

WORKSHEET A

1. Call my bluff

Complete each box with a *false* definition, the first one has been done for you (**bracing**). Play the game with your partner. Read out each word and the 3 definitions, **A**, **B** and **C**. Can they guess the correct definition? *E.g. "Bracing is a word which means **A**: very powerful wind and rain like a hurricane, **B**: uncomfortably cold and windy weather or **C**: cold and windy weather but stimulating which makes you feel healthy".*

WEATHER WORD	T/F	DEFINITION
Bracing (adj) /'breɪsɪŋ/	A: FALSE	<i>Very powerful wind and rain</i>
	B: FALSE	Definition: ...Uncomfortably cold and windy weather...
	C: TRUE	Cold and windy weather but stimulating
Scorching (adj) /'sko:tʃɪŋ/	A: FALSE	<i>Hot wet weather</i>
	B: TRUE	Burning/very hot weather
	C: FALSE	Definition:
Chilly (adj) /'tʃɪli/	A: TRUE	Quite cold weather
	B: FALSE	<i>Quite warm weather</i>
	C: FALSE	Definition:
Stifling (adj) /'stɑflɪŋ/	A: FALSE	<i>Strong wind</i>
	B: FALSE	Definition:
	C: TRUE	Uncomfortably hot weather with very little air
Muggy (adj) /'mʌgi/	A: TRUE	Uncomfortably hot and humid weather (wet heat)
	B: FALSE	<i>Heavy snow</i>
	C: FALSE	Definition:

2. Vocabulary

Now write down your partner's words and definitions.

WEATHER WORD	DEFINITION

3. Game

With your partner, play the game.

FINISH	49. Do you enjoy bracing weather?	48	47. How many of today's words can you remember?	46. Do you enjoy stifling hot weather?
41. Describe brisk weather conditions.	42. Name 5 words meaning cold?	43	44. If I'm only slightly cold, how do I feel?	45
40. Describe muggy weather?	39. What's the worst thing about close conditions?	38 If the weather is brisk, what should you wear?	37	
31	32	33 Muggy weather or bitter cold, which is worse?	34	35
30. What should you wear in scorching weather?	29	28. How many of today's words are new for you?	27	26. What are your favourite weather conditions?
11	22	23	24	25
20. Do you get scorching sun in your home town?	19	18		16. Give an example of bitter weather conditions.
11	12. Name 5 words meaning hot?	13 Which words describe humid weather?	14	15
10. Is the temperature outside nippy?	9. This weather can burn your skin!	8	7. Which weather type might help me if I'm tired?	6. What was the weather like yesterday?
START	2. In stifling heat, what is there not much of?	3. When was the last time you felt chilly?	4. Has the weather been sweltering this week?	5. If the weather is bitter, what should you wear?

4. Speaking

Work in pairs. Compare and contrast these pictures using the words from **1. Call my bluff** and **2. Vocabulary**. Try and speak for 1 minute.



Here are some phrases to help you:		
<i>In the 1st picture we can see...</i>	<i>The main difference between...</i>	
<i>The picture on the right shows...</i>	<i>I get the impression that...</i>	
<i>Personally, I think...</i>	<i>It could be that...</i>	
<i>Finished? Now listen to your partner speak and makes some notes.</i>		

WORKSHEET B

1. Call my bluff

Complete each box with a false definition, the first one has been done for you (**brisk**). Play the game with your partner. Read out each word and the 3 definitions, **A**, **B** and **C**. Can they guess the correct definition? E.g. "Brisk is a word which means **A**: a light rain like a quick shower, **B**: cold and windy weather but stimulating which makes you feel healthy or **C**: uncomfortably cold and dry weather".

WEATHER WORD	T/F	DEFINITION
Brisk (adj) /brɪsk/	A: FALSE	<i>Light rain</i>
	B: TRUE	<i>Cold and windy weather but stimulating</i>
	C: FALSE	Definition: ...Uncomfortably cold and dry weather...
Bitter (adj) /'bɪtə/	A: FALSE	<i>Heavy rain</i>
	B: FALSE	Definition:
	C: TRUE	<i>Very cold weather</i>
Sweltering (adj) /swel'tərɪŋ/	A: TRUE	<i>Uncomfortably hot weather</i>
	B: FALSE	<i>Warm weather</i>
	C: FALSE	Definition:
Nippy (adj) /'nɪpi/	A: FALSE	<i>Quite warm weather</i>
	B: TRUE	<i>Quite cold weather</i>
	C: FALSE	Definition:
Close (adj) /kləʊz/	A: TRUE	<i>Uncomfortably hot and humid weather (wet heat)</i>
	B: FALSE	Definition:
	C: FALSE	<i>Extremely cold weather</i>

2. Vocabulary

Now write down your partner's words and definitions.

WEATHER WORD	DEFINITION

3. Game

With your partner, play the game.

FINISH	49. Do you enjoy bracing weather?	48	47. How many of today's words can you remember?	46. Do you enjoy stifling hot weather?
41. Describe brisk weather conditions.	42. Name 5 words meaning cold?	43	44. If I'm only slightly cold, how do I feel?	45
40. Describe muggy weather?	39. What's the worst thing about close conditions?	38 If the weather is brisk, what should you wear?	37	
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30 What should you wear in scorching weather?	29	28. How many of today's words are new for you?	27	26. What are your favourite weather conditions?
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START	2. In stifling heat, what is there not much of?	3. When was the last time you felt chilly?	4. Has the weather been sweltering this week?	5. If the weather is bitter, what should you wear?

4. Speaking

Work in pairs. Compare and contrast these pictures using the words from **1. Call my bluff** and **2. Vocabulary**. Try and speak for 1 minute.



Here are some phrases to help you:	
In the 1 st picture we can see....	The main difference between...
The picture on the right shows....	I get the impression that...
Personally, I think...	It could be that....
Finished? Now listen to your partner speak and makes some notes.	

TEACHER'S NOTES

Make sure learners are paired. Give out **WORKSHEET A** to student A and **WORKSHEET B** to student B.

1. Call my bluff

- When setting this task up:
 - remind students not to show each other their worksheets as this may ruin the activity.
 - encourage students to embellish on the definitions they have been given. They should take a moment to consider what they are going to say in order for each definition to be padded out during the exercise.

2. Vocabulary

- This exercise, although short, is important as it allows students to record their partner's language for reference later.
- Bring to their attention that all the language from this lesson broadly describes 'hot' or 'cold' weather conditions.

3. Game

- Although dice work best, a coin can be used as a substitute (heads move 1, tails move 3).
- Ask each student to use a pen top or coin as a counter and place them on the start position.
- As students move up the board, they should answer any questions they land on.
- If students land on a square containing the foot of some ladders, they are permitted to climb the ladders to the top and carry on from that position.
- If students land on the head of a snake, they must slide down the snake to the square at its tail and carry on from there.
- The winner is the student who makes it to the finish square first.
- If any of your students finish the game very quickly, ask them to replay from the beginning.

4. Speaking

- Allow students time to plan what they would like to say.
- Bring their attention to the phrases available and if necessary, suggest other functional language which may be of use.
- Encourage students to use the lexis from this lesson.
- Remind their partner to make notes when they are speaking. You could ask them to:
 - count the number of uses of 'hot' or 'cold' words mentioned.
 - make notes on whether they understood what their partner was talking about.
 - write down any mistakes their partner made.