
SECRET AGENTS

Giving directions, travelling

Type of modul	Using the Internet
Level	A1+
Target group	12–15-year-old learners
Written by	Csibi Erzsébet, Hunya Márta

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

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-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, Tartsayné Németh Nóra

Szakmai lektor: Fischer Júlia, Gorszkiné Siró Enikő

Idegen nyelvi lektor: Peter Doherty, Kornél Zathureczky

Alkotószerkesztő: Sákovics Lídia

Felelős szerkesztő: Burom Márton

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

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INFORMATION TABLE

TYPE OF MODULE	Internet
DESCRIPTION OF MODULE	In this module Ls will learn to read simple maps and give directions from one place to another. They will identify signs and pictograms that can be found at airports, practising on the map of Ferihegy airport. They will also learn the steps of how to board a plane, list items that may or may not be taken on to planes and play an online security game. The main aim of these introductory activities is to lead the Ls into a game where they impersonate secret agents who want to smuggle items from London to Budapest and back. They will have to find suitable flights for each other, write e-mails giving instructions and information about how to get to the city centre from the airport (both in London and Budapest) and record “self-destructing” voice messages to help each other find the secret base of the secret agents.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to develop students’ skills through different activities; ■ to encourage co-operative learning and giving positive feedback; ■ to incorporate new knowledge into existing knowledge; ■ to build on and develop learners’ creativity and skills for real life; ■ to encourage learners for responsible reflection on their own progress; ■ to encourage learners to use English as the means of communication
TIMEFRAME	6x45 min lessons
TARGET GROUP	12-15-year-old learners
LANGUAGE LEVEL	A1+
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can</p> <ul style="list-style-type: none"> ■ work in pairs and groups ■ ask questions and make short comments ■ read simple maps and know the meanings of simple pictograms ■ use the Internet for searching for information ■ use e-mail ■ use a simple voice recording program (e.g. MS Voice Recorder)

LINKS OF THE MODULE

Cross-curricular links

Geography
Social studies
Hungarian language and communication

Links with other modules

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FOCI OF SKILLS DEVELOPMENT

Communicative language skills

- giving instructions and directions
- verbal and written forms of interaction (dialogues, e-mails, etc.)
- listening for information about giving directions
- writing a short message (e-mail) about how to get to one place from the other
- exchanging information about travelling details, directions, locations, etc.

General educational skills

- developing co-operative skills
- developing and building on learners' real life knowledge (travelling by air, booking a flight ticket, reading the map)
- evaluating self performance

EVALUATION

learners reflect on their progress using a feedback grid;
teacher initiates a conversation about Ls' feelings, problems, achievement (in mother tongue if necessary);

SUGGESTIONS

The teacher's role during the lessons is that of an organizer and facilitator. (S)he monitors group-work and provides help when needed. (S)he prepares task sheets and provides learners with materials and stationery needed. Differentiation can be achieved by carefully forming groups and giving them an opportunity to use language at different levels. Teacher can also vary the load of vocabulary according to the learners' needs. The teacher also builds on the learners previous knowledge and real life experiences and makes them aware of the usefulness of some of the tasks they are doing throughout the module (e.g. giving directions, searching for flights). Make sure the computer room is available when you need it, before starting the module. If there is no Voice Recorder or Audacity on the computers, you might need to ask a colleague to install it on them.

BACK UP SYSTEMS

It is useful to know how to use

- some airlines' online booking websites
- e-mail
- a simple voice recording program (e.g. MS Voice Recorder)

Suggested literature and other materials:

Dudeny, G. (2000) *The Internet and the Language Classroom*. CUP: Cambridge.

Poór Z. (2001) *Nyelvpedagógiai technológia*. Nemzeti Tankönyvkiadó: Budapest

Teeler, D. Gray, P. (2000) *How to Use the Internet in ELT*. Pearson Education Ltd: Harlow.

Windeatt, S. – Hardisty, D. – Eastment, D. (2000) *The Internet*. OUP: Oxford

<http://www.airliners.net/search/index.main>

Search in the category "Airport overviews"

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Guessing skills Spelling words Using a map Giving directions Reflecting on one's own work and progress</p>	<p>James Bond: the most famous secret agent –Jumbled words and sentences Reading map signs Giving directions Evaluation, reflection</p>	<p>Map signs (e.g. <i>information, taxi, bus station, railway station, underground station, etc.</i>) Giving directions <i>go straight on, take the first street, on your left, etc.</i> Prepositions of place <i>next to, near, opposite, etc.</i></p>	<p>1.1 James Bond films, 1.2 Map signs, blutack, wrapping paper</p>
2	<p>Using a map Giving directions Identifying signs and pictograms Orientation at an airport Orientation in real life situations</p>	<p>Giving directions and following routes on a map Have you ever flown? – discussion At the airport – matching pictures with words Boarding a plane Evaluation, reflection</p>	<p>Giving directions <i>go straight on, take the first street, on your left, etc.</i> Making a list of words about travelling by plane and things connected to the airport <i>You can get to the airport by train/bus/car/taxi. You can take clothes, medicine, camera, make-up, etc. in your bag. You need a passport, visa, tickets, boarding pass, etc.</i> Pictograms and their meanings <i>(baggage reclaim, check in, gates, etc.)</i> Step of boarding a plane</p>	<p>2.1 Maps, pictures of airport, 2.3 Airport signs, 2.3 Airport signs solution (OHP), 2.3 Airport map (OHT) (If there is a computer and projector in the classroom: 2.3_Airport_signs_solution.doc and 2.3_Airport_map.jpg), Evaluation grid from the previous class</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	Identifying information on written documents Identifying objects permitted and prohibited on planes (real life situation)	Finding information on a boarding pass Filling in a questionnaire Playing a security control online game Preparing for the next lesson Evaluation, reflection	Information on boarding passes (<i>name, flight no., gate, etc.</i>) List of objects (<i>radioactive material, explosive, etc.</i>) Following instructions	Computers, Internet, 3.1_Boarding_pass.jpg, (variation: Real boarding passes / photocopies of a boarding pass), 3.2 Permitted or prohibited, (Evaluation grid from the previous class
4	Logical thinking Making decisions Scanning texts for information Searching the Internet Listening for information Taking notes	Encoding a secret message Smuggling Finding a flight Listening: directions from the airport to the city Evaluation, reflection	List of objects Terms connected with flying (<i>departure, arrival, date, etc.</i>) Travelling in a city (<i>means of transport, route, etc.</i>)	Computers, Internet, 4.1 Secret message, 4.1 Secret message clue (OHT) (for projector 4.1_Secret_message_clue.ppt), 4.1 Secret agents, 3.2 Permitted or prohibited (from the previous lesson), 4.4 Transport listening, CD player (tape recorder), notebooks, Evaluation grid from the previous class
5	Using an e-mail program Writing short messages Working in pairs Negotiation Reading maps	Writing an e-mail Preparing the secret message Evaluation, reflection	Giving instructions Giving directions	Computers, Internet, e-mail, (printer), Evaluation grid from the previous class

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
6	Using voice recording program Reading maps Listening to recordings Using e-mail program Evaluation, reflection	Recording the secret messages Listening to the message and following the instructions Self-evaluation, reflection and evaluation of the module	Giving instructions Giving directions Following instructions and directions	Computers, Internet, e-mail, microphones, headphones, audio recording application (e.g. Voice Recorder in Microsoft Office or Audacity), maps, memory sticks, 5.2 Maps, Evaluation grid from the previous class

PROCEDURE

LESSON 1: GIVING DIRECTIONS

Aims of the lesson:

- to get to know the module
- to learn to use the map
- to learn to give directions
- to do self-evaluation

Materials and resources: 1.1 James Bond films, 1.2 Map signs, blutack, wrapping paper

Before the lesson: Cut up the 1.1 James Bond films cards, and 1.2 Map signs, draw the map on the board (Stage 3.1)

Classroom arrangement: Make sure Ls will be able to work in groups?

STAGE 1	James Bond: the most famous secret agent – Lead-in
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing skills Spelling
ORGANISATION	Groups
AIDS AND MATERIALS	1.1 James Bond films

TEACHER'S ACTIVITIES

1. Tell Ls to form 5 groups (Ls who sit close together). Cut up the 1.1 James Bond films cards and hand them out to the groups. Make sure you hand out one James Bond film title to one group. Tell Ls that they can put together titles of films from the cards, but do NOT mention James Bond yet. Give them a time limit (3-4 minutes) to put together the titles.

Solution:

GoldenEye, GoldFinger, The Man With Golden Gun, The World is Not Enough, Tomorrow Never Dies

2. When all the groups are ready and they have written the titles on the board, ask Ls to make guesses what is common in these films.

Answer: They are all James Bond films.

Give one or two minutes to Ls to talk about their impressions of James Bond films. (They may speak in Hungarian, as long as you think it is not a problem.)

3. Play a game of Hangman with the words SECRET AGENT. For this, draw 11 lines on the board and tell Ls to say letters. If there is a letter in the 2 words, write it in. If not, start drawing a hangman.

When Ls found out the word, tell them that this is the title and the topic of the module. Allow 1-2 minutes for questions.

LEARNERS' ACTIVITIES

1. Ls form 5 groups (those who sit close together). They put the titles of films together from the cards. When one group is ready, one person from the group goes to the board and writes the title on it. The others may help to other groups to finish the task.

2. Ls make guesses.

They might want to tell their experiences about James Bond films.

3. Ls guess letters and try to find out the two words.

At the end of the activity they may want to ask questions about the module.

VARIATION

AIDS AND MATERIALS <http://jamesbond.lap.hu/>

DESCRIPTION If Ls find out the answer very quickly, you might want to ask them questions like these, depending on time available:

How many James Bond films are there? (21 in 2007)

When was the first film made? (1962)

Who played James Bond in them? (Sean Connery, George Lazenby, Roger Moore, Timothy Dalton, Pierce Brosnan, Daniel Craig)

What is the latest James Bond film? (Casino Royale, made in 2006)

If you want to get more information on James Bond films, you can use this site: <http://jamesbond.lap.hu/>

STAGE 2 Map signs – Reading the map**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Map reading
Vocabulary building**ORGANISATION** Group work**AIDS AND MATERIALS** 1.2 Map signs, blackboard, blutack**TEACHER'S ACTIVITIES**

1. Hand out the 1.2 Map signs cards to Ls (one to each L) and tell them to identify the pictograms.
2. While Ls are discussing the answers in groups, write the following words on the board:
information, taxi, bus station, railway station, underground station, tram station, riverboat pier, airport, car park, post office, church, monument, museum, restaurant, café, hotel, hospital, petrol station, chemist, park
Tell Ls to match the words with the pictograms by putting them on the board next to the corresponding word.
3. Check the answers with the whole class and make corrections if necessary.

LEARNERS' ACTIVITIES

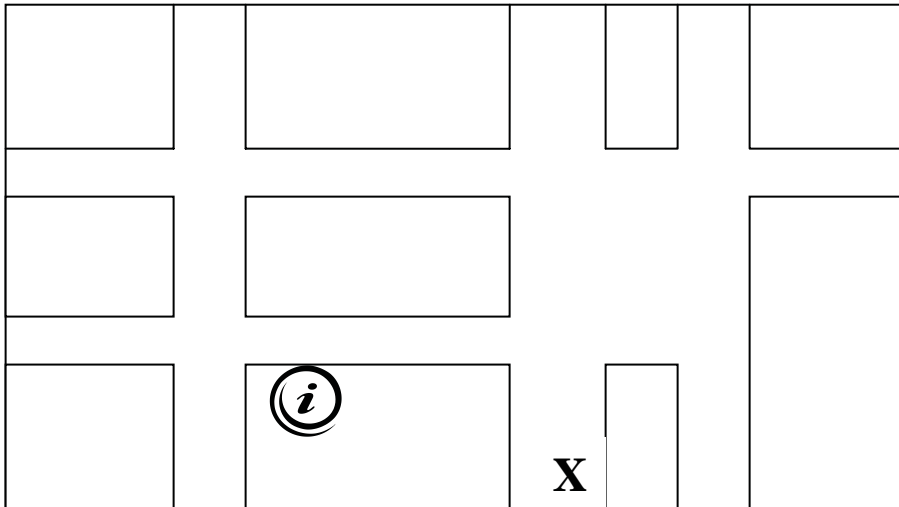
1. Ls discuss with their partners in the groups what the pictograms mean (they may use Hungarian).
2. Ls go to the board and put their cards next to the right word.
3. Ls write the words down to their notebooks and write their Hungarian meaning as well.

STAGE 3 Read the map! – Reading the map, giving directions**TIME** 20 mins**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary
Imperatives,
Map reading**ORGANISATION** Whole class, pair work**AIDS AND MATERIALS** 1.2 Map signs, blackboard, blutack

TEACHER'S ACTIVITIES

1. Give out the cards again except for the "Information" card.

Draw a simple map on the board with streets. Mark a place on the bottom of the map with an X. Put the "Information" card on the board, to one of the places like this:



Say "Go straight on for about 50 metres. Take the first street on your left. The tourist information is on your left."

While you are talking, draw the route with a dotted line. Repeat the sentence and write the key words on the board (*go straight on, take the first street, on your left, etc.*). Tell Ls to repeat the words after you to memorize the expressions and get the right pronunciation.

LEARNERS' ACTIVITIES

1. Ls repeat the expressions the T says and try to memorize them. They also write them down in their notebooks.

TEACHER'S ACTIVITIES

2. Tell a L with the Post office card to come out and follow your directions from X. Say *"Start from X. Go straight on to the second street and turn left. Turn right at the first street. The post office is on your right."* Make sure the L put his/her card to the right place. The other Ls may help by giving directions. Then tell L1 to choose another L (L2) with the next card (e.g. the hospital) choose a place for the hospital in his/her head and give L2 directions to the place, starting from X. L2 then chooses L3 and so on.
Ls to come out and put their cards on the board one by one, and try to say how to get there from "X".
While they are talking, help them giving directions by writing the necessary words on the board. (e.g. *turn left/right, over there, next to, opposite, etc.*)
3. Tell Ls to draw the map (twice) in their notebooks and draw 3 signs into one of them, then direct each other to these places from "X".
For example: *"At the first street turn right and then right again. The church is on your left."*

LEARNERS' ACTIVITIES

2. L1 follows the T's directions. Then chooses a place in his/her head, calls L2 and gives him/her directions starting from X.
L2 follows the directions and chooses a third place in his/her head and calls out L3, etc.
3. Ls draw the maps into their notebooks twice, and draw 3 signs chosen by them in one of the maps. They don't show their maps to their partners.
L1 then starts explaining to L2 how to get to the first place from "X". L2 follows the directions and marks the place on the second map. Then they change and L2 explains where the first sign is located and L1 marks it on his/her other map. They take turns, explaining all the locations to each other.
When they are finished they compare whether their maps are identical.

STAGE 4	How do you feel? – Evaluation
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Self-evaluation
ORGANISATION	Whole class, individual
AIDS AND MATERIALS	Wrapping paper, blutack

TEACHER'S ACTIVITIES

LEARNERS' ACTIVITIES

1. Put a wrapping paper on the wall and write the following sentences on it in a grid: 1. Ls write comments on their own work and feelings at the lesson.

	<i>1st lesson</i>	<i>2nd lesson</i>	<i>3rd lesson</i>	<i>4th lesson</i>	<i>5th lesson</i>	<i>6th lesson</i>
<i>In this lesson I learnt...</i>						
<i>I need help in...</i>						
<i>I feel...</i>						
<i>Other</i>						

Tell Ls to go to the paper and fill in the grid with their comments where they want.

2. Look through the list and discuss it with the Ls. If necessary, make comments on their work at the lesson. 2. Ls discuss their lists with the whole class.
 Leave the paper on the wall for later use (you are going to use it on each lesson).

LESSON 2: AT THE AIRPORT

Aims of the lesson:

- to practice reading maps
- to learn about airports
- to discuss Ls' experiences about flying
- to identify signs at the airport
- to learn the process of boarding a plane
- to do self-evaluation

Materials and resources: 2.1 Maps, pictures of airport, 2.3 Airport signs, 2.3 Airport signs solution (OHP), 2.3 Airport map (OHT) (If there is a computer and projector in the classroom: 2.3_Airport_signs_solution.doc and 2.3_Airport_map.jpg), Evaluation grid from the previous class

Before the lesson: Cut up the 2.1 Maps cards, 2.3 Airport signs, make sure there is an OHP or computer with projector in the classroom?

Classroom arrangement: Make sure Ls will be able to work in groups?

STAGE 1. A	Maps – Revision
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Map reading Vocabulary Speaking
ORGANISATION	Group work, whole class
AIDS AND MATERIALS	2.1 Maps

TEACHER'S ACTIVITIES

1. Cut up the 2.1 Maps cards and hand out to the Ls in groups of 6. If there are less Ls, you might want to make smaller groups, but don't make them smaller than 4 Ls.

LEARNERS' ACTIVITIES

1. Ls from groups of 6.

TEACHER'S ACTIVITIES

2. Tell the Ls to look at their maps and take turns to tell each other where their place is and mark the places on their maps in turns. They have to start from "X".
Go around the classroom and give help if necessary.

3. When all groups are ready, tell them to check their maps again.

4. Choose one place on the map from the airport and tell the class how to get to the airport from "X". Check with the whole class if everyone found the correct place.

LEARNERS' ACTIVITIES

2. Ls don't show their maps to the others.
L1 starts from "X" and directs the others to the place on his/her map (e.g. post office) while the others follow the directions and mark the place on their own maps. When he/she is ready, he/shows the location on his/her map, and the others check the location on their own maps.
Then L2 takes over and starting from L1's place explains how to get to his/her place (e.g. from the post office to the church). When they are ready, they check the location again.
Then L3 takes over, and so on.

3. When the groups are ready, Ls check their maps by comparing each other's maps.

4. Ls follow the instructions to find the place of the airport on their maps.

STAGE 1. B	Let's see it again! – Revision
TARGET GROUP	Whole class if there were problems, questions at the end of the previous lesson
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary Discussion
ORGANISATION	Whole class
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. If you feel it necessary, according to the Ls feedback from the previous lesson revise the materials in question. Talk about the issues in questions and discuss the problems.

LEARNERS' ACTIVITIES

1. Ls may want to ask questions and discuss the problems that came up at the previous lesson.

STAGE 2 Have you ever flown? – Lead-in discussion

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking
Discussing experiences

ORGANISATION Whole class

AIDS AND MATERIALS Blackboard, pictures of an airport

TEACHER'S ACTIVITIES

1. Ask the Ls if anyone has ever flown. If yes, ask questions from those Ls about the airport and flying.

If nobody has flown in the class before, ask them what they know about airports and flying. Cut out pictures from magazines or print out pictures about airports and ask Ls to name the things they recognise on them. Write the keywords on the board so that Ls can learn the key words they need (*eg. passport control, check-in, duty-free, etc.*)

You can find good images at <http://www.airliners.net/search/index.main>
Search in the category "Airport overviews"

Example questions: *How do you get to the airport? What do you take with you in your bag or suitcase? What documents do you need? How do you get on the plane? What people work at the airport? What kind of facilities can you find at the airport?*

LEARNERS' ACTIVITIES

1. Ls answer the questions.

Possible answers: *You can get to the airport by train/bus/car/taxi. You can take clothes, medicine, camera, make-up, etc. in your bag. You need a passport, visa, tickets, boarding pass, etc. You check in, go through passport control, security check, etc. Flight attendants, customs officers, etc. work at the airport. You can find duty-free shops, cafés, bars, etc. at the airport.*

STAGE 3 At the airport – Matching pictures with words

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading maps
Recognising signs
Speaking

ORGANISATION Whole class

AIDS AND MATERIALS 2.3 Airport signs, 2.3 Airport signs solution (OHT), 2.3 Airport map (OHT)

TEACHER'S ACTIVITIES

1. Cut up the cards (horizontally, so on each card there should be 4 pictograms or 4 words) and hand out one card to each L. If there are more cards than Ls, one L can get more than one card, but in this case make sure there is one pictogram card and one word card with these Ls (that is, nobody gets two pictogram cards or two word cards, only one word card and/or one pictogram card).





































LEARNERS' ACTIVITIES

1. Ls look at their cards and identify them.

TEACHER'S ACTIVITIES

LEARNERS' ACTIVITIES

2. Tell Ls to go around the classroom, match the pictograms with the word cards and put the cards down in pairs on one desk.
2. Ls walk around the classroom, match the pairs and put them down on a desk.

	Elevator		Baggage reclaim		Entrance - exit		Check in
	11-30 Gates		Lost and found baggage		Arrivals		Information
	Emergency exit		Passport control		ATM		Baggage lockers
	Waiting room		Duty free shop		VIP		Flowers
	Toilets - Disabled		Airport Minibus shuttle service		Souvenirs - newspaper		Customs
	Bar		Smoking area		Toilets - Gentle-men		Change
	Rent a car		Tobacconist		Coffee shop		Drugstore
	Restaurant		Toilets - Ladies		Post		Nursery
	Meeting point		Ecumenical chapel		Telephone		Observation terrace

3. Check the answers by showing the 2.3 Airport signs solution OHT. Give them time to write down the unknown words.
3. Ls write down the unknown words from the OHT.
4. Show the 2.3 Airport map OHT and tell Ls to identify the signs on the map.
4. Ls identify the pictograms, go to the board one by one, show each sign and say their names.

VARIATION

AIDS AND MATERIALS	Computer, projector, 2.3 Airport_signs_solution.doc and 2.3 Airport_map.jpg
DESCRIPTION	If there is a computer in the classroom, project the 2.3 Airport_signs_solution.doc and 2.3_Airport_map.jpg.
STAGE 4	Boarding a plane – Collecting information
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing skills Everyday English Reading signs Reading a map
ORGANISATION	Pair work
AIDS AND MATERIALS	2.3 Airport map (OHT)

TEACHER'S ACTIVITIES

1. Tell Ls to choose a partner with whom they work together in the next stage. Show the 2.3 Airport map again and tell Ls to identify the main steps of boarding a plane. Help them by giving clues like *passport, boarding pass, luggage, security, to check in, to go through, to wait, to go to, to show, to board etc.*
2. Check the process with the whole class, add missing information (see the list below) and answer questions.
A possible solution:
 - *checking in with the ticket at the check-in counter*
 - *checking in the luggage*
 - *getting the boarding pass*
 - *going through security and passport control*
 - *going through customs*
 - *waiting in the waiting lounge*
 - *going to the gate*
 - *showing the boarding pass to the flight attendant who checks it*
 - *boarding the plane*

LEARNERS' ACTIVITIES

1. Ls choose a partner for themselves. This should not take more than just a minute. With the help of the map Ls in pairs describe the process of boarding a plane and write down the steps.
2. Ls may ask questions about the process.

VARIATION

AIDS AND MATERIALS Computer, projector, 2.3_Airport_map.jpg

DESCRIPTION If there is a computer in the classroom, you may want to project the airport map.

STAGE 5 **How do you feel? – Evaluation, reflection**

TIME 5 mins

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

ORGANISATION Whole class, individual

AIDS AND MATERIALS Evaluation grid from the previous class, blutack

TEACHER'S ACTIVITIES

1. Tell Ls to go to the evaluation grid and write comments on the lesson in the grid.
2. Look through the list and discuss it with the Ls. If necessary, make comments on their work at the lesson.

LEARNERS' ACTIVITIES

1. Ls write comments on their own work at the lesson, as explained in the first lesson.
2. Ls may want to ask questions about their performance.

LESSON 3: PERMITTED AND PROHIBITED

Aims of the lesson:

- to learn about boarding passes
- to learn what one can and mustn't take on board
- to play an online security control game
- to get to know the next steps of the module
- to do self-evaluation

Materials and resources: Computers, Internet, 3.1_Boarding_pass.jpg, (variation: Real boarding passes / photocopies of a boarding pass), 3.2 Permitted or prohibited, Evaluation grid from the previous class

Before the lesson: Make sure the computer room is available and the websites work properly. Make enough copies of 3.2 Permitted or prohibited

Classroom arrangement: Make sure Ls will be able to work in groups?

STAGE 1	Boarding pass – Lead-in
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Searching the Internet Finding information
ORGANISATION	Pair or individual
AIDS AND MATERIALS	Computers, Internet (3.1_Boarding_pass.jpg)

TEACHER'S ACTIVITIES

1. Tell Ls to search for images of boarding passes, look at them and collect all the information that are on them.

For your information, here is a link to an image of a boarding pass:

<http://en.wikipedia.org/wiki/Image:Flugschein.JPG> or

<http://upload.wikimedia.org/wikipedia/commons/3/3b/Flugschein.JPG>

or on the CD: 3.1_Boarding pass.jpg

LEARNERS' ACTIVITIES

1. Ls search the Internet (possibly using the image search function of Google) for images of a boarding pass and identify the information that they contain.

TEACHER'S ACTIVITIES

2. Check the list of information about boarding passes (see them below) with the whole class.

Answer: as a minimum, the boarding pass identifies the passenger, the flight number, and the date and scheduled time for departure.

LEARNERS' ACTIVITIES

2. Ls check the answers and write down the information in their notebooks.

VARIATION

AIDS AND MATERIALS Real boarding passes / photocopies of a boarding pass

DESCRIPTION It might be interesting for the Ls if you can take real boarding passes into class, make some photocopies of one so that they can look at them closely. The process is the same as described above.

STAGE 2 Permitted or prohibited – Collecting information

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Guessing skills
Vocabulary
Searching for information

ORGANISATION Pair work or group work

AIDS AND MATERIALS 3.2 Permitted or prohibited

TEACHER'S ACTIVITIES

1. Give out 3.2 Permitted or prohibited to each pair or group. Discuss the vocabulary and tell them to fill it in. They may search the Internet for information. You may want to give them some links to start with.





















LEARNERS' ACTIVITIES

1. In pairs or small groups Ls fill in the grid with ticks and crosses wherever necessary. They may want to search the Internet for information. Here are some links to start with:
<http://www.london-luton.co.uk/en/content.asp?area=4&id=141>
http://www.tsa.dot.gov/interweb/assetlibrary/Permitted_Prohibited.doc
<http://www.shannonairport.com/facilities/airportsecurity.html>

TEACHER'S ACTIVITIES

LEARNERS' ACTIVITIES

2. Check the answers with the whole class. Discuss the possible answers and special notices (“switched off”, etc.)

	In hand luggage		On plane	
	Permitted	Prohibited	Permitted	Prohibited
 floppy disc	✓		✓	
 radioactive material		x		x
 explosive		x		x
 spider		x	✓ in special case	
 ski poles		x	✓	
 mobile phone	✓ switched off		✓	
 tape recorder	✓ switched off		✓	
 pointed, metal		x	✓	
 camera	✓		✓	
 knife		x	✓ wrapped	
 medicine	✓		✓	
 bicycle		x	✓	
 dog		x	✓ in special case or cage	
 throwing star		x	✓ wrapped	
 thermometer	✓		✓	
 books	✓		✓	
 laptop	✓		✓	
 earphones	✓		✓	
 tools		x		
 not pointed or plastic	✓		✓ wrapped	

Tell Ls to bring this checklist for the next lesson, as they will need it.

STAGE 3 Security control – Game**TIME** 15 mins**SKILLS AND COMPETENCIES
IN FOCUS** Making decisions
Sorting out things**ORGANISATION** Individual or pair work**AIDS AND MATERIALS** Computers, Internet**TEACHER'S ACTIVITIES**

1. Tell Ls to go to the given site, watch the introduction and tutorial and play the game. The name of the game is “Can you spot the threats?”. It is about finding explosives, knives and guns in hand luggage with an X-ray machine. First, Ls will watch an introductory video (about 2 minutes) about the security controllers’ work and how they can recognize threatening objects in luggage with the help of an X-ray machine. Then they will have 2 minutes to check suitcases and bags on the conveyor belt and mark the ones which they think contain knives, explosives or guns. They can stop the conveyor belt to have a closer look, and use the zoom and other tools to help their “work”. When the 2 minutes are over, the machine will stop and the program will show the results.

LEARNERS' ACTIVITIES

1. Ls go to the site in pairs or individually: http://www.msnbc.com/modules/airport_security/screener/default.asp watch the introduction and the tutorial and play the game. As the game itself takes 2 minutes, they can have enough time to play the game even three or four times.
2. Ls may want to discuss their findings and opinions about the game.

STAGE 4 Secret agents – Preparation for the next lesson**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Speaking
Creativity, imagination**ORGANISATION** Whole class**AIDS AND MATERIALS** -

TEACHER'S ACTIVITIES

1. Tell the class about the next lesson. Ls will have to impersonate pairs of British and Hungarian secret agents who want to smuggle and exchange an item into Great Britain and Hungary. (During the next lesson both pairs will have to
 - find an item that they can smuggle through the border in their hand luggage,
 - find a flight for themselves (going to London and to Budapest),
 - find ways to get into the heart of both cities,
 - write e-mails to each other about their plans,
 - create a map
 - and send a voice mail to each other with instructions to find each other's secret base.

You may want to ask Ls to think about the object they want to smuggle at home and bring their ideas for the next lesson.)

LEARNERS' ACTIVITIES

1. Ls may want to ask questions from the T, start forming the groups of 4, and discussing about their plans.

STAGE 5 How do you feel? – Evaluation, reflection

TIME 5 mins

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

ORGANISATION Whole class, individual

AIDS AND MATERIALS Evaluation grid from the previous class, blutack

TEACHER'S ACTIVITIES

1. Tell Ls to go to the evaluation grid and write comments on the lesson in the grid.
2. Look through the list and discuss it with the Ls. If necessary, make comments on their work at the lesson.

LEARNERS' ACTIVITIES

1. Ls write comments on their own work at the lesson, as explained in the first lesson.

LESSON 4: SECRET PLANS

Aims of the lesson:

- to encode a secret message
- to decide on items to “smuggle”
- to revise what one can and mustn’t take on board
- to search for flights
- to listen for information of details about the means of transport from the airports to the city centres
- to do self-evaluation and reflection

Materials and resources: Computers, Internet, 4.1 Secret message, 4.1 Secret message clue (OHT) (for projector 4.1_Secret_message_clue.ppt), 4.1 Secret agents, 3.2 Permitted or prohibited (from the previous lesson), 4.4 Transport listening, CD player (tape recorder), notebooks, Evaluation grid from the previous class

Before the lesson: Make sure the computer room is available and the websites work properly. Make enough copies of 4.1 Secret message and cut them up. Cut up 4.1 Secret agents. Make sure the CD player works properly.

Classroom arrangement: Make sure Ls will be able to work in groups?

STAGE 1	Secret message – Forming groups
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Decoding a message Logic Reading Spelling
ORGANISATION	Individual
AIDS AND MATERIALS	4.1 Secret message, 4.1 Secret message clue (OHT), 4.1 Secret agents

STAGE 2	Smuggling – Preparation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Imagination Creativity Vocabulary Negotiation
ORGANISATION	Group work
AIDS AND MATERIALS	3.2 Permitted or prohibited

TEACHER'S ACTIVITIES

1. Tell Ls to take out their 3.2 Permitted or prohibited checklist from the previous lesson and decide on two items (one for the Brits, one for the Hungarians) they want to smuggle in their hand luggage to the other country.

LEARNERS' ACTIVITIES

1. Based on the information from the checklist groups decide on what 2 items they want to smuggle through the borders, where and how they would hide it in their hand luggage. (The item can be a prohibited one well hidden or camouflaged, or a legal one which for some reason is important for both parties.)
2. When they have decided they might want to tell the whole class about their decisions.

STAGE 3	Finding a flight – Searching for information
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Searching the Internet, scanning, counting, making a plan
ORGANISATION	Pair work
AIDS AND MATERIALS	Computer, Internet

TEACHER'S ACTIVITIES

- Tell the pairs that they have to book a flight for their partner secret agents. Give them the criteria (you might want to write them on the board):
 - they may only take British Airways flights
 - they need a return ticket
 - the trips (there and back) must take place within two weeks from the day of the lesson
 - they have to find the lowest price
 - they have to give the departure and arrival dates and times, the number of the flights, and the total fare in £ (pounds).
 Go around the classroom and help Ls.

LEARNERS' ACTIVITIES

- In pairs Ls go to the site of British Airways and search for the best flight according to the given criteria. The British agents search for Budapest-London-Budapest flights, the Hungarian agents search for London-Budapest-London flights.

British Airways

http://www.britishairways.com/travel/home/public/en_gb

Booking a flight

http://www.britishairways.com/travel/fx/public/en_gb?prim=booktrip

They might want to make a grid for themselves with the necessary information or just jot them down in their notebooks. They will need this information later.

STAGE 4 From the airport to the city – Listening for information

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS Listening

ORGANISATION Individual

AIDS AND MATERIALS 4.4 Transport listening, CD player (tape recorder), notebooks

TEACHER'S ACTIVITIES

- Tell Ls to make a grid for themselves in their notebooks with the given information and start the listening exercise. Play the recording (4.4 Transport listening) twice.

Transcript:

Getting To London From Heathrow

You can get to London by either:

- Car
- Bus
- Taxi
- Train

LEARNERS' ACTIVITIES

- Ls make a table in their notebooks with the following information: *Means of transport, number of terminal, time, route, price, destination.* They listen to the text twice and fill in the table.

Means of transport	Number of terminal	Time	Route	Price	Destination

When they are ready, pairs compare their tables and fill in the missing information.

TEACHER'S ACTIVITIES

Car

It takes approximately 45-60 minutes to get to central London from Heathrow. When leaving Terminals 1, 2 and 3, follow exit signs to the access/exit tunnel. Follow signs to the M4 motorway, which will eventually take you into London. Terminal 4 is on the main A30 road. The M4 and M25 orbital are signposted. Again, follow signs to the M4 which will eventually take you into London.

Bus

There are National Express coaches operating from Terminal 1, 2, 3 and 4 to cities across the UK and into central London. It takes about 50-60 minutes to get into central London. There is a Heathrow Hotel Hoppa service which connects Heathrow with local hotels. Tickets can be bought from the self service machines at the airport's bus stops, from the driver or from the hotel. Tickets cost £3, one child 5-15 can travel with an adult and children under 5 travel free.

Taxi

Follow the signs in each terminal Arrivals areas for taxi ranks. The journey time to central London is approximately 45-60 minutes and will cost you between £35 and £45.

Train

Heathrow has two rail services to central London. In addition to the London Underground is the Heathrow Express service to London Paddington station.

Getting to Budapest from Ferihegy

[By minibus](#)

Similarly to all airports, Budapest Airport also operates a 'shuttle service' called as 'Airport Minibus'. Passengers are taken to a requested address by minivans of eight to eleven seats. The shuttle operates out of Terminal 1 and 2 from 6am-10pm daily. The Minibus costs 2100 HUF per person (3600 HUF for a return ticket).

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

By metro and bus

Budapest Airport is also relatively easily accessible by Public Transportation. Passengers are taken by a direct bus service from Terminals 1 and 2, called the [Bus 200](#) to Kőbánya-Kispest metro terminal. The bus operates frequently; and it operates even after midnight and at early morning. [Bus 93](#) operates between Terminal 1 and Kőbánya-Kispest Metro Station. The 'blue' (2) Metro Line takes you to Deák Ferenc Square in the City within 20 minutes. Public transportation has a fare: the one-way through-ticket costs HUF 185 (50 cents).

By taxi

Taxis queue up at the arrival level of Ferihegy Airport 2A and 2B Terminals but the cars of the taxi company preferred by the passenger would arrive at the Terminal in 5 minutes. Taxi fares include VAT but exclude tip.

[By car](#)

The Airport is well accessible by car from any point of Budapest. Ferihegy can be reached in 20 minutes from the City by the "Ferihegy Speedway".

Tell Ls to bring their notes for the next lesson because they will need them.

STAGE 5 How do you feel? – Evaluation, reflection

TIME 5 mins

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

ORGANISATION Whole class, individual

AIDS AND MATERIALS Evaluation grid from the previous class, blutack

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

1. Tell Ls to go to the evaluation grid and write comments on the lesson in the grid.
2. Look through the list and discuss it with the Ls. If necessary, make comments on their work at the lesson.

LEARNERS' ACTIVITIES

1. Ls write comments on their own work at the lesson, as explained in the first lesson.
2. Ls discuss their list with the whole class.

LESSON 5: SECRET MESSAGES

Aims of the lesson:

- to write, send and read e-mails giving information about flights and transport to the city centres
- to prepare the secret message
- to prepare the secret map
- to do self-evaluation

Materials and resources: Computers, Internet, e-mail, (printer), Evaluation grid from the previous class

Before the lesson: Make sure the computer room is available and the printer/e-mail works properly.?

Classroom arrangement: Make sure Ls will be able to work in groups?

STAGE 1	Writing an e-mail – Giving information
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing Giving instructions Providing information Selecting and categorizing information
ORGANISATION	Pair work
AIDS AND MATERIALS	Computers, Internet, e-mail, notes from the previous lesson

TEACHER'S ACTIVITIES

1. Collect each agent pair's e-mail addresses.
Tell Ls to take out their notes about how to get to the city centre from the airport and write an e-mail to their partner pairs (the Hungarians to the British, and vice versa) giving information.
2. Go around the classroom and help Ls. Tell them to send you the e-mails as well. If you have the possibility, print out the e-mails and correct them for the next lesson.
3. Tell Ls to check their e-mails, read the messages and write short thank you letters back and copy you in.

LEARNERS' ACTIVITIES

1. Pairs give each other their e-mail addresses.
In pairs, Ls write an e-mail to their partner agents providing detailed information about their flights and instructions about how they get to the city centre from the airport.
2. When the e-mails are ready, pairs send them to each other and to the T.
3. Pairs check their e-mails and confirm the receipt by sending back a short thank you letter. They copy in the T as well.

STAGE 2	Preparing the secret message – Preparation
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Negotiation Writing Giving instructions Giving directions Drawing Reading a map
ORGANISATION	Pair work
AIDS AND MATERIALS	Computer, 5.2 Maps

TEACHER'S ACTIVITIES

1. Tell Ls they will have to prepare a secret “self-destructing” message to their partner secret agents, giving directions to their secret base, using the expressions learnt during the first lesson. They have to choose the place of their secret base on 5.2 Maps but it has to be in walking distance.
The messages will have to contain detailed instructions of how to get to the base from Deák tér / Victoria Railway station.
The message cannot be longer than 60 seconds.
Go around the classroom and help Ls to write their messages.
Tell Ls to hand in their messages (with their agent numbers on them) so that you can correct them for the next lesson.
Tell Ls to bring a small object (to represent the smuggled item, e.g. candies, chocolate, etc.) to give as a present to their partner agents for the next lesson.

LEARNERS' ACTIVITIES

1. Ls choose a place on their 5.2 Maps (but don't write anything on them!) and decide on a route to their secret base. They write the message (giving detailed instructions on how to get there from Victoria station/Deák tér) to their partner pairs and rehearse it to make sure they are not longer than 60 seconds.

STAGE 3 How do you feel? – Evaluation, reflection

TIME 5 mins

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

ORGANISATION Whole class, individual

AIDS AND MATERIALS Evaluation grid from the previous class, blutack

TEACHER'S ACTIVITIES

1. Tell Ls to go to the evaluation grid and write comments on the lesson in the grid.
2. Look through the list and discuss it with the Ls. If necessary, make comments on their work at the lesson.

LEARNERS' ACTIVITIES

1. Ls write comments on their own work at the lesson, as explained in the first lesson.
2. Ls discuss their list and discuss them with the whole class.

LESSON 6: FINDING THE SECRET BASE

Aims of the lesson:

- to record the secret message
- to send the secret map
- to listen to the secret message and find the secret base
- to do self-evaluation
- to sum up and evaluate the module

Materials and resources: Computers, Internet, e-mail, microphones, headphones, audio recording application (e.g. Voice Recorder in Microsoft Office or Audacity), maps, memory sticks, 5.2 Maps, Evaluation grid from the previous class

Before the lesson: Make sure the computer room is available and equipment works properly. Make enough copies of ?5.2 Maps. If there is no Voice Recorder or Audacity on the computers, ask a colleague to install it on them.

Classroom arrangement: Make sure Ls will be able to work in pairs.

STAGE 1	Here's the message! – Recording the secret messages
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Recording voice with computer Managing time
ORGANISATION	Pairs
AIDS AND MATERIALS	Computers, e-mail or memory sticks, microphones, headphones, audio recording application (e.g. Voice Recorder in Microsoft Office or Audacity), messages from the previous lesson

TEACHER'S ACTIVITIES

1. Give the pairs their messages and tell them to record their voices. It might be a good idea to ask the school's technician to be there during this lesson to give help if needed.

Make sure all the files are saved with the name of the addressee agent pairs (e.g. *to_001_and_002_HU_agents.mp3*) or sent by e-mail to the partner pairs and to you.

Collect 5.2 Maps from the pairs for the next lesson.

LEARNERS' ACTIVITIES

1. Pairs record their messages. They save the files on memory sticks or send them by e-mail with a name that contains their partner agents' name (e.g. the 001 British agent pair save their file as *to_001_and_002_HU_agents.mp3*).

STAGE 2 Follow the route! – Listening to the message and following the instructions

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Listening
Following instructions
Reading a map

ORGANISATION Pair work, whole class

AIDS AND MATERIALS 5.2 Maps, e-mail or memory sticks, recordings, headphones

TEACHER'S ACTIVITIES

1. Hand out 5.2 Maps in the following way: the British agents get the Budapest map, the Hungarian agents get the London map.

Tell pairs to listen to the recordings and follow the instructions to find the secret base of their partner agents.

Go around the classroom and help Ls.

LEARNERS' ACTIVITIES

1. Ls listen to the recordings and follow the instructions. They draw the route on the map and mark the place of the secret base.

When they are ready, they go to their partners and show their maps, checking whether they had the right answer.

If the answers are correct, the partner agents give the small presents to each other (representing the smuggled items).

2. Tell Ls to share their experience and how they solved the task. Give them some time to go around the classroom and share their “adventures”.
2. Ls may want to tell others about their experience and “adventure”, and show the “smuggled items” to each other.

STAGE 3	Self-evaluation, reflection and evaluation of the module
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluation Discussion
ORGANISATION	Whole class, individual
AIDS AND MATERIALS	Evaluation grid from the previous class, blutack

TEACHER'S ACTIVITIES

1. Tell Ls to go to the evaluation grid and write comments on the lesson in the grid.
2. Look through the list and discuss it with the Ls. If necessary, make comments on their work at the lesson.
3. Look at the whole evaluation grid and analyse it together with the Ls. Highlight the progress they made and the points where they can do better. Discuss with class what has been achieved and their impressions about the module.

LEARNERS' ACTIVITIES

1. Ls write comments on their own work at the lesson as explained in the first lesson.
2. Ls might want to ask questions.
3. Ls discuss the whole module with the class, they make comments and ask questions.