



## WEATHER

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**Level: A1 – A2**

**Duration: 40 – 60 min**

**Lesson Aims**

- Recognise and produce core weather vocabulary (8–12 items).
- Use It is / It's + adjective and There is + noun to describe weather.
- Ask and answer simple questions: What's the weather like today / in...?
- Connect weather to personal experience and preferences.

**Teacher Tip**

Begin the lesson by asking about the weather outside to immediately ground vocabulary in real, shared experience. This anchors abstract words in something concrete.

**Language Focus**

Target structures	Vocabulary to introduce
It's sunny / cold / rainy / hot / windy. There is a storm / snow / fog.	sunny, cloudy, rainy, snowy, windy, foggy, hot, warm, cold, freezing, humid, storm

**Activity 1: What Do You Wear? What Do You Do?**

- Ask the class: '*When it is very cold, what do you wear?*' Elicit answers freely. Students will naturally produce clothing vocabulary and you can build on it.
- Describe a weather situation and ask students to respond with clothing or activity. Examples: '*It's very hot and sunny — what do you wear?*' / '*It's raining — what do you do on the weekend?*' / '*It's snowing — what activities can you do?*'
- Move to opinion language: '*Do you like hot weather or cold weather? Why?*' At A2 level, elicit: '*I like hot weather because I can go to the beach.*' At A1, '*I like hot weather*' is enough — push gently for a reason word: '*because...?*'
- Class vote / wrap-up - Ask: '*Who loves hot weather? Raise your hand. Who loves cold weather?*' Count hands, comment on results, and elicit a sentence from a few students explaining their preference. This gives a natural, communicative close to the lesson.

**Sample Teacher Prompts**

- "It's a beautiful sunny day — what do you wear?"
- "It's freezing cold and snowing — what do you do at home?"
- "It's very windy — is it a good day for the beach? Why not?"
- "It's hot and humid — how do you feel? What do you drink?"
- "Your favourite weather is \_\_\_ because \_\_\_. Tell me!"