
A FINE DAY

**ACTIVITIES WE LIKE, BUYING AND SELLING, PLANNING,
TALKING ON A MOBILE PHONE, WRITING A POEM**

| | |
|----------------|------------------------|
| Type of module | Creative Communication |
|----------------|------------------------|

| | |
|--------------|-------------------------|
| Target group | 12–15-year-old learners |
|--------------|-------------------------|

| | |
|-------|----|
| Level | A1 |
|-------|----|

| | |
|------------|-------------|
| 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 címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértők: Faragó Livia, Fehér Judit, Tartsayné Németh Nóra

Szakmai lektor: Poór Zsuzsánna

Idegen nyelvi lektor: Peter Doherty

Alkotó szerkesztő: Sákovics Lília

Felelős szerkesztő: Burom Márton

©

Szerzők: Csibi Erzsébet, Fehér Judit, Helen Sherwin, Huny Márta, K. Szabó Ilona

Educatio Kht. 2008

INFORMATION TABLE

| | |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TYPE OF MODULE | Creative Communication |
| DESCRIPTION OF MODULE | In this module, Ls will make a classroom survey of favourite free time activities, buy and sell, plan a nice day, have mobile phone conversations and write a simple poem. |
| AIMS AND OBJECTIVES OF MODULE | <ul style="list-style-type: none"> ■ to activate, collect and use knowledge and information ■ to engage in problem solving and decision making with others ■ to make simple transactions ■ to exchange information |
| TIMEFRAME | 5 lessons |
| TARGET GROUP | 12–15-year-old learners |
| LANGUAGE LEVEL | A1 |
| SUGGESTED LANGUAGE COMPETENCE | <p>Ls can:</p> <ul style="list-style-type: none"> ■ express likes and dislikes in a simple way. ■ manage simple shopping situations. ■ handle cardinal numbers and prices. ■ tell the time and days. <p>Ls have some experience in making arrangements. Ls have already made some very simple phone calls in English.</p> |
| LINKS OF THE MODULE | |
| Cross-curricular links | Mathematics, Business, Life Skills: calculate prices, find best buys, register spending and income. Drama: write and perform dialogues/a scene, improvise dialogues. Art: visual and verbal advertising. Literature: write a list poem. |

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

- surveying people and present findings
- asking and giving personal information
- buying and selling
- solving problems and making decisions
- making and changing programmes
- making a simple mobile phone call
- writing a simple poem

General, educational skills

- developing co-operative skills
- developing decision making
- developing creativity

EVALUATION

Evaluation is done by reflecting on the process and by looking at the results.

We suggest that T takes notes as they monitor pair and group work and highlights good usage instead of highlighting problems. We recommend using 3.4 Evaluation Sheet. We suggest that T collects Ls' work all through the module and uses 5.5 Feedback Form and 5.5 Module Assessment Sheet. We also recommend that T encourages celebrations of Ls' performances all through the module.

SUGGESTIONS

Ls engage in many different interactions, often with complicated patterns, so it is very important that you carefully think through your classroom management for each lesson for your own situation. It also implies that your Ls will need to be familiar with various interaction patterns possible in a classroom such as pairwork, groupwork, group presentations, mingling, multi tasking, wall activity. You cannot introduce all these in one go.

MAP OF THE MODULE

| LESSON | FOCI OF SKILLS DEVELOPMENT | MAIN ACTIVITIES | LANGUAGE INPUT | MATERIALS AND RESOURCES |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Starting preparing linguistically for the major communicative activities of the module (fair, programmes) by collecting names of activities and collecting, organising and presenting information related to activities | Poster survey with group presentation | Vocabulary related to free time activities Like / don't like doing Cardinal numbers max. up to 20 Some, somebody, nobody | Post-it Markers Wrapping paper or flipchart paper Blu-Tack 1.4 B Task Sheet Optional: OHT, OHT markers, OHP |
| 2 | Prepare for the big fair in Lesson 3 by revising and learning vocabulary related to buying and selling and preparing the vouchers Ls will sell | Scanning a text for shopping-related information and special offers Preparing activity vouchers to sell A shopping dialogue | Words and expressions related to shopping, special offers, information on vouchers | Activity cards made by the teacher, Ls' posters from last lesson 2.2 A and B Task Sheets, 2.3 A and 2.3 B Activity Vouchers Task Sheets Markers A4 sheets 2.3 A and 2.3 B Blank vouchers 2.4 Task sheet Coloured pens and pencils |
| 3 | Engage in a selling and buying activity Prepare for the predictable elements of a situation Make decisions based on information gained through communication Keeping a record of results, and evaluating them | Carrying out simple transactions: buying and selling, keeping records of spending and earning | Words and expressions related to shopping, special offers, information on vouchers | 2.4 Task Sheet Vouchers Ls prepared during the previous lesson 3.3 Credit card 3.3 Accounting sheet 3.3 Sellers' role cards 3.3 Buyers' role cards 3.4 Evaluation sheet Paper Markers and crayons Ls' copy books Scotch tape Envelopes |

| LESSON | FOCI OF SKILLS DEVELOPMENT | MAIN ACTIVITIES | LANGUAGE INPUT | MATERIALS AND RESOURCES |
|--------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Making arrangements Having a mobile phone conversation | Planning a day, Listening for simple factual information, Making mobile phone conversations | Functional language for making arrangements, Days, telling the time Telephone language, mobile phone related language Present Continuous for reporting events happening now | 3.4 Evaluation sheet 4.4 A and B Task sheets 4.5 Recording 4.7 Task sheet |
| 5 | Performing a party scene (optional) Writing a list poem. Giving feedback and evaluating work throughout the module | Expanding and organising vocabulary that can be related to activities Writing a simple poem Feedback and assessment | Optional: party language, mobile phone language Words related to activities like objects, places, people, colour, feeling | Ls' scripts (optional) A collection of coloured paper, A3 sheets of paper Markers 5.4 A sample list poem 5.5 Feedback form 5.5 Module Assessment Sheet |

PROCEDURE

LESSON 1: ACTIVITIES SURVEY

| | |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AIMS OF THE LESSON | <ul style="list-style-type: none"> ■ To start preparing linguistically for the major communicative activities of the module (fair, programmes) by collecting names of activities ■ collecting, organising and presenting information related to activities |
| MATERIALS AND RESOURCES | Post-its, markers, wrapping paper or flipchart paper, Blu-Tack, 1.4.B Task Sheet, optional: OHT, OHT markers, OHP |

| | |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| STAGE 1 | Grouping – Head, hand, foot |
| TARGET GROUP | For groups where there are little differences and no one or only very few pupils need special support from other Ls |
| TIME | 3 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Vocabulary |
| ORGANISATION | Whole class |
| AIDS AND MATERIALS | Post-its, marker |

TEACHER'S ACTIVITIES

- 1 T goes around in the class and points at each student giving them one of these words each: head, hand, foot, then asks all Ls with the same word to gather together somewhere in the classroom, thus forming three groups.
2. In large classes where dividing them into three groups would result in more than max. 6 Ls in one group, divide groups formed into sub-groups.

LEARNERS' ACTIVITIES

- 1 Ls find other Ls with the same word and sit down together. They draw the part of body or write the word on post-it, which they will wear to show which poster group they belong to.

VARIATION FOR GROUPS WHERE SOME LS NEED HELP FROM OTHER LS

| | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AIDS AND MATERIALS | Word or drawing on post-it for each L |
| DESCRIPTION | <ol style="list-style-type: none"> 1. Before the class, the T draws or writes the words head, hand and foot on as many pieces of post-it paper as there are Ls in the class dividing the class in three approximately equal parts. They give out cards to individuals, carefully choosing group members who will be able to support each other. 2. In large classes where dividing them into three groups would result in more than max. 6 Ls in one group, divide groups formed into sub-groups. |

STAGE 2. A Collecting and eliciting vocabulary – Activities posters

TARGET GROUP For groups that can collect enough activities without the T's help

TIME 12 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Following simple directions
Activating Ls' knowledge of the topic and incorporating new items

ORGANISATION Groupwork

AIDS AND MATERIALS Wrapping paper or flipchart paper, markers

TEACHER'S ACTIVITIES

- 1 T asks groups of different body parts to trace group members' hand, foot or head on the wrapping paper gently with light colours (e.g. orange, grey, light blue, yellow). It is a good idea to be near the group with the word 'head' and supervise. Make sure that they keep their eyes closed for safety and that they are very careful and gentle.
- 2 T asks the groups to collect on the wrapping paper as many activities as they can think of that can be related to their part of body (e.g. drawing: hand or head, travelling: foot or head). The same activity can appear in different posters, since a lot of activities can be connected to more parts of body. Ls should use darker colour markers for writing the words against the background of their traced body parts. T encourages drawings to go with activities.
- 3 T supervises and helps as needed.

LEARNERS' ACTIVITIES

- 1 Ls trace each other's hand, foot or head.
- 2 Ls brainstorm and write words on the poster + drawing if they like.
E.g. swimming, walking, reading, dancing, watching films/tv, listening to music, playing computer games, jogging, travelling, studying, doing homework, cleaning, drawing, painting, sewing, writing emails, doing the washing up, visiting friends, going out, eating, etc.

STAGE 2. B**TARGET GROUP** For groups where Ss can not come up with enough words to work with later on**TIME** 12 mins**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary**ORGANISATION** Whole class**AIDS AND MATERIALS** Optional: pictures**TEACHER'S ACTIVITIES**

As 1.2 A but T prompts activities that do not appear on the posters and would be useful. T uses examples, mime or pictures.

LEARNERS' ACTIVITIES

Ss guess words, repeat, add to posters.

STAGE 3 Reading and making personal choices – Ticking activities

TARGET GROUP For groups with less level difference in members

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Simple reading.

ORGANISATION Individual

AIDS AND MATERIALS Blu-Tack, markers, Ls' posters

TEACHER'S ACTIVITIES

- 1 T asks Ls to put posters up on the walls, then taking a marker, (s)he asks them to walk around and tick activities they like, no tick to activities they do not like, and an unhappy face to ones they really hate + add missing activities they can think of.
- 2 T encourages Ls to find Ls from poster groups to ask them about words they may not know on the posters. Ss need to wear their poster group post-it signs (as in 1).

LEARNERS' ACTIVITIES

- 1 Ls walk around on their own and tick activities + add some as needed.
- 2 Ls help Ls from a different poster group with words they may not know.

VARIATION FOR GROUPS WITH SIGNIFICANT LEVEL DIFFERENCE IN MEMBERS

AIDS AND MATERIALS Blu-Tack, markers, Ls' posters

DESCRIPTION T asks Ls to choose a partner otherwise the same as above.

| | |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------|
| STAGE 4 | Group presentation – Most favoured activities |
| TARGET GROUP | For groups that can manage the structures needed to speak about likes and dislikes in the 3 rd person |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Giving some simple, factual information in a group presentation |
| ORGANISATION | Group work |
| AIDS AND MATERIALS | Ls' posters, paper or OHT, markers or OHT markers, Blu-Tack, OHP if possible |

TEACHER'S ACTIVITIES

- 1 T explains that Ls will tell the class about the activities on their poster and puts these on the board:
The favourite activity/activities
Activities people like (how many?)
Activities people do not like (how many?)
Activities people hate (how many?)
- 2 T explains that Ls will give a group presentation and everybody should participate. They should make a visual aid, a graph or chart. T draws possible versions on board (e.g. a graph, a pie chart and a bar chart) and gives out OHT's or A3 paper or allocates board area.
- 3 T puts these evaluation criteria on the board and explains as needed:
Did we understand? Why (not)?
Was your visual aid clear? Why (not)?
Did you all take part in it? How?
- 4 T monitors, helps and manages.

LEARNERS' ACTIVITIES

- 4 In their groups, Ls tally ticks on their posters. Ls prepare and rehearse their presentation, make a visual aid like a graph or a chart.
E.g. "In our class swimming is the favourite sport. 15 people like it. 14 people like dancing. It is funny but 3 people like doing their homework. Nobody likes washing up."

TEACHER'S ACTIVITIES

- 5 After presentations, T prompts self- and peer evaluation and gives feedback using the above criteria.

LEARNERS' ACTIVITIES

- 5 Ls give their group presentation to the whole class.
Groups evaluate their presentation and work.
The class gives feedback to presenters.

VARIATION FOR GROUPS THAT NEED MORE HELP WITH THE STRUCTURES NEEDED TO SPEAK ABOUT LIKES AND DISLIKES IN THE 3RD PERSON.

AIDS AND MATERIALS

Same as above + 1.4.B Task sheet

DESCRIPTION

As above, but T needs to help more and/or may have to give a sample presentation using the structures in 1.4.B Task sheet.

STAGE 5 Homework – Follow-up

TIME 2 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Writing about factual information

ORGANISATION Whole class

AIDS AND MATERIALS None or 1.4 B Task sheet

TEACHER'S ACTIVITIES

- 1 T sets homework: Ls write up survey results.

LEARNERS' ACTIVITIES

- 1 At home Ls write a short paragraph on their survey results.

LESSON 2: ACTIVITIES FAIR PREPARATION

AIMS OF THE LESSON

- To prepare for the big fair on Lesson 3 by revising and learning vocabulary related to buying and selling.
- Preparing the vouchers Ls will sell.

MATERIALS AND RESOURCES

Cards with activities on, Ls' posters from last lesson, 2.2.A and 2.2.B Task Sheets, 2.3.A and B Activity Vouchers Task Sheet, markers, A4 sheets, 2.3.A and B Blank vouchers, coloured pens, pencils, 2.4 Task Sheet

STAGE 1

Warmer – Miming relay

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Communications repair
Using mime and gestures

ORGANISATION

Teams

AIDS AND MATERIALS

Cards with activities from the previous lesson, Ls' posters from last lesson

TEACHER'S ACTIVITIES

- 1 Before class, T prepares word cards based on the vocabulary Ls collected in Lesson
- 2 T explains the rules and allocates cards.
- 3 Best to place the cards for each group near them on a table.
- 4 T has a trial round with Ls then monitors.

LEARNERS' ACTIVITIES

- 2 Ls are in groups of 6 to 8. There are equal number cards with an activity from last lesson on it for each group (at least one for each L in the group).
Ls line up in teams. The first in each group gets a card and they mime the activity to the rest of their group. If the group guesses it right, the L goes to the end of the line and the next L in the front can do the miming.
The winner is the team who can get through all their cards first. Speed is important.

| | |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STAGE 2. A | Vocabulary and phrases through reading – Preparation for buying and selling |
| TARGET GROUP | This activity is for Ss who can already use basic shopping vocabulary such as ‘I’d like..., How much ..., Can I have (a look at...), etc. Continue with 2.3.A. If time permits and you think there is a need, you could do both 2.2.A and 2.2.B. |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Scanning for specific information Guessing meaning from context Using information acquired through reading Simple writing |
| ORGANISATION | Pairs, groups |
| AIDS AND MATERIALS | 2.2.A Task sheet, markers, A4 sheets |

TEACHER’S ACTIVITIES

- 1 Reading: T initiates a little chat on buying and prices and special offers, then gives out task sheet.
- 2 As Ls are reading T monitors, helps and checks answers.
Key:
1. a. £9.98 b. £9.98 2. £109.98 3.a. £3.99 b. £3.99 4. £8.99 5. a. You can get things much cheaper. B. £21,16 6. a. £49.99 b. £74.98
- 3 Follow-up: T asks Ls to be back in their poster groups from last lesson.
Tasks Ls to imagine that they are selling activities. Ls make special offer ads to sell some in their posters. T may give an example shouting it out loud as if at a market place. E.g. *“Buy three sports activities, and get doing your homework free!”*
- 4 T explains that in the next lesson, Ls will be able to make a lot of money selling activities and that they will be able to buy a nice day for themselves. They are going to prepare the BIG FAIR today.

LEARNERS’ ACTIVITIES

- 1 Ls have a chat with the T about buying and prices and they tell about special prices and really good offers they have had.
- 2 Ls answer questions in the task sheet.
- 3 Follow-up: Ls imagine that they are selling nice activities. On A4’s, they make ads with special offers on some activities in their activities posters, and display them and shout them out loud.

STAGE 2. B Vocabulary and phrases – Preparation for buying and selling

TARGET GROUP For Ss who need to revise basic shopping vocabulary. Continue with 2.3.B. If time permits and you think your Ls can manage, you could do 2.2.A after 2.2.B, in which case you need to continue with 2.3.A.

TIME 15 mins

SKILLS AND COMPETENCIES IN FOCUS Carrying out a simple transaction

ORGANISATION Pairs

AIDS AND MATERIALS 2.2.B Task Sheet

TEACHER'S ACTIVITIES

- 1 T initiates a little chat on shopping then gives out worksheets.
- 2 T monitors, helps, checks.

Key:

| Shop assistant | Customer |
|-----------------------------------|-----------------------------------|
| <i>B. C. E. G. H. I. J. L. P.</i> | <i>A. B. D. F. I. K. M. N. O.</i> |

- 3 T helps Ss with their dialogues and organises performances. They encourage a big round of applause after each dialogue.
- 4 T explains that in the next lesson, Ls will be able to make a lot of money selling activities and that they will be able to buy a nice day for themselves. They are going to prepare for the BIG FAIR today.

LEARNERS' ACTIVITIES

- 1 Ls share their thoughts about shopping.
- 2 Ls fill in the task sheets.
- 3 Ls write a dialogue and act it out. They guess what pairs were buying.

| | |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| STAGE 3 | Communication with decision-making and writing – Activity vouchers |
| TARGET GROUP | Higher levels. They have done 2.2.A. They are able to use numbers up to 1000. |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Decision making Agreeing – Disagreeing Writing simple factual information Handling price |
| ORGANISATION | Groups |
| AIDS AND MATERIALS | 2.3.A Activity Vouchers Task sheet, 2.3.A Blank vouchers, coloured pens and pencils, activities posters from Lesson 1, Ls' homework: survey results |

TEACHER'S ACTIVITIES

- 1 T explains what vouchers are using lunch vouchers as an example:
"Pay, get a piece of paper, a voucher not food. Later you show your piece of paper and you can eat." Also using the date on the lunch voucher, T explains the meaning of 'expire'.
- 2 T sets the atmosphere for the fair buying saying something like this:
"How wonderful it would be to buy activities you like doing! Imagine you have a voucher for playing computer games. Mum says, 'Peter, go and do your homework.' You say, 'Sorry, Mum, I'd love to but you have bought me a voucher for playing computer games for 100 euros and it expires today! I MUST play!' Do you think it would be good business to sell activities people like doing? This is what we are going to do in our next lesson. We just need a bit of preparation now."
- 3 T gives out the worksheets and blank vouchers and helps as needed.

LEARNERS' ACTIVITIES

- 3 In their poster groups from the previous lesson, Ls make decisions about activities, prices, special offers, expiry dates, decorations and make the vouchers. They base their decisions on their survey results from Lesson 1.

VARIATION FOR LOWER LEVELS. THEY HAVE NOT DONE 2.2.A. THEY ARE ABLE TO USE NUMBERS ONLY UP TO 100.

| | |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| AIDS AND MATERIALS | 2.3.B Activity vouchers task sheet, 2.3.B Blank vouchers, coloured pens and pencils, activities posters from Lesson 1, Ls' homework: survey results |
| DESCRIPTION | As above, but T does not explain or mention expiry date or special offers. |

STAGE 4 Setting homework – Faulty dialogue**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Carrying out a simple transaction**ORGANISATION** Whole class**AIDS AND MATERIALS** 2.4 Task sheet**TEACHER'S ACTIVITIES**

- 1 T gives out worksheet and ask Ls to read the task and explains task as needed.

LEARNERS' ACTIVITIES

- 1 In class: Ls read the task and ask clarifying questions as needed.
- 2 At home: Ls find out what is wrong with a shopping dialogue and correct the dialogue.

Optional: Ls write another incorrect shopping dialogue.

LESSON 3: ACTIVITIES FAIR

AIMS OF THE LESSON

- to engage in a selling and buying activity
- to prepare for the predictable elements of a situation
- to make decisions based on information gained through communication
- to keep a record of results, and evaluate them

MATERIALS AND RESOURCES

2.4 Task sheet, vouchers Ss prepared during the previous lesson, paper, markers, crayons, Ls' copy books, Scotch tape, 3.3 Credit cards, 3.3 Accounting sheets, envelopes, 3.3 Sellers' role card, 3.3 Buyers' role card, 3.4 Evaluation sheet

STAGE 1 Homework checking – Faulty shopping dialogues

TIME 8 mins

SKILLS AND COMPETENCIES IN FOCUS Carrying out a simple transaction

ORGANISATION Whole class

AIDS AND MATERIALS 2.4 Task sheet, optional: video

TEACHER'S ACTIVITIES

- 1 Optional: The idea in 2.4 Task sheet is based on a comedy sketch, the Hedge Sketch by Hugh Laurie and Stephen Fry. If you can get it, it is a nice and funny start to this lesson to play it.

- 2 T invites Ls to read out/act out their dialogues and encourages a big round of applause after each performance.

Key:

A: Good morning. Can I help you?

B: Hello, I'd like a T-shirt, please.

A: A T-shirt? Well, what sort of T-shirt would you like?

B: Well, what sorts have you got?

A: We have white, black and orange.

B: Could I have a look at the black one, please?

A: Certainly. Is it for you?

B: No, it's a present.

A: Ah! For your best friend perhaps.

B: No, this is my best friend here with me.

LEARNERS' ACTIVITIES

- 2 Ls read out and/or act out the dialogues.

STAGE 2 Pairing and preparing – Preparation for selling and buying**TIME** 15 mins**SKILLS AND COMPETENCIES
IN FOCUS** Asking for and giving simple personal information
Preparing for a predictable communicative situation**ORGANISATION** Groups, pairs, mingling pairs**AIDS AND MATERIALS** Ls' vouchers made in the previous lesson, paper, markers, Ls' copy books, Scotch tape**TEACHER'S ACTIVITIES**

- 1 T asks groups to choose two sellers first. T explains to them how they can prepare their stands, and allocates their area in the classroom. Also, T tells them to prepare for what they may say, and what they may hear.
- 2 T asks the rest of the class to put down their three most favoured activities, and then mingle and find someone with similar favoured activities, and sit down together. T tells them how to prepare their strategy and what they may say, and what they may hear.
- 3 T monitors and helps as needed.

LEARNERS' ACTIVITIES

- 1 Groups elect two sellers.
Sellers prepare their stands: organise the space allocated to them, organise their vouchers, give a name to the shop and make a shop-sign. They also prepare language-wise by collecting phrases under these two headings: I will say / I may hear.
- 2 Would-be buyers mingle and find their partners by asking questions such as: "*What do you like doing? Do you like playing football?*". Then they sit down together and prioritise activities, decide how many vouchers they want for each activity (one voucher, one person only!) or whether they do all the shopping together or they separate and meet for discussions only. Then they prepare by collecting phrases under these two headings: I will say / I may hear.

STAGE 3 **Communication – Activities Fair****TIME** 20 mins**SKILLS AND COMPETENCIES
IN FOCUS** Taking part in a simple transaction: asking for things and offering things, handling money**ORGANISATION** Pairs and mingling**AIDS AND MATERIALS** 3.3 Credit card, 3.3 Accounting sheet, 3.3 Sellers' role card, 3.3 Buyers' role card**TEACHER'S ACTIVITIES**

- 1 You may wish to limit money to spend up to £100 if in your group Ls only know numbers up to 100, in which case you use 3.3 Credit card back Version 2. In these lower level groups they have not done 2.2.A and they have done 2.3.B.
- 2 T gives out role cards, Credit Cards and Accounting Sheets, helps and demonstrates as needed.
- 3 T monitors and helps.
- 4 T stops the activity and asks buying pairs what activities they managed to buy and how much they have spent.
T asks sellers how much money they have made and if they have a lot of unsold vouchers left.
- 5 T asks sellers to join one of the buying pairs, preferably one who bought activities they like. It means that we will have groups of three mainly.
- 6 T gives out envelopes and asks groups to put their names on the envelope and put vouchers in it and give it to him/her. T saves the envelopes for next lesson.

LEARNERS' ACTIVITIES

- 2 Ls study their role cards, Credit Cards/Accounting Sheets.
- 3 Ls take part in a simple transaction of buying and selling, making decisions with others all the way through. Ls will register their spending or income.
- 4 Ls inform T and the group on their results.
- 5 Sellers join a buying pair whose activities they like.
- 6 Groups save their vouchers for next lesson in an envelope.

STAGE 4 Homework setting – Evaluation

TIME 2 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Self-evaluation, peer-evaluation

ORGANISATION Individuals

AIDS AND MATERIALS 3.4 Evaluation sheet

TEACHER'S ACTIVITIES

- 1 T asks Ls to think about the process and result of buying and selling using the questions in the task sheet.

LEARNERS' ACTIVITIES

- 1 Using the questions on the task sheet, Ls reflect on the process and the results.

LESSON 4: I WISH YOU WERE HERE!

AIMS OF THE LESSON

- to make arrangements
- to call on a mobile (phone)

MATERIALS AND RESOURCES

Background music, 3.4 Evaluation sheet, 4.4 A and B Task sheet, 4.5 Recording, 4.7 Task sheet

STAGE 1 Evaluation – Peers talk

TIME 5 mins

SKILLS AND COMPETENCIES IN FOCUS

Learner training: peer and self-evaluation

ORGANISATION

Pairs

AIDS AND MATERIALS

3.4 Evaluation sheet completed

TEACHER'S ACTIVITIES

- 1 T asks Ls who worked as buying or selling pairs together in the last lesson to sit together and show each other their answers to the 3.4 Evaluation sheet and share their views.
- 2 T collects evaluation sheets and returns them with comments later.

LEARNERS' ACTIVITIES

- 1 Ls discuss their work from the last lesson using their filled-in evaluation forms.

STAGE 2 Lead-in – Visualisation**TIME** 5 mins**SKILLS AND COMPETENCIES IN FOCUS** Ls will listen for instructions and follow them in their minds**ORGANISATION** Whole class**AIDS AND MATERIALS** Background music: gentle classical or Lou Reed: Perfect Day**TEACHER’S ACTIVITIES**

- 1 T gives instruction to Ls to relax: *“sit comfortably back, both feet on the ground, nothing in your hands, you can close your eyes if it is comfortable, etc.”*
- 2 T guides Ls’ fantasy: *“Now I would like you to go back in time to a fine day you once had. You are there. It is your fine day now. Where are you? Look around and see the place. What can you see? What objects? What colours? Are there any people? What are they like? What are they doing/ saying? Who are you with? What are they like? What are they doing/ saying? What are you doing/saying? How do you feel? * What can you smell/hear/taste? * ”* (* Only A2 Ls)
- 3 T guides Ss back to the classroom saying: *“you are back in the classroom, slowly move your hands, your feet, your head, rub your hands together and put them on your eyes. Open your eyes when you are ready. Welcome back! So how was your day? Talk to the person next to you. Ask each other about the day.”*

If Ls cannot use the Simple Past Tense, do the activity without the pairwork at the end, you ask Ls some simple questions instead.

LEARNERS’ ACTIVITIES

- 1-2 Ls relax and follow T’s instructions in their minds, imagining that they are back on that fine day.

- 3 Ls briefly talk to a person about their nice day: *“How was your day? What did you do? Where did you go?”*

If learners cannot use the Simple Past, T asks Ls some simple questions instead.

STAGE 3 Communication – Planning a day

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Planning future events

ORGANISATION Individuals

AIDS AND MATERIALS Vouchers, copybooks

TEACHER'S ACTIVITIES

- 1 T asks Ls to form groups of three as in 3.4 and gives out groups' envelopes with the vouchers.
- 2 T explains that Ls need to decide how they would plan a nice day with the activities on their vouchers. They need to come to an agreement as to the order of the activities, when to start and finish them and where to go to do them.
- 3 T writes this form on the BB for Ls to copy and fill in:

| Day | | |
|------|----------|-------|
| Time | Activity | Place |
| | | |

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

- 4 T asks each L in the group to fill in the form as they agree.
- 5 T asks the class about typical sentences they may use and writes on the board some of the structures like: *(where / when) shall we...*, *let's...* and demonstrates the process as needed.
- 6 T monitors and helps.
- 7 As a follow-up, T asks groups to tell the class about their plans.

LEARNERS' ACTIVITIES

- 4 Ls in groups of 3 plan a nice day using the activities they have bought. They fill in the form in their copybooks.
- 5 Ls use sentences like these:
We have swimming. Where shall we go? Let's go to the City Pool. No, it is not a good pool. Let's go to the Sports Pool instead ... When shall we go swimming then? How long shall we stay there?
- 6 As a follow-up, groups tell the class about their plans.

STAGE 4 Presentation of vocabulary – Mobile phone language

TARGET GROUP Higher level Ls with a wider range of already existing telephoning vocabulary

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary

ORGANISATION Pairs, whole class

AIDS AND MATERIALS 4.4 A Task sheet

TEACHER'S ACTIVITIES

- 1 T asks Ls if they often change their programmes and what they do if they want to change it to elicit: "I use my mobile phone."
- 2 T says that they will learn how to use their mobile phones in English.
- 3 T gives out worksheet 3.A.
- 4 T checks answers and explains expressions as needed.
Key: 3, 4, 6, 7, 9, 11, 12, 13

LEARNERS' ACTIVITIES

- 1 Ls have a chat with the T and other Ls.
- 3 Ls select phrases that can only be used on a mobile phone.

VARIATION FOR LOWER LEVELS WITH LESS EXTENSIVE PHONING VOCABULARY TO START WITH

AIDS AND MATERIALS 4.4.B Task sheet

DESCRIPTION Same as above, but T uses a different task sheet.
Key: 3, 4, 8, 9

STAGE 5 Listening – Mobile phone

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Listening for simple factual information

ORGANISATION Individual, whole class

AIDS AND MATERIALS 4.5 Recording

TEACHER'S ACTIVITIES

- 1 T tells Ls that they will hear five very short recordings all connected to the mobile phone. They are very short because there is always a problem. What is it?

Key: No reception: 1, no credit: 2, 5, noise: 3, low battery: 4

LEARNERS' ACTIVITIES

- 1 Ls listen and answer the question individually then in class.

VARIATION FOR LS WHO HAVE DONE 3.B

AIDS AND MATERIALS The first three recordings of 4.5 Recording

DESCRIPTION Same as above, but only do the first three recordings.

STAGE 6 Communication – I wish you were here

TIME 8 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking about events happening now
Managing a simple conversation on the phone

ORGANISATION Pairs, whole class

AIDS AND MATERIALS Plans Ls made, optional: mobile phones

TEACHER'S ACTIVITIES

- 1 T asks Ls to choose one of the activities in their programme as in 4.3.A, perhaps the one they would love to be doing right now, and imagine that they are there now.
- 2 T then asks Ls to find a partner they have not done any planning with. They will phone each other from the programme. They try to get each other to join them. You may consider letting them use their mobile phones and phone each other for real.
- 3 Put these on the board or you may consider writing it before class on wrapping/ flipchart paper:
Say who you are, where you are and what you are doing.
Invite the other person.
Listen to the other person's invitation.
Decide what to do next.
There's a problem with your mobile phone.
Finish conversation.
- 4 Model the conversation with a L.
- 5 Follow-up: Ask Ls who joined who and where.

LEARNERS' ACTIVITIES

- 1 Ls choose their favourite activity from the programme they have made.
- 4 Ls act out mobile phone conversations.

STAGE 7 Communication – Setting optional homework

TIME 2 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Handling everyday situations

ORGANISATION Groups

AIDS AND MATERIALS 4.7 Task sheet, props, music Ls bring in

TEACHER'S ACTIVITIES

- 1 T invites Ls to form groups, “parties” and prepare a scene of a party, where usual party activities gradually stop because more and more people are speaking on the phone.
- 2 T gives out work sheets to groups of Ls that are interested in performing the task.

LEARNERS' ACTIVITIES

- 1 Ls form groups to prepare their scenes for homework.

LESSON 5: A LIST POEM

AIMS OF THE LESSON

- to perform a party scene optionally
- to write a list poem
- to give feedback and evaluate work throughout the module

MATERIALS AND RESOURCES

Ls' scripts (optional), a collection of colour paper, A3's, markers, 5.4 A sample list poem, 5.5 Feedback form, 5.5 Assessment form

STAGE 1. A

Optional home work – Performances / Warmer – Tennis

TARGET GROUP

All, but optional. If your Ls have not prepared, do 5.1.B. and 5.2.B. Depending on how many of them prepared and how much time you need for performances, continue by 5.2.A or 5.2.B. You can also save some time for performances if you make 5.5 shorter or ask Ls to do it or a part of it as homework. Also, if you think it is useful, you can allocate classroom time for preparation and rehearsal.

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Handling everyday situations

ORGANISATION

Whole class

AIDS AND MATERIALS

Ls' scripts, music and props

TEACHER'S ACTIVITIES

- 1 T manages performances and encourages a big round of applause after each.

LEARNERS' ACTIVITIES

- 1 Ls act out their scenes and watch other groups' performances.

STAGE 1. B**TARGET GROUP** Those classes where Ls have not prepared any performances**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary**ORGANISATION** Whole class**TEACHER'S ACTIVITIES**

- 1 T divides the class into two teams and explains the game: (S)he will name an activity and the two teams – like in a tennis match – will name objects that can be related to that activity. Any member of the team can shout a word. Teams take turns until the “ball drops” – that is, when a team mentions an object that is not at all related to the activity or if a team cannot name any more objects in 10 seconds. In this case, a point goes to the other team. Then you “serve” again by naming a different activity.
- 2 Have a practice round than start for real. Keep scores on the board using tennis language (e.g. 1 : 0 is one : love). Keep a fast speed.

LEARNERS' ACTIVITIES

- 2 Ls play the game.

STAGE 2. A Performances continued / Lead-in – Colourful activities

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** As in 5.1 A

ORGANISATION As in 5.1 A

AIDS AND MATERIALS As in 5.1 A

TEACHER'S ACTIVITIES

As in 5.1 A

LEARNERS' ACTIVITIES

As in 5.1 A

STAGE 2. B**TARGET GROUP**

This activity can come after both 5.1.A and 5.1.B. With lower level classes, where they cannot talk much about their choices, have a faster speed.

TIME

5 mins

**SKILLS AND COMPETENCIES
IN FOCUS**

Vocabulary
Giving reasons
Expressing feelings

ORGANISATION

Mingling

AIDS AND MATERIALS

Coloured paper

TEACHER'S ACTIVITIES

- 1 T brings to class a set of coloured paper like folding or origami paper at least twice as many pieces as there are Ls in the class.
- 2 T spreads the coloured paper on the floor and invites Ls to stand around them and look at them.
- 3 T names an activity and asks Ls to pick a colour that they can associate with that activity, then find someone with a colour they like and tell each other how the colour and the activity are related.
- 4 Demonstrate the task with one activity, picking different colours and explaining. Encourage sharing information and feelings.
- 5 Continue with 4, 5 activities.

LEARNERS' ACTIVITIES

- 3 Ls associate activities with colours and then explain their choice. E.g. *swimming: blue – the colour of the water, red: my bathing costume, green: the water in the swimming-pool when it is dirty, yellow – the sun, brown – the hamburger I eat after swimming, white – I feel hungry after swimming. Hunger is white for me, black – I hate swimming! At the elementary school I had to go swimming early in the morning twice a week. Yuck!*

STAGE 3 Collecting vocabulary – Mapping activities

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary

ORGANISATION Groups

AIDS AND MATERIALS A3's, markers

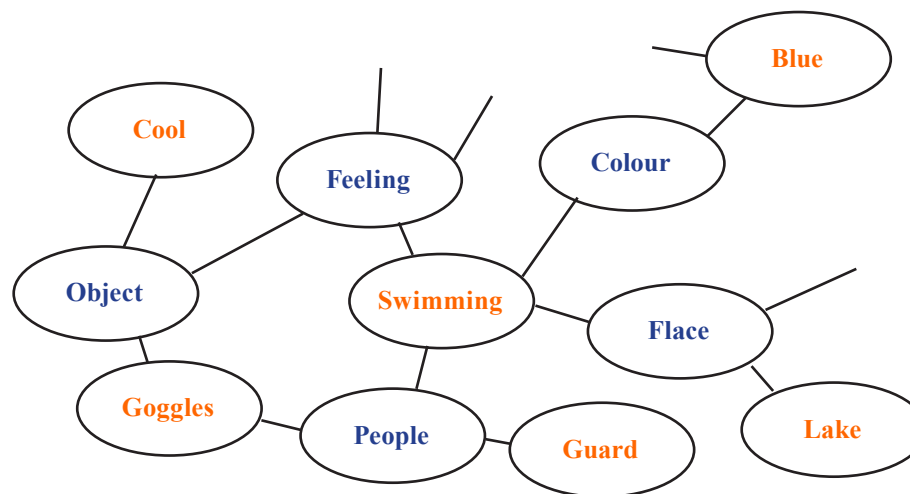
TEACHER'S ACTIVITIES

- 1 T asks Ls to form groups of 3, 4.
- 2 T asks group to choose an activity they all like and they would like to work with.
- 3 T explains what mind maps are and makes one using an activity no one picked, then monitors and helps.
- 4 Put mind maps up on the wall.

LEARNERS' ACTIVITIES

- 1-2 Ls form groups and choose an activity.

- 3 Ss make mind maps.
E.g.:



| | |
|-----------------------------------------|---------------------------------------|
| STAGE 4 | Consolidation – A Fine Day |
| TIME | 15 mins |
| SKILLS AND COMPETENCIES IN FOCUS | Simple expressive writing |
| ORGANISATION | Groups |
| AIDS AND MATERIALS | 5.4 A sample list poem, Ls' mind maps |

TEACHER'S ACTIVITIES

- 1 T reads out the list poem of 5.4.A and discusses it with Ls.
- 2 T gives out the poem and discusses features with Ls: short, short lines, often only one word, hardly any grammar, expressive line breaks, repetitions, contrasts.
- 3 T asks Ls to form groups having Ls from different mind-mapping groups.
- 4 T explains that they will write a list poem entitled: A Fine Day and that they can walk around and choose words from the mind maps on the walls. They can add words as they wish. Ask Ls to order the words in such a way that it sounds good.
- 5 T helps and monitors.
- 6 T encourages celebration of poems.

LEARNERS' ACTIVITIES

- 1-2 Ls listen to the poem and discuss it.
- 4 Ls collect words from mind maps and write a poem using the model of 5.4 or something quite different.
- 5 Ls revise the poem reading it out and listening to it if it sounds good. They write the poem up nicely in an expressive way with an illustration and/or rehearse a performance.
- 6 Ls' poems are exhibited and/or performed.

STAGE 5 Feedback and evaluation of module**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Self-assessment, peer assessment**ORGANISATION** Individuals**AIDS AND MATERIALS** 5.5 Feedback form, 5.5 Module assessment sheet**TEACHER'S ACTIVITIES**

- 1 T asks Ls to come to the blackboard and write activities the class has done during the last five lessons, during the module. T prompts and adds activities as needed. (S)he also helps Ls remember activities.
- 2 T gives out the feedback form and tells Ls to write in Hungarian if they cannot explain what they mean in English. T also fills one in.
- 3 T collects feedback sheets and gives out evaluation sheets. (S)he asks Ls to write their names above both columns, and looking at their work from the last five lessons, fill in the left-hand side column, then fold the sheet with the writing outside.
- 4 Ls give their evaluation sheet and all their work to a L they have worked a lot with during the module, who is going to fill in the right-hand side of the form without looking at the left-hand side of it.
- 5 Ls then hand in the filled in forms with all their work from the module.
- 6 Overnight, T looks at the evaluation forms and Ls works, and their own notes and makes comments on the evaluation sheets on the right-hand side.
- 7 Next lesson, T gives feedback on the feedback and gives back the evaluation sheets. The class and individuals can make decisions about the future.

LEARNERS' ACTIVITIES

- 1 Ls collect classroom activities from the module on the board.
E.g. *head and foot activities poster, favourite activities presentation, special offers reading, miming relay, making activity vouchers, activities fair, visualisation, planning a nice day, changing the programme, mobile phone dialogues, a party of mobile phones – performance, activities tennis, colourful activities, a list poem*
- 2 Ls fill in the feedback form.
- 3-4 Ls fill in the module assessment sheet for themselves and for another student, by looking at and remembering the work they have done during the module.