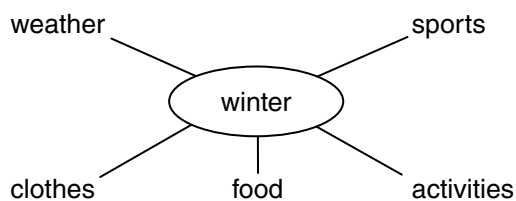


## Winter by James Savery

**Age:** Children (9–13)  
**Level:** Pre-intermediate– intermediate  
**Time:** 60 minutes +  
**Objectives:** To introduce and practise a lexical set about winter; to introduce vocabulary maps as a vocabulary learning resource; to help students express their ideas about winter in speaking and writing  
**Key skills:** Speaking; writing  
**Materials:** One copy of the Winter vocabulary sheet and one blank sheet of paper per student

### Procedure

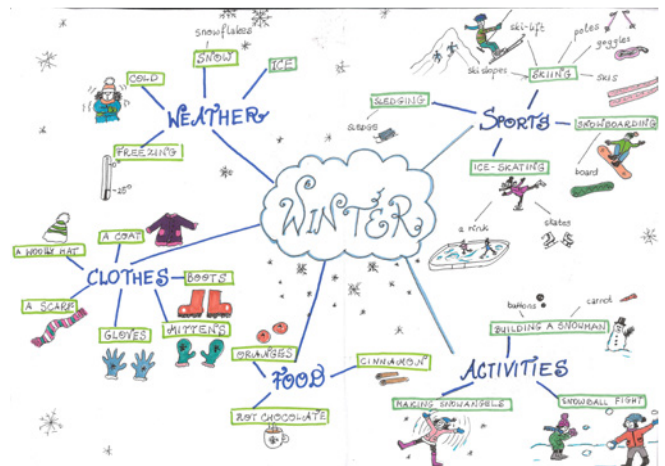
- Elicit *winter*, and write it in the middle of the board. Ask: *Do you like winter? Do you like snow?* Ask students to brainstorm two or three good things and two or three bad things about snow in pairs and report back.
- Tell students that 'winter' is the topic and they are going to learn and practise some winter words. Ask students to think about some winter sub-topics to help organize the words on the board. Give them an example: *clothes – scarf, coat, boots*.
- Start to draw a mind map, as shown below. Add topics the students suggest.



- Give out paper. Students copy the mind map on the board and in small groups brainstorm and write two or three more words for each sub-topic. Start them off by saying a word and eliciting the sub-topic. For example:  
*Teacher: Skis.*  
*Students: Sports.*  
 Circulate and help with spelling.
- Hand out the Winter vocabulary sheet. Ask students to call out any words they had thought of that are

not on the sheet. Ask them to add them in. Also, ask students to notice any words that they didn't previously have and to ask questions if they are unsure of meaning. Check meaning, and drill a selection of the more useful words.

Finally, ask students to add all the new words on the sheet to their mind maps, placing them in the appropriate categories. They can illustrate new words if they wish. An example mind map is shown below:



**Note:** Lower frequency words, like *cinnamon* and *poles*, don't need to be forced on students. They can be left as passive vocabulary. Focus on words according to the level and interest of your students.

- Ask students: *Do you like your mind map? Does it help you remember the words?* You could highlight some points: *It looks nice. It shows different types of words. It organizes words.*
- Play 'Flip'. Ask students to put their mind map face down. Call out a definition. If no one in the class remembers the word, say 'Flip!' Everyone flips their paper at once. The winner is the first person to find the correct word and say it.
- Do a group quiz. Students work in groups of three or four. Only one student can see the Winter vocabulary sheet and tests the others by miming, giving definitions, etc of the word. The student who says the correct word first takes the vocabulary sheet and continues. Write sentence headers on the board to help with framing definitions, e.g.: *It's used for ... People eat it when ...*

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### Extension activities

#### Suggestions dialogue

Practice a simple model dialogue between two friends deciding what to do on a snowy day. There is an example below, which you could write on the board. Encourage the students to learn some of the functional phrases, for example *Let's ... Really? / That's a good idea*. Students act out the dialogue with different partners, for example, as a mingling activity. Encourage them to improvise and extend it. They could write their own version to consolidate.

#### Playing in the snow

A: *Hi. What do you want to do?*

B: *Let's go sledging!*

A: *Really? It's cold!*

B: *We can wrap up warm. Come on!*

A: *We haven't got a sledge.*

B: *OK then. Why don't we build a snowman?*

A: *That's a good idea!*

#### Create a snowman comic strip

Draw a snowman on the board, and explain that students are going to create a comic-strip story about him. Brainstorm ideas to answer these questions: *What is needed to make a snowman? What would a snowman do if he came alive? What are his feelings, problems, etc.?* Elicit comic conventions – captions, speech/thought bubbles etc – and have students create their comic strip.

#### Winter poem

Students write a simple poem, adding drawings, which could be used to make a Christmas card, for example. Provide a model text that students can use, substituting their own ideas. For example:

*Hot chocolate and holly,*

*Skiing and snowball fights.*

*These are things I like.*

*What do you love about winter?*

#### Classroom poster

Younger students will enjoy making a large classroom poster a bit like the vocabulary mind map. Allocate different students to write words and draw pictures to stick on the poster for the classroom wall.

#### Vocabulary maps

Use the mind map as a model to help students create their own, for example, to revise some of the vocabulary after completing a unit of their coursebook.

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