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# LET'S PARTY

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## TREASURE HUNT

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Type of modul	Project work
Level	A1–
Target group	10-13-year-old learners
Written by	Kiss Natália, Poór Zsuzsánna

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

TYPE OF MODULE	<b>Project work</b>
DESCRIPTION OF MODULE	In this module learners will be prepared to describe gardens. They will have the chance to compare gardens in Britain and in Hungary. They will create their own model garden in groups and play various games there.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> <li>■ to develop learners' skills through task-based activities</li> <li>■ to build on learners' creativity while creating a model in groups</li> <li>■ to create the atmosphere for co-operative learning</li> <li>■ to incorporate new knowledge into existing knowledge</li> <li>■ to encourage learners to express their opinion using simple structures</li> <li>■ to encourage learners to use English as a means of communication</li> </ul>
TIMEFRAME	5 lessons
TARGET GROUP	Age: 10-13-year-old learners
LANGUAGE LEVEL	A1-
SUGGESTED LANGUAGE COMPETENCE	Learners can <ul style="list-style-type: none"> <li>■ identify different colours in English</li> <li>■ describe a house (parts of the house)</li> <li>■ talk about a place (there is/are, simple prepositions of place)</li> <li>■ use nouns in singular and plural (regular forms)</li> <li>■ understand and follow simple instructions</li> </ul>
LINKS OF THE MODULE	
Cross-curricular links	Science Crafts Maths
Links with other modules	Seize the day

## FOCI OF SKILLS DEVELOPMENT

### Communicative language skills

- describing a picture
- writing instruction cards for a game
- exchanging information

### General educational skills

- developing cooperation skills
- building on learners' creativity
- evaluating self and peer performance

### EVALUATION

Formative and summative evaluation:

- teacher initiates a conversation about Ls' achievement (in the mother tongue if necessary);
- learners self-evaluate their progress using a self-evaluation form;
- groups evaluate their own and each other's work based on previously agreed criteria;
- as an option, Ls may express their feelings towards different types of activities on Feedback sheets.

### SUGGESTIONS

Teacher's role during the lessons is that of organizer and facilitator. (S)he monitors group-work and provides help when needed. (S)he prepares task sheets and provides learners with materials and stationery needed.

Differentiation can be achieved by forming groups carefully and giving them an opportunity to use language at different levels. Teacher can also vary the load of vocabulary according to the learners' needs.

1.4 Cut outs and 2.3 Cut outs are reusable. Make and use copies glued on cardboard paper instead of the original ones. You may want to use 4.4 Model sentences and 1.5/2.5/3.5/4.5 Feedback sheets the same way.

### BACK UP SYSTEMS

Suggested literature and other materials:

Ioannou-Georgiou, Sophie – Pavlou, Pavlos: Assessing young learners, OUP, 2003, ISBN 0 19 437281 2

Phillips, Diane, Burwood, Sarah and Dunford, Helen: Projects with Young Learners, OUP, 1999, ISBN 0 19 437221 9

Bingham, Jane: The Usborne Book of Science Experiments, p.5. 1991. Usborne Publishing, ISBN 0-7460-0806-6

# MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Cooperating effectively in pair and group work Categorizing Relating the home culture to the foreign culture Pronouncing new words accurately Understanding language for a game	Crossword puzzle Clarifying the topic and aims Comparing gardens in Britain and Hungary Vocabulary development Garden race game	Vocabulary: colours; cottage, front garden, front door, window, roof, chimney, path, fence, flower, grass, stairs, etc.  Structures: There is/are... It has got...	1.1 Crossword puzzle wrapping paper for mind map 1.3 Picture puzzle 1 1.3 Picture puzzle 2 1.4 Picture (back garden), 1.4 Cut outs stationery scissors (card board tray for the model garden) 1.5 Feedback sheet
2	Understanding and singing a song Developing strategies to learn by observing Information exchange: requesting and giving information Discussing choices Creating visual interpretations of ideas Identifying written forms of learnt vocabulary	Singing a song Talking about a place Guessing game Hide-and-seek in the classroom Project work Word search	Vocabulary: colours; sparkler, paper hat, cake, present, paper chain, candle, ribbon, lantern, etc.  Structures: Where...? prepositions of place (next to, in, on, behind)  Functions: Simple suggestions	CD player 2.1 Song model garden (1.4 Picture + 1.4 Cut outs) 2.2 Paper doll 2.2.B Grid 2.3 Cut outs coloured pencils, Bluetack 2.5 Word search 2.5 Feedback sheet

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Identifying written forms of learnt vocabulary</p> <p>Making decisions and accepting other's ideas</p> <p>Revising and consolidating language</p> <p>Understanding and following instructions</p> <p>Managing time</p> <p>Acting out dialogues</p>	<p>Stepping stones</p> <p>Labelling</p> <p>Completing a gapped text</p> <p>Project work: making puppets</p> <p>Talking puppets (role-play)</p>	<p>Vocabulary: in the garden, party decoration (see above)</p> <p>Structures: Where...? prepositions of place, there is/ are</p> <p>Functions: Expressing opinion using simple structures</p> <p>Sharing personal information</p>	<p>3.1 Word cards</p> <p>Blutack</p> <p>model garden</p> <p>pictures made by Ls</p> <p>3.2. Worksheet – labelling</p> <p>3.2. Worksheet – gap-filling</p> <p>3.4 Instructions</p> <p>a ping-pong ball</p> <p>thick paper (10cmx5cm),</p> <p>scissors</p> <p>sticky tape</p> <p>pen and plasticine for each learner,</p> <p>3.5 Feedback sheet</p>
4	<p>Constructing sentences</p> <p>Identifying true and false statements</p> <p>Understanding and using language for a game</p> <p>Intensive listening for clues to find a place</p> <p>Planning and managing of a group task</p> <p>Giving feedback and evaluation</p>	<p>Finding pairs</p> <p>True/false statements</p> <p>Finding the place</p> <p>Solving a puzzle</p> <p>Preparing puzzles for others</p> <p>Writing instructions</p>	<p>Talking about the place (Vocabulary and structure review)</p>	<p>sentence halves on cards and safety pins for each learner</p> <p>model garden</p> <p>a dice for each pair</p> <p>a treasure chest with a puzzle inside</p> <p>a blank A5 sheet of checked paper for the puzzle</p> <p>an empty box for making a treasure chest</p> <p>a blank A5 sheet and 4.4 Model sentences stationery, coloured paper, glue, for each group</p> <p>background music</p> <p>4.5 Feedback sheet</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	Acting out roles Scanning for information Listening for information Problem solving in groups Evaluating self and peer performance	Welcoming each other Playing a game in groups Evaluation	Greetings In the garden Talking about the place (vocabulary and structure practice)	model garden background music treasure chests with puzzles instruction cards prepared by groups (see previous lesson) 5.2 Chart 5.3 Achievement record 5.4 Self-evaluation form

## PROCEDURE

### LESSON 1: IN THE GARDEN

#### AIMS OF THE LESSON

- to create an atmosphere for cooperative learning
- to motivate learners to enrich their vocabulary
- to develop vocabulary and speaking skills

#### MATERIALS AND RESOURCES

1.1 Crossword puzzle (a copy for each pair), wrapping paper for mind map, markers, 1.3 Picture puzzle 1, 1.3 Picture puzzle 2; 1.4 Picture (back garden), 1.4 Cut outs, coloured pencils, scissors, (card board tray for the model garden), 1.5 Feedback sheet

**Classroom arrangement:** some desks are put together to form a larger surface. Learners' chairs are placed around the desks.

#### STAGE 1

**Warmer – Crossword puzzle about colours**

#### TIME

5 mins

#### SKILLS AND COMPETENCIES IN FOCUS

Cooperating effectively in pair and group work  
Making active use of the language learnt  
Developing cooperative skills

#### ORGANISATION

Pair work, group work

#### AIDS AND MATERIALS

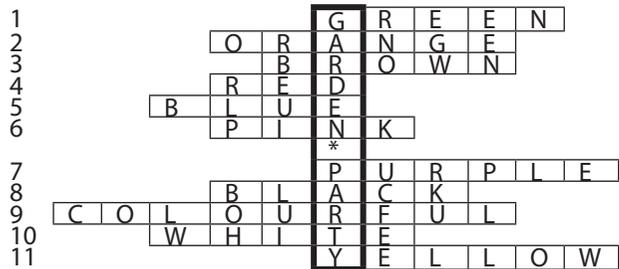
1.1 Crossword puzzle

#### TEACHER'S ACTIVITIES

1. Tell your learners that they will learn the topic of their next project if they complete a crossword puzzle.  
Hand out the copies of 1.1 Crossword puzzle and ask Ls to work on it in pairs. Give a time limit.
2. Ask Ls to check their work in groups of four and then to write the solution on the board.

#### LEARNERS' ACTIVITIES

1. Ls work with classmates sitting next to them.
2. Pairs turn to another pair sitting close to them and compare their work.

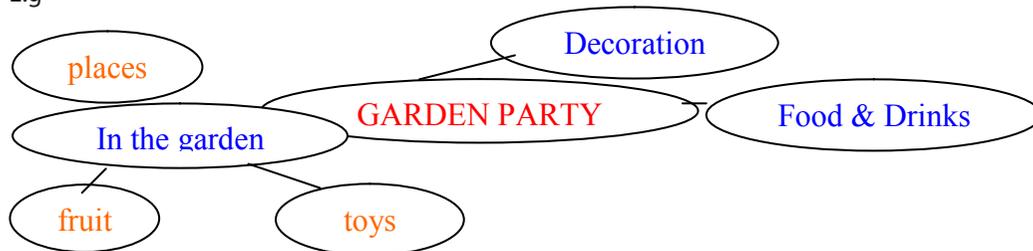


STAGE 2	<b>Clarifying the topic and aims: mind map</b>
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Logical thinking Categorizing Cooperating as a whole class
ORGANISATION	Whole class
AIDS AND MATERIALS	Wrapping paper, markers

### TEACHER'S ACTIVITIES

1. Ask what they think they will learn about. Ask Ls to brainstorm ideas and put them on a piece of wrapping paper in the form of a mind map.

E.g



### LEARNERS' ACTIVITIES

1. Ls write their ideas on the wrapping paper.

NOTE: Add some words under each topic (e.g. decoration: balloons, flowers, paper hats, etc.

NOTE: Complete the map during the learning process if necessary.

2. Explain to Ls that during the next 5 lessons they will work together in order to create a model garden for other classes to use in their lessons.  
To be successful, Ls must cooperate, help each other, listen to each other, activate their vocabulary, use their creativity, etc.
2. Ls may ask questions about the project in their mother tongue.

NOTE: You might want to put some of these aims on the classroom wall together with the mind map of topics and vocabulary.

STAGE 3	<b>Lead-in – Typical British and Hungarian gardens</b>
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Bringing the home culture and the foreign culture into relation with each other Making comparisons
ORGANISATION	Group work, whole class
AIDS AND MATERIALS	1.3 Picture puzzle 1, 1.3 Picture puzzle 2

#### TEACHER'S ACTIVITIES

1. Split the class into two groups. Give 1.3 Picture puzzle 1 (Typical English cottage) to Group 1, and 1.3 Picture puzzle 2 (Typical Hungarian detached house) to Group 2. Ask Ls to put the puzzle pieces together in order to find out what is in the picture.

#### LEARNERS' ACTIVITIES

1. Ls put the pieces of the puzzle together and when they finish the activity they try to collect words about the picture. They work in their exercise books.

2. Ask groups to put their pictures in the middle of the desks so that everybody can see both pictures well. Tell Ls that in picture 1 they can see a typical English home with a front garden and in picture 2 there is a Hungarian home. Initiate a conversation about the two pictures.

(Suggested vocabulary: cottage, front garden, front door, window, roof, chimney, path, fence, flower, grass, bush, pond, etc.)

2. With the help of the word lists Ls try to find the differences and the similarities between the two types of home.

T: *Look. This is an English home. It has got a front garden. Here's the garden path. And what's this?*

L1: *A cottage.*

T: *How many windows has it got?*

L2: *Two.*

T: *Has the Hungarian home got a front garden?*

L2: *Yes, it has. etc.*

### VARIATION FOR LEARNERS WHO HAVE RICHER VOCABULARY AND ARE ABLE TO USE IT IN SIMPLE SENTENCES

AIDS AND MATERIALS	See above
DESCRIPTION	Learners fulfil the same task, using the same aids, but are asked to write and then communicate in simple statements about the picture instead of words. T: <i>Look. This is a typical English home with a front garden. Here's the garden path. Can you see these beautiful roses? etc.</i> L1: <i>There is a cottage in the garden.</i> L2: <i>It has got two windows.</i> T: <i>Has the Hungarian home got a front garden?</i> L2: <i>Yes, it has. And it has got a fence too.</i>
STAGE 4	<b>Vocabulary development – In the back garden</b>
TIME	17 mins
SKILLS AND COMPETENCIES IN FOCUS	Incorporating new knowledge into existing knowledge Pronouncing new words accurately
ORGANISATION	Whole class
AIDS AND MATERIALS	1.4 Picture (back garden), 1.4 Cut outs, coloured pencils, scissors

### TEACHER'S ACTIVITIES

1. Ask Ls to help you create the back garden behind the cottage. Put the picture of the back garden (1.4 Picture) in the middle of the desks.

Then show Ls the cut out pictures of an apple tree and a pear tree, bushes, a bench, a sandpit, a slide and a swing (1.4 Cut outs). Ask them to colour in the pieces and then to cut them out.

T: *Look, this is a bench. Who wants to colour it in?*

2. Collect all the coloured items and ask Ls to create the back garden together. Show them how to cut the pictures along the dotted lines and stand them up.

3. Help Ls memorize the new words.

### LEARNERS' ACTIVITIES

1. Ls volunteer to colour the cut outs in:

T: *Look, this is a bench. Who wants to colour it in?*

L1: *Me.*

T: *OK. Here you are.*

Ls colour all the items in. Those who finish earlier can colour the 'garden' in.

2. Ls take part in the activity:

T: *Look. This is a bench. Where shall we put it, Linda?*

(Linda places the bench near the cottage.)

T: *OK. The bench is near the cottage. Now where shall we put the sandpit? And what about the slide?*

3. When all the items are put on the poster, Ls listen to their teacher, point at the items mentioned, and try to memorise the new words.

T: *Show me the bench, please.*

L1 points at the bench.

T: *What's this? It's a bench.*

Ls repeat the word after their teacher.

STAGE 5 **End of lesson game – Garden race**

TIME 5 mins

SKILLS AND  
COMPETENCIES IN FOCUS Understanding language for a game

ORGANISATION Group work: individual players in two teams (learners with different abilities are welcome in both teams)

AIDS AND MATERIALS Model garden created during the lesson, 1.5 Feedback sheet

### TEACHER'S ACTIVITIES

1. Split Ls into two teams. Ask them to line up along the two sides of the classroom, in a short distance from the desks. Explain to them that you will say something about the garden and one player from each team will have to hurry to the poster and show it. The faster player gains a point for his/her team.

#### 2. OPTIONAL TASK:

If you want to get feedback on your Ls' feelings about the activities and tasks completed in the lesson, put 1.5 Feedback sheet on the wall or board and ask Ls to sign it as they leave the classroom.

Did you enjoy the activities? ☺ ☺ ☺	Crossword puzzle	Picture puzzle	Creating the garden	Garden race
	Linda ☺ ☺ Zsolti ☺	Peti ☺ ☺ ☺		

### LEARNERS' ACTIVITIES

1. Ls line up in two teams and play the game according to the rules.

T: *I can see a cottage.*

Player 1 from each group runs to the poster and points at the cottage.

## LESSON 2: DECORATING THE GARDEN I.

### AIMS OF THE LESSON

- to motivate learners to enrich their vocabulary
- to enable learners to communicate using limited sources of language
- to facilitate group-based learning

### MATERIALS AND RESOURCES

CD player, 2.1 Song: Ten Little men in Round and round the garden, Williams, Sarah, OUP, 1983, ISBN 0-19-272132-1), model garden (1.4 Picture + 1.4 Cut outs, 2.2 Paper doll, 2.2.B Grid, 2.3 Cut outs (2 copies or 1 for each player/variation), coloured pencils, Bluetack, 2.5 Word search (a copy for each L), 2.5 Feedback sheet

**Before the lesson:** Cut out and hide in the classroom pictures on 2.3 Cut outs.

**Classroom arrangement:** Some desks are put together to form a larger surface. Learners' chairs are placed around the desks.

STAGE 1 **Warmer: Ten little men (song)**

TIME 5 mins

SKILLS AND  
COMPETENCIES IN FOCUS TPR  
Understanding and singing a song

ORGANISATION Whole class

AIDS AND MATERIALS Song: Ten little men (2.1 Song), CD player

### TEACHER'S ACTIVITIES

1. Ask learners to stand in a circle. Play 2.1 Song and ask learners to mime the actions mentioned in the song together with you:

*Ten little men standing straight, (hold up both hands)*

*Ten little men open the gate, (swivel wrists to open gates)*

*Ten little men all in a ring, (make fingers into a ring)*

*Ten little men bow to the king, (bend – 'bow' – fingers)*

*Ten little men dance all day, (dance hands and fingers)*

*Ten little men hide away. (suddenly hide hands behind back)*

2. Play the song again. Mime the actions and sing.

### LEARNERS' ACTIVITIES

1. Ls listen and mime the actions of the song together with their teacher.

2. Ls sing the song together with the cassette. They try to follow and mime their teacher's movements.

STAGE 2 A	<b>Talking about the place: Where's Rosy?</b>
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing strategy to learn by observing
ORGANISATION	Whole class
AIDS AND MATERIALS	Model garden (1.4 Picture + 1.4 Cut outs), 2.2 Paper doll

### TEACHER'S ACTIVITIES

1. Ask Ls to sit down and think of the model garden. Ask them questions in order to recycle vocabulary and check their memory.  
T: *What colour is the bench?*  
*Is the fence green or brown?*  
*What is blue? The swing or the slide?*
2. After revising vocabulary, place the model garden in the middle of the desks and show Rosy (2.2.Paper doll) to Ls. Place the paper doll next to the cottage and say:  
T: *Meet Rosy. Look. She is next to the cottage.*  
Move her to different parts of the garden, introducing and practising prepositions:  
next to, in, on, behind.
3. Give the paper doll to one of the learners and ask another learner to say where Rosy is.  
L2: *Rosy is on the slide.*  
L1 places the paper doll on the slide.  
Let them play several rounds.

### LEARNERS' ACTIVITIES

1. Ls answer the T's questions.
2. Ls listen and repeat T's statements:  
Ls: *She's next to the cottage.*
3. Ls give and follow instructions:  
L2: *Rosy is on the slide.*  
L1 places the paper doll on the slide.

STAGE 2B **Talking about the place: Where are the children?**

TARGET GROUP Ls who are already familiar with basic prepositions of place

TIME 15 mins

SKILLS AND COMPETENCIES IN FOCUS Information exchange: requesting and giving information  
Keeping the rules when playing a game in two teams

ORGANISATION Two teams (learners with different abilities are welcome in both groups)

AIDS AND MATERIALS Model garden (1.4 Picture + 1.4 Cut outs), 2.2 Paper doll, two copies of 2.2.B Grid

**TEACHER'S ACTIVITIES**

1. Ask Ls to sit down and think of the model garden. Ask them questions in order to recycle vocabulary and check their memory.

T: *What colour is the bench?*

*Is the fence green or brown?*

*What is blue? The swing or the slide?*

2. After revising vocabulary, place the model garden in the middle of the desks and show Rosy (2.2.Paper doll) to Ls. Tell Ls that Rosy is hiding in the garden. (Hide the doll behind your back and think of a place where it is hiding.) Ask them to find her.

After finding Rosy, a learner has the chance to think of a good hiding place for the girl. The others ask questions again.

**LEARNERS' ACTIVITIES**

1. Ls try to answer their teacher's questions.

2. Ls ask questions to find the girl:

L1: *Is she in the house?*

T: *No, she isn't.*

L2: *Is she behind the apple tree? etc.*

Learners take the role of the teacher.

3. When you realize that they can ask correct questions, split them into two teams and ask them to sit in two circles. Play a battleship game.

Give out a copy of 2.2.B Grid to each team. Ask Team A to hide 5 children in the garden and mark their places in grid 'A'. Ask Team B to do the same in grid 'B'. It is important not to show the completed grid to each other.

Teams have to find out where the children are hiding by asking questions and mark their places in the other team's grid.

The winner is the team that finds all the five children by asking fewer questions.

4. Ask for feedback:

T: *Where are the children in Team A's garden?*

3. Learners follow T's instructions and play the game:

Team A *Is there a child behind the cottage?*

Team B *No, there isn't.*

(Players in Team A put a cross in the appropriate square.)

Team B *Is there a child on the slide?*

Team A *Yes, there is.*

(Players in Team B tick the appropriate square.)

4. Players in Team B tell the class what they have found out about the other team's garden.

Team A *The children are next to the swing, behind the apple tree....*

#### VARIATION FOR LEARNERS WHO ARE ABLE TO ASK AND ANSWER QUESTIONS ABOUT THE PLACE WITHOUT HELP

AIDS AND MATERIALS one copy of 2.2.B Grid for each player

DESCRIPTION Ls play the same game in pairs.

STAGE 3 **Hide-and-seek in the classroom**

TIME 7 mins

SKILLS AND COMPETENCIES IN FOCUS Getting information through asking questions

ORGANISATION Whole class

AIDS AND MATERIALS 2.3 Cut outs (the pictures must be cut out and hidden in the classroom before the lesson)

### TEACHER'S ACTIVITIES

1. Initiate a conversation about having a garden party.

T: *Let's decorate the garden for a party. What do we need?*

The following words with missing letters are written on the board.

B\_\_L O O\_\_S

F L\_\_W\_\_S

T\_\_B\_\_

C H\_\_S

L\_\_N T\_\_

V\_\_S\_\_

Ask Ls to guess the letters. When they find out a letter, complete the word(s) with it.

2. After having guessed all the words, ask them to find the pictures of the items in the classroom.

T: *Where are the balloons? Look around the classroom and guess.*

### LEARNERS' ACTIVITIES

1. Ls try to find out the missing letters by asking questions:

*Is there an 'N' in these words?*

2. Ls ask questions to find the balloons.

L1: *Are they under the window?*

T: *No, they aren't.*

L2: *Are they on the shelves?*

T: *No, they aren't.*

L3: *Are they in the cupboard?*

T: *Yes, they are. Well done.*

### VARIATION FOR LEARNERS WITH RICHER VOCABULARY AND LESS DIFFICULTIES WITH SPELLING

AIDS AND MATERIALS Same

DESCRIPTION No letters are given, just the number of letters.

STAGE 4	<b>Project work: Let's decorate the garden.</b>
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Discussing choices Giving opinion using simple language Creating visual interpretations of ideas (designing a 3D poster)
ORGANISATION	Whole class
AIDS AND MATERIALS	Model garden (1.4 Picture + 1.4 Cut outs, 2.3 Cut outs, coloured pencils, Blu-Tack)

#### TEACHER'S ACTIVITIES

1. Ask volunteers to colour in the pictures found during the previous activity. While some children do the colouring, put the model of garden in the middle of the desks. Initiate a discussion in order to complete the poster with the balloons, flowers, the table and chairs, the lantern and the vase.

T: *Where shall we put the table?*

L1: *Let's put it under the apple tree.*

T: *Or near the sandpit?*

L2: *Let's put it under the pear tree.*

L3: *OK.*

T: *What about the balloons?*

NOTE: Use Bluetack to stick the balloons, the vase with flowers and the lantern on.

2. When all the items are placed in the garden, evaluate your work.

T: *I like this garden. There are a lot of nice roses. And you, Zoli? Do you like it?*

Zoli: *Yes.*

T: *What do you like best?*

Zoli: *I like the slide.*

#### LEARNERS' ACTIVITIES

1. While some Ls colour the pictures, others give ideas where to put the given items. When the pictures are coloured in, Ls place them in the garden.

2. Ls take an active part in the interaction.

3. Homework: Ask Ls to draw, colour and cut out an object to complete the poster.  
You might want to agree on the words together in order to avoid preparing similar items.  
Don't forget to talk about the size and method of preparing the objects.

(Suggested vocabulary: sparkler, paper hat, cake, present, paper chain, candle, ribbon, radio, etc.)

3. Ls discuss what items to choose.

STAGE 5	<b>End of lesson activity: Word search</b>
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying written form of learnt vocabulary Spelling skills
ORGANISATION	Individual
AIDS AND MATERIALS	2.5 Word search ), 2.5 Feedback sheet

### TEACHER'S ACTIVITIES

- 1 Hand out photocopies of 2.5 Word search and ask Ls to work on their own and find 14 words hidden in the grid across and down.  
Then ask learners can check their work in small groups.

Solution

S	A	N	D	P	I	T		F	E	N	C	E	
W				A			G						A
I				T			R		F				P
N				H			A	S	L	I	D	E	P
G							S		O				L
	P	O	N	D			S		W				E
					B	U	S	H	E	S			T
C	O	T	T	A	G	E			R				R
													E
				G	A	R	D	E	N				E
				P	E	A	R	T	R	E	E		

### LEARNERS' ACTIVITIES

1. First Ls work individually and then they check and complete their work in small groups.

## 2. OPTIONAL TASK:

If you want to get feedback on your Ls' feelings about the activities and tasks completed in the lesson, put 2.5 Feedback sheet on the wall or board and ask Ls to sign it as they leave the classroom.

Did you enjoy the activities? 😊😊😊	Song	Hide-and-peek	Decorating the garden	Word search

### LESSON 3: DECORATING THE GARDEN II.

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to revise and activate new language</li> <li>■ to develop intensive listening skills</li> <li>■ to personalize the model garden by adding home-made items</li> </ul>
<b>MATERIALS AND RESOURCES</b>	<p>3.1 Word cards, Bluetack, model garden, pictures made by Ls, 3.2 Worksheet –labelling (a copy for each L), 3.2 Worksheet – gap-filling (a copy for each L/variation), 3.4 Instructions (Bingham, Jane: The Usborne Book of Science Experiments, p.5. 1991. Usborne Publishing, ISBN 0-7460-0806-6)</p> <p>For project work: a ping-pong ball, thick paper (10cmx5cm), scissors, sticky tape, pen and plasticine for each learner, 3.5 Feedback sheet</p>

**Before the lesson:** Cut up 3.1 Word cards. Stick 3.4 Instructions on the board and cover it with a sheet of wrapping paper.

**Classroom arrangement:** some desks are put together to form a larger surface. Learners’ chairs are placed around the desks.

STAGE 1	<b>Warmer – Stepping stones</b>
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying written form of learnt items
ORGANISATION	Chain
AIDS AND MATERIALS	Model garden prepared during previous lessons, 3.1 Word cards, Bluetack

#### TEACHER’S ACTIVITIES

- Word cards about the garden are put on the floor in a line. (You will need as many cards as many learners there are in your group.)  
Learners are asked to hop along them, reading out the words. The last card in each round is picked up by the learner and placed in the model garden.  
(DIFFERENTIATION: Ask more confident learners to go first and shy learners to go in pairs. Some learners can take two turns.)  
At the end of the activity ask Ls to repeat all the items after you.

#### LEARNERS’ ACTIVITIES

- Ls read out the words as they hop along them. Each L picks up the last card in the line and labels the model garden with it.

STAGE 2	<b>Vocabulary practice: labelling</b>
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying the written form of learnt vocabulary items
ORGANISATION	Individual
AIDS AND MATERIALS	3.2 Worksheet – labelling

### TEACHER'S ACTIVITIES

1. Ask Ls to sit down and work individually. They can use the words on the class poster to label the drawing on their worksheet.
2. Talk about the picture on the worksheet and then compare it with the model garden you created together with your learners.

### LEARNERS' ACTIVITIES

1. Ls label the picture on 3.2 Worksheet – labelling.
2. Ls compare the two gardens:  
*e.g. I can see two trees in the picture and three trees in the model garden.  
There is a table under the pear tree in the picture. There is a table under the apple tree in the model garden. etc.*

### VARIATION FOR LS WHO ARE ABLE TO UNDERSTAND A SHORT WRITTEN TEXT CONTAINING LEARNT VOCABULARY.

AIDS AND MATERIALS	3.2 Worksheet – gap-filling
DESCRIPTION	<p>Follow the steps above but use 3.2 Worksheet – gap-filling.</p> <p><b>Solution:</b></p> <p><i>Look at this nice cottage. It has got a small front garden and a big back garden. There are some beautiful flowers in the front garden and there is a small pond in the back garden.</i></p> <p><i>There are fruit trees near the fence. There are lanterns in the trees. I can see a bench under the apple tree. There is a small table with two chairs under the pear tree. I can see some nice flowers in a vase on the table.</i></p> <p><i>There is a slide near the pond and a swing next to the sandpit.</i></p> <p><b>NOTE:</b> It is suggested that you give individual feedback to those who worked on the gapped text.</p>

STAGE 3 **Vocabulary extension and practice: adding home-made items to the model garden**

TIME 10 mins

SKILLS AND  
COMPETENCIES IN FOCUS Making decisions and accepting other's ideas  
Revising and consolidating language

ORGANISATION Whole class

AIDS AND MATERIALS Pictures made by Ls, model garden

### TEACHER'S ACTIVITIES

1. Collect pictures made and cut out by Ls at home and place them in the middle of the desks face down. Ask them questions about the items they added to the picture.

T: (points at one of the items) *I think it's a dog.*

(T turns the picture) *Oh, no. It's a cat!*

–or: *Wow, it's really a dog. Look! It's very cute. Where shall we put it?*

L1: *Let's put it on the path.*

Ls continue the activity guessing and then placing all the home-made drawings in the model garden.

2. When all the items are placed on the picture, evaluate your work.

### LEARNERS' ACTIVITIES

1. Ls take active part in the conversation. If they don't agree, they may express their opinion:

T: *Where shall we put the lantern?*

L1: *Let's put it on the apple tree.*

L2: *Or on the pear tree?*

L3: *Let's put it under the pear tree.*

L4: *Under the tree? Let's put it here on the table.*

2. Ls share their opinion about the model garden:

T: *Well done. I like this garden. It's so colourful. Your items are really great. And you, Zoli?*

Zoli: *I like the decoration.*

Zsófi: *I think the flowers are very nice.*

Tomi: *I like the lanterns.*

STAGE 4	<b>Activity: making puppets</b>
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding a sequence of instructions Following instructions Managing time
ORGANISATION	Whole class as individuals
AIDS AND MATERIALS	3.4 Instructions, wrapping paper and Bluetack, for project work: a ping-pong ball, thick paper (10cmx5cm), scissors, sticky tape, pen, plasticine for each learner

#### TEACHER'S ACTIVITIES

1. Tell Ls that it is time to invite some guests for the garden party. Explain that you will make some puppets. Give out all the materials needed. Uncover the instructions on the board and start working, following the steps together.

##### *Instructions:*

- I. Push one blade of your scissors into the ping-pong ball on the join line. Cut all the way around the line.*
- II. Roll the paper so that it fits snugly inside one half of the ball. Then tape up the side of the paper to make a tube.*
- III. Tape the bottom of the paper tube to the ball. Draw a face on the paper, supporting it from the back with two fingers.*
- IV. Press plasticine into the puppet's base to make it stand.*

NOTE: You should help Ls use the scissors or cut up the balls before the lesson.

2. Explain how the puppet works.  
*Why can't the puppet lie down?*  
*When you push the plasticine inside, the puppet's centre of gravity is in its base, so it stands up.*  
*When you try to tip over the puppet, gravity still pulls on its base, but not on its head, so the base stays down and the head flips up.*

#### LEARNERS' ACTIVITIES

1. Ls follow T's instructions and with the help of the pictures on the board they make a puppet. After finishing the puppet, they might give it a name.

2. Ls may ask questions and you may discuss the problem in Ls' mother tongue.

STAGE 45	<b>End of lesson game: Talking puppets</b>
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Acting out dialogues Using learnt structures in a situation
ORGANISATION	Pair work
AIDS AND MATERIALS	Puppets made by learners, 3.5 Feedback sheet

#### TEACHER'S ACTIVITIES

1. Ask Ls to introduce their puppets to each other.

#### 2. OPTIONAL TASK:

If you want to get feedback on your Ls' feelings about the activities and tasks completed in the lesson, put 3.5 Feedback sheet on the wall or board and ask Ls to sign it as they leave the classroom.

Did you enjoy the activities? ☺ ☺ ☺	Stepping stones	Labelling	Finding the differences	Making puppets

#### LEARNERS' ACTIVITIES

1. Ls work in pairs. They act out conversations with their puppets:

L1: Hello. I'm Dotty. What's your name?

L2: Hello. My name's Spotty.

L1: What's your favourite toy?

L2: My skipping rope. Do you want to play? etc.

2. Ls may ask questions and you may discuss the problem in Ls' mother tongue.

## LESSON 4: ROUND AND ROUND THE GARDEN

### AIMS OF THE LESSON

- to use learnt vocabulary and structures creatively
- to prepare instruction cards and crossword puzzles
- to cooperate effectively in pair and group work

### MATERIALS AND RESOURCES

sentence halves on small cards and safety pins for each learner, model garden, a dice for each pair, a treasure chest made from a match box with a puzzle inside;  
for project work: a blank A5 sheet of checked paper for the puzzle, an empty match box or any small box for making a treasure chest a blank A5 sheet and 4.4 Model sentences, pens, pencils, coloured paper, glue, for each group;  
background music, cassette or CD player, 4.5 Feedback sheet

**Before the lesson:** Write some sentences about the layout of the model garden. Prepare a word snake (BENCHAIKSWINGARDEN) and put in a small box (a treasure chest). board.

**Classroom arrangement:** desks are arranged for group work (4 groups). Ls' chairs are placed around the desks. The model garden is placed on a desk or on the floor in the middle of the room so that each group can see it well.

STAGE 1 **Warmer – What's there in the garden?**

TIME 8 mins

SKILLS AND  
COMPETENCIES IN FOCUS Constructing sentences  
Keeping the rule when carrying out an activity

ORGANISATION Mingle

AIDS AND MATERIALS Sentence halves on small cards and safety pins for each learner

### TEACHER'S ACTIVITIES

1. Use safety pins to put a card with a half sentence on each learner's back. Ask them to walk round in the classroom and read out the sentence halves on each other's back. When they think they have found the other half of their sentence, they stay together.

You might want to help them with placing the model garden on the desks.

At the end of the activity take off the cards and read them out together.

E.g.

**There is a swing...**

...near the pond.

### LEARNERS' ACTIVITIES

1. Ls walk round and read out the sentence halves on each other's back, trying to find the matching halves.

L1: *Can you read out my sentence?*

L2: *There is a swing...*

L1: (reads out L2's sentence) *There's an apple tree...*

L2: *We are not a pair.*

L3: *Can you read my sentence?*

L1: *...near the pond. I think we are a pair.* (L1 and L3 read the sentence halves on each other's backs. They can check their sentence looking at the model garden on the desks.)

#### STAGE 2

#### Revision: True or false?

#### TIME

7 mins

#### SKILLS AND COMPETENCIES IN FOCUS

Identifying true and false information

Understanding and using language for a game

#### ORGANISATION

Pair work

#### AIDS AND MATERIALS

Dice for each pair

### TEACHER'S ACTIVITIES

1. Ask pairs to sit down together and play a game in pairs. You need a dice for each pair. Players roll the dice in turns. (Ask them not to show the number to their partners.) If it is an odd number, they have to say something false about the model garden. In the case of an even number they have to tell something true. The other player listens and decides whether the statement is true or false. Give them a time limit.

### LEARNERS' ACTIVITIES

1. Ls take turns to give true or false information about the model garden depending on the number on their dice.

## VARIATION FOR A CLASS WHERE LS ARE NOT SO CONFIDENT IN USING THE NEW STRUCTURES AND VOCABULARY

AIDS AND MATERIALS	Dice for each team
DESCRIPTION	Play the same game in two teams.
STAGE 3	<b>Introduction to project work: Find the treasure chest</b>
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Intensive listening for clues to find a place Following instructions Solving a vocabulary puzzle
ORGANISATION	Whole class
AIDS AND MATERIALS	Model garden, a treasure chest made from a match box with a word snake prepared by T before the lesson

### TEACHER'S ACTIVITIES

1. Invite Ls to play the Treasure Hunt game. Pretend that a chest is hidden somewhere in the garden but you can't find it. Read out the following instructions and ask them to listen and find the box in the model garden:

T: *You are next to the cottage. But you can't find the chest there. It isn't near the pond or the fruit trees. It isn't on or in anything. It isn't under the slide. It's under something blue.*

L1: *I think it's under the swing.*

T: *YES! It's under the swing. Let's open it!*

Give Ls the chest and let them open it. There's a word snake in the chest:

BENCHAIRSWINGGARDEN

Ask Ls to solve the puzzle.

### LEARNERS' ACTIVITIES

1. Ls follow T's instructions in order to find the hidden box. When they get the chest, they try to solve the word puzzle found in it.

They write the solution on the board:

*BENCHAIRSWINGGARDEN – bench, chair, hair, air, swing, win, garden, den*

STAGE 4	<b>Project work: preparing instruction cards and puzzles</b>
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Shared writing (sharing and accepting ideas) Planning and managing of a group task Managing time
ORGANISATION	Group work (mixed ability groups are welcome)
AIDS AND MATERIALS	a blank A5 sheet of checked paper for the puzzle, an empty match box or any small box for making a treasure chest, a blank A5 sheet, 4.4 Model sentences, pens, pencils, coloured paper and glue for each group background music

#### TEACHER'S ACTIVITIES

1. Tell Ls that they will make similar chests with puzzles and instruction cards for a Treasure Hunt game.  
Split the class into 4 groups. Ask them to sit down together. Hand out a blank A5 sheet of checked paper for the puzzle, an empty match box or any small box for making a treasure chest, a blank A5 sheet, 4.4.model sentences, pens, pencils, coloured paper and glue for each group.

Ask Ls to share the tasks: some can make the treasure chest from the box and coloured paper. Others can work on the puzzles (e.g. a crossword puzzle or a word search), while the rest of the group can write the instruction card. (Help them share the activities, providing chance for natural differentiation.)

Play some background music. Walk round and monitor the activity. Help if it is necessary.

#### LEARNERS' ACTIVITIES

1. Ls work in groups and prepare the items for the Treasure Hunt game.  
At the end of the lesson Ls put the puzzles into the prepared chests. They write the groups' names or codes on the chests and the instruction cards before giving the chests with the 'treasure' and the instruction cards back to T.

STAGE 5	<b>End of lesson activity: evaluation of work done so far</b>
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving feedback and evaluation on the work done
ORGANISATION	Whole class
AIDS AND MATERIALS	4.5 Feedback sheet

**TEACHER'S ACTIVITIES**

1. Ask Ls to evaluate their work and discuss any necessary changes and homework.

2. OPTIONAL TASK:

If you want to get feedback on your Ls' feelings about the activities and tasks completed in the lesson, put 4.5 Feedback sheet on the wall or board and ask Ls to sign it as they leave the classroom.

Did you enjoy the activities? ☺ ☺ ☺	Finding new pairs	True or false?	Project work

**LEARNERS' ACTIVITIES**

1. Ls give feedback on their work.

L1: *I think our group is very good. We have a nice chest and an interesting puzzle.*

T: *Have you finished the instructions?*

L2: *No.*

T: *Finish it in the library after the lessons or at home, please.*

## LESSON 5: TREASURE HUNT

### AIMS OF THE LESSON

- to present instruction cards and play the treasure hunt game
- to encourage learners to evaluate themselves
- to evaluate the learning process

### MATERIALS AND RESOURCES

garden, background music, cassette or CD player, treasure chests with puzzles, instruction cards prepared by groups (see previous lesson), 5.2 Chart (a copy for each group), 5.3 Achievement record, 5.4 Self-evaluation form (a copy for each L)

**Classroom arrangement:** Some desks are put together to form a larger surface. Learners' chairs are placed around the desks. Ls are seated round the desks but in their groups from previous lesson. The model garden is placed in the middle so that each group can see it well

STAGE 1 **Warmer – Welcome to the party!**

TIME 5 mins

SKILLS AND  
COMPETENCIES IN FOCUS Acting out roles

ORGANISATION Whole class in pairs

AIDS AND MATERIALS Background music, cassette or CD player

### TEACHER'S ACTIVITIES

1. Ask Ls to imagine that they are at a garden party. Play some music and ask Ls to walk round the garden (classroom). When the music stops, they should greet each other. Repeat this activity 3-5 times to let them talk to more people.

### LEARNERS' ACTIVITIES

1. Ls walk round while the music is on. Then they stop to talk to each other:  
Miki: *Hello, Tomi, how are you?*  
Tomi: *Hi, Miki. I'm fine. And you?*  
Miki: *I'm very well. Let's go to the slide.*

STAGE 2	<b>Project work: Let's play!</b>
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Scanning for information Problem solving in groups Listening for information, TPR
ORGANISATION	Group work
AIDS AND MATERIALS	Model garden, instruction cards prepared by groups, treasure chests with puzzles, 5.2 Chart

### TEACHER'S ACTIVITIES

1. Ask Ls to sit down round the tables. Ask each group to choose an instruction card. 1.  
Make sure they will not get back their own cards.

Ask Ls to read and follow the instructions.

3. Hand out a copy of 5.2 Chart to each group and ask them to complete it together. Each group gives information about their starting points and the destination, while others put down the keywords in the chart.

### LEARNERS' ACTIVITIES

Ls follow the written instructions. When they get to the right destination, they can ask for the treasure chest:

Players: *We are under the apple tree. We think the treasure chest is in the tree. Can we have it?*

Authors: *Yes, here you are. Well done!*  
or *We are sorry you are in the wrong place. Try again.*

2. Ls solve the puzzle found in the treasure chest then give it back to the group that has made up the puzzle. It is their task to check the solution.
3. Group members complete the first line of the 5.2 Chart about themselves. Then one member of each group is nominated to talk about their treasure hunt:  
L: *We started under the pear tree. We found the treasure chest under a bush near the fence.*

STAGE 3	<b>Evaluation: Feedback on the treasure hunt game</b>
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Openness towards self-evaluation and accepting other's opinion
ORGANISATION	Whole class, groups
AIDS AND MATERIALS	–

### TEACHER'S ACTIVITIES

1. Ask Ls to think about the previous activity. Initiate a conversation about learners' achievement.

You might want to use Ls' mother tongue during this activity in order to avoid problems caused by a shortage of language resources.

Possible questions:

*Was it easy for you to understand the instructions?*

*Was it easy for the others to understand the instructions written by your group?*

*Could you find the chest easily or did you have to start again?*

*Did you like the puzzle found in the chest?*

*Could you solve it?*

### LEARNERS' ACTIVITIES

1. Ls say their opinion about the previous activity.

### VARIATION FOR THOSE TEACHERS WHO WANT TO SCORE LS' ACHIEVEMENT DURING THE TREASURE HUNT

AIDS AND MATERIALS	5.3 Achievement record
DESCRIPTION	After/during the conversation described above, complete 5.3 Achievement record together with Ls

STAGE 4	<b>Feedback and evaluation</b>
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluating self and peer performance Openness towards self-evaluation and accepting other's opinion
ORGANISATION	Whole class, groups, individuals
AIDS AND MATERIALS	5.4 Self-evaluation form

#### TEACHER'S ACTIVITIES

1. Ask Ls to think about the activities of the last 5 lessons and evaluate their achievement.

You might want to use the Ls' mother tongue during this activity in order to avoid problems caused by a shortage of language resources.

2. DISSEMINATION: Offer the model garden for work in other language classes.

#### LEARNERS' ACTIVITIES

1. Ls complete 5.4 Self-evaluation form.

2. Ls brainstorm ideas of how to display the model.

#### VARIATION FOR MOTIVATED LEARNERS

AIDS AND MATERIALS	–
DESCRIPTION	As a follow-up activity, ask Ls to invent a game to play in small groups using the model garden and the puppets.