
WINING & DINING

Type of module	Creative Communication
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Target group	14–17-year-old learners
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Level	B1
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Creative communication
DESCRIPTION OF MODULE	In this module Ls will work on vocabulary for wining & dining, have discussions about healthy eating and discuss the difficulties of a possible dinner party.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ extend students' vocabulary related to wining and dining ■ refine students' communication strategies and skills ■ enable students to engage in discussions ■ develop students' fluency ■ encourage creativity ■ strengthen self-esteem and develop learner's autonomy ■ improve co-operation skills
TIMEFRAME	5 lessons
TARGET GROUP	14-17-year-old learners
LANGUAGE LEVEL	A2
SUGGESTED LANGUAGE COMPETENCE	<ul style="list-style-type: none"> ■ Ls can make and understand simple explanations, definitions. ■ Ls can express opinions. ■ Ls can agree and disagree. ■ Ls can communicate, interact and improvise in simulations and role-plays after preparation.
LINKS OF THE MODULE Cross-curricular links	Lifestyle and Practical knowledge, People and Nature
FOCI OF SKILLS-DEVELOPMENT Communicative language skills	<p>Ls will be able to</p> <ul style="list-style-type: none"> ■ invite, accept and refuse invitations ■ discuss healthy eating ■ plan and prepare for a dinner party ■ engage in discussions ■ present ideas

EVALUATION

Evaluation is carried out:

by teacher: reflecting on the process

by students: filling in the Assessment Sheet at the end of Lesson 5

by teacher: T makes notes as they monitor pair and group work and gives feedback at the end of the activity or at the end of the lesson by emphasizing positive aspects and giving suggestions for development. We recommend that teachers encourage and praise students for their contribution to the lesson.

by students: Students fill in the Assessment Sheet at the end of the module. Teacher collects Assessment Sheets, reads and analyses them for later use (can make a photocopy for themselves for future reference) and gives them back to students to attach to their files.

SUGGESTIONS

The pictures provided in Lesson 3 (Task sheets 3.2) are optional. Feel free to use any other resources, photos or you can even ask Ls to bring in some pictures.

In Lesson 1 (Task 1) your students are asked to work with bilingual / monolingual basic dictionaries. Make sure you can provide Ls with the required number of dictionaries.

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<ul style="list-style-type: none"> to enlarge Ls' vocabulary related to eating to maximise learner involvement in working with vocabulary to promote learner's autonomy by giving opportunities to work with a dictionary to develop creativity to improve Ls' speaking skills in English by practising giving explanations and definitions 	<ul style="list-style-type: none"> Tuning into Wining & Dining The definition guessing game What was it? Learn it 	<ul style="list-style-type: none"> food related vocabulary 	<ul style="list-style-type: none"> bilingual / monolingual basic dictionaries, 1.1 Roles A, B
2	<ul style="list-style-type: none"> to identify, explain and practise the key areas of language used when inviting and accepting / refusing invitations to provide an opportunity for discussion and role-play to revise and practise vocabulary learnt in the previous class to strengthen Ls' self-esteem by encouraging them to stand up for their own opinions to develop creativity 	<ul style="list-style-type: none"> Find the expression Express it in a different way Do you remember? Eat-Me-Not Inviting for Eat-Me-Not Health food 	<ul style="list-style-type: none"> expressions for inviting and accepting / refusing invitations 	<ul style="list-style-type: none"> 2.1 Find the expression 2.2 Cards 2.4 Inviting for Eat-Me-Not
3	<ul style="list-style-type: none"> to stimulate conversation for practising new language to activate passive vocabulary to enable Ls to talk about healthy eating in English to encourage creativity by offering activities where Ls can use their fantasy to imagine possible menus or food creations to strengthen Ls' self-esteem by encouraging them to stand up for their own opinions to improve co-operation skills 	<ul style="list-style-type: none"> "Health food debate" A dinner menu Presenting decisions 	<ul style="list-style-type: none"> (practice and activating vocabulary) 	<ul style="list-style-type: none"> 2.1 Find the expression 3.1 Health food debate 3.2 Picture cards

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>to provide opportunities for discussion and maximise learner involvement</p> <p>to increase Ls' confidence in free discussion</p> <p>to encourage learners to sharpen their communication skills</p> <p>to engage in problem solving and decision making</p> <p>to improve creativity</p> <p>to develop co-operation skills by providing opportunities to find solutions, make agreements with their peers</p>	<p>Preparing for a dinner party</p> <p>The dinner party Presenting solutions</p> <p>Invitation cards</p>	(practice and activating vocabulary)	<p>4.1 The guests and some of their characteristics</p> <p>4.2 The dinner party: Seating guests</p>
5	<p>to refine the language of invitations / accepting and refusing invitations</p> <p>to provide a further opportunity for discussion and fluency practice</p> <p>to improve Ls' listening skills</p> <p>to check how Ls evaluate the module and what they acquired from the lessons</p> <p>to boost creativity</p> <p>to develop learner's autonomy by enabling them</p> <p>to assess their performance, their achievements and the development of their communicative competence</p>	<p>Inviting guests to a dinner party</p> <p>Gerry Thatcher's Party</p>	(practice and activating vocabulary)	<p>5.1 Name cards, tape, tape recorder,</p> <p>5.2 Tasksheet</p> <p>5.3 Assessment sheet</p>

PROCEDURE

LESSON 1: VOCABULARY BUILDING I.

AIMS OF THE LESSON

- to enlarge Ls' vocabulary related to eating
- to maximise learner involvement in working with vocabulary
- to promote learner's autonomy by giving opportunities to work with a dictionary
- to develop creativity
- to improve students' speaking skills in English by: practising giving explanations and definitions

MATERIALS AND RESOURCES

Bilingual / monolingual basic dictionaries, 1.1 Roles A, B

STAGE 1. B

Pre-teaching vocabulary – Tuning into Wining & Dining

TIME

20 mins

SKILLS AND COMPETENCIES IN FOCUS

Working with dictionaries

ORGANISATION

Individual

AIDS AND MATERIALS

1.1 Roles A, B; bilingual dictionaries

TEACHER'S ACTIVITIES

- 1 T divides the class into 2 groups (A&B), hands out task sheets 1.1 Roles A, B and explains task.
Option: T can ask 2 or 3 people to work together, especially if s/he is short of dictionaries. The task can also be carried out in pairs.
- 2 T monitors the activity, helps if needed and draws attention to mistakes that may lead to misunderstanding.
(Fruttus Hajnalka – Bede Zoltán: *Játékos nyelvtanítás*, pp. 53, 54)

LEARNERS' ACTIVITIES

- 1 Ls are divided into 2 groups (A&B) and are handed out task sheets – a different one for each role (A/B).
- 2 Ls look up the unknown words in a bilingual dictionary then make two simple English definitions, one true and one false.
E.g.: “a well-balanced daily diet” is: 1, when you don't eat too much and don't eat too little, just enough a day or 2, when you eat either too much or too little a day (The correct definition is 1).

STAGE 1. A**TIME** 20 mins**SKILLS AND COMPETENCIES
IN FOCUS** Working with dictionaries**ORGANISATION** Individual**AIDS AND MATERIALS** 1.1 Roles A, B, monolingual basic dictionaries**TEACHER'S ACTIVITIES**

- 1 Same as in Teacher's activities 1.1 A.

LEARNERS' ACTIVITIES

- 1 Same as in Learners' activities 1.1 A, except that here Ls work with monolingual dictionaries.

STAGE 2 Finding the correct definitions (pre-teach cont.) – The definition guessing game

TIME 15 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Exchanging information

ORGANISATION Pair work

AIDS AND MATERIALS Task Sheet (Appendix 1.1) with Ls' definitions

TEACHER'S ACTIVITIES

- 1 T asks for pairs with Ls from the other group (A/B), then explains task.
- 2 T facilitates the process.

LEARNERS' ACTIVITIES

- 1 Ls match up and form pairs with Ls from the other group (A/B), then read out the words and the two alternative definitions on their task sheets.
- 2 Their partner's task is to guess the correct definition and write down the word.
- 3 Ls take turns to read the definitions.

STAGE 3 Checking solutions – What was it?

TIME 9 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading out loud

ORGANISATION Frontal work

TEACHER'S ACTIVITIES

- 1 T checks Ls' answers, pronunciation and writes the most effective definitions on the board or OHP.

LEARNERS' ACTIVITIES

- 1 Ls check their solutions with T and Ls vote for the best and most effective definition.
- 2 Ls practise the pronunciation of the new words.

STAGE 4 Setting homework – Learn it

TIME 1 min

**SKILLS AND COMPETENCIES
IN FOCUS** Discussing homework

ORGANISATION Frontal work

TEACHER'S ACTIVITIES

- 1 T sets homework.

LEARNERS' ACTIVITIES

- 1 Ls learn the new words for homework and check other unknown words in their dictionaries.

LESSON 2: VOCABULARY BUILDING II.

AIMS OF THE LESSON

- to identify, explain and practise the key areas of language used when inviting and accepting / refusing invitations
- to provide an opportunity for discussion and role-play
- to revise and practise vocabulary learnt in the previous class
- to strengthen Ls' self-esteem by encouraging them to stand up for their own opinions
- to develop creativity

MATERIALS AND RESOURCES

2.1 Find the expression, 2.2 Cards, 2.4 Inviting for Eat-Me-Not

STAGE 1	Language input – Find the expression
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading comprehension
ORGANISATION	Individual work
AIDS AND MATERIALS	2.1 Find the expression

TEACHER'S ACTIVITIES

- 1 T hands out task sheets (2.1 Find the expression) and explains task.

LEARNERS' ACTIVITIES

- 1 Ls read the task sheet on inviting / accepting & refusing invitations and cross out the words they think are unnecessary in the listed expressions.

Key:

Inviting:

- 1 *Can you make it / (Thursday at 5?)*
- 2 *Are you free (Thursday at 5?)*
- 3 *How about coming to see us for dinner?*
- 4 *Would you fancy a drink?*
- 5 *Look, we are throwing a party on Friday. Can you come?*

Accepting an invitation:

- 1 *I'd be glad to (go).*
- 2 *Sure, I'll be there.*
- 3 *What a great idea! Shall I bring anything to eat?*
- 4 *I'll have to check but I think I can make it.*
- 5 *Done!*

Refusing an invitation:

- 1 *I'm sorry I can't make it then.*
- 2 *Could we put it off to a later date?*
- 3 *I'm afraid I'm busy then.*
- 4 *I'd love to but I have another invitation.*
- 5 *Maybe another time, sorry.*

STAGE 2	Controlled practice – Express it in a different way
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking – presenting
ORGANISATION	Groups of 3 frontal check
AIDS AND MATERIALS	2.2 Cards

TEACHER'S ACTIVITIES

- 1 T divides the class into groups of 3 and hands out 2.2 Cards. Each group has 1 of each card (Inviting / Accepting an invitation / Refusing an invitation) sorted out among the 3 students. Ls read out the sentences and the others say the expression learnt in the previous activity.
- 2 T facilitates the process and helps if needed.

LEARNERS' ACTIVITIES

- 1 Ls work in groups of 3 and get cards.
- 2 Ls read out the sentences randomly and the others say the expression learnt in the previous activity.

Key:

Inviting:

- 1 Can you come at 5 on Thursday? *Can you make (Thursday at 5?)*
- 2 Are you doing anything on Thursday at 5? *Are you free (Thursday at 5?)*
- 3 What do you think about coming to see us for dinner? *How about coming to see us for dinner?*
- 4 Would you like a drink? *Would you fancy a drink?*
- 5 Hey, we're having a party at the week-end. Are you coming? *Look, we are throwing a party on Friday. Can you come?*

Accepting an invitation:

- 1 I'd be happy to (come). *I'd be glad to (come).*
- 2 Of course, I'll go. *Sure, I'll be there.*
- 3 Brilliant idea! Shall I bring some snacks? *What a great idea! Shall I bring anything to eat?*
- 4 I don't know at the moment but I think I'm free then. *I'll have to check but I think I can make it.*
- 5 Yeah! *Done!*

TEACHER'S ACTIVITIES

- 3 T checks task frontally.

LEARNERS' ACTIVITIES

Refusing an invitation:

- 1 I'm afraid I'm away that time. *I'm sorry I can't make it then.*
- 2 Could we put it off to a later time?
- 3 I'm sorry I have got something on that evening. *I'm afraid I'm busy then.*
- 4 Thanks but I have to go to another place. *I'd love to but I have another invitation.*
- 5 Next time, maybe. Maybe another time, sorry.

STAGE 3. A Revision – Do you remember?**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary
Listening comprehension**ORGANISATION** Pair work**AIDS AND MATERIALS** Ls' definitions from previous lesson**TEACHER'S ACTIVITIES**

- 1 T asks for pairs, similar to those in Lesson 1, Task 2.
- 2 T explains task, monitors and helps if needed.

Note: T should make sure that the pairs are formed from groups A and B i.e. each pair has an A person and a B person (see Lesson 1, task descriptions 1 and 2). It is a good idea to ask for different pairs than in the last lesson.

LEARNERS' ACTIVITIES

- 1 Ls form pairs.
- 2 Ls take it in turns to read out their definitions from the previous lesson and check if their partners remember the words.

STAGE 3. B**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary**ORGANISATION** Pair work**TEACHER'S ACTIVITIES**

- 1 T asks for pairs, similar to those in Lesson 1, Task 2.
- 2 T explains task, monitors and helps if needed.

Note: T should make sure that the pairs are formed from groups A and B i.e. each pair has an A person and a B person (see Lesson 1, task descriptions 1 and 2). It is a good idea to ask for a different pair than in the last lesson.

LEARNERS' ACTIVITIES

- 1 Ls form pairs.
- 2 Ls take it in turns to say the Hungarian equivalent of words learnt in the last class and check if their partners remember the words.

STAGE 4	Reading – Eat-Me-Not
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading comprehension
ORGANISATION	Individual work
AIDS AND MATERIALS	2.4 Inviting for Eat-Me-Not

TEACHER'S ACTIVITIES

- 1 T gives out 2.4 Inviting for Eat-Me-Not and asks Ls to read the text.
- 2 T monitors and helps if reading causes any difficulties.

LEARNERS' ACTIVITIES

- 1 Ls receive task sheet 2.4 Inviting for Eat-Me-Not. Ls read and understand the task sheet.

STAGE 5	Reading – Inviting for Eat-Me-Not
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking – discussion
ORGANISATION	Pair work
AIDS AND MATERIALS	2.1 Find the expression, 2.4 Inviting for Eat-Me-Not

TEACHER'S ACTIVITIES

- 1 T asks Ls to form pairs and explains task.
Note: Both Ls must give reasons as to why they want their partners to try this food or why they accept or refuse the invitation.
- 2 T monitors and facilitates the activity.
- 3 Finally Ls report back on their results. T might want to count how many of them could persuade their partners to go and try Eat-Me-Not.
Ls give a whole report about how they persuaded their partner or why and how they refused.
- 4 T gives feedback on the process.

LEARNERS' ACTIVITIES

- 1 Ls form pairs. One of them (A) acts as a host/hostess while the other (B) takes the part of a guest.
- 2 A must try to invite B to have some Eat-Me-Not. B accepts or refuses.
- 3 Both Ls must give reasons as to why they want their partners to try this food or why they accept or refuse the invitation.
- 4 Finally Ls report back on their results. Ls give a whole report about how they persuaded their partner or why and how they refused.
- 5 Ls can use their task sheets 2.1 Find the expression and 2.4 Inviting for Eat-Me-Not.

STAGE 6 Checking understanding – Eat-Me-Not

TIME 4 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading comprehension

ORGANISATION Frontal work

AIDS AND MATERIALS 2.4 Inviting for Eat-Me-Not

TEACHER'S ACTIVITIES

- 1 T asks 4-5 comprehension questions to check understanding.

Note:

Make sure Ls use their own words when they answer questions.

Possible questions to ask:

What is Eat-Me-Not?

Why is it useful?

How many vitamins are there in it?

Is it good for losing weight?

How do I have to take it?

What flavours can I choose from?

Where can I buy it?

LEARNERS' ACTIVITIES

- 1 Ls answer T's questions about the text.

STAGE 7 Setting homework – Health food

TIME 1 min

**SKILLS AND COMPETENCIES
IN FOCUS** Discussing homework

ORGANISATION Frontal work

TEACHER'S ACTIVITIES

- 1 T sets homework.

LEARNERS' ACTIVITIES

- 1 Ls collect “health food” ads for homework and prepare to have a discussion about “health food”.

LESSON 3: CONSOLIDATION

AIMS OF THE LESSON

- to consolidate vocabulary learnt in Lessons 1 and 2
- to stimulate conversation for practising new language
- to activate passive vocabulary
- to enable Ls to talk about healthy eating in English
- to encourage creativity by offering activities where Ls can use their fantasy to imagine possible menus or food creations
- to strengthen Ls' self-esteem by encouraging them to stand up for their own opinions
- to improve co-operation skills

MATERIALS AND RESOURCES

2.1 Find expression, 3.1 and picture cards (Appendix 3.2)

STAGE 1 Discussion – "Health food debate"

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Discussion

ORGANISATION Group work

AIDS AND MATERIALS 2.4 Inviting for Eat-Me-Not, 3.1 Health food debate

TEACHER'S ACTIVITIES

- 1 T asks Ls to form groups.
Note: Depending on the number of Ls, groups of 3 or 4 are suggested.
- 2 T explains task. Ls may use the information on 2.4 Inviting for Eat-Me-Not and are requested to do so with their own HW (see Lesson 2, Task description 4).
- 3 While Ls are working, T monitors, makes notes on mistakes that impair communication and helps if needed.
- 4 At the end of the activity T gives feedback on the discussion techniques, language functions (expressing / asking for opinions, agreeing/disagreeing, reasoning...) Ls used.

LEARNERS' ACTIVITIES

- 1 As a follow-up to Eat-Me-Not, in groups Ls discuss the issue of "Health Food" on the basis of 2.4 Inviting for Eat-Me-Not and their own HW by reading and discussing the statements in 3.1 Health food debate.

STAGE 2	Pre-teaching vocabulary – Yummy
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary
ORGANISATION	Group work
AIDS AND MATERIALS	Piece of paper for everybody

TEACHER'S ACTIVITIES

- 1 T divides the class into groups of 4.
- 2 T hands out or asks for blank pieces of paper.
- 3 T gives out a title for each L within the groups:

Bakery / Cooked food / Dairy products / Meat

Note:

You might need to explain the meanings.

Make sure everybody has a different title within the group.

Remark:

The titles can appear on board.

T explains task and keeps timing.

T asks Ls to present their vocabulary under each heading and add new words on the list (different groups have different lists).

LEARNERS' ACTIVITIES

- 1 Ls work in groups of 4 and each L gets a piece of paper and writes one of the following titles:
Bakery / Cooked food / Dairy products / Meat
- 2 Ls have 1 minute to collect any names of food they can think of under their headings.
- 3 When the minute is up they pass their sheets on to the person on the right and take a minute to continue the list.
- 4 It goes on until the original paper comes back.
- 5 Ls compare their lists with other groups and note down any unknown vocabulary.

STAGE 3 Discussion – A dinner menu**TIME** 15 mins**SKILLS AND COMPETENCIES
IN FOCUS** Discussion
Writing**ORGANISATION** Group work (boys and girls mixed)**AIDS AND MATERIALS** 3.2 Picture cards**TEACHER'S ACTIVITIES**

- 1 T divides the class into groups of three / four, possibly with boys and girls mixed. (See Lesson 4, Exercise 1).
- 2 T hands out 3.2 Picture cards and explains task.
Note: Ls can add their own ideas to the list in the menu and invent fantasy names for the food in the pictures, provided that they explain these names in brackets.
- 3 While Ls are working, T monitors, corrects mistakes that may lead to misunderstanding and helps if needed.

LEARNERS' ACTIVITIES

- 1 The class is divided into groups of 3 / 4, possibly with boys and girls mixed. (See Lesson 4, Exercise 1).
- 2 Ls look at the 3.2 Picture cards and decide if the given meal is healthy or not.
- 3 After making a decision, they come up with a dinner menu. It is up to them if they create a “fitness”, “health”, “greasy” etc. menu. They can add their own ideas to the list and invent fantasy names for the food in the pictures, provided that they explain these names in brackets.

STAGE 4 Reporting – Presenting decisions

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading out menus

ORGANISATION Frontal work

TEACHER'S ACTIVITIES

- 1 T asks Ls to present their menus.
- 2 T facilitates activity and gives feedback on Ls' creativity.

LEARNERS' ACTIVITIES

- 1 Ls present their menus, and say who they suggest their menus for.

E.g.: This menu is for 15-year-old boys who do active sports. or This menu is for 16-year-old girls who don't want to put on weight.

LESSON 4: THE DINNER PARTY

AIMS OF THE LESSON

- to provide opportunities for discussion and maximise learner involvement
- to increase Ls' confidence in free discussion
- to encourage learners to sharpen their communication skills
- to engage in problem solving and decision making
- to improve creativity
- to develop co-operation skills by providing opportunities to find solutions, make agreements with their peers

MATERIALS AND RESOURCES

Appendix 4.1, Appendix 4.2, Ls' menus from previous class

STAGE 1 Preparing for a dinner party – Selecting guests

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Discussion

ORGANISATION Group work

AIDS AND MATERIALS 4.1 The guests and some of their characteristics

TEACHER'S ACTIVITIES

- 1 T keeps the same groups as in Lesson 3, Activity 2.
- 2 T explains task.
- 3 T facilitates the process. While Ls are working, T monitors, draws attention to mistakes that impair communication and helps if needed.

(Source: Fruttus Hajnalka – Bede Zoltán: *Játékos nyelvtanítás*, pp. 4344.)

LEARNERS' ACTIVITIES

- 1 Ls work in the same groups as in Lesson 3, Activity 2.
- 2 Ls form families and sort out the roles of “wives”, “husbands” and “child(ren)” of the same family.
- 3 They look at the list of possible participants at a dinner party they are about to organise (4.1 The guests and some of their characteristics) and decide on eight, seven or six people to be invited, depending on the number of the group/family to make it ten.
- 4 If there are any children in the family, they choose a role for themselves before deciding on guests.

STAGE 2	The dinner party – Seating guests
TIME	18 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking – discussion
ORGANISATION	Group work
AIDS AND MATERIALS	4.2 The dinner party: Seating guests

TEACHER'S ACTIVITIES

- 1 T hands out 4.2 The dinner party: Seating guests with a table and 10 seats around it (one at both ends, 4 on both sides).
- 2 T gives out 4.2 The dinner party: Seating guests and explains task.
Note: There's no given right or wrong solution to this exercise as it depends on Ls' choice of guests.
- 3 While Ls are working, T monitors and helps if needed.

LEARNERS' ACTIVITIES

- 1 Ls look at the table with 10 seats around it (4.2 The dinner party: Seating guests).
- 2 They read the instruction on 4.2 The dinner party: Seating guests and have a discussion about how to seat the guests according to the given parameters.

STAGE 3 Presentation – Presenting solutions

TIME 11 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking – presenting

ORGANISATION Frontal work

TEACHER'S ACTIVITIES

- 1 T asks Ls to select a menu for their guests.
- 2 T asks Ls to present their decisions on seating and dinner.
- 3 After the activity T gives feedback on processes and major language mistakes.

LEARNERS' ACTIVITIES

- 1 Ls select a menu for their guests from those written in Lesson 3 Stage 4 or prepare a new one.
- 2 Groups present their decisions on seating and give reasons.

STAGE 4 Setting homework – Invitation cards

TIME 1 min

**SKILLS AND COMPETENCIES
IN FOCUS** Discussing homework

ORGANISATION Frontal work

TEACHER'S ACTIVITIES

- 1 T sets homework.

LEARNERS' ACTIVITIES

- 1 Ls make invitation cards for their guests.

LESSON 5: INVITATION AND EVALUATION

AIMS OF THE LESSON

- to refine the language of invitations / accepting and refusing invitations
- to provide a further opportunity for discussion and fluency practice
- to improve Ls' listening skills
- to check how Ls evaluate the module and what they acquired from the lessons
- to boost creativity
- to develop learner's autonomy by enabling them to assess their performance, their achievements and the development of their communicative competence

MATERIALS AND RESOURCES

5.1 Name cards, Appendix 5.2, tape, tape recorder, Assessment Sheet

STAGE 1. B

Role-play – Inviting guests to a dinner party

TIME

15 mins

SKILLS AND COMPETENCIES IN FOCUS

Listening
Speaking

ORGANISATION

Whole class

AIDS AND MATERIALS

Name cards on Appendix 5.1

TEACHER'S ACTIVITIES

- 1 T hands out the name cards on 5.1 Name cards.
Note: As there are 14 cards and there might be more or less Ls, some of them will get the same cards as others or some of the roles will not be given out. In the latter case try to drop those whose names were not given as possible invited guests in Lesson 4, Activity 1.
- 2 T explains task and reminds Ls to use the phrases learnt in Lesson 2.
- 3 While Ls are acting out the role-play, T facilitates the process.
- 4 T gives feedback on how life-like s/he found the situation and also on stress and intonation.

LEARNERS' ACTIVITIES

- 1 Every L takes a name card from Appendix 5.1 and holds it up so everyone can see it.
- 2 Ls take turns to roleplay a guest and the host. As hosts they hand over their invitation cards to their guests and make mini-dialogues to invite them. The invited people accept or refuse the invitation.
- 3 Ls also ask and answer about menus.
- 4 2 or 3 minutes should be enough for one mini-dialogue, after this they are requested to move on for another mini-dialogue.

STAGE 1. A**TIME** 15 mins**SKILLS AND COMPETENCIES
IN FOCUS** Speaking**ORGANISATION** Pair work, group work**AIDS AND MATERIALS** 5.1 Name cards**TEACHER'S ACTIVITIES**

- 1 T hands out 5.1 Name cards.
Note: As there are 14 cards and there might be more or less Ls, some of them will get the same cards as others or some of the roles will not be given out. In the latter case try to drop those which names were not given as possible invited guests in Lesson 4, Activity 1.
- 2 T explains task and reminds Ls to use the phrases learnt in Lesson 2.
- 3 While Ls are acting out the role-play, T facilitates the process.
Note: For the 2nd role-play (dinner party) T should make sure that different personalities are sitting at a table, preferably trying to work with one of the seating arrangements of Lesson 4, Activity 2.
- 4 T gives feedback on how life-like s/he found the situation and also on stress and intonation.

LEARNERS' ACTIVITIES

- 1 Every L takes a name card from 5.1 Name cards and holds it up so everyone can see it.
- 2 Ls choose a partner with a name whom they would like to invite to the dinner party. They take turns to roleplay a guest and the host. As hosts they hand over their invitation cards to their guests and make mini-dialogues to invite them. The invited people accept or refuse the invitation.
- 3 After 1 round of role-play Ls sit around a table and have discussions on any topic as if they were at a dinner party trying to behave as their role requires.

STAGE 2 Listening – Gerry Thatcher’s Party

TIME 20 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Listening

ORGANISATION Individual work

AIDS AND MATERIALS 5.2 Tasksheet; tape; tape recorder

TEACHER’S ACTIVITIES

- 1 T hands out 5.2 Tasksheet and asks Ls to fill in the gaps *before* they listen to the tape.
- 2 Then Ls listen and check.

LEARNERS’ ACTIVITIES

- 1 Ls receive 5.2 Tasksheet and try to fill in the gaps *before* they listen to the tape. Then Ls listen and check.

Tapescript: see 5.2 Tasksheet

STAGE 3	Feedback – Assessment
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluation
ORGANISATION	Individual work
AIDS AND MATERIALS	5.3 Assessment Sheet

TEACHER'S ACTIVITIES

- 1 T hands out 5.3 Assessment Sheets to be filled in.
- 2 T collects sheets for checking how Ls feel about their improvement and how they assess the module but T should give the sheets back.

LEARNERS' ACTIVITIES

- 1 Ls fill in the 5.3 Assessment Sheet to see how much they have made the most of the module.