
LET'S ROLL IT TOGETHER!

ORGANISING A ROCK FESTIVAL

Type of module	Project work
Target group	10–13-year-old learners
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	Project work
DESCRIPTION OF MODULE	This module focuses on the main steps of organising a rock festival. Ls go through stages of choosing the scene and date of the festival, writing invitation letters, writing headlines and advertisements, designing clothes, as well as acting out a song. This module offers the chance to develop Ls' vocabulary, their co-operative skills and their tolerance towards others.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to develop Ls' reading skills through a reading for information task ■ to enhance Ls' comprehension through reading lyrics of songs ■ to increase Ls' communication skills through role-plays and questionnaires ■ to develop Ls' creativity through designing posters and symbols, planning advertisements ■ to develop Ls' writing skills through writing an official letter, summaries and headlines ■ to develop Ls' co-operative skills through negotiation tasks
TIMEFRAME	5 lessons
TARGET GROUP	10–13 year-old learners
LANGUAGE LEVEL	A1+
SUGGESTED LANGUAGE COMPETENCE	<p>Ls can:</p> <ul style="list-style-type: none"> ■ ask simple questions about nationality, age, likes and dislikes ■ describe clothes and characters ■ write simple sentences in present tense about habits with some guidance ■ read and find information in short texts which include a few unknown words ■ summarise information gained in a written form
LINKS OF THE MODULE	
Cross-curricular links	Art and Crafts, Music, Drama
Links with other modules	In the city

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

- reasoning for a choice
- summarising information gained through reading and questionnaires
- making interviews (semi controlled and free)
- doing presentations on work carried out

General, educational skills

- sharing work
- co-operating with others
- negotiating tasks
- using compensation strategies

EVALUATION

Ls start the whole project by brainstorming what activities should be done to organise a rock festival. With the help of a checklist they can follow how the process is going on. There are several opportunities to check Ls' work through their written and oral contributions but the main aim is to evaluate their attitude and contribution as a whole, during the five lessons. Ls carry out self-evaluation at the end of the project, and there is some time to discuss the answers orally as well. The evaluation form focuses on Ls' language development, contribution, group evaluation, and the evaluation of the project.

SUGGESTIONS

Ls may not have enough experience in project work. The teacher's role is to monitor and supervise the process as Ls spend quite a considerable time working on their own in groups. Setting clear aims and negotiating the tasks may raise Ls' awareness of their own responsibilities. The age group this module is written for can be a bit reluctant and shy to act out and dramatise things. Encourage Ls to take part in activities and appreciate every effort they make to co-operate with each other.

T's special preparation is needed:

For lesson one: Cutting out 1.2 Word cards – Find your partners.

For lesson two: the solution of 1.7 Homework on a small piece of paper in a box, 4 jumbled up sentences in 4 envelopes.

Ask your Ls to collect their task sheets in a portfolio. If in some places you feel the given time is not enough, feel free to make options on what you do with your class. You may offer some tasks to be done as homework. Try to stick to the tasks listed on the checklist.

BACK UP SYSTEMS

Phillips, Diane, Burwood, Sarah and Dunford, Helen: *Projects with Young Learners*, OUP, 1999. p. 11.
http://www.east-buc.k12.ia.us/02_03/FP/fp_intro.htm

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Developing communication skills through asking questions in a game</p> <p>Developing Ls' reading skills through a reading for information task</p> <p>Developing Ls' negotiation and co-operative skills</p>	<p>Reading for information</p> <p>Reasoning for a choice of place for the festival</p> <p>Designing the symbol of the festival</p>	<p>Expressing opinion, reasoning:</p> <p>In our opinion...,</p> <p>I think ...,</p> <p>Expressions about weather</p> <p>Asking and answering personal questions:</p> <p>Where are you from?</p> <p>Where do you live?</p> <p>What's your favourite place in your town?</p> <p>Why do you like it?</p>	<p>1.2 Word cards – Find your partners</p> <p>1.3 Information sheets</p> <p>1.4 Weather chart</p> <p>1.7 Homework markers and crayons</p>
2	<p>Summarising data on a poster</p> <p>Getting familiar with an official letter format</p> <p>Developing Ls' writing skills through writing headlines or articles (semi-controlled and free writing)</p>	<p>Designing a poster</p> <p>Writing a VIP invitation letter</p> <p>Writing headlines for newspapers</p>	<p>Vocabulary of letter writing:</p> <p>Dear, special, would like to, June 15th, pleasure, etc.</p> <p>Expressions and words for headlines:</p> <p>in the world, the biggest, the greatest, rock festival, again, are interested in, ever, people, international, cool, greatest hits, best, singers, groups, coming, how many, stars, rock bands, etc.</p>	<p>The solution of 1.7 Homework on a small piece of paper in a box</p> <p>4 jumbled up sentences (I put the solution of the quiz in a little box under the teacher's desk) in 4 envelopes</p> <p>2.3 Invitation letter</p> <p>wrapping paper, crayons and markers</p> <p>2.5.A Headlines</p> <p>2.5.B Article</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Developing Ls' writing skills by describing imaginary characters' clothes</p> <p>Writing a fact file</p> <p>Enhancing Ls' creativity by planning and acting out a TV advertisement</p> <p>Creating slogans</p>	<p>Summing up activities done so far</p> <p>Designing and describing clothes</p> <p>Planning and acting out a TV advertisement</p>	<p>Vocabulary of clothes: leather boots, leather jacket, necklace, earrings, trousers, mini skirt, T-shirt etc.</p> <p>He's wearing ... She's wearing ... Her favourite food is ... Her hobbies are ... Her favourite music is ...</p> <p>Writing slogans: This is for you! You cannot miss it! Adventure! Magic! That's cool! Do it! Come and see it yourself! Rock is forever!</p>	<p>3.1 Checklist</p> <p>3.3.A Rock stars</p> <p>3.3.B Imaginary characters crayons and markers, Blu-Tack</p>
4	<p>Enhancing Ls' writing skills by planning a stage</p> <p>Developing Ls' communication skills by getting and summarising information gained</p> <p>Developing learning strategies by using dictionaries</p> <p>Developing Ls' vocabulary by reading and translating songs</p>	<p>Working on different project tasks (planning the stage, the menu, making microphones, writing the announcer's words)</p> <p>Working on the lyrics of the chosen songs</p>	<p>Describing location of furniture: e.g. There are four desks in the middle of the classroom.</p> <p>Getting information: What's the name of your band or singer? What's the title of the song? Do you have any information about the band/singer (nationality, number of the members, age, etc)?</p>	<p>4.1 Things to do empty plastic half-litre bottles, glue, crepe/crinkled paper, different types of cloths</p> <p>OHP, OHT</p> <p>CDs brought by Ls, CD player, lyrics of songs photocopied corrected optional task 2.5.B article dictionaries</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	<p>Developing Ls' communication skills through a role-play task</p> <p>Developing Ls' drama skills through acting out songs</p> <p>Developing Ls' evaluation skills</p>	<p>Creating the atmosphere of the concert</p> <p>Doing interviews with famous people</p> <p>Presenting and watching the show</p> <p>Evaluating the project</p>	<p>Making an interview: Hello, Britney, how are you today? I'm very well, thank you. Do you like the festival? Yes, I think it's cool. I like your dress. Oh, thank you. Can you tell us what you're wearing? Yes, sure. I'm wearing leather boots and a leather miniskirt with a pink T-shirt. Thank you, enjoy your stay.</p>	<p>microphones and OHT from previous lesson, OHP, CD player, CDs, lyrics, names of VIP from lesson 2 on small pieces of paper, posters from lesson 2, 4.1 Things to do Ls' copies 5.4 Evaluation form</p>

PROCEDURE

LESSON 1: PLANNING STAGE

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to brainstorm the activities necessary to organize a rock festival■ to read for information■ to reason for a choice of place for the festival■ to design the symbol of the festival
MATERIALS AND RESOURCES	1.2 Word cards – Find your partner (3–5 copies cut up, depending on number of Ls), 1.3 Information sheets (one copy of each page), 1.4 Weather chart (one copy to be cut up), crayons and markers, 1.7 Homework (one copy/L)
BEFORE THE LESSON	Cut out 1.2 Word cards (see above).
CLASSROOM ARRANGEMENT	Arrange the classroom for group work.

STAGE 1	Warmer – Brainstorming the tasks to be done
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Brainstorming Planning
ORGANISATION	Whole group
AIDS AND MATERIALS	Board

TEACHER'S ACTIVITIES

1. Tell Ls you are going to organise a rock festival. Introduce the idea of project work and set the rules. (Everybody has to be involved, the importance of co-operative work, the use of language, end product, evaluation.) Tell your class that at the end of the project they will form rock (or light rock) bands and perform a song.
2. Ask Ls what they think you have to take into consideration before starting the organisation. Put the ideas on the board in a mind map format. Write the word Festival in the middle. Allow Ls to speak Hungarian if they have problems with some words in English. Put English words on the blackboard.

OK. We are organising a rock festival. What do we have to do? Tell me ideas.

LEARNERS' ACTIVITIES

2. Learners may come up with ideas like: scene, time, equipment, participants, tickets, advertisement, poster, VIP invitation cards, music, songs, lyrics, etc.

STAGE 2	Finding group partners
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Exchanging personal information
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	1.2 Word cards – Find your partners

TEACHER'S ACTIVITIES

1. Before the lesson, copy 1.2 Word cards – Find your partners. Ls who have the same cards will belong to one group. Tell Ls they are going to stay in the same group during the whole project. Copy and cut out the cards according to the number of the class.
2. Hand out a card to each L with information on it. The cards contain information about famous places the Ls pretend they are from. Write some sample questions on the board.

Where are you from? Where do you live? What's your favourite place in your town? Why do you like it?

NOTE: Give Ls as many different cards as there are groups. Four groups with three-four members would be ideal, but if you have more Ls in your class you can work with five groups as well.

LEARNERS' ACTIVITIES

2. Each L gets a card and reads the information on it. Then Ls go around the classroom and ask each other questions.
E.g. *Where are you from? Where do you live? What's your favourite place in your town? Why do you like it?*
Ls go on asking each other until they have found all the people who are from San Francisco, for example. They are going to work in one group.

STAGE 3	Reading – Finding the scene
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for information
ORGANISATION	Group work
AIDS AND MATERIALS	1.3 Information sheets

TEACHER'S ACTIVITIES

1. Tell Ls that at the end of the lesson their task will be to persuade others that their place is the best for the festival. Now they can find out more about the places. Hand out 1.3 Information sheets, each group gets one. Ask Ls to read it through quickly, and underline 5 interesting facts about their places. Encourage Ls to help each other with understanding the text and write down a few words in their dictionaries if they think the words are necessary for comprehension.
2. Visit groups and help them clarify the meaning of words and sentences. Ls get some questions on 1.3 Information sheets (2 at this stage) to be answered to help reasoning.
3. Put the expressions *I (we) think* and *In our opinion* on the board and encourage learners to use them later.

LEARNERS' ACTIVITIES

1. Groups get a text about their famous place and read it through. They underline 5 interesting facts about their places.
2. Ls answer the first two questions on the 1.3 Information sheets.

STAGE 4	Problem solving
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for information Making a decision
ORGANISATION	Group work
AIDS AND MATERIALS	1.4 Weather chart (one copy cut up)

TEACHER'S ACTIVITIES

1. Hand out 1.4 Weather chart and ask Ls to read the weather forecast of their place and agree on the appropriate date of the festival. Draw Ls' attention to the fact that the festival lasts only for one day, so the weather has to be fine from morning till dawn.
2. Go and visit the groups while they are working and provide help if it is needed.
Do you know what drizzle means?
Which day is the best in your opinion?
Oh, I see.
3. Ask groups to answer the third question on 1.3 Information sheets.

LEARNERS' ACTIVITIES

1. Ls read through the weather forecast and discuss which day would be the best for the festival.
2. Ls decide when the festival will be organised.
3. Ls answer the third question on 1.3 Information sheets.

STAGE 5	Planning the symbol/logo of the festival
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning and designing a symbol/logo Preparing for the presentation of the place
ORGANISATION	Group work
AIDS AND MATERIALS	Crayons, markers

TEACHER'S ACTIVITIES

1. Ask Ls to plan the symbol/logo of the festival and draw it on their 1.3 Information sheets. Tell Ls that at the end of the lesson their symbol will be part of the competition as well for the best place of the festival.
2. Ask Ls to answer the last question on their 3.1 Information sheet. Ask Ls who are not working on the symbol to summarise their answers and prepare for the presentation.

LEARNERS' ACTIVITIES

1. Ls think of a symbol/logo and then draw it on their 1.3 Information sheet.
2. Ls who are not drawing the symbol/logo summarise the answers to be able to persuade others.

STAGE 6	Persuading the committee
TIME	9 mins
SKILLS AND COMPETENCIES IN FOCUS	Expressing opinions Reasoning Describing places and the symbol
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

1. Ask groups to rehearse for the presentation to persuade an imaginary committee to choose their place for the festival. (3 mins) Encourage Ls to use their notes and the expressions on the blackboard.
In our opinion ...,
I (We) think ...,
2. Ask the representatives from groups to make their small presentations (why is the place ideal for the festival, when will it be organised, introduce the symbol). Each group gets one minute to talk.
3. At the end of the presentations, ask Ls individually to write on a small piece of paper which place they think would be the best for the festival. Collect the votes and let Ls know next time which place is the winner.

LEARNERS' ACTIVITIES

1. Ls work on the presentation. One learner will represent the group. Ls can take notes if they want or simply read out their answers.
2. *In our opinion, The Golden Gate Bridge is the best place, because it is in the USA and it is very famous. It has its own fairy park and you can ride a bicycle on it. The festival will be on the The symbol of the festival is*
3. Finally Ls vote for the best place.

STAGE 7	Homework
TIME	1 min
SKILLS AND COMPETENCIES IN FOCUS	Memory skills General knowledge
ORGANISATION	Individual
AIDS AND MATERIALS	1.7 Homework

TEACHER'S ACTIVITIES

1. Hand out 1.7 Homework and ask Ls to do the quiz at home. Encourage Ls to consult encyclopedias or the internet if they are not sure about any answer.
1.7 Homework – Solution

Quiz: How much do you know about famous places? Underline the right answer.

1. The Sphinx was built in about (4000 BC, 2500 BC, 400 BC).
2. The Sphinx promised the king ... (to make him a great king, to help him with learning, to make him clever).
3. King Louis (XVI, V, X,) lived in the Palace of Versailles.
4. Marie Antoinette died because (she was old, she was sent to the guillotine, she fell off a horse).
5. The Leaning Tower of Pisa is in (Italy, Spain, Greece).
6. The Golden Gate Bridge is in (Los Angeles, San Francisco, New York).

LEARNERS' ACTIVITIES

1. Ls do a quiz based on the presentations, their readings and their general knowledge about famous places.

LESSON 2: LET PEOPLE KNOW ABOUT OUR FESTIVAL

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to brush up what Ls read in the previous lesson■ to design a poster■ to write a VIP invitation letter■ to write headlines for newspapers
MATERIALS AND RESOURCES	the solution of 1.7 Homework on a small piece of paper in a box, 4 jumbled up sentences (I put the solution of the quiz in a little box under the teacher's desk) in 4 envelopes, 2.3 Invitation letter (2 copies/group), wrapping paper, crayons and markers, glue, 2.5.A Headlines, 2.5.B Article
BEFORE THE LESSON	Do the preparations for 2.1.
CLASSROOM ARRANGEMENT	Arrange the classroom for group work.
STAGE 1	Warmer – Checking the homework
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Memory skills General knowledge Reconstructing a sentence Following written instruction
ORGANISATION	Individual
AIDS AND MATERIALS	4 copies of the sentences “I put the solution of the quiz in a little box under the teacher's desk” which have to be cut up and put into 4 envelopes, a box, solution of 1.7 Homework

TEACHER'S ACTIVITIES

1. Hide the solution of the quiz in the classroom under the teacher's desk before Ls come in. Divide the class into the same groups as last time. Tell Ls they can find the solution of the quiz if they can reorder a sentence which has been cut up into small pieces.

The sentence is :

I put the solution of the quiz in a little box under the teacher's desk.

2. Ask the first L to find the box to read the solution out.

LEARNERS' ACTIVITIES

1. Ls are in groups. Each group gets an envelope with a jumbled up sentence. Ls reorder the sentence correctly and find out where the solution has been hidden.

2. As soon as Ls have found the box, the first one can read out the solution to others.

STAGE 2 **Announcing the winner**

TIME 2 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Discussion

ORGANISATION Whole class

AIDS AND MATERIALS The votes from previous lesson

TEACHER'S ACTIVITIES

1. Tell Ls the results of the 'Best place for the festival' competition. Tell how many Ls voted for each place. If there is a draw, ask Ls to repeat the voting but offer just the two places.
2. Encourage Ls to stay in the same groups and emphasise that from this time on, all Ls will have one aim that is to organise the festival at the place they have voted for.

LEARNERS' ACTIVITIES

1. Ls get to know the result of the voting.

STAGE 3	Writing a VIP letter
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Gap filling
ORGANISATION	Group work
AIDS AND MATERIALS	2.3 Invitation letter (2 copies/group)

TEACHER'S ACTIVITIES

1. Hand out 2.3 Invitation letter and ask Ls to fill the gaps in it. Create some story around the task, for example, somebody in the office has poured some coffee on the official paper by accident.
2. Encourage Ls to choose interesting and famous people to be the VIP to the festival.
3. Check the solution together by reading out some letters and share ideas on who Ls have invited.

NOTE: Note down the names of the people Ls have invited because you will need them in the 5th lesson.

LEARNERS' ACTIVITIES

1. Ls work in their groups and fill the gaps in the letter.
2. Ls can decide who they would like to invite as a VIP to their festival.

3. Some Ls read out their letters. Solution:

Dear (e.g. Britney)

We would like to invite you to the biggest event of the year. On (e.g. June 15th) we are organizing a rock festival in (e.g. Cairo). Would you give us the pleasure of being our special guest at this event?

Yours sincerely,

...Magda Kovacs.....

STAGE 4	Summarising facts in a written form – Drawing a poster
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Summarising information, designing a poster
ORGANISATION	Group work
AIDS AND MATERIALS	Wrapping paper, crayons, glue

TEACHER'S ACTIVITIES

1. Agree on what information the poster should contain, e.g. the scene and the date of the festival, the symbol/logo, VIP list, some catchy sentences, etc. Write these on the blackboard.

Don't miss it!

Come and have a great time.

2. Hand out a sheet of wrapping paper to each group and ask Ls to design a poster for the festival.

NOTE: To avoid having Ls in the classroom who are just hanging around, give out small pieces of paper to write the information on, which can be stuck on the poster when the designers have finished drawing.

LEARNERS' ACTIVITIES

1. Ls design a poster. They write the necessary information about the festival on the poster.

STAGE 5A	Writing headlines for newspapers
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Creative writing
ORGANISATION	Group work
AIDS AND MATERIALS	2.5.A Headlines

TEACHER'S ACTIVITIES

1. Ask Ls to write headlines from the given words on 2.5.A Headlines. Explain the meaning of headline and encourage Ls to use their creativity.
2. After 5 minutes groups read out their headlines to others.

LEARNERS' ACTIVITIES

1. With the help of given words, Ls write possible headlines about the festival.
E.g.: *The biggest event of the year.*
How many people are interested in the festival organised in...?

STAGE 5B	Writing an article for a newspaper
TARGET GROUP	More advanced Ls
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Creative writing Semi controlled writing
ORGANISATION	Individual
AIDS AND MATERIALS	2.5.B Article

TEACHER'S ACTIVITIES

1. Ask more advanced Ls to write a short article (3–4 sentences) for a newspaper aimed at advertising the festival. Hand out 2.5.B Article and ask Ls to use the guidance if they need it. Encourage them to do some free writing as well.
2. Ls can choose this task as an option and finish it at home.

LEARNERS' ACTIVITIES

1. With the help of the guidance given, more advanced Ls are encouraged to write a short article about the festival. This is an optional activity Ls can finish at home.

STAGE 6	Cooler – Gestures
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Using body language
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

1. Create a context for this game saying that because of the loud noise at concerts people can communicate only through gestures. This is what you are going to practise. Invite Ls to play a game. Brush up some expressions Ls are already familiar with and agree how they can be 'said' through body language. Emphasise that gestures are culture bound and differ from one place to another e.g. Goodbye: Italian people wave their hands right to left, American people wave their hands up and down.

2. After practising the gestures, call out expressions one by one at a quicker pace and ask Ls to gesture what they hear. The L who forgets the sign or does not understand the instruction is out.

Possible expressions and gestures:

Hello. – Wave.

OK. – Make an 'o' with index finger and thumb.

You're stupid. – Stick your tongue out.

I don't know. – Pull your shoulders up.

Stop! – Put your hand up with fingers spread out.

Crazy! – Touch your forehead with index finger.

It's cold. – Put arms round shoulders.

It's hot. – Fan your face with hands.

Shhhh. – Put index finger in front of your mouth.

I don't understand. – Pull shoulders up, spread arms apart.

I'm tired. – Yawn.

Me! – Put your hand up.

Me? – Touch your chest.

LEARNERS' ACTIVITIES

1. Ls together with T think of expressions they can act out with body language.

2. Ls show gestures as T says. Ls who cannot show the appropriate gesture are out.

LESSON 3: ADVERTISE THE FESTIVAL!

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to sum up activities done so far■ to design and describe clothes■ to plan and act out a TV advertisement
MATERIALS AND RESOURCES	3.1 Checklist, 3.3.A Rock stars, 3.3.B Imaginary characters, crayons and markers, Blu-Tack
BEFORE THE LESSON	Copy task sheets for each L.
CLASSROOM ARRANGEMENT	Arrange the classroom for group work.

STAGE 1	Warmer – Checklist
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Checking Summarising
ORGANISATION	Whole class
AIDS AND MATERIALS	3.1 Checklist

TEACHER'S ACTIVITIES

1. Hand out 3.1 Checklist and check together what you have done so far. Ask Ls to put a tick next to activities you have already done.
2. Read out the remaining activities, too.
3. Collect optional tasks from previous lesson (2.5.B Article).

LEARNERS' ACTIVITIES

1. Ls put a tick to activities they have done so far.
2. Ls can see what else they are going to do in the project.

STAGE 2	Game – Chinese whisper
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Memory Pronunciation
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

1. Divide your class into two groups and ask Ls to stand in two rows. Whisper three words to the first Ls in each row and tell them to pass on what they have heard. The winner is the group whose last member can be the first to repeat the three words in the same order and with clear pronunciation. The aim of this game is to brush up Ls' vocabulary of clothes.
2. In the next turn make sure Ls change places in their groups for the game.
Possible words: *dress, skirt, socks, trousers, mini skirt, boots, bra, vest, blouse, slippers, leather shoes, leather boots, nylon tights, coat, jacket, jumper, etc.*

LEARNERS' ACTIVITIES

1. Ls play the Chinese whisper game.

STAGE 3 A	Designing and describing clothes and characters
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Designing Describing clothes
ORGANISATION	Individual
AIDS AND MATERIALS	3.3.A Rock stars

TEACHER'S ACTIVITIES

1. Hand out 3.3.A Rock stars and ask Ls to design clothes for the rock stars. Encourage them to design clothes they themselves could wear at the end of the project. If your Ls are reluctant to get dressed up for the last presentation, they can design clothes for imaginary characters.
2. Ask Ls to write simple sentences and describe the clothes their characters are wearing.
3. Put the finished pictures on the wall and allow Ls to have a look at each other's work.

LEARNERS' ACTIVITIES

1. Ls design clothes either for themselves or for two imaginary rock stars. They describe the clothes with simple sentences like:
She's wearing a pair of leather boots.
He's wearing a gold necklace.
2. Ls stick their pictures on the wall and have a look what others have done.

STAGE 3 B	Describing clothes and characters
TARGET GROUP	More challenged Ls
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing a fact file about imaginary characters
ORGANISATION	Individual
AIDS AND MATERIALS	3.3.B Imaginary characters, Blu-Tack, crayons and colour pencils

TEACHER'S ACTIVITIES

1. Encourage more confident Ls to do 3.3.B Imaginary characters. Ask Ls to think of a character, either man or woman or both, and fill in the table then write sentences.
2. Ask Ls to put the descriptions on the wall.
3. Ask the whole class to go and see the drawings and descriptions and try to match characters with their possible descriptions.
OK. Let's see what we have here. Oh, she is a very pretty rock star, wearing a leather jacket. Who's drawn this? You, Kati? It looks marvellous. Do you think any of the descriptions match her character? Béla's? Read it out please.

LEARNERS' ACTIVITIES

1. Ls can write about the age, name, favourite food, music, free time activities.
*Her name is Suzy.
She is 24. She is from California. Her favourite food is spinach and her hobbies are playing tennis and basketball.*
2. Ls put their descriptions on the wall, too.
3. Ls read and watch each others' work and try to match drawn characters with the descriptions.

STAGE 4	Creative writing – Plan a TV or radio advertisement!
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing an advertisement Acting out an advertisement
ORGANISATION	Group work

TEACHER'S ACTIVITIES

1. Ask Ls to form their original groups. Ask Ls to follow the steps of writing an advertisement and write their slogans or information in their exercise books. Tell Ls they will act out their advertisement at the end of the lesson. Write some guidelines on the board:
 1. *Select a slogan.*
 2. *Choose one word.*
 4. *Tell the date and the scene.*
 5. *Some more information.*
 Give Ls possible turns as help e.g.
This is for you! You cannot miss it! Adventure! Magic! That's cool! Do it! Come and see it yourself! Rock is forever!
2. While Ls are working, monitor their work and provide help if it is needed.
3. Allow Ls some time to rehearse for the show. The presentation should take just a few seconds per group with very simple sentences.

LEARNERS' ACTIVITIES

1. Ls think of slogans for their advertisement and plan a short TV advertisement.
3. Ls prepare for the presentation of the advertisement.

STAGE 5	Acting out the advertisement
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Drama
ORGANISATION	Group work

TEACHER'S ACTIVITIES

1. Ask groups one by one to act out their advertisement.
2. Give generous applause to each group.

LEARNERS' ACTIVITIES

1. Ls act out their advertisement.

STAGE 6	Setting a task for next time
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Negotiation
ORGANISATION	Group work

TEACHER'S ACTIVITIES

1. Ask groups to think of a piece of music they would like to present to others next time and at the festival. Ask Ls to make sure they have a CD of the song and they have access to the lyrics. Tell Ls that if they use Google and write lyrics of e.g. Guns N' Roses, they will probably find what they want. Allow groups to be changed if Ls' interests vary.
2. Ask groups to have their songs printed and have enough copies for everyone in the group. You can offer to copy the songs if they are given to you in time.
3. Raise Ls' awareness of the importance of not forgetting their task.

LEARNERS' ACTIVITIES

1. Ls form groups according to their musical taste. They agree on the piece of music they would like to work on and on the duties (who gets the music on CD, finds the lyrics of the song on the internet, has it copied or printed for the other members in the group).

LESSON 4: ALMOST FINISHED

AIMS OF THE LESSON

- to work on different tasks (planning the stage, the menu, making microphones, writing the announcer's presentation)
- to work on the lyrics of the chosen songs

MATERIALS AND RESOURCES

4.1 Things to do (one copy/group/task), empty plastic half-litre bottles, glue, crepe/crinkled paper, different types of cloth (to cover the plastic bottles), OHT, OHP, CDs brought by Ls, CD player, corrected optional task 2.5.B Article, English-Hungarian dictionaries

BEFORE THE LESSON

Prepare and bring to class the things written above.

CLASSROOM ARRANGEMENT

Arrange the classroom for group work.

STAGE 1

Designing and planning

TIME

15 mins

SKILLS AND COMPETENCIES IN FOCUS

Designing
Planning

ORGANISATION

Group work

AIDS AND MATERIALS

4.1 Things to do

TEACHER'S ACTIVITIES

1. Offer your class 4 tasks to work on in their previous groups (designing the stage, making microphones, writing the announcer's presentation, planning the menu of the festival). Planning the menu means making a list of things that Ls would like to eat and drink in the next lesson.
2. Try to encourage more able Ls to opt for the announcer's presentation task, creative ones to work on either the microphone making or the stage design, and less active or able Ls to choose the planning of the 'menu'.

NOTE: Don't worry if the classroom looks like a beehive for 15 mins, but tell groups that they will have to manage their time.

LEARNERS' ACTIVITIES

1. Ls decide in which task they would like to take part.
2. Ls who work on making the microphones, get some empty plastic bottles, crepe paper, glue. They can agree and decide how the microphones will look. They should make at least 4. Ls who work on the stage design can think of ideas how they would place the chairs and desks, or whether they want to use the blackboard or the overhead projector. They can write on an OHT as well if they want to use the overhead projector. Ls are asked to list or sum up their plans in a written form as well. On 4.1 Things to do, Ls are given ideas how to do it. Ls writing the announcer's presentation are given some questions (4.1 Things to do) to ask each group what song they are going to present and what announcers should know about that group or singer whose song will be acted out.

The fourth group writes a list of food and drinks they think will be needed next time and ask their peers whether they can bring them to class. Ls carry out this task with the help of 4.1 Things to do.

STAGE 2	Post task discussion
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Summing up Discussion
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

1. Ask groups to show what they have done. Agree on the food and drinks again, show the microphones, and ask the designers to show what the stage will look like. Make sure that the announcers have decided on the order of the music items appearing in the festival.
2. Ask for volunteers to be announcers as well (not only singers). They will need some practice at home.
3. Divide the class into groups according to the piece of music they are going to present.

LEARNERS' ACTIVITIES

1. Ls show their peers what they have done.
2. Ls can opt for being announcers in the concert.
3. They form groups according to the piece of music they have chosen.

STAGE 3	Working on the lyrics
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding global meaning Guessing the meaning from context Learning strategies (using the dictionary)
ORGANISATION	Group work
AIDS AND MATERIALS	English-Hungarian dictionaries

TEACHER'S ACTIVITIES

1. Ask Ls first to read through the lyrics of their song and understand globally what the song is about. Hand out dictionaries if Ls need them. Ask Ls to write down a few new words or expressions in their dictionaries they like in the song.
2. Invite Ls to listen to their song on the CD player if they think they are ready.
3. Encourage Ls to think of how they will present the song in other words, to plan their show.

LEARNERS' ACTIVITIES

1. Ls first try to understand and get familiar with the song they have chosen. In most cases they choose a song they are already familiar with, so it does not need a long time to read it through. Ls consult a dictionary if they do not understand some words or sentences.
2. When Ls are ready, in groups they can listen to their song and try to sing with the original singer.
3. Finally Ls decide how they will present the song: whether they want to dance or only sing, etc.

STAGE 4	Closing – Checklist
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Checking Summarising
ORGANISATION	Whole class
AIDS AND MATERIALS	3.1 Checklist

TEACHER'S ACTIVITIES

1. Ask Ls to have a look at 3.1 Checklist and see what you have done so far.
2. Emphasise, that most of the duties have been done, so the next lesson is the time for the festival to come alive. Ask Ls not to forget to bring their lyrics and the CDs, as well as the food and drink they promised.
3. Ask 'announcers' to practice their speech at home and groups to prepare for the show. Tell Ls they are not expected to learn the song by heart, but it would definitely look better to present it without reading from paper. Ask Ls to bring 4.1 Things to do sheet for the next lesson.
4. Hand out the corrected version of the optional task 2.5.B Article to Ls who have done it.

LEARNERS' ACTIVITIES

1. Ls put a tick next to activities they have done so far.
2. Ls take their lyrics and texts home and prepare for the presentation.

LESSON 5: SHOW TIME!

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to create the atmosphere of the concert■ to do interviews with famous people■ to present and watch the show■ to evaluate the project
MATERIALS AND RESOURCES	microphones and OHT from previous lesson, OHP, CD player, CDs, lyrics, names of VIP from Lesson 2 on small pieces of paper, posters from Lesson 2, 4.1 Things to do Ls' copies, 5.4 Evaluation form
BEFORE THE LESSON	See above.
CLASSROOM ARRANGEMENT	Arrange the classroom for the rock festival.

STAGE 1	Setting the scene
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Arranging the classroom according to the plans
ORGANISATION	Whole class
AIDS AND MATERIALS	4.1 Things to do from the previous lesson (Ls' copies)

TEACHER'S ACTIVITIES

1. Ask Ls to prepare for the festival. One group arranges the classroom according to the plans (4.1).
2. Put the food and drinks on a separate table.
3. Ask Ls to get dressed for the show if they wish. Put the posters from lesson 2 on the walls.

LEARNERS' ACTIVITIES

1. One group of Ls arranges the classroom, others get dressed.

STAGE 2	Role-play – Interviews
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Asking and answering questions about personal facts and data
ORGANISATION	Pair work
AIDS AND MATERIALS	Names of VIPs on small pieces of paper

TEACHER'S ACTIVITIES

1. Hand out names of VIPs from Lesson 2 to half of the class and ask the other half to be reporters in the festival. Encourage Ls to make interviews.
2. Write possible questions and comments on the blackboard. Ask Ls to interview two famous people.
How are you today?
Do you like the festival?
I like your dress, can you tell us what you are wearing?
Thank you for the interview, enjoy your stay.

LEARNERS' ACTIVITIES

1. Ls take part in a role-play task. Reporters ask questions of famous people. A possible conversation could sound like this:
A: *Hello, Britney, how are you today?*
B: *I'm very well, thank you.*
A: *Do you like the festival?*
B: *Yes, I think it's cool.*
A: *I like your dress.*
B: *Oh, thank you.*
A: *Can you tell us what you're wearing?*
B: *Yes, sure. I'm wearing leather boots and a leather miniskirt with a pink T shirt.*
A: *Thank you, enjoy your stay.*

VARIATION FOR LESS CONFIDENT LS

AIDS AND MATERIALS	Something that can be used as a camera
DESCRIPTION	Ask shy Ls to be cameramen. Ls stop famous people and ask if they can take a photo of them. Encourage cameramen to give instructions like: <i>Stop. Turn round. Smile.</i> <i>Can I take a photo of you?</i>

STAGE 3	Presentation
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing and acting out songs
ORGANISATION	Groups, whole class
AIDS AND MATERIALS	CDs, CD player, lyrics of songs

TEACHER'S ACTIVITIES

1. Ask the announcers to announce the first band. Encourage Ls to applaud each other.
NOTE: Accept if some Ls are reluctant to act. Invite these Ls to join their groups and sing without dancing or moving.

LEARNERS' ACTIVITIES

1. Ls present their songs one by one. Ls applaud each other, then listen to the announcers.

STAGE 4	Evaluation
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Self and group evaluation
ORGANISATION	Individual
AIDS AND MATERIALS	5.4 Evaluation form

TEACHER'S ACTIVITIES

1. At the end of the show, invite Ls to have some food and drinks. Hand out 5.4 Evaluation form and ask Ls to evaluate their own and their group's work.
2. Ask what Ls have written by asking the same questions. The first part of the discussion can go in English, later you can switch to Hungarian if necessary. Draw conclusions and give ideas how next time some Ls and the class as a whole can contribute even more successfully to a project.

LEARNERS' ACTIVITIES

1. While eating and drinking, Ls are asked to fill in the evaluation form.
2. After this, Ls discuss their answers together.

