
HOME SWEET HOME

OUR NEIGHBOURHOOD

Type of module	Creative Communication
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Target group	10–13-year-old learners
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Level	A1+
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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 címen.

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INFORMATION TABLE

TYPE OF MODULE	Creative Communication
DESCRIPTION OF MODULE	In this module Ls will explore their neighbourhood. They will describe it, think about the problems in the area and how to make life better there. They will role-play a TV show. They will also plan how they would change a place for the better.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ To revise, practice and develop the vocabulary of buildings and places in a town/village ■ To describe areas and places in a town/village ■ To encourage Ls to observe their neighbourhood and think about how to make it better ■ To make a short presentation on places in their town/village ■ To role-play a TV show
TIMEFRAME	5 lessons
TARGET GROUP	10–13 year-old learners
LANGUAGE LEVEL	A1+
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can:</p> <ul style="list-style-type: none"> ■ use simple structures for descriptions. (There is/are...It's..., They are..., It's got..., etc.) ■ ask and answer simple questions ■ use modal verbs (should, can, must, etc.) ■ use the Future Simple (will) ■ work in pairs and small groups
LINKS OF THE MODULE	
Cross-curricular links	Communication, Geography
Links with other modules	www.terkepcentrum.hu

**FOCI OF SKILLS-
DEVELOPMENT**

**Communicative language
skills**

- writing a description of a place
- making a survey
- asking and answering questions about places
- role-playing a TV show
- expressing opinions and giving reasons
- getting into meaningful interaction with peers
- managing communicative tasks with limited language

General, educational skills

- working in pairs, small groups or as a whole class to reach an aim
- building self confidence in using the language
- working together with the whole class and producing something as a whole group

EVALUATION

Evaluation of Ls' work and activities in the module with the help of posters

SUGGESTIONS

Build the lessons as much as possible on the actual area where the Ls are from. Encourage the Ls to think about their own neighbourhood and think of its positive and negative sides and also about what could be done to improve it. Allow Ls to be creative and communicative, even if this results in less accurate sentences and more mistakes.

Make sure Ls have already dealt with the above-mentioned grammar points, because there is no task in the module planned to teach or practice them; Ls need to use them.

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Extending and building learners' vocabulary related to the topic as a basis for the following lessons</p> <p>Understanding a description of a place</p> <p>Asking questions about a place</p>	<p>Solving a puzzle</p> <p>Reading a description of a place</p> <p>Guessing missing words in a text from context and asking questions to check the guesses</p>	<p>Vocabulary:</p> <p>Buildings (e.g.: house, hospital, cinema, etc.)</p> <p>Man-made constructions (e.g.: bridge, radio tower, park, etc.)</p> <p>Nature (e.g.: forest, park, lake, etc.)</p> <p>Human activities (e.g.: shopping, doing sports, etc.)</p> <p>Simple Wh-questions::</p> <p>Where is the...?, How old is the... ?, What is it like?, etc.</p>	<p>1.1 Puzzle (1 copy / pair)</p> <p>1.3 Gapped Texts</p> <p>1.3 Sentence Cards</p> <p>3 large sheets of wrapping paper</p>
2	<p>Sharing opinions</p> <p>Listening to understand simple descriptions of places</p>	<p>Writing a description of a place</p> <p>Making a short presentation</p>	<p>Vocabulary:</p> <p>All mentioned above</p> <p>Simple structures:</p> <p>There is/are..., It's got..., It's..., You can..., etc.</p>	<p>2.1 Letter</p> <p>an envelope</p> <p>Map of the area where Ls live</p> <p>4 A4 sheets</p> <p>1.3 Gapped Texts</p> <p>Paper clips (one/L)</p> <p>2.2 Badges (one/L)</p> <p>Blu-tack</p>
3	<p>Asking and answering questions about places</p> <p>Communicating with peers in order to get information</p> <p>Listening to each other</p> <p>Being aware of grammatical forms and meanings</p> <p>Writing a summary</p>	<p>Making a survey</p> <p>Transforming sentences</p> <p>Writing a summary</p>	<p>Modal verbs / structures: should, must, have to</p>	<p>3.1 Survey Sheet (1 copy / pair)</p> <p>Blu-Tack</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	Acting out a TV show as role-play Understanding and reacting to what others say Making decisions together Sharing opinions	Role-playing a TV show	<p>Simple sentences: We like... / don't like..., Our favourite..., We would like..., we should..., It's good, because, etc.</p> <p>Simple questions: Why do you...?, Do you want...?. Do you like...?. Etc.</p>	4.1. Partner Cards 4.2. ABCD Role Play Cards a microphone (or any object representing the microphone, e.g.: a bottle)
5	Making decisions together Working together to reach a common goal Reflecting on their work and on others' work	Planning how to make a place better Writing a description of a place Reflecting on the past 5 lessons	<p>Vocabulary: All mentioned above</p> <p>Simple structures: There will be..., It will have..., We will...</p>	2.2 Badges One A3 sheet for each group 5 A3 sheets Glue / Blu-tack

PROCEDURE

LESSON 1: HOME SWEET HOME

AIMS OF THE LESSON	<ul style="list-style-type: none">■ Arousing interest in the topic■ Revising and building vocabulary■ Understanding a description of a place■ Asking questions about a place
MATERIALS AND RESOURCES	1.1 Puzzle (1 copy/pair), 1.3 Gapped Texts, 1.3 Sentence Cards, 3 large sheets of wrapping paper
CLASSROOM ARRANGEMENT	Arrange the classroom so that in Stage 2 Ls are able to work in small groups.

STAGE 1	Puzzle
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Making up words from jumbled letters
ORGANISATION	Pairs / Whole group
AIDS AND MATERIALS	1.1 Puzzle (1 copy/pair)

TEACHER'S ACTIVITIES

Answers from top to bottom with suggested definitions:

Museum – a place where you can look at interesting old things, such as statues or objects

Library – a place where there are thousands of books to read and borrow

Flat – A family lives here. There are some rooms, a bathroom and a kitchen in it. It's in a bigger building.

Village – People live here. It is a lot smaller than a town, for example: (say the name of village the Ls know)

Forest – Lots of trees and animals live here

Houses – buildings where people live with their families

Supermarket – a very big shop where you can buy food

Friends – people you like

Family – a mother, a father and their children

School – a place where children go every day to study

Neighbour – a person who lives next door to you (in the flat/house next to yours)

Free-time – the period when you don't have to go to school or work, you can do whatever you want to

Garden – It's like a little park next to your house with trees and flowers

Home sweet home – expression also exists in Hungarian: It's good to visit many places, but it is best to be at home / in your neighbourhood.

LEARNERS' ACTIVITIES

VARIATION IF PHOTOCOPYING IS A PROBLEM

DESCRIPTION

Make one enlarged copy 1.1 Puzzle so that the puzzle is visible from a distance. Write the jumbled letters on the board and ask Ls to solve the puzzle frontally.

STAGE 2	Brainstorming – vocabulary
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Spelling, pronouncing and understanding words
ORGANISATION	Groups
AIDS AND MATERIALS	3 large sheets of wrapping paper

TEACHER'S ACTIVITIES

- Form 3 groups by asking 2-3 pairs from Stage 1 to work together. (The number of pairs to be working together depends on how many pairs there were.) Give a sheet of wrapping paper to each group and ask Ls to brainstorm words and expressions:
Group 1 –in connection with buildings and man made constructions (e.g.: hospital, library, bridge, etc.)
Group 2 – in connection with nature in the area (e.g.: forest, park, lake, etc.)
Group 3 – in connection with human activities in the area (e.g.: traffic, shopping, doing sports, etc.)
NOTE: The task of Group 3 may be the most difficult; therefore, it is a good idea to give this task to more able Ls.
- Ask each group to show their wrapping paper to all Ls and present their collection. Ask the other group members to add words that are left out. Do the same with all 3 groups. Put the 3 sheets on the wall for later reference.

LEARNERS' ACTIVITIES

- Groups make a list of the words and expressions on one sheet of wrapping paper each.
- Ls add more expressions to the lists and ask for explanation if they do not understand words on the list.

VARIATION FOR WEAKER LS/GROUPS

DESCRIPTION If there are expressions that come to Ls mind in connection with the topic, but they do not know them in English, allow Ls to put them down in Hungarian. In Stage 2 Ls from the other groups can help to find the English equivalent and so can the T.

STAGE 3	Find the missing words
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding descriptions of places Asking Wh-questions about places Associating sentences with the places described
ORGANISATION	Groups, whole group
AIDS AND MATERIALS	1.3 Gapped Texts, 1.3 Sentence Cards

TEACHER'S ACTIVITIES

1. Tell Ls that they are going to read about a city called Fun. Ask Ls to imagine what this city is like. Lead a short discussion about it.
Possible questions:
Where is it?
Is it big/small?
What can you find there?
What can you do there?
Why is it called Fun? etc.
2. Ask Ls to stand in a line according to the alphabetical order of the name of the street where they live. Divide the line into 4 equal groups and give each group one part of 1.3 Gapped Texts.
Ask groups to read the text, try to guess the words missing from the text and fill in the gaps in pencil.

LEARNERS' ACTIVITIES

1. Possible answers:
It's in Europe.
It's not very big.
There's a big cinema. There's a swimming pool.
You can do sports, play games, go to good restaurants.
Because it's a cool place.
2. Ls stand up and ask each other where they live and stand in a line.

TEACHER'S ACTIVITIES

3. From this point on Ls work as a whole group.

Give each group four 1.3 Sentence Cards, making sure they do NOT get the sentences that are needed for their text. (Check the little pattern on the texts and the sentence cards ☞ / ☞ / √ / ☞ – these show which place they belong to. Make sure the pattern on the sentence cards of each group is different from the pattern on their text.)

Tell Ls they have to ask the others questions to check whether they have filled in the text correctly. Group 1 starts by asking a question. All Ls look at their sentence cards and if they think the sentence on any of their cards answers the questions, they read out the sentence aloud. Ls in Group 1 listen and decide if the sentence really answers their question, then compare the sentence with what they have written and correct it. Groups go on asking questions and others keep answering them, till all questions have been asked and answered.

4. Ask a L from each group to read out the correct text. Collect the texts and save them for the next lesson.

HW: Ask Ls to think about their own town/village and choose 4-5 places that are interesting for them. Ask them to write them down and write reasons for choosing them.

e.g.: cinema – fun, friends, interesting, etc.

LEARNERS' ACTIVITIES

3. Ls ask and answer questions.

Possible dialogue:

L from Group 1: *How many rooms are there in the museum?*

L from another group: *I know. There are 42 rooms.*

L from Group 1: *Thanks.*

LESSON 2: WORLD'S BEST PLACES

AIMS OF THE LESSON	<ul style="list-style-type: none">■ Sharing opinions■ Writing a description of a place■ Making a short presentation
MATERIALS AND RESOURCES	2.1 Letter, an envelope, map of the area where Ls live (village, small town, district/part of a big town), 4 A4 sheets, 1.3 Gapped Texts, paper clips (one for each L), 2.2 Badges (one for each L), Blu-tack
BEFORE THE LESSON	Make one copy of 2.1 Letter, write the name of the group on the line, put the letter in an envelope and write the address of the school on the envelope. If possible, get hold of a real map of the area: your village, small town, district/part of a big town. Ask the geography or history teacher to give you one, or ask for one from the local council, download one from the Internet, e.g. from (http://www.terkepcentrum.hu). If none of these is possible, draw a sketch of the area by yourself, indicating the most important roads, rivers, geographical features, at least the size of an A3 sheet.
CLASSROOM ARRANGEMENT	Arrange the classroom so that in Stage 1 Ls are able to work in small groups.

STAGE 1	World's Best Places
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Sharing opinions Writing a description of a place
ORGANISATION	Whole group, groups
AIDS AND MATERIALS	2.1 Letter, an envelope, map of the area, marker

TEACHER'S ACTIVITIES

1. Tell Ls that they have received a letter from abroad. Show them the envelope and read out the letter. It's very important that all Ls understand the letter, because it contains the information about what is going to happen in what follows, therefore the use of some Hungarian at this stage should be allowed.
2. Put the map of the area on the board. Let Ls look at it from close if needed and ask them (using their HW) to point to places on the map that are interesting / important / exciting for them. Ask them why they have chosen those places. Ask Ls to mark these places on the map.
Go on until at least 7-8 places are marked.
3. Form 4 groups. Ask Ls to stand in a line according to the number of the house in their streets where they live. (E.g.: 40. Big Street) Divide the line into 4 groups.
Ask groups to choose a place from the map that they find interesting. This should be done as a whole group to ensure that groups do not choose the same place.
4. Give each group an A4 sheet and ask them to describe the place they have chosen to show the crew of the TV show. Encourage them to write a similar description of what they have read in 1.3 Gapped Texts, in Lesson 1. Go around, monitor their work and help if necessary.

LEARNERS' ACTIVITIES

2. Possible conversation:
T: *Which place do you like?*
L1: *I like the park.*
T: *Why do you like it?*
L1: *Because I can play football there.*
4. Possible description:
This is the cinema. It's in the north, in Small Street, opposite the library. It is very close to the city centre. It's in a huge yellow building, the cinema is on the 3rd floor. There are 4 big rooms and two small rooms. It's great, because you can eat popcorn and drink cola and watch good films, etc.

STAGE 2 Presenting the Best Places**TIME** 20 mins**SKILLS AND COMPETENCIES
IN FOCUS** Making a short presentation**ORGANISATION** Groups, whole group**AIDS AND MATERIALS** Map of the area, marker, paper clips, 2.2 Badges**TEACHER'S ACTIVITIES**

2. Groups present the place they have chosen one by one. All other Ls need to wear the badges and act as if they were crew members. They need to ask the presenters some questions.
3. Ask groups to stick their descriptions on/around the map and draw a line with the marker from the description to the place on the map.

LEARNERS' ACTIVITIES

2. Crew members ask questions and presenters improvise answers about the place they are presenting.
Possible questions: (depending on what the description included)
Where is it? Why do you like it? Is it old? Is it expensive to go in? Can we buy something there? Is there a...? Etc.

STAGE 3	Problems
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Brainstorming
ORGANISATION	Whole group

TEACHER'S ACTIVITIES

1. After having looked at 4 interesting and great places in their neighbourhood, ask Ls to think of areas, places in their town which are problematic and which could become part of the World's Best Places TV Show and be made better.

Ask Ls a few introductory questions:

Do you like your town/city/village?

Are you happy with everything?

Would you like to change something to make it better? What?

HW: Ask Ls to make a list of problems in their neighbourhood and also to think of possible solutions.

LEARNERS' ACTIVITIES

- 1.

Possible answers:

Yes, it's great. / No, it's boring.

No, not everything.

Yes, the park is dirty.

Possible answer:

The park is dirty – people should pay money if they throw rubbish away.

LESSON 3: SURVEY

AIMS OF THE LESSON

- Making a survey
- Summarising survey results for the others
- Making suggestions

MATERIALS AND RESOURCES

3.1 Survey Sheet (1 copy / pair), Blu-tack

CLASSROOM ARRANGEMENT:

Arrange the classroom so that in Stage 2 Ls are able to walk around and talk to each other freely.

STAGE 1

Problems for the survey

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Understanding questions and answering them

ORGANISATION

Whole group

AIDS AND MATERIALS

3.1 Survey Sheet

TEACHER'S ACTIVITIES

1. As a warmer say a word in connection with the vocabulary that has been revised in Lesson 1. Ask the first L to repeat your words and say another one with the last letter of the first word. Ask the second L to repeat both words and add their own, thus making a word chain. Go on as long as possible, then start it again with a new word. No words can be said twice.
2. Ask Ls to read out what problems they have collected as HW. Make a list on the board.
3. Tell Ls that they are going to make a survey among themselves about these problems and about how to solve them, because in the next lesson they will be choosing the place for the TV show. Give each pair of Ls a copy of 3.1 Survey Sheet. Let them read the questions and ask for explanations if they don't understand them.

LEARNERS' ACTIVITIES

1. Possible chain of words:
town – neighbour – road – disco club – building – garage...

VARIATION IF PHOTOCOPYING IS A PROBLEM

DESCRIPTION

Ls can write the questions of 3.1 Survey Sheet in their exercise books.

STAGE 2	Make a survey
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Asking and answering questions Communicating with peers Taking notes
ORGANISATION	Pairs – whole group – mingle
AIDS AND MATERIALS	3.1 Survey Sheet

TEACHER'S ACTIVITIES

1. Ask each pair to choose 1 place from the list on the board about problematic places. Make sure no place is chosen by more than 1 pair (except if there are more pairs than places).
Tell pairs to write the name of the chosen place on the empty line on their Survey Sheet and go around the classroom and interview their classmates about the place. Tell them to take notes on the Survey Sheet and not to write full sentences.
2. When most pairs have finished, choose a place from the list and ask the pair which has done the survey about it to share their findings. Ask the Ls the 4 questions and allow them to answer. They should concentrate on the last question of the survey: *What should people do to make it better?*
Ask Ls to dictate what their classmates have answered. Write the main idea from 5-7 answers on the board in any order.

Possible ideas:

No smoking, don't speak loudly, quietly, etc.

Do the same with 2-3 other places.

LEARNERS' ACTIVITIES

1. Ls mingle, ask the questions and take notes on their survey sheets.
2. Ls give examples from their classmates' suggestions on how to make the places better.

STAGE 3	Transform the sentence
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Being aware of expressing a language function through various structures Writing a summary
ORGANISATION	Whole group, pairs
AIDS AND MATERIALS	3.1 Survey Sheet, Blu-Tack

TEACHER'S ACTIVITIES

1. Ask Ls to look at the examples on the board and try to form sentences which express giving orders and giving suggestions. Elicit forms: *should, must, have to*
2. Ask pairs to turn their Survey Sheets around and write 5-6 sentences to prepare for the TV show, summarising the result of the survey and giving suggestions for changing the situation. They should say what the problem is and what people should do to solve it.
3. All summaries are put on the walls. Ask Ls to go around and read them and memorise the one suggestion they find the most interesting.
When every L has read the summaries, ask them to stand in a circle and say that sentence to the others.
4. Tell Ls that in Lesson 4 they are going to role-play the TV show called: World's Best Places. They will be choosing the place which will be made better by the crew of the show later on.

LEARNERS' ACTIVITIES

1. Possible sentences:
People shouldn't smoke there. / Children mustn't speak loudly in the theatre. / You have to be quiet.
2. Possible summary:
The park is very old and dirty. Children mustn't throw away rubbish. They should be careful with the toys. People mustn't smoke and drink there. We should buy new toys and clean the park.

LESSON 4: TV SHOW

AIMS OF THE LESSON

- to enable Ls to have a meaningful conversation
- to role-play a TV show
- to understand and react to what others say
- to make decisions together

MATERIALS AND RESOURCES

4.1 Partner Cards, 4.2. ABCD Role Play Cards, a microphone (or any object representing the microphone, e.g.: a bottle) (It is not essential, but it is a good idea to record the TV show if the school has a video camera)

BEFORE THE LESSON

Make one copy of 4.1 Partner Cards and cut out as many small slips as the number of the Ls in the group. There should be more or less an equal number of cards with the 4 different expressions. Make one copy of the appropriate 4.2. ABCD Role Play Cards for each L. It is important that each L get a Role Play Card according to which group they are in.

CLASSROOM ARRANGEMENT

Arrange the classroom so that they are able to work in small groups.

STAGE 1 **Recalling ideas and finding your partners**

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Recalling ideas from previous lesson
Communicating with peers

ORGANISATION Whole group

AIDS AND MATERIALS 4.1 Partner Cards

TEACHER'S ACTIVITIES

1. Ask Ls to recall the problematic places that have been mentioned in the summaries of the surveys from the previous lesson. Make a list of the places and problems on the board.
2. Ask Ls to come to the front or in the middle of the classroom if possible, so that they all have a chance to move around a bit. Tell Ls that you are holding some slips (4.1 Partner Cards) in your hand and you are going to throw them in the air. Ask them to catch one slip each.
3. Ask Ls to go around look at each other's slips and find their partners.
Ask the four groups thus formed to sit down together around a desk.
The 4 groups: small children / grandparents / teenagers / businessmen

LEARNERS' ACTIVITIES

2. Ls try to catch one slip
3. Ls go around and ask each other. Possible questions:
Who are you? / What's on your card?

STAGE 2	Preparation for the TV show
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Sharing opinions Listening to each other Reacting to others' opinions
ORGANISATION	4 groups, whole group
AIDS AND MATERIALS	4.2. ABCD Role Play Cards

TEACHER'S ACTIVITIES

NOTE: Tell Ls that the TV show is going to take place now. Explain that they will be taking part in the show with their groups. They will be acting as if they were small children, grandparents, teenagers or businessmen – according to the expression on their cards. It is very important that all Ls understand this; therefore, using some Hungarian is acceptable.

Rules: The T will be the host of the show handing the “microphone” to one L at a time, thus only the L holding the microphone is allowed to speak. Each group can suggest 2 changes that should be done in the area, giving reasons for why it would be important and what should be done. Ls in the other group can ask questions and make any comments, but only when the T hands them the microphone. The aim is that each group tries to convince the others that their idea is the best.

1. Give each L a Role Play Card in the following way:

Ls in the “small children group” should get 4.2. A Role Play Cards

Ls in the “businessmen group” should get 4.2. B Role Play Cards

Ls in the “grandparents group” should get 4.2. C Role Play Cards

Ls in the “teenagers group” should get 4.2. D Role Play Cards

Ask Ls in a group to work together on answering the questions on the top half of the sheet. Ask them to look at the list on the board (Stage 1./1.) and choose 2 buildings/ places/objects/etc. they would like to make better in their area and why. It is important that they make a decision from the point of view of the people they act out (children, businessmen, etc)

LEARNERS' ACTIVITIES

1. Group members think together and make decisions together, but each L takes notes on their own sheet.

STAGE 3	The TV Show
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Sharing opinions Communicating with peers Evaluating arguments
ORGANISATION	Whole group
AIDS AND MATERIALS	4.2. ABCD Role Play Cards, microphone

TEACHER'S ACTIVITIES

1. Explain to Ls that only the person with the microphone can speak and they should put up their hands if they would like to speak.
Tell Ls that they should listen to the others, decide if they like the idea, then score the idea 0-10 on the bottom of their sheet. Scoring is done individually.
The T as the 'host' addresses one of the groups who introduce themselves and share their opinion with the others, then let Ls from the other groups ask questions.
2. Ask all Ls how many points they have given to the different groups. Add up points.
The idea with the highest points wins and that idea will be "carried out" by the TV show crew.
Give the winning idea a round of applause.
HW: Ask Ls to make a list of ideas about how they would make the winning place better. What would they change? What would they build? What plans they have?

LEARNERS' ACTIVITIES

1. Ls with the microphone talk, others listen, ask questions and give points.
Possible introduction:
L1: *Hello, we are children. We like playing and doing sports. Our favourite place is the park. We would like a big football field. We also want to have a little zoo.*
L from the other group: *Why do you want a zoo?*
L2: *Because animals are fun and we can play with them, etc.*

LESSON 5: FUTURE PLANS AND EVALUATION

AIMS OF THE LESSON

- to plan and describe how the place should be made better
- to look back on the module
- to evaluate the module

MATERIALS AND RESOURCES

2.2 Badges, one A3 sheet for each group, 5 A3 sheets (prepare in advance, see below), Glue/Blu-Tack

BEFORE THE LESSON

Take the 5 A3 sheets and cut out 5 circles of the same size. Draw a face on each of them. The first circle should be a very happy smiling face, the last one a very sad one and the others should be in between these two, changing gradually.

CLASSROOM ARRANGEMENT

Arrange the classroom so that in Stage 1 Ls are able to walk around and talk to each other freely.

STAGE 1

Finding similar plans

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Sharing plans and finding similarities

ORGANISATION

Whole group – mingle

AIDS AND MATERIALS

2.2 Badges

TEACHER'S ACTIVITIES

1. Ask Ls to recall which place has won and will be made better by the crew of the TV show. Tell Ls that they are now all members of the crew again and can wear 2.2 Badges.
2. Ask Ls to open their exercise books at their HW. Ask them to stand up, go around, tell each other their ideas and find people who have similar ideas to theirs. You may help them by writing sentence beginnings on the board, e.g.:
People shouldn't... / Children mustn't... / You have to...
3. When small groups seem to have formed ask Ls to stop moving around. Try to form 3-5 groups. It is OK to have groups of different numbers, unless there are more than 5 Ls in a group. Ask groups to sit together around a desk.

LEARNERS' ACTIVITIES

2. Ls go around, talk to each other and stand together with others who have similar ideas.

VARIATION IF NO GROUPS HAVE FORMED BY COMPARING PLANS

DESCRIPTION Make 3-5 groups of more or less the same number of Ls based on the actual physical position of Ls at the moment of grouping.

STAGE 2	What are your plans?
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing a description of a place Presenting ideas
ORGANISATION	Small groups
AIDS AND MATERIALS	One A3 sheet for each group

TEACHER'S ACTIVITIES

1. Ask each group to make a plan of how they would change/make the place better. Ask them to write 8-10 sentences and make a drawing of their plans.
Write the following sentence beginnings on the board and tell Ls that they can finish these sentences when writing their plans:
It will be..., There will be..., We will build..., People will...
2. Groups present their plans. The posters are put on the wall. Ask Ls some questions about the plans to close this stage. Possible questions:
Which are the best ideas? , Which is the easiest way to make the place better?, Which is impossible to do? Etc.

LEARNERS' ACTIVITIES

1. Possible plans:
The _____ (name of the winning place) will be a lot nicer. There will be many new... . It will be more beautiful because there will be... . We will build 2 new buildings there and they will be tall and beautiful, etc.

STAGE 3	Evaluation
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Reflecting on the past 5 lessons
ORGANISATION	Whole group
AIDS AND MATERIALS	5 A3 sheets prepared before

TEACHER'S ACTIVITIES

- Put the 5 'Smiley' faces prepared before the lesson on the walls far away from each other.
- Ask Ls to recall the tasks of the module. Make a list on the board. (Solving a puzzle, Reading about a place, Asking questions to check the guesses, Writing a description, Making a short presentation, Making a survey, Transforming sentences, Writing a summary, Role-playing a TV show, Planning how to make a place better, Writing a description of a place)
Add any tasks that they forgot. Add the following sentences:
My work / My classmates' work
Ask Ls to think about how they liked the different tasks and how they see their own and others' work.
- Ask Ls to take a pen/colour marker/felt tip pen and think about all the categories on the board, go around the classroom and write words/expressions/short sentences in the "Smiley" faces to share their opinion about the module.
- Let Ls walk around and look at what the others have written. Lead a short discussion about it.
Possible questions:
Which task was the most popular? Why was it good? Which one was the worst? Why?

LEARNERS' ACTIVITIES

- Possible answers:
The TV show was interesting., My description was great., Zsófi helped me with the description., I like the city of Fun. Etc.
- Possible answers:
*The TV show was the most popular.
It was funny and interesting.*