

The Weather Station

Level: B1

Read how a school team prepares to share its first weather report. Then answer the questions.

Reading text

For six months, Sara's class had collected weather information on the school roof. Their small station measured temperature, wind and rain every hour. Tomorrow, the students will be presenting their first report to families. Sara was checking the numbers when she saw a sudden rise in temperature. The line climbed sharply at midnight, then returned to normal an hour later. It could not have been a heatwave; the other stations showed ordinary temperatures.

Her classmate Ben suggested a broken sensor, but Sara wanted more evidence. They climbed onto the roof with their teacher and checked the station. The sensor was working, but a bright security lamp stood beside it. The lamp had been switched on for one hour during a late repair. Its heat must have affected the sensor, Sara thought. The teacher agreed: the lamp was the only unusual change near the station.

The team marked that hour as unreliable instead of deleting the number. They added a note explaining the lamp and checked the rest of the week. Ben moved the sensor farther from the lamp with the teacher's help. By tomorrow morning, they will have checked all the charts again. During the presentation, Sara will be showing families the corrected chart. Ben will explain the strange hour and the evidence behind their conclusion.

Sara had been nervous about admitting a problem in their first report. Now she saw that explaining a mistake could make the report more useful. By the end of the event, the class will have shared six months of careful work. The families may notice the unusual number, but they will also see its explanation. Next month, the team will be collecting data from a second station across town. Sara hopes two sets of numbers will make future surprises easier to understand.

Glossary

station	equipment in one place for measuring weather
measured	found the size or amount of something
temperature	how hot or cold something is
sensor	a device that measures a change
evidence	facts that help support an idea
unreliable	not good enough to trust
charts	pictures that show information with lines or bars
conclusion	a decision reached after looking at facts

Exercise 1: Choose the correct answer

Read the story and choose the best answer.

1. What was unusual about one hour of data?
a) A sharp temperature rise b) A week without rain c) A broken roof

2. Why was a heatwave unlikely?
a) The students missed the hour b) Other stations showed normal temperatures c) The lamp was broken
3. What did the team do with the unusual number?
a) Delete it b) Ignore it c) Keep it with an explanation
4. What will Ben explain at the presentation?
a) The strange hour and its evidence b) A new roof c) The families' questions

Exercise 2: Right or wrong?

Decide whether each statement agrees with the text.

5. The class had collected weather data for six months. True / False
6. Ben moved the sensor without help from an adult. True / False
7. The team plans to use a second station next month. True / False

Exercise 3: Complete the sentence

Use a word or phrase from the story.

8. The lamp's heat ___ affected the sensor. (strong deduction about the past)
9. By tomorrow morning, they ___ all the charts again. (finished before a future point)
10. During the presentation, Sara ___ families the corrected chart. (action in progress at a future time)

Exercise 4: Listen and choose

Listening: online only.

Exercise 5: Listen and write

Listening: online only.

Answer key

Exercise 1: Choose the correct answer

1. a) A sharp temperature rise
2. b) Other stations showed normal temperatures
3. c) Keep it with an explanation
4. a) The strange hour and its evidence

Exercise 2: Right or wrong?

5. True
6. False
7. True

Exercise 3: Complete the sentence

8. must have
9. will have checked
10. will be showing

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