

## 5.9 Writing target vocabulary – climate

**Topic:** Weather

**Subtopic:** Climate

**Activity type/skill:** Dictation

**Literacy focus:** Vocabulary

### Objective

- Process the meaning of target words.
- Become conscious of grammatical forms.

### What you need

- Student worksheet (see next page)

### What to do

1. Have students work in pairs. If there is only one language learner, have them work with a native speaker of English to complete this activity.
2. Ask the students to listen carefully and try to remember as much as possible of what you say. They can write key words on a piece of paper if they want to. Read this sentence twice, at normal speed:

Most snow in New Zealand falls in mountain areas, but snow sometimes falls near the coast in the east of the South Island.

3. Have the students work together to reconstruct the sentence on paper. When they think they have got it as accurate as possible, have them write it on the lines at the top of the student worksheet.
4. Then write the sentence on the board and let the students correct their own work. Praise accuracy of spelling, punctuation, grammar (**falls**, **in** the east, **near** the coast and so on).

### Extending the activity

- Repeat this activity regularly. Try these sentences:
  - The regions near the north and south poles are always cold because the sun is low in the sky.
  - In the southern part of New Zealand, winter is the driest time.

## Activity nine

### Snow in New Zealand

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## Activity ten

Something that heats water

Something you wear when  
the temperature is low

You put pressure on this  
to make it ring

Windy watcher

Something you rarely eat

An animal that likes to  
live in a cold climate

Something that is flowing

A sport you enjoy when  
the temperature is high

One effect of forgetting  
to do your homework