

# CELEBRATIONS

## The four seasons

### Teacher's notes

**Age:** Teenagers/Adults  
**Level:** Pre-intermediate (A2)  
**Time:** 30 minutes +

**Activity:** In this lesson, students will:

1. describe pictures showing the four seasons
2. draw a picture of one of the seasons
3. describe their picture
4. talk about the seasons

**Language focus:** vocabulary: the four seasons; grammar: present simple and present continuous for describing pictures; speaking: asking and answering questions

**Materials:** one copy of the worksheet per student

### Procedure

1. Write *the four seasons* on the board and ask your students if they can name them in English. As they name each one, write them up on the board, eliciting the spelling and modelling then drilling the pronunciation.

- Spring /sprɪŋ/
- Summer /sʌmə/
- Autumn /ɔ:təm/
- Winter /wɪntə/

2. Hand out the worksheet. Ask students to look at Exercise 1. Students work in pairs to identify which season they can see in each picture.

**Key:**

Top row (left–right): spring, summer  
Bottom row (left–right): autumn, winter

3. Ask students to continue to work in their pairs and discuss the pictures, telling each other what helped them identify each season. Give them two to three minutes to make a list of things that helped them identify each season, then conduct feedback as a class, writing their answers on the board.

4. At this stage you might want to review some functional language (*There is a snowman next to the tree, The birds are flying in the sky*) and elicit vocabulary related to seasons that you can see in

the pictures (*snowing, pumpkin, hare*). You could ask students to write two or three complete sentences in their pairs describing the pictures and using the new vocabulary.

5. Ask students to now look at Exercise 2. They first draw their own scene around the tree. When they have finished drawing, ask them to change partners.
6. Ask students to take turns describing their pictures using the new functional language and vocabulary. While one student describes, the other student has to draw what they hear. When students have finished, ask them to compare the dictated drawings with the original ones described.
7. Ask students to work in small groups to complete Exercise 3, asking and answering the questions about seasons. Monitor while the students discuss, then ask the students to change groups and tell their new group about the other students' answers. After five minutes, conduct whole class feedback and see if the students have any questions or interesting answers.

**Key:**

Students' own answers

**Suggested seasons/festivals associations:**

Spring – Easter  
Summer – Summer solstice  
Autumn – Halloween  
Winter – Christmas

8. Either as homework or if you have time in class, ask the students to write a paragraph about themselves, answering all the questions from Exercise 3. Encourage them to expand on all their answers with extra information, e.g. 'My favourite season is summer *because...*'

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### Exercise 1

Which season can you see in each picture? How do you know which season it is?



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Worksheet

### Exercise 2

**Draw a season around the tree and describe it to your partner.**



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Worksheet

Listen to your partner describing their picture. Draw what you hear.



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### Exercise 3

**Ask and answer the following questions in small groups.**

1. Which season were you born in?
2. Which is your favourite season?
3. Which is your least favourite season?
4. What's the best and worst thing about each season?
5. When do you prefer to go on holiday?
6. Which country would you prefer to spend each season in?
7. What holidays and festivals do you associate with each season?
8. Name one thing you do in each season that you don't do in any other season.
9. Have you ever travelled to another country where it was a different season from your country at the same time of year?

### Exercise 4

**Write a short paragraph about yourself in which you answer all the questions in Exercise 3.**

