

# Gardening at a country house (teacher's notes)



# 1. Warm-up (Activity 1) 3 min

**Aims:** To engage students in the context of the lesson.

**Procedure:** Ask general questions to get your students to relax, for example: How do you feel today? How was your weekend? Later ask: Do you like gardening? Encourage a short class discussion about what to do in a garden, what gardens they know. Try to elicit: garden/village/flowers/green/grass/water/etc. DO NOT correct grammar at this point. Try to be positive and engage students in this task.

## 2. Lead-in (Activity 2) 5 min

**Aim:** to improve listening skills and practise vocabulary connected with gardening.

**Procedure:** Play the video <https://www.youtube.com/watch?v=jQzUaTTvVwE&t=251s> (from 1:38 – 2:27). Ask your students to watch the video and choose the objects from the video in the pictures.

### Transcript:

Oh. Look at this part of my garden. It's my vegetable patch. Look. I'm growing tomatoes carrots, lettuces, cucumbers, potatoes and pumpkins. It's my vegetable patch. Come on, say it with me. Look. It's a vegetable patch. It's a vegetable patch. It's a vegetable patch. Yeah. Everything's a bit small, but it's going to grow soon.

- Hey Steve. Steve.

- Yes Maggie.

- They grow too slow, let's have some Maggie magic.

- Oh no. Maggie wait. Oh Maggie. Big vegetables. You naughty naughty bird. What a big pumpkin. Wow.

# Activity 3

**Aim:** to introduce new vocabulary.

**Procedure:** Ask your students to look at the pictures and words. After introducing the task read out all the words. Remember to make sure how to pronounce each word. Ask SS to repeat after you.

### 3. Vocabulary work (Activity 4) 5 min

**Aim:** to practice new vocabulary.

**Procedure:** Ask your students to look at the pictures and match them with the words. Instruct the class to work individually and to complete the exercise. Encourage the discussion about students' gardens at their country houses.

**Keys:** 1. a fence 2. a greenhouse 3. a gate 4. a path 5. plants 6. rocks 7. leaves  
8.pond 9. grass

## 4. Reading and vocabulary work (Activities 5) 7 min

**Aim:** to provide vocabulary practice.

**Procedure:** Ask your SS to put the correct words into the sentences. Read each word and ask students to repeat after you. It is very important at this level to ensure correct pronunciation. Instruct the class to work individually and then in pairs to compare their answers. Nominate students to read their sentences aloud.

**Keys:** 1. trees 2. fruit and vegetables 3. flowers 4. plants 5. grass 6. pond 7. leaves 8. Rocks

## 5. Vocabulary work (Activity 6) 7 min

**Aim:** to provide vocabulary practice, repeat present continuous for describing actions in the pictures.

**Procedure:** Ask your SS to look at the pictures and phrases under each one. Read each phrase and ask students to repeat after you. Remind students that we use Present Continuous to describe actions in pictures. Nominate students to say aloud what children are doing in the pictures.

**Keys:** 1. Children are playing ball games. 2. A girl is climbing a tree. 3. A girl is smelling flowers 4. A girl is sitting in the sun. 5. A boy is cutting the grass 6. A boy is digging holes for plants.

## 5. Matching and speaking (Activity 7) 5 min

**Aim:** to improve speaking skills.

**Procedure:** Ask your SS to match the verbs on the left with the on the right to make activities that you do in the garden. Encourage a short discussion: What do they do in the garden at their country houses? What else can people do in their gardens?

**Keys:** 1. d 2. f 3. e 4. b 5. c 6. A

## 7. Describing a picture and sum up (Activity 8) 3min))

**Aim:** to summarize the lesson and activate learned words.

**Procedure:** Ask your SS to look at 2 pictures and name the things they can see there and remember from the lesson. Ask SS the following questions

1. What can you grow in the garden?
2. What is in your garden?
3. What can you do in your garden?
4. What tools can you use in your garden?

Praise your students for doing a great job.