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# DREAMLAND

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## OUR DREAM ISLAND

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Type of module	Creative Communication
Target group	10–13-year-old learners
Level	A1+
Written by	Lindner Zsuzsa, Mészárosné Boros Valéria

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

<b>TYPE OF MODULE</b>	Creative Communication
<b>DESCRIPTION OF MODULE</b>	In this module Ls will design their dream island. They will decide on the geographical features of the island, read about and describe the animals and plants living on the island. They will present some dishes from the island, organise some leisure activities for the tourists visiting the island and advertise the island.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ To practise describing geographical places, animals and plants</li> <li>■ To practise describing food and write simple recipes</li> <li>■ To practise writing an advertisement</li> <li>■ To practise asking for an object, refusing and agreeing</li> <li>■ To make a short presentation about an animal/plant/leisure activity</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	10–13 year-old learners
<b>LANGUAGE LEVEL</b>	A1+
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Ls can:</p> <ul style="list-style-type: none"> <li>■ use simple structures (There is/are..., It's..., It's got..., It can..., It lives..., It likes..., You need..., You can..., etc.)</li> <li>■ use basic structures for exchanging objects with their peers (Do you need this? Can you give it to me? Can I have that? Please, give it to me., Here you are., Thank you., etc.)</li> <li>■ use modal verbs (can, should, must)</li> <li>■ use the superlative form of adjectives</li> <li>■ follow simple instructions in English</li> <li>■ read simple texts on describing animals and plants</li> <li>■ work in pairs and small groups</li> </ul>
<b>LINKS OF THE MODULE</b> <b>Cross curricular links</b>	Science (Geography, Biology), Home Economics (descriptions of food and dishes), Economics (tourism)

**FOCI OF SKILLS-  
DEVELOPMENT**

**Communicative language  
skills**

- talking about animals, plants and food
- giving and asking for information about animals and plants
- making a survey
- writing descriptions about animals and plants
- making a short presentation of places, animals and plants
- expressing opinion, refusing an offer and agreeing on something

**General, educational skills**

- working in pairs, small groups or as a whole class to reach an aim
- giving Ls self confidence in using the language
- showing Ls that they can do various communicative tasks with limited language
- giving a chance to Ls to get into meaningful interaction with their peers
- enabling the whole class to work together and produce something as a whole group
- arousing interest in reading and writing short texts

**EVALUATION**

Self evaluation, and evaluation of activities in the module with the help of a poster

**SUGGESTIONS**

As the communicative speaking and writing tasks of this module are not strictly guided (they are quite free most of the times) it gives (less and more creative and competent) Ls a chance to express themselves according to their current level, creativity and abilities. Therefore the Ls will most probably carry out the tasks at very different language levels, but the T should encourage creativity and communication in English rather than insist on accurate and complex expressions.

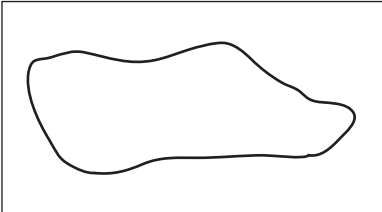
# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Extending and building Ls' vocabulary related to the topic</p> <p>Encouraging Ls to work together</p> <p>Letting Ls to be creative and use their imagination</p> <p>Writing a description</p> <p>Giving a short presentation</p> <p>Discussing opinions</p>	<p>Designing the island</p> <p>Drawing and describing geographical characteristics of the island</p>	<p><b>Vocabulary</b> of geography and biology: mountain, lake, river, waterfall, cave, valley, beach, forest, fields, etc.</p> <p><b>Structures:</b> There is/are..., It's..., It's got..., The... is/are....</p>	<p>2 large sheets of wrapping paper (prepared for the lesson in advance as described at the Procedures)</p> <p>Colour markers</p> <p>Blu-Tack</p>
2	<p>Understanding descriptions of animals/plants</p> <p>Building association between text and pictures</p> <p>Giving practice in understanding written texts and understanding oral description of animals and plants</p> <p>Expressing Ls' opinion</p> <p>Using imagination and being creative</p> <p>Giving Ls practice in describing animals and giving short oral presentations</p>	<p>Matching the cut up and mixed lines of the descriptions of an animal and a plant</p> <p>Describing plants and animals</p> <p>Making a short presentation</p>	<p><b>Vocabulary</b> for describing animals and plants: body part, habitat, food, abilities, etc.</p> <p><b>Structures:</b> It's got..., It's..., It lives..., It eats..., It can..., You can use it for..., It's good for...</p>	<p>2.3. Sentence Cards cut up in lines</p> <p>2.3 Pictures of animals and plants</p> <p>Blu-tack</p>
3	<p>Writing a description of a dish</p> <p>Developing co-operative skills</p> <p>Offering, requesting, accepting and turning down requests</p> <p>Interacting with peers and exchanging certain items</p> <p>Refusing and agreeing on something</p>	<p>“Trading” with food items (trying to exchange different food items for others)</p> <p>Writing a description of a dish</p> <p>Making a short presentation</p>	<p><b>Vocabulary</b> for food: names of ingredients for cooking, adjectives to describe dishes</p> <p><b>Structures:</b> It's..., You can..., It's good with...</p>	<p>3.2 Cards (further cut up into slips )</p> <p>3.2 Reading</p> <p>2 half A4 sheets for each group</p> <p>5 envelopes</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Giving a simple presentation</p> <p>Describing a plan</p> <p>Role-playing: tourists and tour guide</p> <p>Writing a description of a plan</p> <p>Negotiating and making decisions</p> <p>Carrying out a survey</p> <p>Exchanging personal information</p>	<p>Making a survey</p> <p>Designing a leisure plan suitable for tourists</p> <p>Making a presentation about the plan</p>	<p><b>Structures:</b></p> <p>There is/are..., You can..., You need..., It's..., It costs...</p>	<p>Island Poster</p> <p>One sheet of A5 paper for each group</p>
5	<p>Writing an advertisement</p> <p>Reading texts aloud</p> <p>Developing Ls' listening skills (listening to peers)</p> <p>Practising creative writing</p>	<p>Listening to advertisements</p> <p>Collecting useful phrases</p> <p>Writing an advertisement for our island</p>	<p><b>Structures:</b></p> <p>It's..., There is/are..., You can..., comparatives, superlatives</p>	<p>1 A4 sheet for each group</p> <p>1 sheet of wrapping paper</p> <p>coloured markers</p>

# PROCEDURE

## LESSON 1: DESIGNING DREAMLAND

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to introduce the topic and set the scene</li><li>■ to extend and build Ls' vocabulary related to the topic as a basis for the coming lessons</li><li>■ to arouse Ls' interest and curiosity concerning the topic</li><li>■ to let Ls be creative and use their imagination</li></ul>
<b>MATERIALS AND RESOURCES</b>	2 large sheets of wrapping paper, coloured markers, Blu-Tack
<b>BEFORE THE LESSON</b>	Take 1 sheet of wrapping paper and prepare it as described in Stage 1, Aids and Materials section, this will be called the Island Poster from now on. Take the other sheet of wrapping paper and cut the shape of the island in exactly the same size as it is on the Island Poster. Cut the island into 4–5 pieces according to how many groups you will form in Stage 3. Mark on the sheet of wrapping paper the direction Ls should hold the paper, e.g. indicating it with a compass showing North/South/East/West, otherwise there will be confusion when putting the island's picture together.
<b>CLASSROOM ARRANGEMENT</b>	Arrange the classroom in a way that in Stage 3 Ls are able to work in small groups.
<b>STAGE 1</b>	<b>Guess what!</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Predicting and discussing
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1 large sheet of wrapping paper with the outline of an island prepared by the T in advance
	

### TEACHER'S ACTIVITIES

1. Put the wrapping paper on the board and ask Ls to guess what the drawing could be. Allow Ls to offer ideas in Hungarian, but repeat their words in English.
2. When Ls have found out that it is an island, lead a general discussion on islands.  
Possible questions:  
*What is an island?*  
*Do you know any islands in Hungary?*  
*Do you know some islands in the world?*  
*Have you been to any famous islands before?*

### LEARNERS' ACTIVITIES

1. Expected guesses:  
Omelette, amoeba, lake, Formula 1 track, etc.
2.  
Possible answers:  
*A land in the sea/ocean/lake/river*  
*Margaret Island, Szentendre Island*  
*Crete, Greenland, Australia, Canary Island, etc.*  
*Yes, I have. / No I haven't.*

**STAGE 2** What's on an island?**TIME** 15 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Making complex sentences  
Developing co-operative skills**ORGANISATION** Whole class**TEACHER'S ACTIVITIES**

1. Ask Ls to collect geographical characteristics of an island. Draw or ask a L to draw a simple picture of each item on the board, or use the symbols they know from atlases.
2. Ask Ls to close their eyes for a few seconds and imagine their dream island. Then ask a simple question, for example:  
*Is there a mountain on our dream island?*  
At this stage Ls can say Yes or No together. If more Ls say Yes, then go on working with that word. The aim is to encourage Ls to imagine and describe the item in more detail and make the sentence as long as possible.  
If more Ls say no to the first item, then go on to another item.  
Work on 1-3 items in a similar way with the whole group

**LEARNERS' ACTIVITIES**

1. Expected answers:  
Lake, river, pond, mountain, hill, waterfall, cave, valley, field, beach, forest, etc.
2. Possible conversation:  
T: *Is there a mountain?*  
Ls: *Yes, there is.*  
T: *Ok, what kind of mountain is there?*  
L: *There's a big mountain.*  
T: *Is it nice?*  
L: *Yes, it's a beautiful big mountain.*  
T: *Are there animals?*  
L: *There are many animals.*  
T: *What kind of animals?*  
L: *There are exotic animals.*  
T: *Great, so can we describe the mountain saying a long sentence?*  
L: *There's a beautiful big mountain with many exotic animals.*

**VARIATION FOR CONFIDENT LS****DESCRIPTION** If Ls are able to produce these long sentences right away, there is no need to ask questions; they can add to the sentence freely.

<b>STAGE 3</b>	<b>Creating Our DreamLand</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing a description Creating visual interpretations of ideas Decision making
<b>ORGANISATION</b>	Small groups
<b>AIDS AND MATERIALS</b>	The 4-5 sheets of wrapping paper previously cut up by the T (one part of the island for each group)

### TEACHER'S ACTIVITIES

NOTE: All Ls will imagine a different island, but the aim is to combine their ideas and create a Dream Island together as a whole group.

1. Form 4-5 small groups (ideally there should be no more than 4 Ls in a group, however, there should be only as many groups as there are pieces of cut up wrapping paper). Ask Ls to remember who their groupmates are because they will be working in the same groups later.
2. Give each group 1 piece of the wrapping paper – 1 part of the island. Ask Ls to brainstorm adjectives that describe the atmosphere a place can have. (If Ls do not have ideas, prompt them by showing the adjectives with facial expressions.) Write the ideas on the board. Let each group choose one adjective.
3. Ask Ls to decide what geographical characteristics of that part of the island should have, bearing in mind what adjective they have chosen. Ask groups to illustrate and describe their part of the island. Ask them to write 4-6 sentences in their exercise books, sentences similar to the ones in the previous stage.

### LEARNERS' ACTIVITIES

2. Possible adjectives:  
*Scary, peaceful, adventurous, exciting, terrifying, lonely, etc.*
3. Ls draw pictures or symbols on their maps and agree on sentences to describe their parts.  
Possible descriptions:  
*There's a long blue river with dangerous green crocodiles. There are four dark caves with big black bats. etc.*

### VARIATION FOR WEAKER LS/GROUPS

**DESCRIPTION** If Ls are not able to say interesting adjectives, the T should help and teach them a few, because if the adjectives are not interesting, then the island will be boring.

<b>STAGE 4</b>	<b>Compiling the island</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Giving a short presentation Discussing opinions
<b>ORGANISATION</b>	Whole group
<b>AIDS AND MATERIALS</b>	The descriptions and illustrations Ls made in the previous stage, Blu-tack

#### TEACHER'S ACTIVITIES

1. Ask all the groups one by one to stick their drawing in the appropriate place on the wrapping paper with the outline of the island on the board. Ask them to describe their part of the island.

2. When the island is ready lead a short discussion about the island.

Possible questions:

*Do you like the island? Are you satisfied? Which part is the most beautiful / interesting / dangerous / exciting? Why? Would you like to live there / go on holiday there? What kind of animals and plants do you think live there? etc.*

HW. Give 1 task for each group that has been working together during the lesson.

Group1 – give a name to the island

Group2 – make a flag for the island

Group3 – draw a shield for the island

Group4 – write a slogan for the island

Group5 – draw a picture of the totem of the island

It is not sure that all the groups will work together on this HW task, but if only half of these items are prepared, there will be no problem.

#### LEARNERS' ACTIVITIES

1. Groups present their part of the poster, sharing the job. One L reads out the sentences while another L points at the poster, or sentences can be read out by the Ls one by one.

2. If there is time after the presentations, Ls can suggest some extra items to be drawn on the poster.

## LESSON 2: ANIMALS AND PLANTS ON THE ISLAND

### AIMS OF THE LESSON

- to revise the vocabulary and structures for describing plants and animals
- to reconstruct a text about animals and plants
- to recognise pictures based on oral description

### MATERIALS AND RESOURCES

2.3. Sentence Cards (cut up into lines and mixed), 2.3 Pictures of animals and plants, Blu-tack

### BEFORE THE LESSON

- Put the Island Poster made by the student on the board.
- Put 2.3 Pictures of animals and plants on the board, but (if possible) try to hide them till Stage 3 when they are going to be used first.

### CLASSROOM ARRANGEMENT

Arrange the classroom in a way, that in Stage 3 Ls are able to work in 2 groups and in Stage 4 in 5 small groups.

### STAGE 1

**Checking HW**

### TIME

4 mins

### SKILLS AND COMPETENCIES IN FOCUS

Describing objects

### ORGANISATION

Whole class

### TEACHER'S ACTIVITIES

1. Ask Ls to present their HW tasks from the previous lesson.

Most probably not all pieces will be ready; Ls present those which are there. The missing items may be added any time at later.

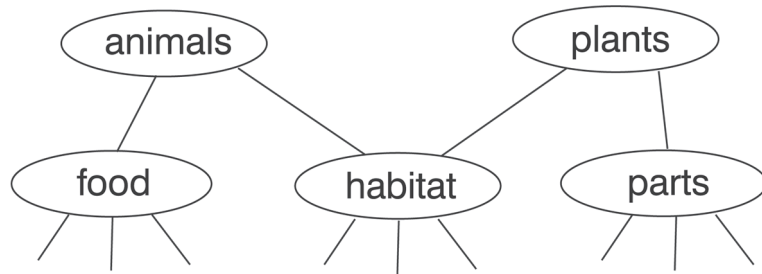
### LEARNERS' ACTIVITIES

1. Ls show the flag, the shield and the picture of the totem and tell the others the slogan and the name of the island. There are attached to the Island poster.

<b>STAGE 2</b>	<b>Words we need</b>
<b>TIME</b>	9 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Compiling a list of words Categorizing
<b>ORGANISATION</b>	Whole class

### TEACHER'S ACTIVITIES

1. Ask Ls to brainstorm body parts of animals and parts of plants and other connected vocabulary. Make a mind map on the board. (Put the emphasis on parts of plants, because that is usually dealt with less often in class.)



### LEARNERS' ACTIVITIES

1. Ls offer relevant words to be put on the board.  
*Legs, body, tail, nose, ears, eyes, fur, feather, claws, etc.*  
*Plant, bush, tree, flower, root, leaves, branch, stem, etc.*

<b>STAGE 3</b>	<b>Find the description!</b>
<b>TIME</b>	9 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reconstructing descriptions Building association between descriptions and pictures
<b>ORGANISATION</b>	Whole group, two groups
<b>AIDS AND MATERIALS</b>	2.3. Sentence Cards (cut up into lines and mixed), 2.3 Pictures of animals and plants

### TEACHER'S ACTIVITIES

1. Give each L a slip of paper with one line of the description of the animal or the plant. Ask Ls to read their lines aloud and say if they think their line is describing an animal or a plant. Other Ls can help as well. Ask Ls to stand in two distinctive groups depending on their line: for example, Ls with the animal's description stand on the left, the others on the right.

Descriptions:

PLANT:

THIS IS A ROSINDA.

IT LIVES ON THE BEACH, NEXT TO THE SEA.

IT NEEDS A LOT OF SUNSHINE.

IT'S GOT BEAUTIFUL DARK GREEN LEAVES AND A LONG STEM.

IT'S GOT FANTASTIC ORANGE AND PINK FLOWERS IN SUMMER.

IT IS A VERY INTERESTING PLANT.

IT SMELLS WONDERFUL.

YOU CAN EAT IT, BUT IT DOESN'T TASTE VERY GOOD.

### LEARNERS' ACTIVITIES

### TEACHER'S ACTIVITIES

ANIMAL:

THIS IS A HOPPING SNAKE.

IT LIVES IN THE TREES.

IT EATS MICE AND RATS.

IT'S A SNAKE, BUT IT'S GOT ONE LEG.

IT'S GOT A GOLD AND SILVER BODY.

IT LIKES SLEEPING AND HUNTING.

IT CAN CRAWL AND HOP ON ONE LEG.

IT IS NOT VERY DANGEROUS, IF YOU ARE NOT A MOUSE OR A RAT.

2. Ask Ls in the 'animal group' to sit around a desk, work together and put the lines of the description in a logical and meaningful order. Ls in the 'plant group' are asked to do the same with their lines. (There may be more than one correct way to arrange the lines.) While the groups are working, put the pictures of the plants and animals on the board.
3. Ask a L from each group to read the description aloud and tell all the Ls to try and match the descriptions with a picture on the board.

### LEARNERS' ACTIVITIES

2. Ls rearrange the lines to make up a logical description.
3. When Ls guess which picture has been described, Ls from the group stick their lines under the picture of the described plant or animal.

### VARIATION FOR A LARGE GROUP

**DESCRIPTION** Give one slip to a pair.

<b>STAGE 4</b>	<b>Describe them!</b>
<b>TIME</b>	14 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing descriptions after a model Developing cooperative skills
<b>ORGANISATION</b>	Small groups
<b>AIDS AND MATERIALS</b>	2.3 Pictures of animals and plants

#### TEACHER'S ACTIVITIES

1. Take all of the pictures off the board, except for the ones already described in the previous stage.
2. Form 5 groups. Give each group 2 pictures: 1 animal and 1 plant. (It is important that Ls not be able to see the pictures of other groups, only their own.)
3. Ask groups to describe their animal and plant. Ask them to imagine where on the island their animal/plant lives, what it eats, what it can do, why it is special, important, etc. Encourage Ls to be creative. They should describe the physical characteristics of the animals and plants according to the pictures, but they can give any kind of inner characteristics and abilities to them (e.g. A magic talking flower, a monkey that can read and use the computer, etc.)

#### LEARNERS' ACTIVITIES

3. Possible description of a plant:  
*This is a \_\_\_\_\_ (Ls give a name to the plant). It lives in the big forest. It needs a lot of water and sunshine. It's got big green leaves and a very long stem. It's beautiful, but dangerous. It can kill you if you eat it. etc.*

<b>STAGE 5</b>	<b>Let's hear it!</b>
<b>TIME</b>	9 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding descriptions of animals/plants and building association between them and pictures
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Descriptions from stage 3, 2.3 Pictures of animals and plants

### TEACHER'S ACTIVITIES

Before listening to the descriptions, collect all the pictures from the groups and put them back on the board in random order.

1. Ask groups one by one to describe their animal and plant. Wait till another L from the rest of the class matches the description with one of the pictures, then ask one L to take the picture from the board and stick it on the appropriate place on the picture of the island. (If the description says that the animal lives on the big mountain, then the picture should be put on the mountain.)

2. When all pictures are stuck on the island, lead a short discussion.

Possible questions:

*Which animal is the funniest / most dangerous / interesting / clever...? Which plant is the most useful / beautiful / strange...?*

### LEARNERS' ACTIVITIES

1. Other Ls try to choose the picture of the animal/plant that has been described.

### LESSON 3: FOOD AND DRINK

#### AIMS OF THE LESSON

- to revise vocabulary of food and drinks
- to practise negotiation, agreeing and refusing
- to practise the structures and vocabulary of describing food and dishes

#### MATERIALS AND RESOURCES

3.2 Cards (cut up), 3.2 Reading (one for each L), 2 half A4 sheets for each group, 5 envelopes

#### BEFORE THE LESSON

Make one copy of 3.2 Cards, cut it up into slips and put the 10 slips for each group into 1 envelope.

#### CLASSROOM ARRANGEMENT

Try to arrange the class so that Ls are able to work in groups and move around the classroom freely.

#### STAGE 1

**Getting ready to prepare a dish**

#### TIME

8 mins

#### SKILLS AND COMPETENCIES IN FOCUS

Putting words into alphabetical order  
Brainstorming ingredients

#### ORGANISATION

Individual

### TEACHER'S ACTIVITIES

1. Ask Ls to say what their favourite dishes are. Allow them to say the Hungarian name if they are in trouble. Ask them to stand in a line according to the first letter of the dish they have chosen. Ask Ls to think of the starting letter of their favourite dish and say 1 ingredient they would use to prepare an exotic dish.
2. Separate the line of Ls into 5 sections to make 5 small groups. Tell each group that they need to create a typical dish for their Island and tell each group what type of dish they need to create.
  - Group 1 – soup
  - Group 2 – main dish
  - Group 3 – salad
  - Group 4 – dessert
  - Group 5 – drink

### LEARNERS' ACTIVITIES

1. Ls stand in a line in alphabetical order based on their chosen dish.

<b>STAGE 2</b>	<b>Exchanging food items</b>
<b>TIME</b>	14 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Offering, requesting, accepting and turning down requests
<b>ORGANISATION</b>	Small groups / mingle
<b>AIDS AND MATERIALS</b>	3.2 Cards (cut up), 5 envelopes

### TEACHER'S ACTIVITIES

1. Give each group 10 cards from 3.2. Cards with 1 basic ingredient on each slip. The group should look at the ingredients and decide which of these they will definitely need for their dish. They should put these back into their envelope and put all the other cards on their desks as if they were goods at a market. Ask them to discuss what else they would need to make their dish.

2. Demonstrate the following step with one of the groups. Ask them questions and let them answer according to what dish they are making.

Possible questions:

*Do you need apples?*

*Do you want some oil?*

*Can you give us some sugar?*

*Can I have the ketchup?*

*I can give you a banana. What can you give me in return?*

If Ls answer with simply Yes / No, elicit from the other Ls a more complex answer, like the examples on the right. Write 3-4 sample questions and answers on the board.

3. Ask two Ls to demonstrate how they would exchange one item with the other group using similar sentences to those on the board.

### LEARNERS' ACTIVITIES

2.

Possible answers:

*Yes, we do. / No, we don't.*

*No, thanks. / Yes, I do.*

*No, we need it, too. / Yes.*

*Yes. Here you are, / No, we need it, too.*

*An orange.*

3. One L asks another one from a different group to exchange an item with them.

### TEACHER'S ACTIVITIES

4. Tell 1 L from each group to take a slip their group does not need and go to another group and try to exchange the unnecessary item for other ingredients. Tell all the other Ls to stay at their desks. If a L manages to exchange a slip for something they need for their dish, they take the card back to their own desk and sit down. Another L will take a new slip and do the same until they have collected the necessary ingredients. Each slip should be exchanged by a different L from each group; therefore, Ls will change roles after each round.

When a group feels they have the ingredients they need, they can all sit down and stop exchanging items.

### LEARNERS' ACTIVITIES

4. Possible conversation between Ls:

*Hello, do you need apples?*

*Yes, we do. But I can give you bananas.*

*No, thanks. We don't need them.*

Or:

*Hello, can you give us apples?*

*What can you give us in return?*

*Some butter.*

*Ok, here you are.*

### VARIATION FOR A SMALL CLASSROOM

#### DESCRIPTION

Ls stay at their desks. Tell each group that they can exchange a maximum of 3 items, and the conversations can take place in a whole group arrangement. Group 1 can start "trading", then it's Group 2's turn, etc.

<b>STAGE 3</b>	<b>What's your dish?</b>
<b>TIME</b>	23 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding a description of a dish Writing a description of a dish Developing cooperative skills
<b>ORGANISATION</b>	Small groups
<b>AIDS AND MATERIALS</b>	3.2 Reading, 2 half A4 sheets for each group

### TEACHER'S ACTIVITIES

Before the reading task, make sure Ls understand some of the more difficult expressions, eg.: spicy, smells terrible, healthy, enjoy your meal, etc.

- Write the words "Chilli Banana Mix" on the board. Tell Ls that it is a traditional dish of the island. Ask them to imagine what the dish could be like.  
Give each L a copy of 3.2 Reading and ask Ls to read the description.

#### 3.2 Reading

*This dish is called Chilli Banana Mix. It's a soup. It contains beautiful fresh cherries and rotten bananas. There's some coconut milk and oil in it. You can put some green leaves on the top and put some chilli ketchup in it. Be careful! It's really hot and spicy. You can drink it, or eat it with a spoon. The soup is red and brown and it smells terrible, but it is very healthy. Enjoy your meal!*

Ask them some comprehension questions.

Possible questions:

- What are the ingredients?*
- What decoration is there on the dish?*
- What is strange about it?*
- Would you like to try it?*

### LEARNERS' ACTIVITIES

- Possible answers:  
It's hot. There's banana and chilli in it. It's terrible. It's a fruit salad, etc.

Possible answers:

- Banana, chilli, coconut milk, oil, etc.*
- Green leaves, chilli ketchup*
- Rotten bananas, its colour*
- Yes./No.*

### TEACHER'S ACTIVITIES

2. Ask Ls to use 3.2 Reading as a model and create a dish from the ingredients they have collected in Stage 2 and from any other animals and plants described in Lesson 2. Ask them to draw the dish as well.

(The dishes can be realistic or 'crazy', they can have silly ingredients and can have strange effects on people who eat them.)

3. Put all illustrations and descriptions on the walls in a way that the picture and the illustration are NOT next to each other. Ask Ls to walk around, read the texts and look for the picture matching the description. When Ls have read everything, read the names of the dishes one by one and ask Ls which picture belongs to which particular dish. At the end ask them which dish they like most, which food is similar to anything they have eaten before, which one is disgusting, which one they would like to try.

### LEARNERS' ACTIVITIES

2. Ls describe the dish on one of the halves of the A4 sheets and illustrate the dish on the other half.

## LESSON 4: TOURISM – DESIGNING ACTIVITIES

### AIMS OF THE LESSON

- to design a holiday plan for tourists
- to speak about the plan
- to role play a tour guide – tourists situation

### MATERIALS AND RESOURCES

The Island poster, one sheet of A5 paper for each group

### BEFORE THE LESSON

Put the Island Poster made by the students on the board.

### CLASSROOM ARRANGEMENT

Arrange the classroom in a way that in Stage 2 Ls are able to work in small groups.

### STAGE 1 Survey

TIME 15 mins

### SKILLS AND COMPETENCIES IN FOCUS

Carrying out a survey  
Exchanging personal information

### ORGANISATION

Whole class – mingle

### TEACHER'S ACTIVITIES

1. Ask Ls to think about holidays they've been on and ask a few questions to set the tone of the lesson.

Possible questions:

*What do you like doing / playing / eating when you are on holiday? Do you like relaxing? Do you like active holidays? Do you go on excursions or stay on a beach? etc.*

2. Tell Ls that they are going to carry out a survey in the group. Ask Ls to open their exercise books and write 1 question in connection with holiday activities and also to write the names of 10 of their classmates right under each other. Help Ls with question words and question openings on the board (?).

It is a good idea to go around quickly and check the sentences before they start doing the survey.

3. Tell Ls that they need to go around the room and ask all their classmates their question. Tell them to write their answers next to Ls' names.
4. When they are ready, they sit down and summarise their findings in a sentence. Meanwhile take notes of the results on the board.

### LEARNERS' ACTIVITIES

2. Possible questions:

*Do you like swimming when you are on holiday? Do you like going to museums? What do you like eating? Where do you usually go in the evenings? etc.*

4. Possible results:

*10 of us like eating ice-cream.  
4 of us like going to the beach in the evening.  
7 of us don't like museums. Etc.*

### VARIATION FOR A SMALL CLASSROOM

#### DESCRIPTION

Ls do not walk around, but ask their questions one by one. After hearing the questions each L gives their answer by raising their hands.

<b>STAGE 2</b>	<b>What to do on the island?</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing a description of a plan Negotiating and making decisions
<b>ORGANISATION</b>	Small groups
<b>AIDS AND MATERIALS</b>	One sheet of A5 paper for each group

### TEACHER'S ACTIVITIES

1. Ask Ls to describe a holiday activity for you, e.g. going to the beach.

Help them with questions if needed:

*What do you need for the beach?*

*Where can you eat on the beach?*

*What can you do there?*

*Why is it good?*

*Etc.*

Write useful structures on the board.

2. Form 4-5 groups (the same groups as in Lesson 1 when Ls were designing the island). Divide the island into 4-5 parts, as you did in Lesson 1. Tell Ls to look at the results of the survey on the board, and taking those result is consideration, design a great holiday plan in their groups, which can be carried out on their part of the island.

When Ls finish the task, give each group an A5 sheet and tell them to give a catchy title to their plan and write it on the sheet with capital letters and stick the title sheets on the appropriate part of the map of the island.

### LEARNERS' ACTIVITIES

- 1.

Possible answers:

*You need a swimsuit and a towel.*

*You can eat at a restaurant or have a picnic.*

*You can swim, play with a ball, eat an ice-cream.*

*It's relaxing and fun.*

<b>STAGE 3</b>	<b>Tour Guide</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Giving a simple presentation Describing a plan Role-playing: tourists and tour guide
<b>ORGANISATION</b>	Whole group
<b>AIDS AND MATERIALS</b>	The plans from Stage 2

### TEACHER'S ACTIVITIES

This stage is a role-play where Ls also need to listen to their mates patiently, which can be difficult for some Ls at this age. The T can tell the class that there will be a HW task in connection with this role-play to motivate them to listen to each other.

After finishing the task, tell LS that their HW is to describe a plan that has been presented during the task.

At this stage one L will be the tour guide telling tourists about the plan on the island. 1-1 L from each group will present the plan they have designed one after the other. All the other Ls will be tourists, visiting the island.

1. Choose a confident and competent L to be the Tour Guide. (If this is too difficult for a L, the T can take this role.)

Ask this L to imagine that all the other Ls are tourists and that he/she has to show them the possibilities. The Tour Guide will point to the 5 different parts of the island and ask Ls from the 5 groups to present their plan.

After each presentation the 'tourists' can ask the presenter questions about that plan. The presenter can improvise the answers if the group has not talked about it.

### LEARNERS' ACTIVITIES

1. Possible sentences of the tour guide:

*Hello everybody. Welcome to \_\_\_\_\_ (the name of the island given by the Ls)! Here are the activities we offer:*

*The first plan is for the mountains. (at this point one L of the group who designed a plan for the mountain presents their ideas.)*

*Thanks. The second activity is for the beach. (at this point one L of the group who designed a plan for the beach presents their ideas.)*

*Etc.*

Possible questions from the tourists:

*Is it a nice place? How much is it? What can we do there? Do we need to take anything with us? etc.*

## VARIATION FOR LESS ABLE LS

**DESCRIPTION** If this part seems too difficult, groups can simply present their plans, letting the other Ls ask questions if they want to.

## LESSON 5: ADVERTISEMENTS

### AIMS OF THE LESSON

- to round up the topic
- to write advertisements
- to evaluate the module

### MATERIALS AND RESOURCES

1 A4 sheet for each group, 1 sheet of wrapping paper, coloured markers

### CLASSROOM ARRANGEMENT

Arrange the classroom in a way that in Stage 2 Ls are able to work in small groups.

### STAGE 1 Advertisements

**TIME** 12 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Creative writing

**ORGANISATION** Whole group

### TEACHER'S ACTIVITIES

1. Initiate a short discussion about the topic of advertisements / commercials.  
Possible questions:  
*Which advertisements/commercials do you like / hate? What is important in a good advertisement/commercial? What's your favourite ad and why?*
2. Choose an ad that everyone knows and ask Ls to try and translate some sentences into English. Collect useful phrases for ads on the board.
3. Choose another well-know ad and ask Ls to retell it in English.

### LEARNERS' ACTIVITIES

1. Possible answers:  
*The music / the people / the animals / the colours / the words are important.*  
My favourite ad is \_\_\_\_\_, because the music is great.
2. Possible phrases:  
*This is the best / most modern / greatest..., It's very cheap, You can..., You will like it, because..., You only need...etc.*

<b>STAGE 2</b>	<b>Ads for our Island</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing an advertisement Reading the ads aloud
<b>ORGANISATION</b>	Small groups
<b>AIDS AND MATERIALS</b>	1 A4 sheet for each group, stapler

### TEACHER'S ACTIVITIES

1. Ask Ls to think of an ad/commercial they like and to say the name of the product it advertises. Ask them to stand in a line according to the starting letter of the product. Cut the line in 4-5 sections to form 4-5 small groups depending on the size of the class.
2. Tell Ls that they are going to make a brochure advertising their island. Tell each group to describe the island from a different point of view. Tell Ls to use all the information they have created / designed about the island in the previous lessons (geographical features, animals and plants, food and drink and mostly the activities). This way they can save time because they don't have to invent anything new, only write the ad.

The groups should be describing the island from different points of view to make the information in the brochure varied. Here are some suggestions about what the different tasks could be.

What? Who?

Group 1 – Describe the island saying why it would be perfect for families with small children.

Group 2 – Describe the island saying why it would be perfect for old people.

Group 3 – Describe the island saying why it would be perfect for a class excursion

Group 4 – Imagine that you are a famous person. Write the advertisement from the famous person's point of view.

Group 5 – Imagine that you are a famous sports personality. Write the advertisement from his/her point of view.

### LEARNERS' ACTIVITIES

- 2 Possible sentences for an ad:

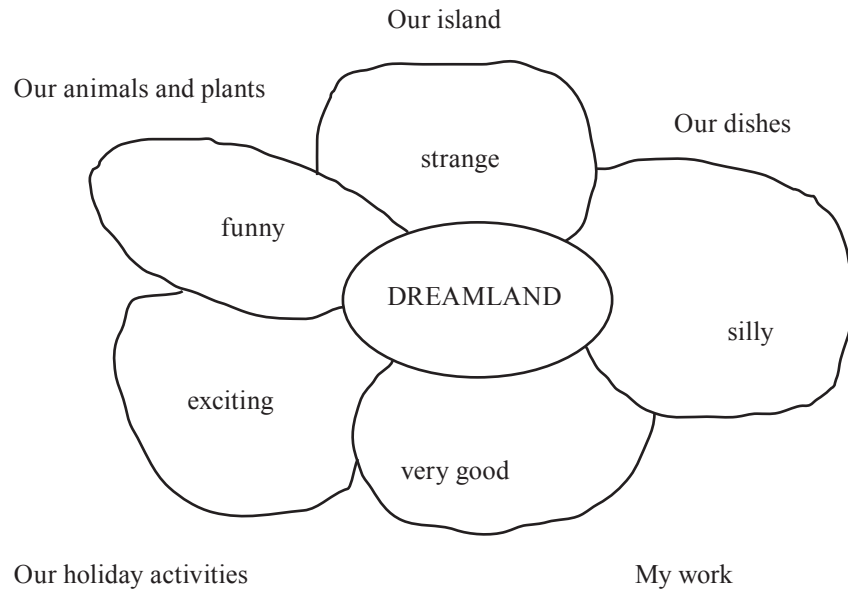
*Are you going on a holiday? Come to \_\_\_\_\_ (the name of the island)! This is the best place in the world. You can swim in the ocean and visit the deep caves. There are many exotic animals and plants on the island. The children can play in the river and go to the mini-zoo. The parents can drink exotic cocktails and play cards. Etc.*

3. Ask groups one by one to read their ads aloud. (If possible the whole group should read it together imitating the intonation of the commercials they see on TV.)  
When all groups have read their ads, use the stapler to put the brochure together.  
Find a volunteer to make the cover page of the brochure for the next lesson. It can be stapled/glued to the brochure later on.

<b>STAGE 3</b>	<b>Evaluation of the module</b>
<b>TIME</b>	13 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reflecting on the activities Reflecting on their own work and peers' work
<b>ORGANISATION</b>	Whole group
<b>AIDS AND MATERIALS</b>	1 sheet of wrapping paper, coloured markers

### TEACHER'S ACTIVITIES

1. Put the large sheet of wrapping paper on the blackboard. Draw a circle in the middle and write the name of the island in it.  
Draw 5 large petals in different colours. Next to each petal write one of the following categories:



2. Take the petals one by one and ask Ls to tell you adjectives/words/expressions that describe their feelings in connection with that category. Write these words in the appropriate petal.

E.g.:

*What do you think of our dishes?*

*What do you think of the island?*

### LEARNERS' ACTIVITIES

Possible answers:

*They are cool, great, disgusting, interesting, awful, etc.*

*It's great, exciting, funny, boring, etc.*

### TEACHER'S ACTIVITIES

3. Read the words in the petals and let Ls ask questions or comment on the words.  
(Allow comments in Hungarian.)

### LEARNERS' ACTIVITIES

3. Possible comments:  
*I think the island is great, but the holiday activities are boring.*  
*I don't think the dishes are cool.*

### VARIATION FOR SHY LS

#### DESCRIPTION

If many Ls do not feel confident enough to give their opinion aloud, give Ls the chance to go to the board and write their words in the petals.