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# THEME PARK

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## FAVOURITE RIDES, CHESSINGTON WORLD OF ADVENTURE, PLANNING A NEW RIDE

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Type of module	Creative Communication
Target group	12–15-year-old learners
Level	A2
Written by	Fehér Judit

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

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-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>	<b>Creative Communication</b>
<b>DESCRIPTION OF MODULE</b>	In this module, Ls learn about theme park rides and how to describe them. They will read authentic texts and use the information gained from these texts. They will spend a day at Chessington Theme Park and plan and present a ride.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ To encourage learner autonomy and co-operation</li> <li>■ To increase Ls' self-esteem</li> <li>■ To give Ls a chance to use previously acquired experience and knowledge</li> <li>■ information creatively</li> <li>■ their imagination</li> <li>■ To give Ls practice in             <ul style="list-style-type: none"> <li>■ giving and asking for factual information,</li> <li>■ gaining factual information through reading</li> <li>■ making personal choices based on factual information from a text</li> <li>■ agreeing, disagreeing, decision making, giving reasons</li> <li>■ making plans</li> <li>■ following instructions</li> <li>■ using compensation strategies</li> <li>■ giving presentations</li> </ul> </li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	12–15-year-old learners
<b>LANGUAGE LEVEL</b>	A2
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>■ exchange simple factual information orally and in writing.</li> <li>■ engage in a simple chat</li> <li>■ interpret and follow instructions</li> <li>■ give directions</li> <li>■ share experience</li> <li>■ use compensation strategies like miming</li> <li>■ use simple functional language for agreeing, disagreeing, making plans and decisions</li> <li>■ scan a text for factual information</li> </ul> <p>Learners know basic vocabulary and grammar to talk about features, movements locations, age, height, experience.</p>

**LINKS OF THE MODULE****Cross-curricular links**

Art: making drawings and plans.

Life-skills: interpreting information from authentic texts and using the information for decision making in situations similar to real life situations.

**FOCI OF SKILLS-DEVELOPMENT****Communicative language skills**

- giving and asking for factual information
- gaining factual information through reading
- making personal choices based on factual information from a text
- engaging in a simple chat
- making decisions and giving reasons
- agreeing on plans
- describing movements
- giving directions
- sharing experience
- using compensation strategies (mime and movements)
- giving presentations
- writing a simple postcard

**General, educational skills**

- developing co-operative skills
- developing life skills
- developing creativity

**EVALUATION**

Evaluation will be done through an end-of-task Evaluation Form, a Module assessment Form, a wall survey and oral assessment with previously-set criteria. These will combine self, peer and group evaluation with T's comments. Both the process and the outcomes will be evaluated.

**SUGGESTIONS**

Using movement is an important part of the process and so is scanning authentic texts for factual information. It is a good idea to start this module when Ls are familiar with these. Also, an ability to co-operate and being able to work in different set-ups are essential for the success of the module.

**BACK UP SYSTEMS**

[www.chessington.co.uk](http://www.chessington.co.uk)

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Arousing interest in the topic</p> <p>Sharing experience about the topic</p> <p>Activating and teaching vocabulary for describing rides</p> <p>Scanning an authentic text for specific, factual information</p> <p>Using information gained through reading</p>	<p>Sharing theme park memories</p> <p>Describing rides</p> <p>Scanning an authentic text for factual information</p>	<p>Vocabulary for describing rides</p> <p>Scanning authentic texts</p>	<p>Pictures of famous theme parks</p> <p>1.5 A Poster-size map of Chessington World of Adventure</p> <p>1.5 Task Sheet</p> <p>1.5 Reading text</p> <p>Soft background music</p> <p>Roll paper like wall paper or wrapping / flipchart paper</p> <p>Markers</p>
2	<p>Revising vocabulary for describing rides</p> <p>Scanning authentic texts for specific factual information</p> <p>Making personal choices based on information gained through scanning authentic texts</p>	<p>Describing rides</p> <p>Scanning authentic texts for information</p> <p>Making personal choices based on facts gained from an authentic text</p>	<p>Vocabulary for describing rides</p> <p>Scanning authentic texts</p>	<p>1.5.A Poster-size map of Chessington World of Adventure</p> <p>1.5 Task Sheet completed</p> <p>1.5 Reading text</p> <p>2.3 Maps</p> <p>2.4 Task Sheet</p> <p>2.4 Reading Text</p>
3	<p>Scanning an authentic map</p> <p>Giving directions</p> <p>Speaking about preferences</p> <p>Discussing plans, agreeing, disagreeing</p> <p>Putting down factual information</p> <p>Reading and writing a simple postcard</p>	<p>Scanning an authentic text</p> <p>Giving directions using an authentic map</p> <p>Making plans for a theme park visit</p> <p>Writing a simple postcard</p>	<p>Functional language: giving directions, planning, agreeing, disagreeing</p> <p>Simple postcard format and language</p>	<p>1.5 Poster-size map of Chessington World of Adventure</p> <p>2.3 Maps</p> <p>3.4 Task sheet</p> <p>3.4 Evaluation Form</p> <p>Small sheets of paper</p> <p>3.5 Sample Postcard</p> <p>Blank A4 sheets of paper</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Reading a postcard and thanking the sender for it</p> <p>Having a chat related to a postcard</p> <p>Planning a new ride</p> <p>Preparing for a presentation</p>	<p>Reading and having a chat about a postcard</p> <p>Planning a new ride</p>	<p>Small talk based on a postcard</p> <p>Functional language of agreeing, disagreeing, planning, describing ideas and rides</p>	<p>Ls' homework as in 3.5</p> <p>3.5 Sample Postcard</p> <p>Copies of 2.3</p> <p>4.3 Task Sheet</p> <p>4.4 Task Sheet</p> <p>Blank sheets of paper</p> <p>Art supply</p>
5	<p>Presenting rides Ls planned.</p> <p>Evaluating presentations and the module</p>	<p>Presenting rides</p> <p>Evaluating presentations</p> <p>Module evaluation</p>	<p>Language of presenting a plan</p>	<p>2.3 Maps</p> <p>1.5 Poster-size map of Chessington</p> <p>World of Adventure</p> <p>1.5 Reading text</p> <p>Ls' plans of rides</p> <p>Completed 4.3 Task Sheet</p> <p>5.4 Module Assessment Form</p> <p>Blank sheets of paper</p> <p>Markers</p> <p>Blu-Tack</p>

# PROCEDURE

## LESSON 1: THEME PARK MEMORIES

### AIMS OF THE LESSON

- To arouse interest in the topic
- To share experience about the topic
- To activate and teach vocabulary for describing rides
- To scan an authentic text for specific, factual information
- To use information gained through reading

### MATERIALS AND RESOURCES

Pictures of famous theme parks, 1.5 poster-size map of Chessington World of Adventure, 1.5 Task sheet, 1.5 Reading text, soft background music, roll paper like wall paper or wrapping / flipchart paper, markers

### STAGE 1

**Leading into theme – Great theme parks**

### TIME

5 mins

### SKILLS AND COMPETENCIES IN FOCUS

Speaking: sharing experience  
Vocabulary

### ORGANISATION

Whole class

### AIDS AND MATERIALS

1.1 Pictures of famous theme parks

## TEACHER'S ACTIVITIES

- 1 Optionally, before the lesson find 4-5 pictures of different theme parks. E.g. Fővárosi Vidámpark (Budapest), Chessington World of Adventure (UK), Drayton Manor (UK), Prater (Vienna), Disney Land (USA), Euro Disney (France). Put these on the wall/board and elicit/teach the word “*theme park*” or “*amusement park*”. If you do not have pictures, only use names of famous theme parks and movements for elicitation.

## LEARNERS' ACTIVITIES

### TEACHER'S ACTIVITIES

- 2 T initiates a chat asking questions like *"Do you like theme parks?"*,  
*"Which parks are these in the pictures?"* *"Have you been to any?"*  
*"What other theme parks have you been to?"*, etc.
- 3 T encourages Ls to share experience and ask each other questions.  
T also tells the class about his/her experiences regarding theme parks.
- 4 T elicits the word: *"ride"*.

### LEARNERS' ACTIVITIES

- 2 Ls look at the pictures and share their experience regarding theme parks.

<b>STAGE 2</b>	<b>Visualisation – When I was in a theme park</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Soft background music

### TEACHER'S ACTIVITIES

- 1 T puts on some soft background music and asks Ls to relax on their chairs, put everything down, have both their feet on the ground and close their eyes if they feel comfortable with it.
- 2 T tells Ls that they will go back to a nice day they spent at a theme park and asks guiding questions like: *"How old are you? What day is it? Is it a Sunday? Is it a birthday? What is the weather like? Sunny? Cold? Hot? Who are you with? Are your parents there? Is a friend with you? Can you hear them? Now you are walking towards your favourite ride.... You are there. You get on it and...! What is happening on the ride? What can you feel? What can you see? What can you hear?... Now, when you are ready, come back to the room and open your eyes."*
- 3 Should you find out in 1.1 that some Ls have never been to a theme park, you can give them the option of imagining being in a theme park they would like to go to.

### LEARNERS' ACTIVITIES

- 2 Ls sit in a relaxed position with their eyes shut if they like and mentally follow the T's guiding questions.

<b>STAGE 3</b>	<b>Presentation – Drawing-doing movements</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking: sharing experience Vocabulary: words needed to describe rides Compensation strategies
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Roll paper like wall paper or wrapping / flipchart paper, markers

### TEACHER'S ACTIVITIES

- 1 T spreads paper all along the class and asks Ls to sit / squat at either side of the paper. The paper should be one piece and it needs to be long enough for each S to sit / squat at one of the two sides of the paper. The best and easiest thing to do is to use some kind of roll paper, like wall paper. If this is not available, before class T needs to glue some wrapping or flipchart paper together.
- 2 T gives each s a marker and asks them to draw the movements of their favourite ride. T demonstrates this by drawing their favourite ride. (S)he uses only simple lines to represent movements like up, down, left right, high up, fast down, around, splash, etc.
- 3 When Ls finished drawing, T asks them to take turns in explaining their favourite ride. T models this using his/her ride and drawing. When modelling, T uses movements to explain the ride and encourages Ls to repeat words and copy movements.
- 4 As Ls are describing their rides, T uses this opportunity to elicit/present as many items of the vocabulary needed later to talk about rides as naturally come up during the chat. These may be: *roller coaster, ship, ferris / big wheel, flume, water ride, splash, laser firing, gun, thrilling, high, height, fast, speed, quick, spin, go round, swing, go up and down, go back and forth, move left and right, go round bends*. All the way through, T encourages Ls to repeat words and copy movements.
- 5 T asks Ls to put words as they come up next to their drawings.
- 6 T puts the poster of drawings and words on the wall and leaves it there all through the rest of the module. It can be added to as the module progresses.

### LEARNERS' ACTIVITIES

- 3 Ls talk about their favourite rides using body language to compensate for words they do not know.
- 4 Ls help each other with words and repeat words that are new to them and copy movements.
- 5 Ls write key words next to their drawings.

<b>STAGE 4</b>	<b>Practice – Mime Ride</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Compensation strategies: miming Describing movements happening now Presentation skills
<b>ORGANISATION</b>	Groups

### TEACHER'S ACTIVITIES

- 1 T says that (s)he will mime the movements of a ride and the Ls will have to say what is happening on the ride.
- 2 T mimes a ride and helps Ls to come up with the language that can describe it.
- 3 T tells the class that now they can invent a ride in small groups of about 4. They need to mime it in their groups to the class, who will "dub" it i.e. they will say what happens in the ride, what movements it makes and what kind of ride it seems to be.
- 4 T monitors and helps.
- 5 T facilitates presentation of rides and encourages celebrations.

### LEARNERS' ACTIVITIES

- 3 Ls decide in their groups about the movements of their ride and rehearse how to mime them.
- 5 Ls watch other groups' miming and "dub" them i.e. they say what happens in the ride, what movements it makes and what kind of ride it seems to be.  
Possible language use:  
*"It starts very slowly, it is going higher and higher, it is faster and faster, it is going around bends now, left and right, left and right, it is going really fast down now. Splash! You all are wet! So it is a water ride! Etc."*  
Ls express their excitement about rides and celebrate presenters.

**STAGE 5 Setting homework – Adventure Rating****TIME** 5 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Reading for specific factual information  
Making (personal) choices with the help of information acquired through reading**ORGANISATION** At school: whole class; at home: individual**AIDS AND MATERIALS** 1.5 Poster-size map of Chessington World of Adventure, 1.5 Task sheet, 1.5 Reading text**TEACHER'S ACTIVITIES**

1. T asks Ls to be in six small groups. T gives each small group one of the 1.5 Maps of Chessington Theme Park, and invites Ls to look at the maps. (S)he explains that for some lessons, they will spend their time in that theme park, which is the second biggest theme park in the UK and has many exciting rides for older, more experienced adventurers like the Ls.
2. T explains that for their homework, Ls will read about the rides in Chessington World of Adventure using a text from the website of the theme park.
3. T says that this text is about ride ratings and explains what rating of rides means. Using the example of film ratings as a comparison may be helpful.
4. T gives out 1.5 Task sheet and 1.5 Reading text and explains that using the adventure rating of Chessington Park, Ls are supposed to find the answers to the questions in the Task sheet.
5. T asks Ls to read fast and find the answers as fast as possible. T tells Ls to ignore parts of the text that are not needed for answering the questions on the Task sheet.

**LEARNERS' ACTIVITIES**

1. At school: Ls look at the map and listen to the T's instructions. They ask questions for clarification and take notes as needed.
5. At home: Ls scan the text and answer questions on the Task sheet.

## LESSON 2: CHESSINGTON WORLD OF ADVENTURE

### AIMS OF THE LESSON

- To revise vocabulary describing rides
- To scan authentic texts for specific factual information
- To make personal choices based on information gained through scanning authentic texts

### MATERIALS AND RESOURCES

1.5 Maps of Chessington World of Adventure, 1.5 Task sheet completed, 1.5 Reading text, 2.3 Maps, 2.4 Task sheet, 2.4 Reading text

### STAGE 1

**Revision, warmer – I'll take you on a ride**

### TIME

10 mins

### SKILLS AND COMPETENCIES IN FOCUS

Compensation strategies  
Speaking  
Listening

### ORGANISATION

Whole class

### TEACHER'S ACTIVITIES

- 1 T organises chairs in ranks of two to imitate typical seating on rides, then asks Ls to sit down keeping one of the chairs in the front empty.
- 2 T explains that Ls will have a chance to go on each other's rides and the person who sits in the chair kept empty will be the leader of the ride. This person is to say what is happening and they'll do the movements simultaneously. Others are to follow.
- 3 T demonstrates the activity by taking Ls on a ride using excited language like this – "We are going up and down very fast, up, down, up, down and here is a tight bend coming. And it's here! To the left, to the right! God! We're going down, down... splash! etc."
- 4 T invites Ls to take turns in leading rides and joins in Ls' rides.

### LEARNERS' ACTIVITIES

- 4 Ls take turns in leading rides. Ls listen to the leaders' instructions and do the movements.

### VARIATION FOR GROUPS WHERE USING THE LANGUAGE OF DESCRIBING RIDES NEEDS PREPARATION

### DESCRIPTION

As above, but after T has demonstrated the activity, (s)he puts Ls into mixed-ability pairs and asks them to get prepared to describe a ride as if being on the ride and mime it at the same time as (s)he has demonstrated. T invites pairs to take turns in leading rides and joins in Ls' rides.

**STAGE 2** Checking homework – Adventure Ratings**TIME** 5 mins**SKILLS AND COMPETENCIES  
IN FOCUS**Reading for specific factual information  
Making (personal) choices with the help of information acquired through reading  
Discussion**ORGANISATION**

Pairs then whole class

**AIDS AND MATERIALS**

1.5 Maps of Chessington World of Adventure, 1.5 Task sheet completed, 1.5 Reading text

**TEACHER'S ACTIVITIES**

- 1 T asks Ls to choose a partner to discuss the reading homework with.
- 2 T asks pairs to compare their answers and justify them by referring to parts of the text.
- 3 T monitors and helps interpretation of text as needed.
- 4 T checks answers and asks for reasons for Ls' answers to questions that proved difficult.  
Solution:  
*1. level one (mini, tiny tots), 2.level three (family), 3. level 4 (you need to be experienced), 4. rides for family groups only (e.g. Dragons Tale Theatre) and rides with height restriction: rides that are for children under the Ls's height (e.g. Tiny Tuckers) rides with maximum height that is shorter than the s's height.(e.g. Dragon's Playhouse), rides with minimum height taller than the s's (e.g. Forbidden Kingdom, if you are shorter than 1.4 m) 5. Can vary, but presumably level 4 since these are for big children and adults.*
- 5 T asks Ls to give their answer to the last question and say which level rides they would be the most interested in.

**LEARNERS' ACTIVITIES**

- 4 Ls first discuss and compare their answers in pairs, then give their answers in class and justify them by referring to parts of the text.

<b>STAGE 3</b>	<b>Introduction – Chessington map</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading: scanning Speaking Vocabulary
<b>ORGANISATION</b>	Groups, whole class
<b>AIDS AND MATERIALS</b>	2.3 Maps, 1.5 Maps of Chessington World of Adventure 1.5 Task sheet completed, 1.5 Reading text

### TEACHER'S ACTIVITIES

- 1 T gives out 1.5; 2.3 Maps of Chessington World of Adventure. There are six maps, so Ls will need to share. Small groups of 3 or 4 are preferred.
- 2 T asks Ls to find main locations (themes) of rides as listed in 1.5 Reading text.
- 3 T elicits/explains vocabulary items connected to themes. Possible items: *Pirates Cove, Forbidden Kingdom, Mystic East*

### LEARNERS' ACTIVITIES

- 2 Sharing A3 maps, Ls find main locations (themes) like: *Land of Dragons, Transylvania, Pirates Cove, Forbidden Kingdom, Mexicana, Mystic East.*

**STAGE 4 Reading – Day Planner****TIME** 20 mins**SKILLS AND COMPETENCIES IN FOCUS** Finding the most important factual information in an authentic text**ORGANISATION** Groups then whole class**AIDS AND MATERIALS** Ls' posters of words from 1.3, 1.5 Maps of Chessington World of Adventure nincs poszter, 2.4 Task sheet, 2.4 Reading text**TEACHER'S ACTIVITIES**

- 1 Teacher tells Ls that on the website of Chessington World of Adventures, there are Day Planners for different age groups. The oldest is 12+, and that Ls are going to read the planner and find out more about the Park and the rides recommended for their age.
- 2 T gives out 2.4 Task sheet and 2.4 Reading text and asks Ls to do the 1st task on the sheet first and find the rides on the map.
- 3 T checks answers in whole class.

Solution:

Ride	Map colour and number	Ride	Map colour and number
<i>Dragon's Fury</i>	<i>Khaki</i>	<i>Rattlesnake</i>	<i>Orange 2</i>
<i>Vampire ride</i>	<i>Purple 2</i>	<i>Runaway Minetrain</i>	<i>Orange 1</i>
<i>Black Buccaneer</i>	<i>Blue 1</i>	<i>Peeking Heights</i>	<i>Red 2</i>
<i>Tomb Blaster</i>	<i>Yellow 1</i>	<i>Dragon Falls</i>	<i>Red 1</i>
Rameses Revenge	Yellow 2		

- 4 Teacher elicits and explains unknown words in names of rides as needed. Possible items: *dragon, vampire, fury, buccaneer, tomb blaster, revenge, rattlesnake, minetrain, falls.*

**LEARNERS' ACTIVITIES**

- 2 In small groups, Ls do the first task on the task sheet: they match the rides in the Day Planner with their colour and number in the map.
- 3 Ls check answers with the class.

### TEACHER'S ACTIVITIES

- 5 T asks Ls to do the 2nd task on the Task sheet and find the relevant rides for each category.
- 6 T checks the answers with the whole class and asks for reasons of Ls' choices.

Solution:

*a. Black Buccaneer, Dragon Falls b. Dragon's Fury, Vampire ride, Rattle Snake, Runaway Minetrain c. Vampire Ride, Black Buccaneer d. Peeking Heights e. Dragon's Fury, Rameses Revenge f. Peeking Heights g. Rattlesnake h. probably all, at least for some time of the ride g. Tomb Blaster*

### LEARNERS' ACTIVITIES

- 5 In small groups, Ls do the 2nd task and find rides in the Day Planner for each category.
- 6 Ls check answers with the class.

**STAGE 5** Setting homework – Prioritising rides**TIME** 5 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Making personal choices based on information gained through reading**ORGANISATION** At school: whole class; at home: individuals**AIDS AND MATERIALS** 2.4 Task sheet completed, 2.4 Reading text**TEACHER'S ACTIVITIES**

- 1 T tell Ls that their homework is to rank the rides in the Day Planner from the one they would love to be on the most to the one they would not want to be on or would want to be on the least.
- 2 T puts these sentences on the board and asks Ls to copy them:  
*I want to go on this ride the most.*  
*I want to go on this ride the least.*
- 3 T explains that for their homework Ls are supposed to write down the names of the rides in this order of their preference, so they will need to have a personal list of rides in the next lesson.

**LEARNERS' ACTIVITIES**

At school:

- 1 Ls listen to the T's instructions and make notes.
- 2 They write down the two sentences on the board.

At home:

- 4 Using the Day Planner and the completed 2.4 Task sheet, Ls make a list of rides showing their personal preference for rides.

### LESSON 3: WE'RE IN CHESSINGTON!

#### AIMS OF THE LESSON

- To scan an authentic map
- To give directions
- To speak about preferences
- To discuss plans, agree, disagree
- To put down factual information
- To read and write a simple postcard

#### MATERIALS AND RESOURCES

1.5 Maps of Chessington World of Adventure, 3.4 Task sheet, 3.4 Evaluation form, Small pieces of paper, 3.5 Sample Postcard, blank A4's

#### STAGE 1

**Warmer: Speed-spotting relay**

#### TIME

5 mins

#### SKILLS AND COMPETENCIES IN FOCUS

Listening  
Scanning

#### ORGANISATION

Whole class

#### AIDS AND MATERIALS

1.5 Maps of Chessington World of Adventure

#### TEACHER'S ACTIVITIES

- 1 T puts one of the 1.5 Maps of Chessington World of Adventure on the board and puts Ls into max. 5 teams.
- 2 T gives an A3-size map of Chessington to each team and explains the rules:
  - T shouts out the name of a ride. The teams try to find the ride on their maps as fast as possible and when they have found it, one of them can run to the map on the board and show it.
  - The first team to show the ride on the map on the board scores.
  - A team loses a point if one of their members runs before they have found the ride on their map, and consequently the L hesitates or keeps standing in front of the map on the board trying to find the ride.
  - After each ride, a different L is supposed to come up to the map on the board and show the ride.

#### LEARNERS' ACTIVITIES

- 2 Ls play the game as described opposite.

**VARIATION FOR LS WHO NEED MORE TIME TO DO 3.2.B. CONTINUE WITH 3.2.B.**

**AIDS AND MATERIALS** As in 3.2.B

**DESCRIPTION** T may decide to leave out 3.1, because they think that doing 3.2.B will take longer than 10 minutes. Practically it means that T starts the lesson with 3.2.B, so please find the description of T's activities at 3.2.B.

<b>STAGE 2. A</b>	<b>Practice – Follow me to my favourite ride</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking: giving directions
<b>ORGANISATION</b>	Groups
<b>AIDS AND MATERIALS</b>	Ls' homework as in 2.5, 1.5 Maps of Chessington World of Adventure nincs poszter

### TEACHER'S ACTIVITIES

- 1 T puts Ls in 6 groups and gives a 1.5 Maps of Chessington World of Adventure to each group. Small groups of 3-4 are preferred.
- 2 T asks Ls to have their homework ready, but not to tell or let anyone see what their favourite rides are.
- 3 T explains that Ls will have to give directions to their favourite rides from the Guest service/Information in the Market Square. It is shown by a circled i on the map. T asks Ls to find this on their maps.
- 4 T explains that they will take turns in their groups to give directions, and the others in the group will need to follow the directions and say at the end which ride they have arrived at. If a L's most favourite ride has been taken, they need to go down their list and take a less highly ranked ride (the 2nd or the 3rd).
- 5 T demonstrates the activity by giving directions to a ride.
- 6 T demonstrates the activity by giving directions to a ride.

### LEARNERS' ACTIVITIES

- 3 Ls follow the T's explanations and directions, then work in 6 small groups. They give each other directions to their favourite rides like this:  
*Student A:" Go through the gate with the towers. Go straight on towards Mexicana.  
Turn left and go through the next gate. Go straight on. Go past the Forbidden Kingdom and turn left. Go straight on and take the first on your right. Go straight on and you'll see my favourite ride on your left. Which ride is it?"  
Other students:" Dragon Falls!"*

<b>STAGE 2. B</b>	<b>Practice – Follow me to my favourite ride</b>
<b>TARGET GROUP</b>	Ls who need more help with giving directions
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing: giving directions
<b>ORGANISATION</b>	Groups
<b>AIDS AND MATERIALS</b>	As above

### TEACHER'S ACTIVITIES

- 1 T puts Ls in 6 groups and gives a 2.3 Map to each group. Small groups of 3-4 are preferred.
- 2 T asks Ls to have their homework ready and compare their ranking within the group and establish the most favoured ride in the group. They are supposed to keep this secret.
- 3 T explains that Ls will have to write directions to the group's most favoured ride from the Guest service/Information in the Market Square. It is shown by a circled i on the map. T asks Ls to find this on their maps.
- 4 T explains that the written directions should not say which rides they are to. Other groups will have to read the directions and guess.
- 5 T demonstrates the activity by giving directions to a ride.
- 6 T monitors and helps as needed.
- 7 When directions are written up, groups swap or directions are circulated among groups.
- 8 Groups guess which rides the directions they have read are to and check it with the group

### LEARNERS' ACTIVITIES

- 2 Ls follow the T's explanations and directions, then work in 6 small groups. First they compare their rankings of rides and establish the most favoured ride within the group. They keep this secret.
- 3 Groups write directions to their favourite rides like this:  
*" Go through the gate with the towers. Go straight on towards Mexicana. Turn left and go through the next gate. Go straight on. Go past the Forbidden Kingdom and turn left. Go straight on and take the first on your right. Go straight on and you'll see my favourite ride on your left. Which ride is it?"*
- 8 Groups guess which rides the directions they have read are to and check it with the group

**STAGE 3 Grouping – Whose are similar?**

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking: taking about preferences

**ORGANISATION** Mingling

**AIDS AND MATERIALS** Ls' homework as in 2.5

**TEACHER'S ACTIVITIES**

- 1 T asks Ls to take their list of ride preferences with them and walk around and compare their lists to other Ls' lists. Their aim is to find the 2 - 3 people whose preferences regarding rides are the most similar to theirs.
- 2 T monitors and helps as needed.
- 3 T asks Ls with the most similar ride preferences to sit together in groups of 3–4.

**LEARNERS' ACTIVITIES**

- 1 Ls walk around in the class and find the 2-3 people whose preferences regarding rides are the most similar to theirs.  
Example of possible language use:  
*"My favourite ride is Dragon's Fury. Which is your favourite one? What is the second ride on your list? We are very different/similar. Etc."*
- 3 Ls with the most similar ride preferences sit together in groups of 3-4.

<b>STAGE 4</b>	<b>Communication – Let's get on the rides!</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking: planning, agreeing, disagreeing Writing: putting down factual information
<b>ORGANISATION</b>	Groups
<b>AIDS AND MATERIALS</b>	3.4 Task sheet, 3.4 Evaluation form

### TEACHER'S ACTIVITIES

- 1 T gives out 3.4 Task sheet and helps Ls to interpret the scenario and the task described in the task sheet as needed.
- 2 T elicits, teaches and collects useful phrases on the board. These may include phrases for making suggestions, asking for suggestions, agreeing, disagreeing.
- 3 T monitors and helps.
- 4 After groups arrive at the car park, T gives them 3.4 Evaluation form and asks them to answer the questions in their groups.  
Note: If there is too little time left, T can give filling in the evaluation form as homework, in which case Ls will need some time to discuss at the beginning of the next lesson.

### LEARNERS' ACTIVITIES

- 1 Ls read the task sheet in their groups and ask the T clarifying questions as needed.
- 2 Ls come up with phrases for making suggestions, asking for suggestions, agreeing, disagreeing. These may include the following: *How about going to ... first? Why don't we...? Where would you like to go next? Shall we ...? OK, let's ...No, I wouldn't like to go there. I think it is better to go to ... first and then to ...Etc.*
- 3 Ls decide about their way around and register their route. Each L needs to fill in a table.
- 4 Ls discuss and fill in the evaluation form.  
Note: If there is too little time left, Ls can fill in the evaluation form at home, in which case they will need some time to discuss at the beginning of the next lesson.

<b>STAGE 5</b>	<b>Setting homework – A postcard from Chessington</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading and writing a simple postcard
<b>ORGANISATION</b>	At school: whole class; at home: individuals
<b>AIDS AND MATERIALS</b>	Small pieces of paper, 3.5 Sample Postcard

### TEACHER'S ACTIVITIES

- 1 T explains to Ls that they will write a postcard for homework from their day at Chessington Theme Park to somebody in the class who visited the theme park in another group.
- 2 T asks Ls to put their name on a small piece of paper and fold it.
- 3 T collects names and asks each L to pick a name. Ls need to make sure that the person whose name they have picked is from a different group.
- 4 T explains that Ls will write their postcard to the person whose name they have picked.
- 5 T gives out 3.5 Sample Postcard to Ls and elicits / highlights features of the postcard format. E.g. where to put a comma.

### LEARNERS' ACTIVITIES

At the school:

- 2 Ls put their name on small pieces of paper, fold them and collect them.
- 3 Ls pull names out making sure that the person whose name they have picked is from a different group.

- 5 Ls look at the sample postcard and find features of the English postcard format. E.g. how to start/finish, where to put a comma

At home:

- 6 Ls write a postcard to the person whose name they have picked about their day at Chessington Theme Park.

## LESSON 4: A NEW RIDE FOR CHESSINGTON

### AIMS OF THE LESSON

To read and thank the sender for a postcard  
To have a chat related to a postcard  
To plan a new ride  
To prepare for a presentation

### MATERIALS AND RESOURCES

Ls' homework as in 3.5, 3.5 Sample Postcard, Copies of 1.5 Maps of Chessington World of Adventure, 4.3 Task sheet, 4.4 Task sheet, blank sheets of paper, art supply

### STAGE 1

**Checking homework – A postcard for you**

### TIME

15 mins

### SKILLS AND COMPETENCIES IN FOCUS

Writing a postcard  
Thanking the sender for a postcard received  
Sharing holiday experience

### ORGANISATION

Pairs

### AIDS AND MATERIALS

Ls' homework as in 3.5, 3.5 Sample Postcard

### TEACHER'S ACTIVITIES

- 1 T asks Ls to have their postcards ready and deliver them to the addressee.
- 2 T gives some time for Ls to read the postcards they have received.
- 3 T explains that Ls will soon meet the person whose postcard they have just read and elicits that it is polite to thank someone for the postcard and have a chat.

### LEARNERS' ACTIVITIES

- 1 Ls deliver their postcards.
- 2 Ls read the postcards they have received.

### TEACHER'S ACTIVITIES

- 4 T models the task using 3.5 Sample Postcard. The whole class acts as Gabi, the writer of the postcard. If Ls need it, T can put the dialogue they develop together on the board.

*"T: Hello, Gabi! Welcome home!*

*Ls: Thank you. Good to see you again.*

*T: Thanks a lot for your postcard. I really loved the picture.*

*Ls: Oh, I'm glad you liked it.*

*T: So you liked Chessington?*

*Ls: I loved it! I had a great time there. Have you been to Chessington, too?*

*T: Yes, I have. I will never forget Rattlesnake. I was terrified on it. etc."*

- 5 T divides the class into two groups of equal number of Ls: A and B.
- 6 T asks A's first to walk up to the person whose postcard they have just read and thank them for the postcard and ask some further questions about their partner's experience at Chessington. They can compare their experience with their partner's.
- 7 After about 2 minutes, T asks B's to find the person who wrote a postcard to them and talk to them.
- 8 After another 2 minutes, T stops the activity.
- 9 T asks Ls to keep the postcards in their folders. T tells Ls that they can re-write the postcards if they think they could write a better one now.

### LEARNERS' ACTIVITIES

- 4 Ls act as Gabi, the writer of the sample postcard, and develop a sample dialogue with the T.

- 6 First Ls A then Ls B find the person who wrote a postcard to them and thank them for the postcard and have a chat.

- 9 Ls keep the postcard in their folders. Some of them may wish to re-write it.

<b>STAGE 2</b>	<b>Revision – Which ride is it?</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Giving factual information Describing movements
<b>ORGANISATION</b>	Whole class and small groups
<b>AIDS AND MATERIALS</b>	Groups' plans and presentations, 1.5 Reading text 2.3 Maps, 1.5 Maps of Chessington World of Adventure, 1.5 Poster-size Map of Chessington World of Adventure

### TEACHER'S ACTIVITIES

- 1 T gives out 2.3 Maps and puts the 1.5 Maps of Chessington World of Adventure on the wall and explains that Ls will describe existing rides for each other. Other Ls will guess the rides.
- 2 T models task by describing one of the rides. T asks Ls to be in small groups and prepare for describing one of the rides. They can also use the Day Planner (1.5 Reading text).
- 3 T monitors and helps as needed.
- 4 T invites groups to describe rides.

### LEARNERS' ACTIVITIES

- 2 In groups, Ls prepare for describing one of the existing rides in Chessington.
- 4 Groups take turns in describing rides, other Ls guess.  
Example:  
*"It is a ride in Forbidden Kingdom. Its rating is 4 so it is for experienced adventurers, for ages 12 and above. There is a height restriction on the ride: No one under 1.4 m and above 1.95 m can get on the ride. You sit in a car. The ride takes you up very high and then spins you around very fast." (Ramses Revenge)*

<b>STAGE 3</b>	<b>Communication – Planning a new ride</b>
<b>TARGET GROUP</b>	All, mixed-ability groups are preferred.
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking: planning, agreeing, disagreeing, decision making
<b>ORGANISATION</b>	Groups
<b>AIDS AND MATERIALS</b>	Copies of 2.3 Map , Art supply, 4.3 Task sheet, blank sheets of paper

### TEACHER'S ACTIVITIES

- 1 Before the lesson, T makes copies of 2.3 Map. In the copies, T cuts out the legend, so no explaining text is around the map only blank white paper.
- 2 T tells Ls that they will start planning a new ride for Chessington Theme Park and asks Ls to form small groups of about 4.
- 3 T gives out copies of 2.3 Maps, and explains that Ls can draw their ride on the map anywhere where there is empty space or glue blank sheets of paper where they need more space.
- 4 T gives out 4.3 Task Sheet and helps Ls with their questions.
- 5 T provides art supply.
- 6 T monitors and helps as needed.

### LEARNERS' ACTIVITIES

- 3 In groups of about 4, Ls plan a new ride for Chessington Theme Park. They draw it and decide about it as suggested in 4.3 Task sheet.

<b>STAGE 4</b>	<b>Setting homework – Elaborating on the ride/Preparing for presentations</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking: giving a presentation on a practical plan
<b>ORGANISATION</b>	Same groups as in 4.3.A
<b>AIDS AND MATERIALS</b>	Ls' plans of rides, completed 4.3 Task sheet, 4.4 Task sheet

### TEACHER'S ACTIVITIES

- 1 T gives out 4.4 Task sheet and explains that it helps Ls to present their ride in the next lesson.
- 2 T asks Ls to agree how everyone in the group will prepare for the presentation of their ride at home: Who will take the plan home and elaborate on it? Who will say which part of the presentation? T asks Ls to put names down on 4.4 Task sheet (preparation for oral presentation) and at the end of 4.3 Task sheet (completing the drawing of the ride).

### LEARNERS' ACTIVITIES

- 2 At school, Ls in their groups decide on tasks: Who will continue working on the plan? Who will do which part of the presentation? Ls use 4.4 Task sheet and the last sentence of 4.3 Task sheet to put names down for tasks as they agree.
- 3 At home, Ls prepare for their part of the presentation or work on the plan of the ride.

## LESSON 5: RIDE PRESENTATIONS

**AIMS OF THE LESSON**  
To read and thank the sender for a postcard  
To have a chat related to a postcard  
To plan a new ride  
To prepare for a presentation

**MATERIALS AND RESOURCES:** 2.3 Maps, 1.5 Maps of Chessington World of Adventure, 1.5 Reading text, Ls' plans of rides, completed 4.3 Task sheet completed 4.4 Task sheet, 5.4 Module Assessment Form, blank sheets of paper, markers, Blu-Tack

**STAGE 1 Practice – Preparation for group presentations**

**TIME** 15 mins

**SKILLS AND COMPETENCIES  
IN FOCUS**  
Presenting a plan  
Giving factual information  
Describing movements

**ORGANISATION** Same groups as in 4.3

**AIDS AND MATERIALS** Ls' plans of rides, completed 4.3 Task sheet, completed 4.4 Task sheet

### TEACHER'S ACTIVITIES

- 1 T asks Ls to go back into the same groups as at 4.3.A.
- 2 T says that before their presentations, groups have fifteen minutes to finalise and rehearse their presentations. Each individual in each group needs to show the group what they prepared at home, then groups establish the final order of speakers, what they say and rehearse the presentation.
- 3 T monitors and helps as needed.

### LEARNERS' ACTIVITIES

- 2 Using the work Ls did at home, groups finalise and rehearse their presentations.

<b>STAGE 2</b>	<b>Presentations – Our ride</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Presenting a plan Giving factual information Describing movements
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Groups' plans and presentations nincs poszter

### TEACHER'S ACTIVITIES

- 1 T announces presentation time with a certain degree of excitement.
- 2 T invites groups to give their presentations. It may be a good idea to set the order before starting the presentations.
- 3 T facilitates the process. (S)he encourages celebration of presenters and rides.

### LEARNERS' ACTIVITIES

- 2 Ls present their new rides in groups.
- 3 Ls listen to and celebrate other groups' performances.

<b>STAGE 3</b>	<b>Exhibition – Which ride would you like to go on?</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Peer evaluation
<b>ORGANISATION</b>	Wall survey
<b>AIDS AND MATERIALS</b>	Ls' plans of new rides, blank sheets of paper, markers, Blu-Tack

### TEACHER'S ACTIVITIES

- 1 T asks Ls to put their plans on the walls and puts a blank sheet of paper next to each plan.
- 2 T gives a marker to each s and asks Ls to walk around and look at each plan again. They also need to remember what they heard from the groups about the rides. They need to decide how much they would want to get on each ride. If the ride is for younger children, they need to remember what they used to like at that age, and decide for the particular age i.e. If the ride is for 3-year-old children, they need to decide for a three-year-old, not a 13-year-old.
- 3 T asks Ls to walk around and express their opinion this way:
  - *I would love to get on this ride.*
  - *I would like to get on this ride.*
  - No. – *I wouldn't like to get on this ride.*
 T puts these on the board.  
 T tells Ls also to express their opinion this way about their own ride.
- 4 T monitors and helps as needed.
- 5 T also does the ticking.
- 6 T asks groups to collect their drawings and the opinion sheets with the ticks on them from the walls and sit down together.

### LEARNERS' ACTIVITIES

- 1 Ls put up their plans of rides.
- 3 Ls walk around and express their opinion on each ride by doing the ticking as described opposite.
- 6 Ls collect their own rides and the opinion sheets with the ticks on them from the walls and sit down together with their group members

<b>STAGE 4</b>	<b>Feedback and evaluation – Activity rating</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Learner-training: assessment
<b>ORGANISATION</b>	Groups, individuals
<b>AIDS AND MATERIALS</b>	5.4 Module Assessment Form

### TEACHER'S ACTIVITIES

- 1 T asks groups to look at the ticks they received, tally them and discuss in their groups what they think about the result and the reasons for it.
- 2 T encourages Ls to ask clarifying questions as regards the ticks they have received.
- 3 T gives out 5.4 Module Assessment Form and asks Ls to fill them in.
- 4 T helps as needed.  
Note: Ls can also fill in the assessment forms at home.

### LEARNERS' ACTIVITIES

- 1 Ls discuss the ticks in their groups and ask other Ls and the T clarifying questions as needed.
- 3 Ls fill in 5.4 Module Assessment Form. They use English where possible, but they may use Hungarian if needed.