

My favourite season

Topic: Seasons, months and weather

Level: Entry 1 / Entry 2

Time: 60 minutes

Aims

- To develop students' spelling and pronunciation of months and seasons
- To develop students' ability to listen and understand a short oral text
- To give practice of speaking about their favourite seasons
- To give practice of listening through peer dictation

Introduction

This lesson focuses on spelling and pronunciation of months and seasons in the context of favourite seasons. Students will practise using the language in speaking and writing tasks.

This lesson uses the video **My favourite season** from the **ESOL Nexus Build Your Speaking Skills** section. The material provided can be used as self-access, either in preparation for the lesson or as follow up work.

It can be accessed here: <http://esol.britishcouncil.org/build-your-speaking-skills/my-favourite-season>

Preparation and materials

Before delivering this lesson, take a look at the self-access material provided at:

<http://esol.britishcouncil.org/build-your-speaking-skills/my-favourite-season>

You may wish to set the work contained here as preparation material or as follow-up homework. If students have not used the ESOL Nexus site before, it is worthwhile showing them how to access and use the material.

- Make copies of the Student Worksheet.
- Make copies of the **Transcript for Task 4** (at the end of this lesson plan) for each pair of students.
- Make enough copies of the **Task 5 – running dictation** questions for each pair of students, and place them on the walls around the classroom before the lesson.
- Ensure you understand the rules of Hangman. You can find information here:
<http://www.wikihow.com/Play-Hangman>
<http://www.youtube.com/watch?v=DICUfnJfypk>

Procedure

Warmer (5 mins)

- Introduce the idea of anagrams by writing the following on the board: *ctehera* (teacher). Explain that it's a word for something they can find in the classroom but the letters are mixed up. Elicit how many letters the word has. Ask students if they can tell you what the word is. Give them the first letter (t) if necessary.
- Hand out student worksheet.

Lesson plan. My favourite season

- Tell students to look at the warmer. Explain that they are anagrams of the four seasons. Tell them to write the correct spellings of the seasons and put them in the correct order.
- Tell the students to check answers in pairs before you elicit feedback as a group.
- Drill the pronunciation, especially of autumn

Differentiation

If students are struggling to re-order the words, you can give them the first 1 or 2 letters of each word.

Key: *d (spring), b (summer), a (autumn), c (winter)*

Task 1 – spelling: the months (10 mins)

- Write *J _ _ n _ _ _ _ _* on the board. Elicit what the first month of the year is.
- Elicit the correct spelling to the board, and complete the word.
- Tell students to look at **Task 1** on the worksheet.
- Tell the students to work in pairs to complete the spelling of the months. Make sure students understand that each dash (_) represents one letter.
- Check the answers by eliciting correct spellings. Ensure students are giving correct pronunciation of the letters.
- Refer back to the spelling of January on the board. Elicit the number of syllables in January and the stressed syllable. Put a circle round the stressed syllable.
- Write March on the board. Elicit how many syllables it has (1). Explain that, with one-syllable words, they don't need to mark stress.
- Tell students to circle the stressed syllable on the other months.
- Tell the students to check answers in pairs before you elicit feedback as a group.

Differentiation

If students are having problems identifying stress, strategies they can use to help are:

- Tap out the syllables on the desk
- Hum the word

Answers to Task 1 (stressed syllable underlined):

- | | |
|---------------------------|----------------------------|
| 1. <i><u>January</u></i> | 7. <i><u>July</u></i> |
| 2. <i><u>February</u></i> | 8. <i><u>August</u></i> |
| 3. <i><u>March</u></i> | 9. <i><u>September</u></i> |
| 4. <i><u>April</u></i> | 10. <i><u>October</u></i> |
| 5. <i><u>May</u></i> | 11. <i><u>November</u></i> |
| 6. <i><u>June</u></i> | 12. <i><u>December</u></i> |

Task 2 – discussion: months and seasons (5 mins)

- Tell students they are going to discuss seasons in the UK and their countries.
- Put them in pairs or small groups. If you have students from different countries, try and separate them as much as possible to make the discussion more meaningful.
- Tell them to discuss the questions on the worksheet.
- Take some whole class feedback on their ideas.

Suggested answers to Task 2

December is in winter; September is in autumn; April is in spring; July is in summer.



Task 3 – 1st video viewing (10 mins)

- Tell students they are going to listen to Anne talking about her favourite season.
- Check that students understand what is in each picture; elicit what they can see in each
- Tell them to listen and tick the pictures that Anne mentions in the video.
- Tell students to check their answers in pairs, then play the video again.
- Check answers as a whole class.

Differentiation

Students who are finding the listening difficult to understand can be given the transcript to read during the **first** listening.

Answer to Task 3

a (spring flowers), d (rain), f (Christmas gatherings and parties), g (barbecues), h (trees in autumn)

Task 4 – 2nd video viewing (10 mins)

- Tell students to look again at the pictures of the things that Anne mentioned in Task 3.
- Tell them to work in pairs or small groups and discuss what they can remember Anne saying about the pictures.
- To give students greater support, you could discuss the first picture as a whole class.
- Tell students to listen again and check their answers.
- Give students the transcript in the appendix and tell them to check their answers.

Key:

Picture A: she likes seeing the blossom and flowers in spring.

Pictures D & G: even though summer is sometimes rainy, there are enough sunny days to have barbecues and eat in the garden. Summer is her favourite season.

Picture F: she loves winter because of the Christmas parties and family gatherings

Picture H: she loves autumn because the trees change colour and look really beautiful

Task 5 – dictation (10 mins)

- Put the students into pairs.
- Tell the students to look at Task 5 in their worksheet.
- Tell them they are going to do a 'running dictation'.
- Provide an explanation and instructions of what to do.
- You can give them instructions such as:
 - *On the wall are four questions.*
 - *They are numbered 1-4.*
 - *One person from each pair must get up to read a question.*
 - *You cannot write anything down or shout out the question.*
 - *You then go back to your seat and tell your partner the question.*
 - *Your partner has to write the question down.*
 - *If you forget part of the question, you can go back and read it again.*
 - *You can also go back if your partner needs help with the spelling of a word.*
 - *When your partner has written the question down, it is your turn to sit down.*
 - *Your partner reads the next question, reads it and then tells you what to write*
- Check understanding of the instructions.

Lesson plan. My favourite season

- If the students have not done a task like this before, a short demonstration will be useful.
- When students have finished writing the questions, they can check them against the set of questions stuck on the wall.
- Tell students to work with their partner to ask and answer the questions.
- Take some whole class feedback on their ideas.

Cooler (10 mins)

- Play a game of Hangman, using the names of the months and seasons.
- Explain the rules of Hangman if necessary.
- Start by doing an example yourself on the board, e.g. _ _ _ _ _ _ _ (October).
- Then get the students to play the game in pairs.

Homework

- Refer students to the website link on their lesson plan: <http://esol.britishcouncil.org/build-your-speaking-skills/my-favourite-season>
- Tell them to watch the video again and do the related exercises.



My favourite season. Transcript for Task 4

Transcript for Task 4

What's your favourite season? I like each season in its own way. I like autumn because in England the trees change colour and they look really beautiful. In winter, there is Christmas, with lots of Christmas parties and family gatherings. In spring there are spring flowers and blossom trees, but my favourite season is summer. Why? Well, first of all I'm a teacher and I get a really long holiday in summer, but also because in summer, even though in England summer is often cool and rainy, there are always some nice sunny days when you can go out in the garden and have a barbecue. I love eating in the garden and having barbecue parties. That's why I like summer best. What about you? What's your favourite season and why?

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Task 5 – running dictation

- 1. What's your favourite season? Why?**
- 2. When do you have the long school holidays in your country?**
- 3. What do you like and dislike about the seasons in the UK?**
- 4. In the UK, Christmas is in winter. When are the most important celebrations in your country?**

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