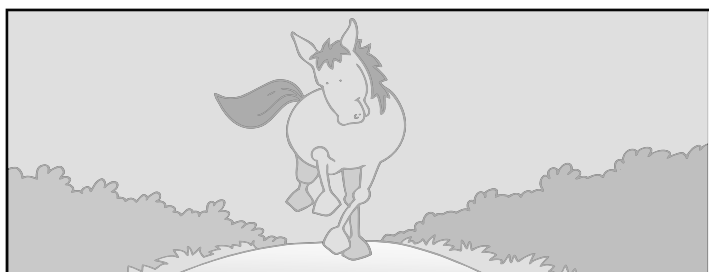
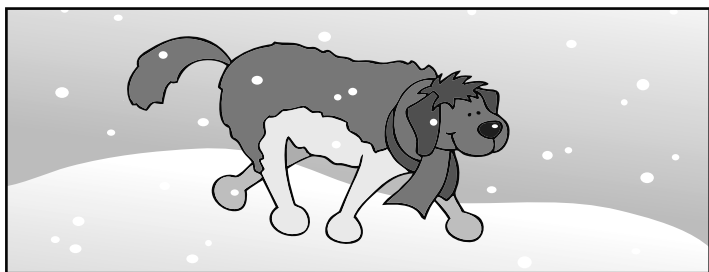
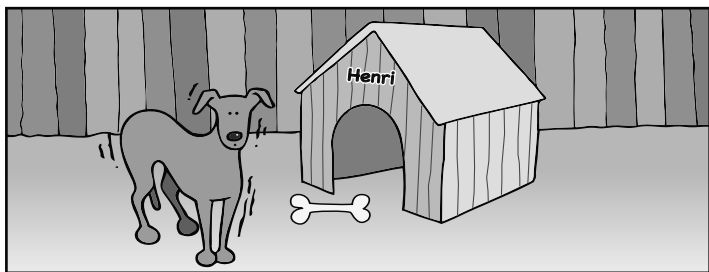
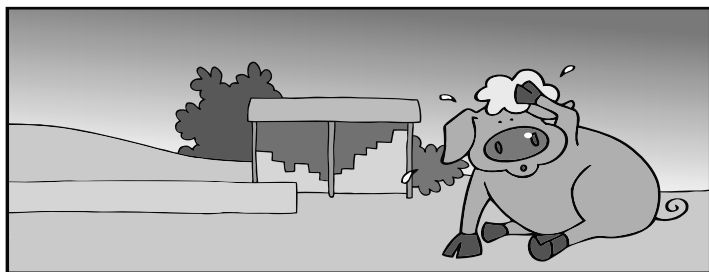
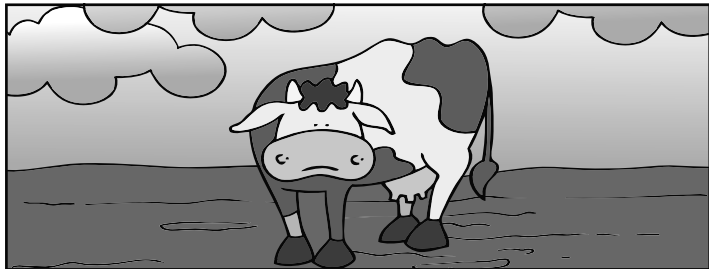
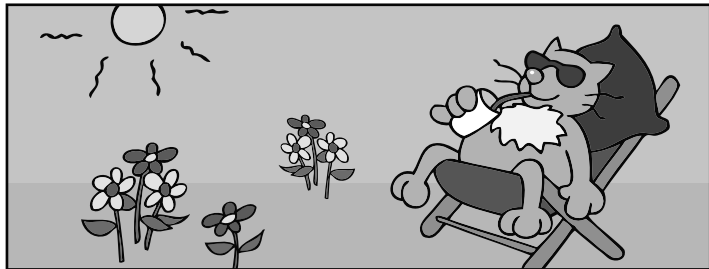
A Spanish Rhyme



Sol, solecito,
Caliéntame un poquito,
Por hoy, por mañana,
Por toda la semana.



Activity sheet 1



- Hiela.
- Hace calor.
- Hace buen tiempo.
- Hay niebla.
- Hace frío.
- Hace mal tiempo.
- Está lloviendo.
- Está nevando.
- Hace viento.