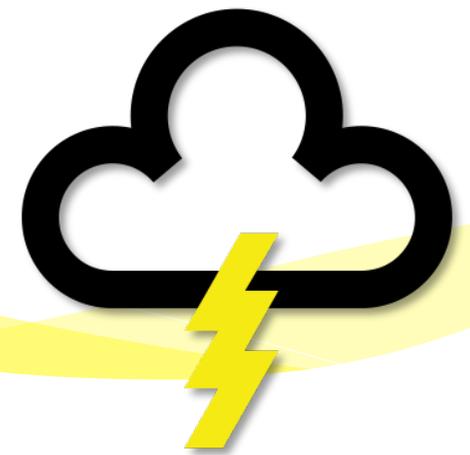
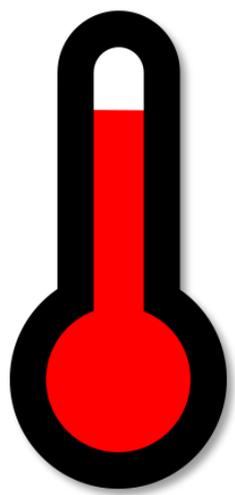


We are learning:

- To talk about the weather



Julian

# Teacher notes

## Additional resources

Copiable flashcards.

## Activities

For the first few minutes of the lesson greet the children in a warm and friendly manner, asking them questions they should now be very familiar with.

Introduce the lesson by using the phrase “**hoy vamos a aprender del tiempo**” – “today we are going to learn about the weather”.

As usual, use **escuchad** and **repetid** to introduce new vocabulary – provide lots of opportunity for repetition. For each word, ask the children “**¿cómo se escribe [the type of weather]?**” – “how do you spell...[the word given]?”.

Discuss the use of definite articles (**el, la, los, las**) and indefinite articles (**un, una, unos, unas**) when introducing the different forms of weather. Ask the children to relate their knowledge of definite and indefinite articles in English to try and explain why some words use a definite article and why some use a indefinite article.

For example, there is only one Sun, so it is **el sol**, a definite article, however there may be more than one cloud, so we say **una nube** or **unas nubes** – using an indefinite article. It is important to relate English grammar knowledge to Spanish grammar – for example, we say ‘the wind’, not ‘a wind’. We say ‘the rain’, not ‘a rain’ for example.

Ask the children to identify any cognates that may help them remember vocabulary – **huracán, tornado, centígrado, termómetro**.

# Teacher notes

Remind the children of the concepts of masculine and feminine. Ask them do work with a partner to decide which weather nouns are masculine and which are feminine. Sort the flashcards into two groups. Discuss how the children decided to group the nouns – they should be more familiar with this concept now. Point at a weather form on the screen and ask the children to say whether the word is masculine or feminine. Ask the children to explain how they know.

Introduce the remaining vocabulary related to the weather.

The next slide introduces adjectives related to weather and adjectives of frequency. Inform the children that they will be listening to, and using, these adjectives later in the lesson.

Play ¿sí o no?. Point at a word on the board and either give the correct word for the type of weather or an incorrect word. Ask the children to respond with thumbs up for **sí** and thumbs down for **no**. They should also call out “**sí**” or “**no**”. Use this as an opportunity to assess the understanding of the children.

The next slide introduces the concept that when talking about the weather, we can use a variety of ways to do so. For example, with rain and snow, we can use the verb **estar** (to be) to say ‘it is snowing’ or ‘it is raining’. However, we can also use rain and snow in their own verb forms – **nevar** (to snow) and **llover** (to rain) – **nieva** and **llueve** (respectively), in the present tense.

Point out that to describe other forms of weather, the verb **hacer** (to do/make) in the third-person present tense (**hace**), **estar** (to be) in the third-person present tense (**está**) or **hay** (there is/there are) are used. The next two slides model the use of **hace** and **hay** to show when each way is used with different weather forms. For example, we say **hay nubes** (there are clouds), rather than **está nubes** (it is clouds) or **hace nubes** (it makes clouds) – these just doesn’t make sense.

# Teacher notes

Remind the children about the four seasons:

primavera - spring

verano - summer

otoño - autumn

verano winter

The following slides ask 'what is the weather like in ... [season]?' - '¿qué tiempo hace en ... [season]?'. Ask the children the same question for each season in turn, and ask them to respond using **hace**, **hay** or **está**. For example:

¿qué tiempo hace en primavera?

en primavera hace viento y llueve

Remind the children to use the conjunction **y** (and) when talking about more than one type of weather.

The following two slides revise the four points of the compass and introduce the eight points of the compass. In the following slides, and later during an interactive activity, children should use the points of the compass to explain the weather in different parts of the UK and Spain.

The following three slides ask about the weather in different countries. Ask the question shown at the top of the screen and ask the children to respond using the model response and the weather symbols shown. Remind the children to use the conjunction **y** (and) when talking about more than one type of weather. For example:

¿qué tiempo hace en el reino unido? - what is the weather like in the UK?

en el reino unido hace frío, hace viento y llueve - in the UK it is cold, windy and it rains

# Teacher notes

The following two slides are speaking and listening activities. Click the character to listen to information about the climate in two regions of Spain. Symbols at the top of the screen are there to support the children. Negatives, using **no**, and shown with a cross on the weather symbols, to talk about types of weather not typical in each area. Click the UK flag to view the English translation of the audio.

Ask the question shown on each slide and ask the children to explain to each other how the weather is in each region, using the symbols to help them. Remind the children to use negatives, if appropriate, using **no**, and the conjunction **y** (and).

The next two slides talk about the weather in the UK, asking **¿qué tiempo hace en londres?** (what is the weather like in London?) and **¿qué tiempo hace en escocia?** (what is the weather like in Scotland?). Remind the children that capital letters are not required in Spanish for London and Scotland. Ask the children to use the model to ask each other the question and to respond, using the model phrases. The phrases shown use **en general** (generally).

The next two slides focus on conversation skills. Ask the children to work in pairs, using the model dialogue to talk about the weather and temperature in different ways. Ask the children to present their conversations to the rest of the class. Remind the children about greetings and different ways to say how they feel. Tell the children that we can ask about the weather today using two ways:

**¿cómo esta el tiempo hoy?** – how is the weather today?

**¿qué tiempo hace hoy?** - what is the weather doing today?

The final three slides revise vocabulary for clothing in the context of the weather – **hace calor** and **hace frío** (it is hot and it is cold). We use the verb **tener** (to have) to say I am hot (**tengo calor**) or I am cold (**tengo frío**). Literally translated, this means I have cold or I have hot. Remind the children of the verb **llevar** (to wear). In the present tense, using the first person, we say **llevo** – I wear.

# Teacher notes

Ask the children to use the following two slides to explain what they wear when they are hot and when they are cold.

Finally, ask the question '¿qué llevas cuando ...?' (what do you wear when it is ... ?). In pairs, ask the children to ask each other questions about different types of weather, using the models shown, and then to respond. 'What do you wear when it is ... hot, cold, raining, snowing, windy?' etc.

## **Interactive activity**

Using a range of weather symbols, ask the children to drag symbols to different areas of the UK or Spain, then prepare a weather report for TV. Children should write a script, using a range of grammatical concepts and vocabulary used throughout this unit.

If using an interactive whiteboard, ask the children to present their weather report to the rest of the class whilst standing in front of the map of the UK or Spain so that they can point to symbols and make weather forecasting gestures like TV presenters.

Alternatively, children could research the weather in other countries and then script a radio weather forecast for different countries.

## **Points to note**

- Praise the children regularly to increase their confidence – **genial, excelente, muy bien, fantastico** etc.
- This is a large unit of work and may need a number of weeks to deliver.
- Make a class display using the two questions **¿cómo está el tiempo hoy?** and **¿qué tiempo hace hoy?** Ask the children daily and ask the children to place the correct symbols next to the questions.

# Teacher notes

## National Curriculum coverage

- **listen attentively to spoken language and show understanding by joining in and responding**
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- **engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**
- **speak in sentences, using familiar vocabulary, phrases and basic language structures**
- **develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases**
- **present ideas and information orally to a range of audiences**
- **read carefully and show understanding of words, phrases and simple writing**
- appreciate stories, songs, poems and rhymes in the language
- **broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary**
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- **describe people, places, things and actions orally and in writing**
- **understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.**



el sol



la lluvia



una gota  
de lluvia



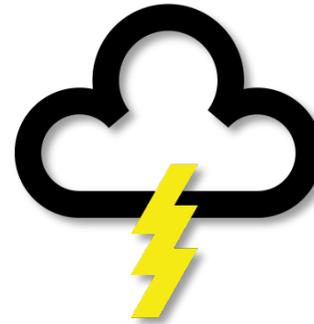
una tormenta



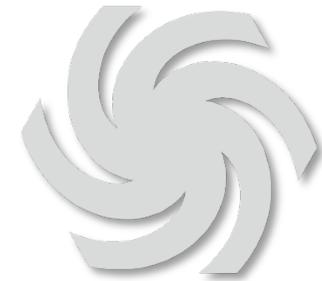
una nube



el viento



un  
relámpago



un huracán



la nieve



un copo de  
nieve



un tornado



un arco iris



hace calor



hace frío

# vocabulario vocabulary

■ el tiempo

■ el clima

■ el cielo

■ trueno

■ un paraguas

■ una sombrilla

■ the weather

■ the climate

■ the sky

■ thunder

■ umbrella

■ umbrella



# vocabulario vocabulary

- centígrado
- grados
- el termómetro
- calor
- caliente
- frío
  
- seco/seca
- húmedo/húmeda

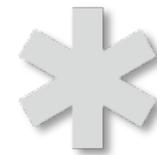
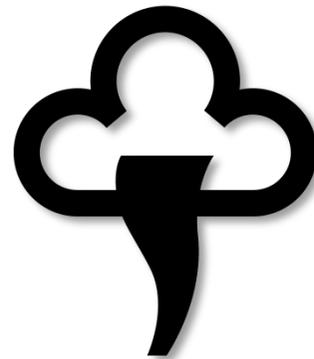
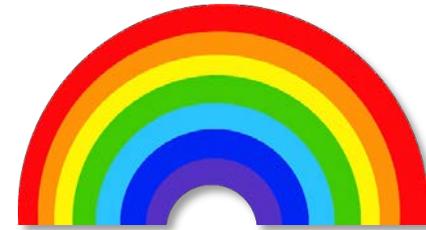
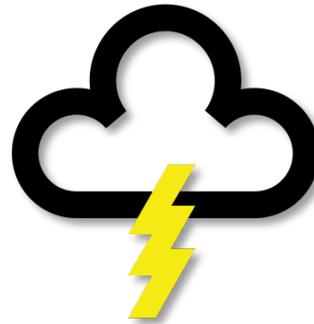
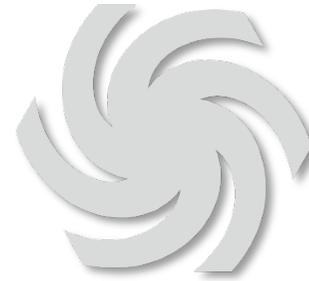
- centigrade
- degrees
- thermometer
- hot
- warm
- cold
  
- dry
- damp



# vocabulario vocabulary

- estar
- está
- siempre
- normalmente
- en general
- algunas veces
- hace mucho
- bastante
- tremendas
- fuerte
- to be
- it is
- always
- usually
- generally
- sometimes
- it is very
- quite
- tremendous
- strong

# ¿sí o no? yes or no?



# ¿qué tiempo hace? how is the weather?



está  
nevando

nieva



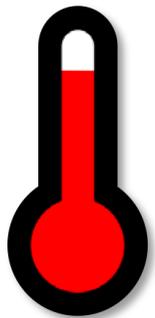
está  
lloviendo

llueve

estar to be  
nevar to snow  
llover to rain

Each type of weather  
starts with **hace**, **está** or  
**hay**.

# ¿qué tiempo hace? how is the weather?



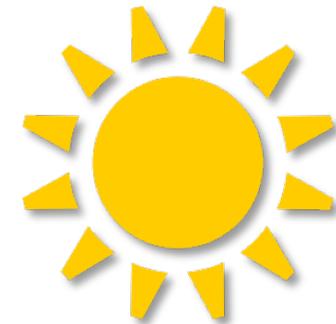
hace calor



hace frío



hace  
viento

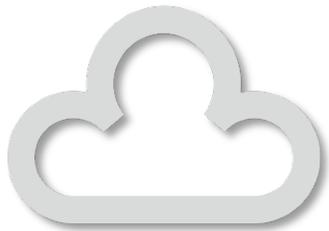


hace  
sol

hacer to do

Each type of weather starts with **hace**, **está** or **hay**.

# ¿qué tiempo hace? how is the weather?



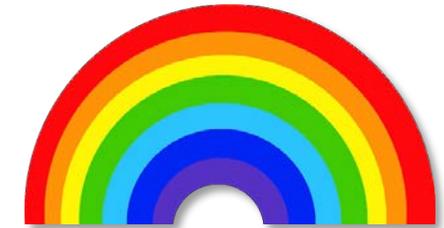
hay  
nubes



hay  
relámpagos



hay  
tormenta



hay un  
arco iris

hay there are

Each type of weather starts with **hace**, **está** or **hay**.

¿Qué tiempo  
hace en ... ?



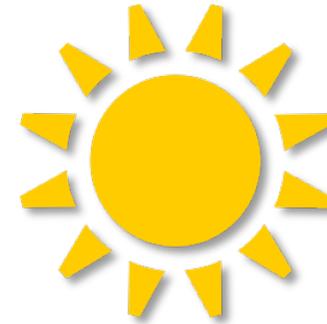
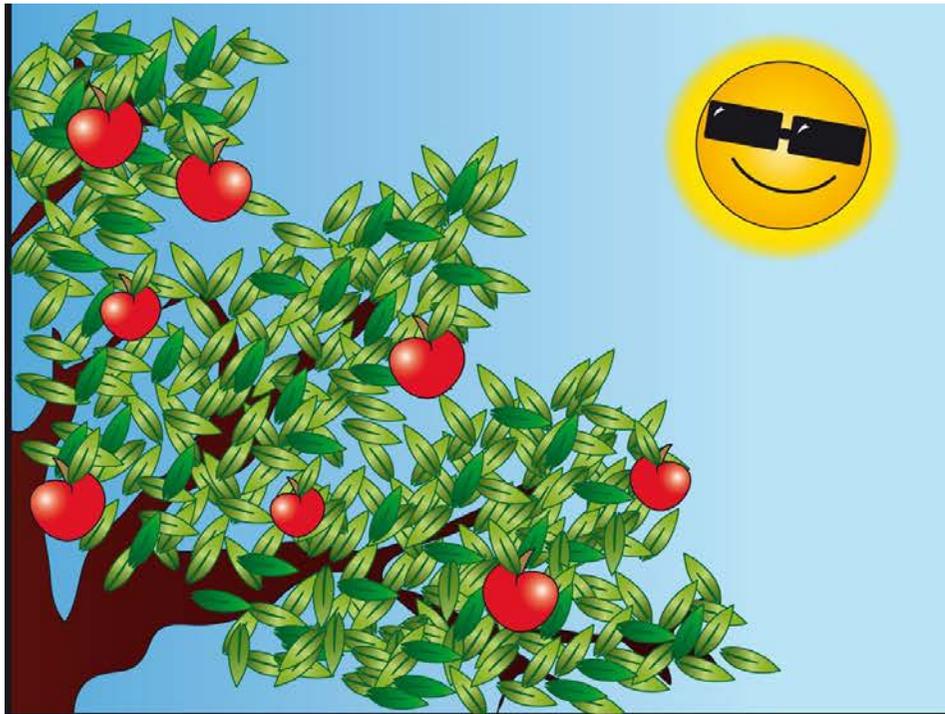
primavera



¿Qué tiempo  
hace en ... ?



verano



¿Qué tiempo  
hace en ... ?



otoño



¿Qué tiempo  
hace en ... ?



invierno



# compass points

norte

noroeste

noreste

oeste

este

suroeste

sureste

sur



**¿qué dirección es?**  
**what direction is it?**



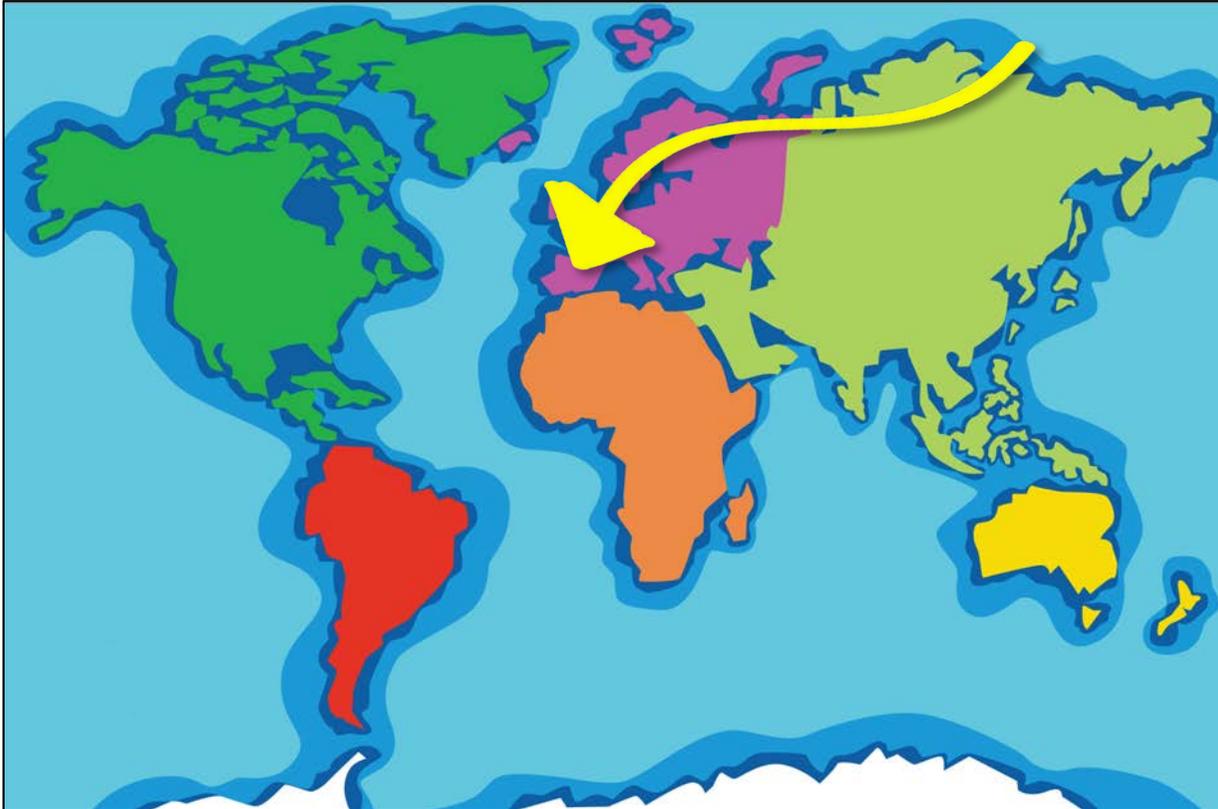
Click the pointer  
to make it spin.



# ¿qué tiempo hace? how is the weather?



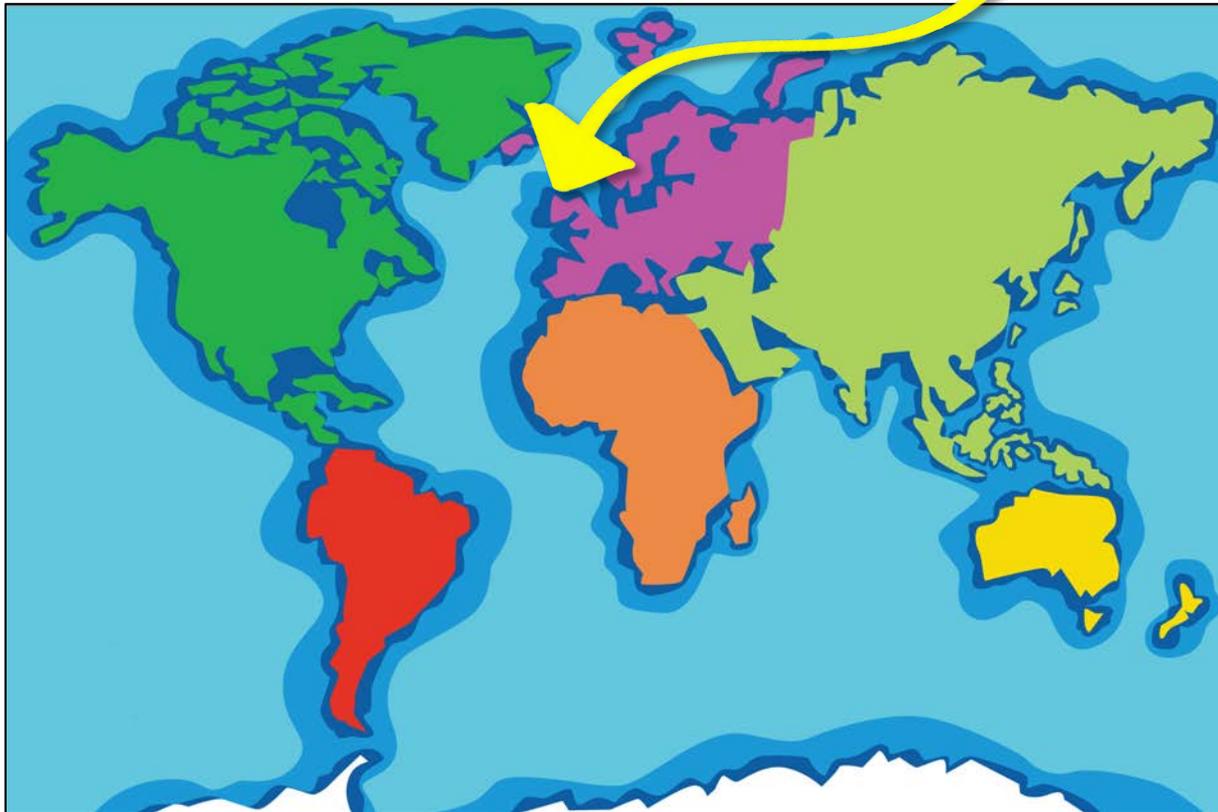
¿Qué tiempo  
hace en  
españa?



En españa ... y ...



# ¿qué tiempo hace? how is the weather?



¿Qué tiempo  
hace en el  
reino unido?



En el reino unido ... y ...



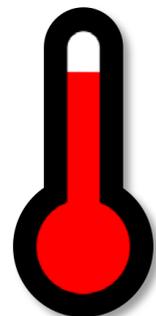
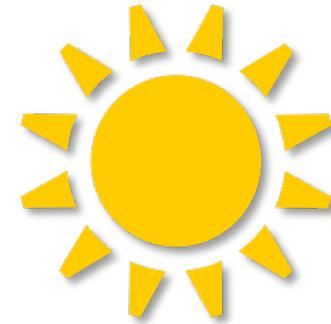
# ¿qué tiempo hace? how is the weather?



¿Qué tiempo  
hace en  
colombia?



En colombia ... y ...



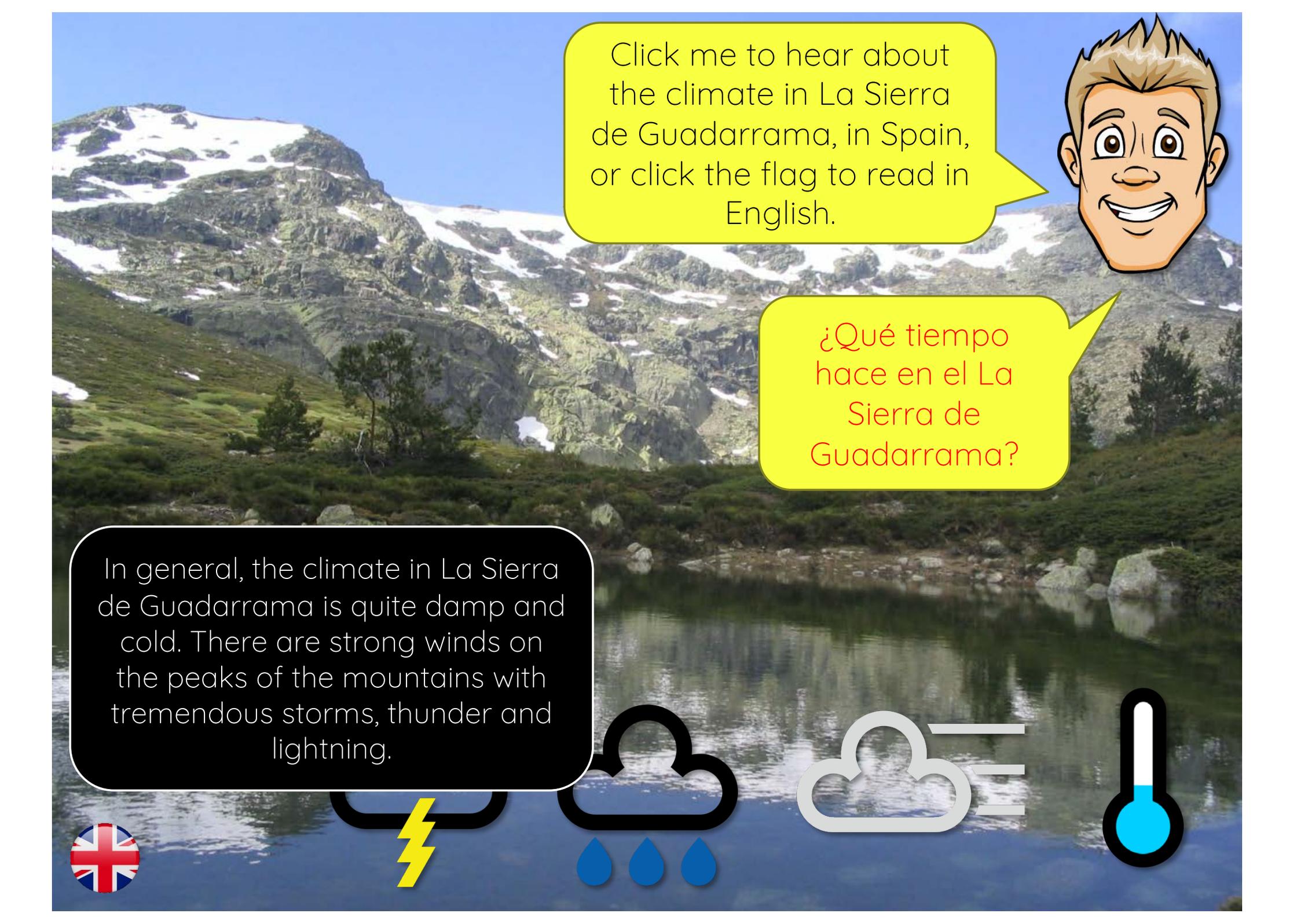


In general, the climate in the south of Spain is quite dry and warm. There is no wind or clouds. It is very sunny. Sometimes, there are tremendous storms.

Click me to hear about the climate in the south of Spain or click the flag to read in English.

¿Qué tiempo hace en el sur de España?





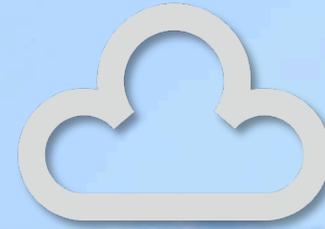
Click me to hear about the climate in La Sierra de Guadarrama, in Spain, or click the flag to read in English.



¿Qué tiempo hace en el La Sierra de Guadarrama?

In general, the climate in La Sierra de Guadarrama is quite damp and cold. There are strong winds on the peaks of the mountains with tremendous storms, thunder and lightning.





¿Qué tiempo hace en londres?

En general, el clima de londres es ...





¿Qué tiempo hace en escocia?

En general, el clima de escocia es ...





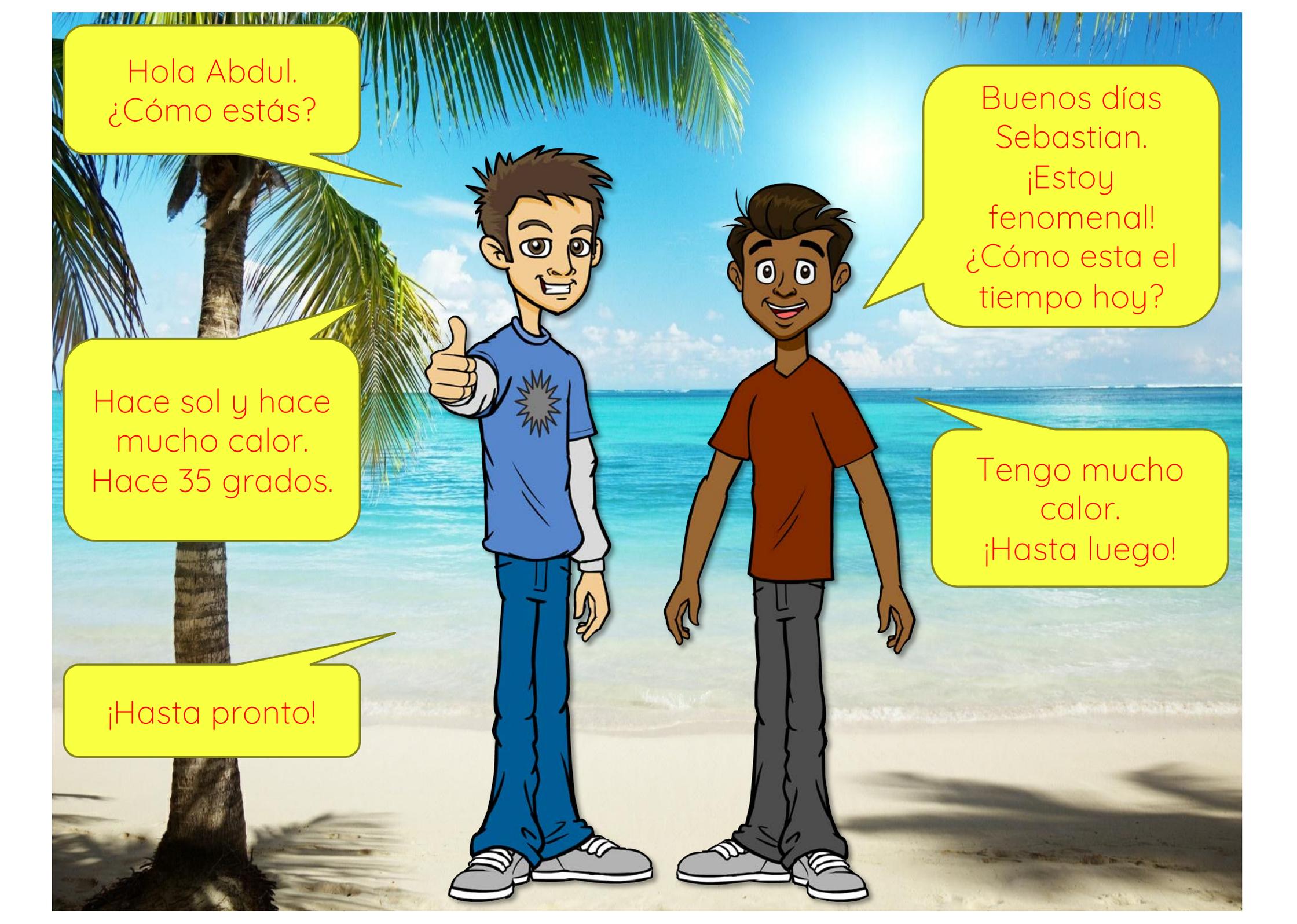
Hola Abdul.  
¿Qué tal?

Hace mucho  
frío, está  
nevando y hace  
viento.

¡Hasta pronto,  
Abdul!

Buenas tardes  
Maria.  
¡Estoy muy bien!  
¿Cómo está el  
tiempo hoy?

Tengo mucho  
frío.  
¡Hasta luego!

A cartoon illustration of two young men standing on a sandy beach. The man on the left has light skin, brown hair, and is wearing a blue t-shirt with a sunburst graphic and blue jeans. He is giving a thumbs-up. The man on the right has dark skin, brown hair, and is wearing a brown t-shirt and grey pants. They are both smiling. The background shows a clear blue sky, a turquoise ocean, and a palm tree on the left. Five yellow speech bubbles contain Spanish text.

Hola Abdul.  
¿Cómo estás?

Hace sol y hace  
mucho calor.  
Hace 35 grados.

¡Hasta pronto!

Buenos días  
Sebastian.  
¡Estoy  
fenomenal!  
¿Cómo está el  
tiempo hoy?

Tengo mucho  
calor.  
¡Hasta luego!

# hace calor it's hot



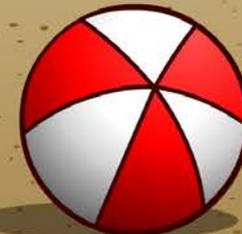
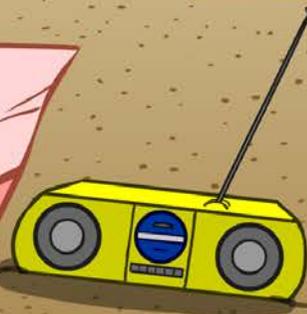
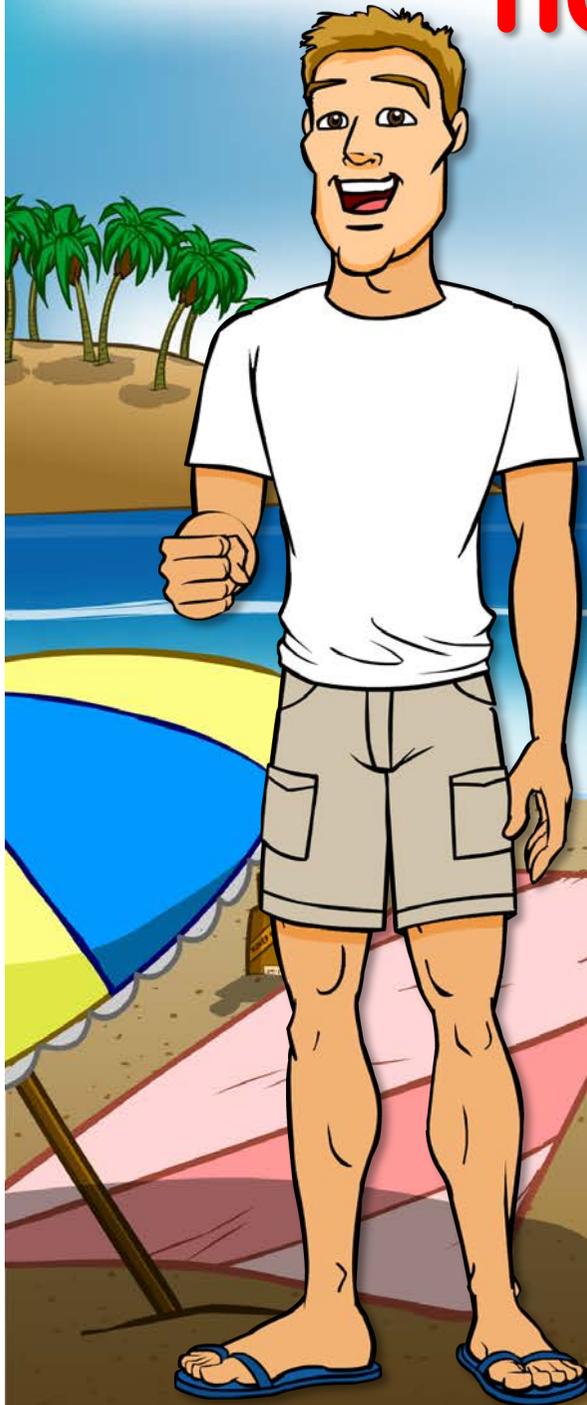
Tengo calor.

Llevo...

camiseta

pantalones cortos

sanadalias



# hace frío it's cold

Tengo frío.

Llevo...

chaqueta

guantes

botas



¿Qué llevas cuando...?



hace frío 

hace calor 

llueve 

nieva 

llevo...



¡Hasta luego!