
PROBLEM SOLVING

Type of modul	Creative Communication
Level	B1
Target group	14-17-year-old learners
Written by	Bede Zoltán, Fruttus Hajnalka

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: Fehér Judit, Tartsayné Németh Nóra

Szakmai lektor: Enyedi Ágnes

Idegen nyelvi lektor: Peter Doherty

Alkotó szerkesztő: Sákovics Lília

Felelős szerkesztő: Burom Márton

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Szerzők: Bede Zoltán, Csíky Anna, Fruttus Hajnalka, Prievara Tibor

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INFORMATION TABLE

TYPE OF MODULE	Creative communication
DESCRIPTION OF MODULE	In this module Ls will encounter idiomatic English for improving active vocabulary, furthermore, Ls will discuss problems and try to give suggestions for their solutions and thus develop their social competence.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ extend Ls' vocabulary with English idioms and phrases ■ refine students' communication strategies and skills ■ enable students to explore problems in English and engage in discussions about those ■ build up students' confidence in speaking by working on fluency ■ to increase Ls' creativity ■ to develop Ls' self esteem and intercultural competence ■ to promote learners' autonomy ■ to improve co-operation skills
TIMEFRAME	5 lessons
TARGET GROUP	14-17-year-old learners
LANGUAGE LEVEL	B1
SUGGESTED LANGUAGE COMPETENCE	<p>Ls can manage simple explanations, definitions.</p> <p>Ls can communicate, interact and improvise in everyday situations in simulations and role-plays.</p> <p>Ls can summarize simple stories.</p> <p>Ls can argue, present opinions and agree / disagree on a lower level.</p> <p>Ls can write mini- dialogues in English.</p> <p>Ls can give short presentations after preparation.</p>
LINKS OF THE MODULE	
Cross-curricular links	People and Nature, Earth and Environment, Lifestyle and Practical knowledge, IT, Physical Education and Sports (Lesson 3)
Links with other modules	

FOCI OF SKILLS DEVELOPMENT

Communicative language skills

- offer suggestions
- present and talk over problems and big issues
- write and act out short dialogues including idioms
- take part in discussions with more confidence
- operate more effectively in real-life social situations

General educational skills

- improve co-operation skills
- improve skills in using a dictionary
- develop their autonomy by giving feedback

EVALUATION

Evaluation is carried out:

- by teacher: reflecting on the process
- by students: playing the “The Review Game” in Lesson 5 and carrying out peer evaluation at different stages of the module.

By teacher: Ts makes notes as they monitor pair and group work and give feedback at the end of the activity or at the end of lesson by emphasizing positive aspects and giving suggestions for development. We recommend that teachers encourage students in their contribution to the lesson by giving positive feedback and accepting their opinions and solutions to tasks and problems.

By students: Students evaluate the lesson, an activity or contribution at different stages of the module and play “The Review Game” (Appendix 5.2) at the end of the module which gives feedback on Ls’ progress both to students and teacher.

SUGGESTIONS

- It is important to think about classroom management prior to the lessons. At some stages students will work in small groups doing activities where space and minimal separation is required / suggested. Make sure you can sort out any possible inconveniences in advance.
- In Lesson 1 (Task 2) you might want your students to work with bilingual dictionaries. Make sure you can provide Ls with the required number of dictionaries.
- In Lesson 5 Ls will play a board game. For this activity we have supplied the board but you will need to provide your Ls with the dice.

BACK UP SYSTEMS

Zoltán Dörnyei – Sarah Thurrel: *Expressions on Your Own*

Fruttus Hajnalka – Bede Zoltán: *Játékos nyelvtanítás, 102 szórakoztató feladat a nyelvórán*

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<ul style="list-style-type: none"> ■ to help Ls refine their lexical range with English idioms, expressions and phrases ■ to maximise learner involvement in working with vocabulary ■ to develop co-operation skills ■ to improve skills in using a dictionary ■ to identify the function <i>suggestions and advice</i> in given situations 	Warm-up activity Vocabulary building Peer teaching Reporting Evaluation Setting homework	1. idioms used in everyday situations 2. expressions for <i>suggesting and giving advice</i>	1.1A Task sheet The Problem Table, 1.1B Task sheet The Problem Table, 1.2A/a,b and 1.2B/a,b Task sheets Gap Fill, bilingual dictionaries, 1.5 Task sheet Evaluation Sheet, 1.6 Task Sheet Arrange the Words
2	<ul style="list-style-type: none"> ■ to revise, re-cycle and consolidate the vocabulary learnt in Lesson 1 ■ to practise the function <i>suggestions and advice</i> in given situations ■ to improve students' speaking skills in English 	Giving advice Definition Game Complaints Mini-dialogues Evaluation Setting homework	- (practice and activating vocabulary)	1.6. Task Sheet Arrange the Words, 2.2A, B Idiom Cards; 2.6 Task Sheet Topics for Discussion
3	<ul style="list-style-type: none"> ■ to provide speaking practice to improve fluency in English ■ to activate passive vocabulary ■ to develop co-operation skills ■ to raise awareness of the divergence of way of thinking 	Presenting choices of topics Presenting ideas on and discussing topics Reporting Evaluation	- (practice and activating vocabulary)	2.6 Task Sheet Topics for Discussion, 3.4 Task Sheet Evaluation Sheet

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<ul style="list-style-type: none"> ■ vocabulary building ■ to provide opportunities to practise the structures learnt in Lesson 1 ■ to encourage learners to sharpen their communication skills ■ to improve fluency ■ to enable Ls to use the new idioms in new and unusual situations 	Pre-teach 1 Pre-teach 2 Word formation Role-play	word formation	4.1 Task Sheet Fill in the Table, 4.4 a Role Cards, 4.4 b Role Cards
5	<ul style="list-style-type: none"> ■ to reinforce what have been covered in the module ■ to provide more practice in fluency ■ to provide an opportunity for self-assessment ■ to check how much Ls acquired from previous lessons 	Fluency practice The Review Game Free writing practice Evaluation	(practice and activating vocabulary)	Dice, 5.2 The Review Game, 5.2 Rules to the Review Game, blank paper (possibly A4 format), 5.4 Task Sheet Evaluation Sheet

PROCEDURE

LESSON 1: VOCABULARY BUILDING

Aims of the lesson:

- to help Ls refine their lexical range with the spice of the language i.e. with English idioms, expressions and phrases to sound more natural
- to maximise learner involvement in working with vocabulary thus promote learner's autonomy
- to develop students' creativity and social competence in English by identifying the function *suggestions and advice* in given situations

Materials and resources: 1.1A Task sheet The Problem Table, 1.1B Task sheet The Problem Table, 1.2A/a,b and 1.2B/a,b Task sheets Gap Fill, bilingual dictionaries, 1.5 Task sheet Evaluation Sheet, 1.6 Task Sheet Arrange the Words

STAGE 1. A	Warm-up activity – Any problems?
TARGET GROUP	For Ls who are less confident in group discussions and prefer a more directive role of the teacher.
TIME	10 minutes
SKILLS AND COMPETENCIES IN FOCUS	Speaking
ORGANIZATION	Individual work, frontal work
AIDS AND MATERIALS	1.1A Task Sheet The Problem Table

TEACHER'S ACTIVITIES

1. T hands out 1.1A Task Sheet to Ls.
2. T explains task.
Note: T might want to encourage Ls to come up with their own ideas.
3. T monitors and checks Ls individually, asking for reasoning.

E.g.: What did you put in column "Problems at school"? Why do you think unfriendly teachers are a problem?

LEARNERS' ACTIVITIES

1. Ls get 1.1A Task Sheet.
2. Ls look at the "Problem Table" and fill that in with the listed problems. They may add their own ideas. They work individually.
3. They read their ideas and explain their reasons for putting them in the given column.

E.g.: Unfriendly teachers are a problem at school because they never smile/because it is difficult to work/because I can't speak about my problems. etc.

STAGE 1. B	Warm-up activity – Any problems?
TARGET GROUP	For Ls who like and ready to take part in discussions.
TIME	10 minutes
SKILLS AND COMPETENCIES IN FOCUS	Speaking
ORGANIZATION	Individual work, pair work, group work
AIDS AND MATERIALS	1.1B Task sheet The Problem Table

TEACHER'S ACTIVITIES

1. T hands out 1.1B Task sheet to Ls.
2. T explains task.
Note: T might want to encourage Ls to come up with their own ideas.
3. T asks Ls to form pairs, explains task and monitors Ls, drawing attention to the importance of reasoning – if needed.

E.g.: Why do you think busy parents are a problem in both home and in your free time?

4. T asks Ls to form groups of 4 (2 of the pairs join to make a group), explains task and monitors Ls, drawing attention to the importance of reasoning – if needed.

LEARNERS' ACTIVITIES

1. Ls get 1.1B Task sheet.
2. Ls look at the “Problem Bubbles” and fill that in with the listed problems. They may add their own ideas.
3. Ls compare their lists with a partner and discuss why they listed them under certain headings, with special focus on the overlapping problems.

E.g.: Busy parents are a problem both at home and in my free time because they can't help me with my homework and we can't go away for the week ends/because I have to cook for myself and I don't have enough free time etc.

4. Pairs make groups of 4 and check again if they think the same way of the problems.

STAGE 2. A Vocabulary building – My problems

TARGET GROUP For Ls who prefer deducing the meaning of unknown vocabulary in context

TIME 15 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Reading

ORGANIZATION Pair work

AIDS AND MATERIALS 1.2A/a,b Task sheets Gap Fill, bilingual dictionaries

TEACHER'S ACTIVITIES

1. T divides the class into 2 groups and hands out 1.2A/a,b Task sheet accordingly.
2. T asks Ls to form pairs (pairs with the same worksheets i.e. within their groups of a OR b) and explains task.
Note: Ls might need dictionaries. In this case T hands out the required number of bilingual dictionaries. T might want to draw Ls' attention to try to avoid that a L from the other group sees or hears the solutions.

LEARNERS' ACTIVITIES

1. Ls are divided into two groups and get a task sheet 1.2A/a,b Task sheet accordingly.
2. Ls read the texts and match the *italicised* words with their meaning given below the text in pairs. Ls might need dictionaries.

3. T monitors and checks Ls.

3. Key, Text 1.2A/a:

Rumour has it that (6) it's easy to cheat on language exams. But I can tell you, *crime doesn't pay* (1). For example, I'd never *give a hand to* (2) anyone who wanted to cheat on an exam. I'd turn my head away, *just to be on the safe side* (5) and then I wouldn't be in trouble. *It goes without saying* (4) that everyone should behave like this. Some people *call me names* (3), for example "stupid" or "selfish" or "eager-beaver", but I don't mind.

It's not worth it, it's not a nice thing to do bad things
help
tell everyone what I think I am
I don't think I have to say
just to make sure everything's all right
people say that
Key, Text 1.2A/b:

I'm upset. *To put it mildly* (5), I'm a little bit angry. Until now I wanted to become a computer programmer. I told my friend that I'd fix his laptop. I didn't want to *go back on my word* (3), so I went over to see him. I didn't want *to take the easy way out* (6) and not go, so I told my parents *to keep their fingers crossed* (4) while I'm there. We switched on the laptop and it displayed texts and numbers that I did not see before. I didn't tell him I think his computer simply *bit the dust* (2). Somehow he knew he *barked up the wrong tree* (1). He told me to find another hobby...

1. didn't ask the right person for the job
2. broke, died or couldn't work anymore
3. break one's promise
4. to support and think about me
5. Not to say it too strongly
6. to find excuses

STAGE 2. B Vocabulary building – My problems

TARGET GROUP For Ls who prefer first understanding a text and then finding possible equivalents from a list of unknown phrases

TIME 15 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Reading

ORGANIZATION Pair work

AIDS AND MATERIALS 1.2B/a,b Task sheets Gap Fill, bilingual dictionaries

TEACHER'S ACTIVITIES

1. T divides the class into 2 groups and hands out a 1.2 B/a,b Task sheet accordingly.
2. T asks Ls to form pairs (pairs with the same worksheets i.e. within their groups of a OR b) and explains task.
Note: Ls might need dictionaries. In this case T hands out the required number of bilingual dictionaries. T might want to draw Ls' attention to try to avoid that a L from the other group sees or hears the solutions.
3. T monitors and checks Ls

LEARNERS' ACTIVITIES

1. Ls are divided into two groups and get a 1.2 B/a,b Task sheet accordingly.
2. Ls read the texts and match the *italicised* words with their meaning given below the text in pairs. Ls might need dictionaries.

3. *Key Text 1.2B/a:*

People say that (6) sometimes it's easy to cheat on language exams. But I can tell you *it's not nice to do illegal things* (1). For example, I'd never *help* (2) anyone who wanted to cheat on an exam. I'd turn my head away, just to *make sure I'm safe* (5) and then I wouldn't be in trouble. I *don't think I have to say* (4) that everyone should behave like this. Some people *call me all kinds of things* (3), for example "stupid" or "selfish" or "eager-beaver" but I don't mind.

1. crime doesn't pay
2. give sy a hand
3. to call sy names
4. it goes without saying
5. just to be on the safe side
6. rumour has it that

Key, Text 1.2B/b:

I'm upset. *Not to say it too strongly* (5), I'm a little bit angry. Until now I wanted to become a computer programmer. I told my friend that I'd fix his laptop. I didn't want to *break my promise* (3), so I went to see him. I didn't want to *find excuses* (6) and not go, so I told my parents *to support and think about me* (4) while I'm there. We switched on the laptop and it displayed texts and numbers that I did not see before. I didn't tell him that his computer simply *broke, died or couldn't work anymore* (1). Somehow he knew he *didn't ask the right person for the job* (2). He told me to find another hobby...

1. to bite the dust
2. to bark up the wrong tree
3. to go back on one's word
4. to keep one's fingers crossed
5. to put it mildly
6. to take the easy way out

STAGE 3	Peer teaching – Teach me!
TIME	10 minutes
SKILLS AND COMPETENCIES IN FOCUS	Exchanging information
ORGANIZATION	Pair work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. T divides the group into pairs (a L a and a L b forms a pair).
2. T explains task, monitors the process and corrects occurring mistakes.

LEARNERS' ACTIVITIES

1. Ls work in pairs (a S a and a S b forms a pair) and “teach” i.e. explain new vocabulary to their partners.
2. Ls write down the new idioms.

STAGE 4	Reporting – Sharing stories
TIME	5 minutes
SKILLS AND COMPETENCIES IN FOCUS	Speaking
ORGANIZATION	Pair work
AIDS AND MATERIALS	-

TEACHER’S ACTIVITIES

1. T asks Ls to remain in the same pairs as in the previous exercise and explains task.
2. T monitors the activity and helps if Ls get stuck.

LEARNERS’ ACTIVITIES

1. Ls work in the same pairs as in the previous exercise and share the stories they have read in English.

STAGE 5	Evaluation – Giving feedback
TIME	3 minutes
SKILLS AND COMPETENCIES IN FOCUS	Peer-evaluation
ORGANIZATION	Individual work
AIDS AND MATERIALS	1.5 Task sheet Evaluation Sheet

TEACHER’S ACTIVITIES

1. T hands out an evaluation sheet of the lesson.

LEARNERS’ ACTIVITIES

1. Ls evaluate the lesson by filling in the Evaluation Sheet.

STAGE 6	Setting homework – Word order
TIME	2 minutes
SKILLS AND COMPETENCIES IN FOCUS	Recognizing sentence structures
ORGANIZATION	Individual work
AIDS AND MATERIALS	1.6 Task Sheet Arrange the Words

TEACHER'S ACTIVITIES

1. T hands out 1.5 Task sheet and sets homework.

LEARNERS' ACTIVITIES

1. Ls rearrange the words to make meaningful sentences for homework.

Key:

1. *I think you should*
2. *I don't think he should*
3. *The best thing to do would be to*
4. *What she could do is*
5. *Why not ...-ing?*
6. *Wouldn't it be better to...?*
7. *Perhaps we could...?*
8. *I'll tell you what. We'll...*
9. *You might want to...*
10. *Have you ever though of...?*
11. *It would be best if...*
12. *One way would be to*
13. *You could always*
14. *You'd better...*
15. *If I were you I would...*

LESSON 2: CONSOLIDATION

Aims of the lesson:

- to revise, re-cycle and consolidate the vocabulary learnt in Lesson 1
- to improve students' speaking skills in English by providing a substantial amount of guided skills work
- to encourage Ls' creativity by offering ways of exploiting existing vocabulary imaginatively and effectively and enabling Ls to use the new idioms in situations made up by themselves
- to develop students' creativity and social competence in English by practising the function *suggestions and advice* in given situations

Materials and resources needed: 1.6. Task Sheet Arrange the Words, 2.2A, B Idiom Cards; 2.6 Task Sheet Topics for Discussion.

STAGE 1	Checking homework and giving advice – My problems
TIME	10 minutes
SKILLS AND COMPETENCIES IN FOCUS	Speaking – offering suggestions / giving advice
ORGANIZATION	Frontal work, pair work
AIDS AND MATERIALS	1.6 Task Sheet Arrange the Words

TEACHER'S ACTIVITIES

1. T asks Ls to read out their homework solutions.
Note: T might need to revise Conditionals and discuss any other occurring grammatical structures if Ls found the task too difficult.
2. T asks Ls to work in the same pairs as in Activity 4 last lesson and explains task.
3. T monitors and draws attention to mistakes that may cause problems of understanding. T could also encourage Ls to ask for clarification if they have problems of understanding each other's stories.

LEARNERS' ACTIVITIES

1. Ls read out their homework solutions.
2. Ls work in the same pairs as in Activity 4 last lesson and suggest "follow-ups" to the stories they read using the structures in the homework Activity.

E.g.: "Why not take your friend's laptop to the mechanic?" OR. "I think you should buy some CDs for your neighbour and apologise." etc.
3. Ls ask for clarification and correct each other's mistakes if needed.

STAGE 2. A Definition Game – practice**TARGET GROUP** For groups where giving definitions without guide would cause some difficulties.**TIME** 10 minutes**SKILLS AND COMPETENCIES
IN FOCUS** Speaking and listening– paraphrasing
Giving and understanding definitions**ORGANIZATION** Group work**AIDS AND MATERIALS** 2.2 A Idiom Cards**TEACHER'S ACTIVITIES**

1. T divides class into 4 groups, 2As and 2 Bs and hands out 6 cards (2.2 A Idiom Cards) to each group.

Note: Make sure that 1 set of cards are divided between a group A and a group B and the other set between another group A and B.

2. T explains task.

Note: Mind that the game takes place simultaneously in 2 different groups (AB+AB).

3. T facilitates task then gives feedback on the effectiveness of definitions at the end of the activity.

LEARNERS' ACTIVITIES

1. Ls form 4 groups: 2As and 2Bs and get 6 cards (2.2A Idiom Cards) per group.

A group A and a group B work together.

2. A L from groups A reads a definition / explanation from one of their cards *not repeating the expression in bold*. The other group's task is to come up with the correct solution. Then they change roles. (2 groups work in parallel).

Note that the explanations on these cards are different from those of Lesson 1.

3. Ls give feedback what they found challenging in the task and how they managed to solve them.

STAGE 2. B Definition Game – practice**TARGET GROUP** For Ls who are ready to experiment with the L and like working with more independence in accomplishing a task.**TIME** 10 minutes**SKILLS AND COMPETENCIES
IN FOCUS** Speaking and listening– paraphrasing
Giving and understanding definitions**ORGANIZATION** Group work**AIDS AND MATERIALS** 2.2 B Idiom Cards

TEACHER'S ACTIVITIES

1. T divides class into 4 groups, 2As and 2 Bs and hands out 6 cards (2.2 B Idiom Cards) to each group.

Note: Make sure that 1 set of cards are divided between a group A and a group B and the other set between another group A and B.

2. T explains task.
Note: Mind that the game takes place simultaneously in 2 different groups (AB+AB).
3. T facilitates task then gives feedback on the effectiveness of definitions at the end of the activity.

LEARNERS' ACTIVITIES

1. Ls form 4 groups: 2As and 2Bs and get 6 cards (2.2B Idiom Cards) per group. A group A and a group B work together.
2. Ls take turns from groups A and B alternately to try to explain the idiom on the card in their own words so the other group can find it out.
3. Ls give feedback on what they found challenging in the task and how they managed to solve them.

STAGE 3 Complaints – brainstorming

TIME 5 minutes

SKILLS AND COMPETENCIES IN FOCUS Speaking

ORGANIZATION Frontal work

AIDS AND MATERIALS -

TEACHER'S ACTIVITIES

1. T explains task and writes ideas on the board.

LEARNERS' ACTIVITIES

1. Ls brainstorm situations that call for complaints.

E.g.: You get bad food in a restaurant; Your plane leaves earlier than scheduled and you miss it; A CD player you bought does not work; etc.

STAGE 4. A	Mini-dialogues – practice
TARGET GROUP	For Ls who are less ready to improvise and prefer preparing for role-plays with given vocabulary and structures.
TIME	15 minutes
SKILLS AND COMPETENCIES IN FOCUS	Social interaction
ORGANIZATION	Pair work, frontal work
AIDS AND MATERIALS	2.2 Idiom Cards

TEACHER'S ACTIVITIES

1. T divides the class into pairs and hands out the cards of 2.2 Idiom Cards evenly.
Note: T might need a duplicate of cards depending on the number of the Ls in class.
2. T explains task, monitors and corrects occurring mistakes.
Note: T could encourage Ls to use as many expressions as they can but they are required to use the ones (2 because they are working in pairs) that they have in their hands.
3. T asks for volunteers to act out their mini-dialogues.

LEARNERS' ACTIVITIES

1. Ls form pairs and allocate the cards of 2.2 Idiom Cards evenly in the class.
2. Ls' task is to devise 2 or 3 funny dialogues using up the expressions on the cards.
*E.g.: Expressions: to call sy names; rumour has it that; not to be on speaking terms. Dialogue: S1: "I heard you *called me names* last week end at the party."
S2: "Yeah! *Rumour has it that* you are a coward. *To put it mildly*, you're a little bit shy."*
3. Ls volunteer to act out mini-dialogues.

STAGE 4. B	Mini-dialogues – practice
TARGET GROUP	For Ls who like improvising.
TIME	15 minutes
SKILLS AND COMPETENCIES IN FOCUS	Social interaction
ORGANIZATION	Frontal work
AIDS AND MATERIALS	2.2 Idiom Cards

TEACHER'S ACTIVITIES

1. T asks Ls to allocate the cards of 2.2 Idiom Cards evenly in the class.
Note: T might need 2 sets of cards depending on the number of the Ls in class to give a chance for everybody to have a card and contribute to the mini-dialogues.
2. T explains task and facilitates the activity.

3. When all the idioms have been used T challenges Ls to write down the dialogues from memory.

Option1: T can decide if Ls can use their lists of idioms as a reminder or not.

Option2: This part of the activity can be given as a piece of homework or as an optional piece of homework.

4. T checks frontally if Ls have all the dialogues.

LEARNERS' ACTIVITIES

1. Ls allocate the cards of 2.2 Idiom Cards evenly in the class.
2. Then, based on the collected situations, they come up with spontaneous mini-dialogues, using their expressions.

All Ls participate. A L starts by using an idiom in a sentence indicating a situation and anybody can continue if their expression can be used in the same dialogue.

3. When all the idioms have been used Ls try to write down the mini-dialogues from memory.

E.g.: Situation: "You get bad food in a restaurant" S1: "Waiter, *could you give a hand?* This steak tastes bad." "S2: You're *barking up the wrong tree*, sir. I'm a waiter, not a cook. Can't help, sorry." OR Situation: Your plane leaves earlier than scheduled and you miss it. S3:"Well, *to put it mildly*, you didn't inform me about the change in timetable." S4: "Well, *if the worst comes to the worst*, you can always take a bus, sir. We will pay for it." Etc.

4. Ls read out their dialogues.

STAGE 5 Evaluation – The funniest dialogue

TIME 3 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Evaluation

ORGANIZATION Frontal work

AIDS AND MATERIALS -

TEACHER'S ACTIVITIES

1. T explains task and facilitates voting.

STAGE 6 Setting homework – My cup of tea

TIME 2 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Preparing drafts for a discussion

ORGANIZATION Frontal work

AIDS AND MATERIALS 2.6 Task Sheet Topics for Discussion

TEACHER'S ACTIVITIES

1. T gives out 2.6 Task Sheet and sets homework.
T might want to draw attention to the expressions learnt (expressions for giving advice) when Ls prepare.
Note: T should emphasize that Ls are NOT required to express complicated ideas but they should simplify their ideas to be able to express what they want in their level.

LEARNERS' ACTIVITIES

1. Ls vote for the funniest dialogue produced in the previous activity.

LEARNERS' ACTIVITIES

1. Ls get their homework: T hands out 2.6 Task Sheet and explains that all 25 topics are controversial and each S must choose one that they are interested in. Ls must think over the topic for next lesson and prepare a draft on what they would like to tell about it.

LESSON 3: DISCUSSION DAY

Aims of the lesson:

- to provide speaking practice to improve fluency in English
- to give Ls space and opportunity to discuss hot issues that are worth exploring
- to activate passive vocabulary
- to boost communication power
- to develop co-operation skills by making them share work and take equal part when it is about contribution
- to develop self esteem and intercultural competence by encouraging Ls to stand up for their own opinions and making them aware of the divergence in ways of thinking and also encouraging them to be open to suggestions and solutions

Materials and resources needed: 2.6 Task sheet – Topics for discussion 3.4 Task sheet – Evaluation Sheet

STAGE 1	Presenting choices of topics – That’s mine!
TIME	5 minutes
SKILLS AND COMPETENCIES IN FOCUS	Speaking – reasoning
ORGANIZATION	Frontal work
AIDS AND MATERIALS	2.6 Task Sheet Topics for Discussion

TEACHER’S ACTIVITIES

1. T asks Ls to say what topic they have chosen (see homework set in Lesson 2) and also give a short explanation why.

Remark: If more Ls have made the same selection, they match up and make pairs or small groups for the next activity.

LEARNERS’ ACTIVITIES

1. Ls say what topic they have chosen and also give a short explanation why.

E.g. “I chose “Marriage” because I don’t want to get married.” OR “I chose computer games because I’m always sitting in front of my PC.”

STAGE 2	Presenting ideas on and discussing topics – And what do YOU think?
TIME	20 minutes
SKILLS AND COMPETENCIES IN FOCUS	Discussion
ORGANIZATION	Group work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. T divides the class into discussion groups. (A group of 4 or 5 is ideal for this task.)

If more Ls have made the same selection, they match up and make pairs or small groups for the next activity.

2. T explains task.

Note: T should emphasize that Ls are NOT required to express complicated ideas but they should simplify their ideas to be able to express what they want in their level.

3. While Ls are working, T monitors and makes sure that real communication takes place.

(Source: Fruttus Hajnalka – Bede Zoltán: Játékos nyelvtanítás pp. 101-102.)

LEARNERS' ACTIVITIES

1. Ls form discussion groups. Each group elects a group leader. Ls might want to plan how they want to divide their time for the topics.

2. The group leaders' task is to make notes while Ls speak and raise questions that other group members have not raised. S/he should encourage group members to say how they think about the topic. It will be also his/her task to report on the discussion in the next phase. The leader also makes notes of Hungarian utterances if Ls don't know a word or phrase or can't remember a word in English.

The group's task is to discuss each topic they have chosen and prepared for individually as homework. They are required to say what they think of the issues given i.e. use simple phrases for presenting opinions, agreeing, disagreeing etc.

E.g. S1: "I don't like advertisements because they are long and they are in the middle of the films. I think they don't tell the truth. I never buy anything because it is advertised... etc..." S2 "(I don't agree.) I think it's good that there are advertisements, because I know about new things... etc..." Group leader: "Do you know about new things only from TV? / And what do you think, Katie? etc..."

STAGE 3	Reporting – summarising discussions, translating comments
TIME	10 minutes
SKILLS AND COMPETENCIES IN FOCUS	Reporting Translation
ORGANIZATION	Frontal work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. T asks group leaders to report on the discussions.
2. T helps Ls to find the English equivalence of utterances that have caused problems.

LEARNERS' ACTIVITIES

1. Group leaders summarise the discussions.
2. Ls write down translations.

STAGE 4	Evaluation – Giving feedback
TIME	10 minutes
SKILLS AND COMPETENCIES IN FOCUS	Giving feedback
ORGANIZATION	Individual work, group work
AIDS AND MATERIALS	3.4 Task Sheet Evaluation Sheet

TEACHER'S ACTIVITIES

1. T gives out 3.4 Task Sheet – Evaluation Sheet
2. T monitors the activity.
3. At the end of the activity T gives feedback on the process and on how they could accept each other's opinion throughout the discussion.

LEARNERS' ACTIVITIES

1. Ls fill in 3.4 Task Sheet – Evaluation Sheet
2. Ls find their group mates and compare their evaluation.

LESSON 4: ROLE PLAYING

Aims of the lesson:

- vocabulary building
- to provide opportunities to practise the structures learnt in Lesson 1 (*suggesting solutions*)
- to activate passive vocabulary
- to encourage learners to sharpen their communication skills
- to improve fluency
- to encourage Ls' creativity by offering ways of exploiting existing vocabulary imaginatively and effectively and enabling Ls to use the new idioms in new and unusual situations

Materials and resources needed: 4.1 Task Sheet Fill in the Table, .4 a Role Cards, 4.4 b Role Cards

STAGE 1	Pre-teach 1. – Clarifying vocabulary
TIME	7 minutes
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary building
ORGANIZATION	Individual work
AIDS AND MATERIALS	4.1 Task Sheet Fill in the Table

TEACHER'S ACTIVITIES

1. T hands out 4.1 Task Sheet to the Ls and explains task.
Note: At this stage Ls might guess if they're not sure.

LEARNERS' ACTIVITIES

1. Ls look at the words on 4.1 Task Sheet and put them in the correct columns.
- At this stage Ls might guess if they're not sure.

2. T asks how many adjectives, verbs and nouns Ls found.

2. Key:

ADJECTIVES	VERBS	NOUNS
<ul style="list-style-type: none"> • tiring • excited • pleasant • underage • keen on 	<ul style="list-style-type: none"> • relax • hardly wait • arrange • deserve • go unnoticed • require 	<ul style="list-style-type: none"> • monthly pass • law

STAGE 2. A	Pre-teach 2. – Clarifying vocabulary
TARGET GROUP	For groups who need more time for and are less confident when giving definitions.
TIME	10 minutes
SKILLS AND COMPETENCIES IN FOCUS	Giving and understanding definitions
ORGANIZATION	Frontal work
AIDS AND MATERIALS	4.1 Task Sheet Fill in the Table

TEACHER'S ACTIVITIES

1. T checks exercise frontally.
2. T asks Ls to say simple definitions and Hungarian equivalents. It is possible that unknown words remain in the end that should be clarified by the teacher.

LEARNERS' ACTIVITIES

1. Ls check exercise frontally.
2. Ls say simple definitions of the words and also their Hungarian equivalents.

Ls listen to the T giving explanations of the remaining unknown words to clarify their meaning.

STAGE 2. B	Pre-teach 2. – Clarifying vocabulary
TARGET GROUP	For groups who are quicker and more confident in giving definitions.
TIME	10 minutes
SKILLS AND COMPETENCIES IN FOCUS	Giving and understanding definitions
ORGANIZATION	Group work
AIDS AND MATERIALS	4.1 Task Sheet Fill in the Table

TEACHER'S ACTIVITIES

1. T divides the class into groups of 3 and explains task.
2. T monitors and helps if required.
3. T checks frontally by asking Ls to list the words and their meaning in English or in Hungarian.

LEARNERS' ACTIVITIES

1. Ls form groups of 3 and check exercise 1 by comparing solutions.
2. If Ls know the meaning of words, they give simple explanations.
3. Ls list the words and their meaning in English or in Hungarian to check their solutions with T.

VARIATION

AIDS AND MATERIALS	
DESCRIPTION	Ls can work in pairs or small groups of any number.

STAGE 3	Word formation – vocabulary building
TIME	8 minutes
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary building
ORGANIZATION	Frontal work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. T writes the following words on the board: *tiring, relax, excited, arrange, pleasant, monthly pass, require, law* and asks students to brainstorm words of the same root which T also lists on the board.

LEARNERS' ACTIVITIES

1. Ls look at the words on the board and collect ones that have the same roots.

Key: tiring: tired, to tire, tiredness, tiresome ...; relax: relaxation, relaxed, relaxing ...; excited: to excite, excitement, exciting ...; arrange: arrangement, to rearrange ...; pleasant: to please, please, pleasure, unpleasant, to displease, displeasure ...; (monthly) pass: to pass, passage, passer, passer-by ...; require: requirement; law: lawmaker, lawful, unlawful, lawyer ...

STAGE 4 Role play – A tough day

TIME 20 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking

ORGANIZATION Group work

AIDS AND MATERIALS 4.4 a Role Cards, 4.4 b Role Cards

TEACHER'S ACTIVITIES

1. T divides the class into groups of 7.
Note: This is the optimal number for the sequence of role plays but if you have less Ls they can either take 2 roles or just skip some of the roles on 4.4. *Role b.* If you have more than 7 Ls, make 2 (or 3) groups of 7 (or 5 or 6 depending on the number of your Ls) and in case of less Ls than 7 in any of your groups act as described in the 1st sentence of the *note* section.
2. T selects a L per group to play the *student's* role and gives him / her the *Student's Role Card* (4.4 *Role a*).
Note: It's up to the T whom to select but it is advisable to give the *Student's Role Card* to a L (in case of a bigger number of class - Ls) whose English is strongest.

T hands out the role cards on 4.4 *Role b* to the remaining Ls in the group.

LEARNERS' ACTIVITIES

1. Ls work in groups of 7 (or 5 or 6 depending on the number of Ls in class).

2. Ls are handed out the 7 role cards per group as follows: 4.4 *Role a*, the *Student's Role Card*, to one L appointed by T and 4.4 *Role b* cut up evenly to the remaining ones.

TEACHER'S ACTIVITIES

3. T explains task and leaves some time for individual preparation.
Note that Ls are expected to use the phrases (*suggesting*) learnt in Lesson 1 and that time indicated on role cards (4.4. *Role b*) to show the sequence of dialogues. You might want to remind your Ls of these.

4. During the role plays T monitors, makes notes on problems causing difficulties in communication and gives feedback at the end of the activity.

5. At the end of the activity T asks Ls if the problems in the dialogues were similar to those listed in step 1, lesson 1 and if Ls could apply what they have come up with in the dialogue to those problems.

E.g.: Do you remember the problems we listed on lesson one? Were they similar? Would you behave in the situation the same way?

LEARNERS' ACTIVITIES

3. Ls read the role cards and make sure they understand everything. If not, they check it out with T.

Ls prepare for their roles.

4. The S with the *Student's Role Card* must go up to the others one by one and make dialogues with them. The other Ls say who they are and what time is indicated on their cards to show the sequence of dialogues.

Ls are expected to use the phrases (*suggesting*) learnt in Lesson 1.

5. At the end of the activity Ls say if the problems in the dialogues were similar to those listed in step 1, lesson 1 and if Ls could apply their dialogues to those problems.

E.g.: I said "unfriendly teachers" were a problem. I think if a teacher calls in my parents, it's unfriendly. If I can explain the situation to the teacher, everything will be OK."

LESSON 5: REVISION AND CONSOLIDATION

Aims of the lesson:

- to reinforce what have been covered in the module
- to provide more practice on fluency
- to provide an opportunity for self-assessment and increase learner's autonomy
- to check how much Ls acquired from previous lessons
- to encourage creativity

Materials and resources needed: Dice, 5.2 The Review Game, 5.2 Rules to the Review Game, blank paper (possibly A4 format), 5.4 Task Sheet Evaluation Sheet

STAGE 1	Fluency practice – Speak as long as you can
TIME	5 minutes
SKILLS AND COMPETENCIES IN FOCUS	Fluency practice
ORGANIZATION	Group work
AIDS AND MATERIALS	Dice

TEACHER'S ACTIVITIES

1. T divides the class into groups of 4 and gives a dice to each group.
2. T explains task.
Note: If T thinks it helps the process Ls can collect topics they think they could talk about before starting the game.
3. T monitors and facilitates the process.

(Source: Fruttus Hajnalka – Bede Zoltán: Játékos nyelvtanítás p 84)

LEARNERS' ACTIVITIES

1. Ls form groups of 4 and get a dice.
2. Ls roll the dice one by one.
The first to have a 6 starts talking on any topic they wish. They must talk until someone else has a 6. Then this L takes over and talks about a different topic until someone else has a 6.
Ls must continue their talk from where they stopped if they throw a 6 for the second or third time.

STAGE 2	The Review Game – revision
TIME	25 minutes
SKILLS AND COMPETENCIES IN FOCUS	Speaking
ORGANIZATION	Group work
AIDS AND MATERIALS	5.2 The Review Game, 5.2 Rules to the Review Game

TEACHER'S ACTIVITIES

1. T divides the class into groups of 4 and hands out a dice and the 5.2 The Review Game and 5.2 Rules to the Review Game to each group.

Note: You might want different Ls to work together this time.

2. T explains task written in the task description.

3. T monitors, facilitates the game and corrects re-occurring mistakes.

Note: We suggest that in the last minutes of the activity Ls think over – individually- what phrases they remembered and could use freely and the ones that caused them difficulties.

LEARNERS' ACTIVITIES

1. Ls work in groups of 4 and get a dice and the 5.2 The Review Game and 5.2 Rules to the Review Game

2. Ls first throw the dice on the surface of the game board and see which field it lands on. Then check what number the dice shows and act according the following rules:

1: Say a sentence with the word/expression

2: Say a situation in which you would use the given word/expression

3: Explain what the word/expression means in English

4: Choose a partner and make a mini-dialogue using the given word/expression

5: Give the word's/expression's Hungarian translation

6: Throw the dice again, and using this word/expression and the next one, make one sentence with the two.

- They take turns to play the game until T declares the end of it.

- If a L cannot fulfil the instruction with the word or phrase, they miss a turn.

3. Ls recall expressions they could use freely and the ones that caused them difficulties.

STAGE 3	Free writing practice – Go on with the story
TIME	12 minutes
SKILLS AND COMPETENCIES IN FOCUS	Writing
ORGANIZATION	Group work
AIDS AND MATERIALS	Blank paper (possibly A4 format)

TEACHER'S ACTIVITIES

1. T keeps the groups of exercise 2 and hands out a piece of paper to each L.
2. T explains task.
Note: Emphasize that their lines should end in one/any of the learnt words/expressions.
3. T facilitates the activity.

LEARNERS' ACTIVITIES

1. Ls work in the groups of exercise 2 and get a piece of paper each.
2. Ls start writing a story in 2 or 3 sentences finishing off with one/any of the learnt words/expressions.

Ls fold down the top part of the paper so only their last lines be seen.

Then Ls pass their piece of paper to the S on their left, and go on with the story in a similar way – 2 or 3 sentences, using a word/expression in the last line, covering the rest.

This should go on for two more rounds.

Finally the stories are read out in front of the class.

STAGE 4	Evaluation – Giving feedback
TIME	3 minutes
SKILLS AND COMPETENCIES IN FOCUS	Giving feedback
ORGANIZATION	Individual work
AIDS AND MATERIALS	5.4 Task Sheet Evaluation Sheet

TEACHER'S ACTIVITIES

1. T gives out 5.4 Task Sheet Evaluation Sheet.

LEARNERS' ACTIVITIES

1. Ls fill in evaluation sheet 5.4 Task Sheet Evaluation Sheet.