

## Classroom Resources

### Spring Activity

1 Can you name the things in the pictures?

2 Label the pictures. Fill the spaces with the missing letters.

- ABBI -      - GG -      - LOU -      - EE -      - AFFODI -      - NOWDRO -  
- HIC -      - LUEBEL -      - AM -      - LOSSO -      - IR -      - UC -



a) L \_ \_ B



b) C \_ \_ \_ K



c) B \_ \_ \_ \_ M



d) B \_ \_ D



e) C \_ \_ \_ DS



f) S \_ \_ DS



g) R \_ \_ \_ \_ T



h) D \_ \_ \_ \_ \_ LS



i) S \_ \_ \_ \_ \_ PS



j) B \_ \_ \_ \_ \_ LS



k) D \_ \_ KS



l) E \_ \_ S

3 Think of some adjectives to describe the things in the pictures.

4 What are symbols of spring in your country?

5 Complete the sentences below in any way. Use two words in each answer.

I like spring because of the \_\_\_\_ \_\_\_\_.

In spring, there are \_\_\_\_ \_\_\_\_.

In spring you can see \_\_\_\_ \_\_\_\_.

In spring I like to \_\_\_\_ \_\_\_\_.

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<i>outside</i>	<i>longer</i>
<i>flowers</i>	<i>skipping</i>
<i>birds</i>	<i>sunny</i>
<i>lambs</i>	<i>plant</i>
<i>snowdrops</i>	<i>warmer</i>
<i>blossom</i>	<i>feed</i>
<i>clouds</i>	<i>pretty</i>
<i>chicks</i>	<i>blue</i>
<i>walking</i>	<i>yellow</i>
<i>ducks</i>	<i>play</i>

<i>days</i>	<i>baby</i>
<i>weather</i>	<i>fluffy</i>
<i>rabbits</i>	<i>little</i>
<i>bluebells</i>	<i>pink</i>
<i>seeds</i>	<i>singing</i>
<i>sky</i>	<i>have</i>
<i>eggs</i>	<i>white</i>
<i>evenings</i>	<i>pick</i>
<i>daffodils</i>	<i>go</i>
<i>picnics</i>	<i>cute</i>

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### Spring Activity

Learning Objectives: Introduce the language of spring.	Preparation Time: 10 minutes
	Completion Time: 20 minutes
Skill/Grammar: Vocabulary, using adjectives	Age/Level: Elementary–Pre-intermediate
Resources: Spring Activity	

You will need:

- 1 copy of the first page of Spring Activity per student
- 1 copy of the second page of Spring Activity per 2 students. Copy onto card if possible.
- Scissors

Preparation

- Cut up the second page of Spring Activity along the dotted lines. You should have a total of 20 ‘dominoes’ with a word on each side of a vertical line. Make up a set of these for every pair of students in the class.

Instructions

Vocabulary Presentation

- Hand out the first page of the Activity. Ask students if they recognise any of the things in the pictures. As you elicit answers, students can begin to fill in the letters below the pictures.
- Tell students to look at the missing letters in question 2. Students can use these letters to complete the words. See if they can do this without a dictionary by a) counting the missing letters and b) thinking about which letters typically go together in English and which letters do not.
- Check answers.

a) lamb      b) chick      c) blossom      d) bird      e) clouds      f) seeds  
g) rabbit      h) daffodils      i) snowdrops      j) bluebells      k) ducks      l) eggs

- Tell students that these are all typical symbols of spring in the UK. Ask students whether they have similar symbols of spring in their countries, or whether signs of spring are very different. Bear in mind that students from some tropical / equatorial countries will have less marked seasons, or may have dry / wet seasons and no ‘spring’ season as such. If so, give them a chance to share information about the seasons in their country.
- Give students opportunities to practise the new vocabulary. There are several ways to do this:
  - A simple ‘point and say’ game’ in pairs, where one student points to a picture and the other says the word. ‘What’s this?’ ‘It’s a ...?’
  - A definition game, where one student says a definition and the other gives an answer. e.g. ‘It’s a small sheep’ / ‘It’s a lamb’. This can be played as a class or in pairs.
- Ask students to think of adjectives to describe the things in the pictures. Share ideas and write them on the board.
- Teach the words ‘cute’ and ‘fluffy’. Ask what pictures they could describe. (Cute: rabbit, lamb, chick, duck; Fluffy: lamb, rabbit, chick, clouds)
- Ask students to complete the sentences at the bottom of the page. They should write two words for each sentence.
- In pairs, students can compare their sentences.
- Play the Spring Dominoes Game, following the instructions below.

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#### Dominoes Game

- Put students in pairs. Hand out a set of 20 dominoes, cut-up, to each pair.
- Tell students to mix up the cards and take five each. They should put remaining cards face-down on the table in a pile.
- Tell students to take the top card from the pile and put it face up in the middle of the table.
- Students should look at the cards in their hand. Their aim is to complete a sentence from question 5 of page 1 by using one word from the card on the table and one word from a card in their hand. They should lay their card next to the card on the table so that the words touch, and then say a sentence. They can lay a card at either end of the card on the table. If they cannot play a card, they should take a card from the pile. If they take a card, they may not place a card.

Example:

The first card on the table is:

rabbits | little

Student A lays a card as shown:

rabbits | little

chicks | blue

The two words where the cards touch are *little* and *chicks*. Student A makes a sentence: In spring you can see little chicks.

Student B can either place a card before rabbits or after blue.

Student B lays this card:

flowers | skipping

rabbits | little

chicks | blue

and says: In spring you can see skipping rabbits.

The game continues until neither player can lay a card, or when all cards are on the table.

- If students are unable to lay all the cards, you can give them some time with all the cards on view to try to make one long line.
- It is up to you whether you allow funny sentences: (In spring you can see blue chicks, for example). However, all sentences must be grammatically correct. (I like to go sky is unacceptable).