
QUESTIONS, QUESTIONS, QUESTIONS!

Type of modul	Creative Communication
Level	A1
Target group	12-15-year-old learners
Written by	Fehér Judit

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

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

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

Szakmai vezető: Kuti Zsuzsa

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

Szakértők: Faragó Livia, Fehér Judit, Tartsayné Németh Nóra

Szakmai lektor: Poór Zsuzsánna

Idegen nyelvi lektor: Peter Doherty

Alkotó szerkesztő: Sákovics Lília

Felelős szerkesztő: Burom Márton

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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	Creative communication
DESCRIPTION OF MODULE	In this module Ss will experience how many things questions can be useful for. At the same time they will get substantial practice in asking questions for different purposes such as: getting to know somebody, asking somebody to do a favour, getting to places, understanding reasons, asking about factual information.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to encourage learner autonomy and co-operation ■ to develop Ss' problem solving skills ■ to increase Ss' self-esteem ■ to give Ss a chance to use previously acquired experience and knowledge information creatively ■ to give Ss practice in giving and asking for factual information ■ to experiment to understand reasons ■ to give Ss practice in agreeing, disagreeing ■ to give Ss practice in following instructions ■ to give Ss practice in asking question for different purposes ■ to give Ss practice in simple reasoning
TIMEFRAME	5 lessons
TARGET GROUP	12 – 15-year-old learners
LANGUAGE LEVEL	A1
SUGGESTED LANGUAGE COMPETENCE	<p>Ss can exchange simple factual information.</p> <ul style="list-style-type: none"> ■ engage in simple discussions ■ interpret and follow instructions ■ use simple functional language for agreeing, disagreeing ■ use simple language for giving reasons ■ read a short factual text for detailed understanding ■ ask a variety of simple questions using e.g. Simple Present, Simple Past, Present Perfect ■ ask somebody to do them a favour <p>Ss have basic vocabulary and grammar to talk about basic personal topics, simple facts and reasons, travel and to make simple requests in everyday situations.</p>

LINKS OF THE MODULE

Cross-curricular links All subjects, especially physics and biology.

Links with other modules This module can be used as a first module

FOCI OF SKILLS DEVELOPMENT

Communicative language skills Ss will be able to exchange simple factual information.

- engage in simple discussions
- interpret and follow instructions
- use simple functional language for agreeing, disagreeing
- use simple language for giving reasons
- read a short factual text for detailed understanding
- ask a variety of simple questions in different topic areas and with different purposes
- ask somebody to do a favour

General educational skills Ss will be able to provide and answer quiz questions in a variety of subjects
make an experiment to understand air pressure and how flying is possible in nature and in technology

EVALUATION Evaluation is done at the end of the module with a simple form. It concentrates on Ss' ability regarding asking questions.

SUGGESTIONS This module can be done in consecutive lessons, but since the topic changes from lesson to lesson and the lessons do not rely heavily on the previous one, it is also possible to fit lessons separated from each other into the T's syllabus.

BACK UP SYSTEMS Shelagh Rixon: Air, Phoenix Readers, Prentice Hall Macmillan

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<ul style="list-style-type: none"> ■ to revise some question forms ■ to exchange information on personal facts ■ to get to know each other better ■ to find out about Ss' attitudes towards learning English. ■ to strengthen group cohesion 	Asking and answering question for personal information	A variety of question forms: simple present, simple past, present perfect, can, to be, to have, etc.	1.1 Question slips, 1.2 Blank questions grid, 1.2 Questions grid key, an A3 size copy of 1.2 Questions grid key, blank A4's, flipchart paper or wrapping paper, markers, blank slips of paper, blutack
2	<ul style="list-style-type: none"> ■ to make and respond to requests ■ to clarify requests ■ to ask for and give detailed information ■ to revise vocabulary related to typical everyday requests and the functional language of requests 	Communication games for making and responding to requests, clarifying, asking for and giving detailed information, writing a text message	Functional language for making and responding to requests, clarifying, asking for and giving detailed information	2.2 Flashcards, 2.3 Requests grids, 2.3 Picture cards, 2.4. Blank pictures, coloured pens / pencils, Blu-Tack
3	<ul style="list-style-type: none"> ■ to make and respond to requests ■ to ask specific, travel-related questions ■ to follow instructions 	Making and responding to requests, A board game: asking questions to get specific travel information, following instructions	Functional language for making and responding to requests, asking questions to get specific travel information	Wrapping paper or flipchart paper, markers, Blu-Tack, 3.3 Board, 3.3 Task cards, 3.3 Trip cards, 3.3 Rules, 4 counters per group (red, blue, green, yellow) two dice per group

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<ul style="list-style-type: none"> ■ to do experiments: to give and follow instructions, to make observations, to give reason, to ask questions to understand reasons, to share ideas ■ to write questions to find out factual information 	Experiments for a better understanding of flying: making observations, giving reasons, giving and following instructions, asking questions to understand reasons, sharing ideas, writing questions to find out factual information	Describing observations, functional language for asking for and giving reasons, the language of instructions, question forms	Ss' homework, 4.2 Task sheets, 4.2 Explanations, post-its, glasses of water, straws, long strips of paper, 4.3 Task Sheet, 4.3 Explanations, 4.4.Task sheet, 4.4. Explanation, 4.5 Task sheet
5	<ul style="list-style-type: none"> ■ to select and rank factual questions ■ to come to an agreement ■ to ask and answer factual questions ■ to carry out evaluation 	Selecting and ranking factual questions for a quiz, asking and answering factual questions in a quiz, evaluation	Question forms	Task sheet 4.5, Ss' homework, poster of sums of money and optionally of risk taking prepared by the T, 5.3. Award form, 5.4 Evaluation Form

PROCEDURE

LESSON 1: QUESTIONS TO GET TO KNOW EACH OTHER

Aims of the lesson:

- to revise some question forms
- to exchange information on personal facts
- to get to know each other better
- to find out about Ss' attitudes towards learning English.
- to strengthen group cohesion

Materials and resources:

1.1 Question slips, 1.2 Blank questions grid (one per S), 1.2 Questions grid key (one for every three or four Ss), an A3 size copy of 1.2 Questions grid key, blank A4's, flipchart paper or wrapping paper, markers, blank slips of paper, blutack

Before the lesson: T cuts out 1.1 Question slips and puts one under each S's chair. T may want to use different, more personalised questions.

STAGE 1	Lead-in – Questions under your seat
TIME	8 minutes
SKILLS AND COMPETENCIES IN FOCUS	Asking and answering question for personal information
ORGANISATION	Mingling
AIDS AND MATERIALS	1.1 Question slips, Blu-Tack

TEACHER'S ACTIVITIES

1. T asks Ss to find their questions under their chairs and check if they understand them. When all the questions are clear, T asks Ss to memorise their question and put it back under the chair.

LEARNERS' ACTIVITIES

1. Ss find a question under their chair, memorise it and put it back under the chair.

TEACHER'S ACTIVITIES

2. T asks Ss to walk around in the classroom and ask each other the question on their slip, answer each other's questions, then exchange them. The best way to do this exchange is for Ss to teach each other their old question. So Ss need to repeat the question once or twice before parting with the person who had the question previously. Ss need to put their new question to their new partner. T may find it useful to demonstrate this.
3. T says that Ss have 5 minutes and the aim is to talk to as many people as possible and exchange as many questions as possible.
4. T monitors and helps as needed.
5. After about five minutes, T asks Ss to take their original questions from under their chairs. T asks Ss to repeat their final question and check it with the person who originally had it. If a S recognises their question, they put it up on the board/wall and correct the student who finished on that question if necessary.

LEARNERS' ACTIVITIES

2. Ss walk around in the classroom and ask each other the question on their slip, answer each other's questions, then exchange them. They exchange by teaching each other their question. It is best to repeat the question once or twice before parting with the person who had the question previously.
4. Ss continue asking, answering and exchanging questions for about five minutes. The aim is to talk to as many people as possible and exchange as many questions as possible.

VARIATION IF T THINKS THAT SOME OF THE SS MAY NOT BE ABLE TO REMEMBER THE QUESTIONS

AIDS AND MATERIALS

Same as above

DESCRIPTION

Let Ss carry the slips and exchange the slips, too. Even then, ask Ss to work from memory as much as possible. Instead of step 5 in the original activity above ask Ss to say one thing they learnt about one of the class members as a follow-on.

STAGE 2.

Practice: Question restoration

TIME

15 minutes

SKILLS AND COMPETENCIES IN FOCUS

Writing: Asking and answering question for personal information
Learner training

ORGANISATION

Whole class, individuals, groups, pairs

AIDS AND MATERIALS

1.2 Blank questions grid, 1.2 Questions grid key, an A3 size copy of 1.2 Questions grid key, Blu-Tack

TEACHER'S ACTIVITIES

1. T gives out 1.2 Blank questions grid and tells Ss to listen to the questions (s)he asks them and tick the answers as they think it is true about themselves. So Ss at this stage do not talk to other Ss but work on their own. T also says that (s)he is not going to look at individual answers so Ss need not worry about the content of their answers.
2. T reads out questions using the ones in 1.2 Questions grid key or makes up their own and explains them as needed. (This should be done at a brisk speed.).
3. T asks Ss to form groups of about 3 or 4 and write the questions in their grids.
4. T monitors and helps as needed, making sure that they do not see Ss answers if Ss do not wish to show them.
5. As groups are finishing, T gives each group a copy of 1.2 Questions grid key, and asks them to compare their questions to the questions in the key. T encourages groups to clarify any language point they need to. N.B.! T needs to provide a key if they used their own questions.
6. T puts up the A3 size copy of 1.2 Questions grid key. Depending on the number of Ss, T gives individuals or pairs one of the questions and asks them to tally the answers to the question. Ss do this by walking around and asking everyone that particular question and registering the answers. T may find it useful to put these headings on the board and ask Ss to copy them before going around with their question and use it in keeping record of the answers:

Question:

People asked:

Never:

Rarely:

Sometimes:

Often:

Always:

LEARNERS' ACTIVITIES

2. Ss listen to T's questions and tick the answers in the grid as they think it is true about themselves.
3. In groups of about 3 or 4, Ss write the questions in their grids.
4. Groups compare their questions to the questions in the key.

TEACHER'S ACTIVITIES

7. T asks Ss to register the numbers on the A3 size copy of Questions grid key 1.2.A/2. E.g.: *Never: 3, Rarely: 2, etc.*
8. T invites Ss to look at the numbers in the A3 size copy of 1.2 Questions grid key and make comments. (S)he also makes comments as needed.

LEARNERS' ACTIVITIES

7. Depending on the number of Ss, individuals or pairs tally the answers to one of the questions, and then they write the numbers on the A3 size copy of 1.2 Questions grid key.
8. Ss look at the A3 grid and make comments as they wish.

VARIATION FOR SS WHO CANNOT RECONSTRUCT THE QUESTIONS WITHOUT PROMPTS

AIDS AND MATERIALS as above

DESCRIPTION If you think or experience in the class that Ss cannot reconstruct the sentences, write some prompts on the board for each. E.g.:
1. meet / after school, 2. need help / English home work, 3. bored / English lesson, 4. plan / do English homework, 5. plan / speak Hungarian, 6. practice speaking English, 7. speak English outside, 8. watch English TV, 9. read/ in English, 10. English / adult

STAGE 3. **Communication – Overlapping circles**

TIME 10 minutes

SKILLS AND COMPETENCIES IN FOCUS Speaking: sharing personal information

ORGANISATION Pairs

AIDS AND MATERIALS A blank A4 sheet of paper for each pair

TEACHER'S ACTIVITIES

1. T asks Ss to form pairs. It is a good idea to ask Ss to work with someone they do not know very well in the class.
2. T explains that in their pairs Ss are to find as many things in common as possible. T may wish to ask Ss to give examples of possible questions.

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

3. T gives out blank A4's and asks Ss to draw two overlapping circles on it. (S)he shows how to do it on the board. There has to be a large overlap between the two circles. The circles will represent the two Ss in each pair. T asks Ss to write their names above one of the circles. If the class has an odd number of Ss, there will be a group of 3. They need to draw three circles with an area where all the three circles overlap.
4. T explains that Ss need to ask each other questions and enter keywords into the circles the following way: If something is only true about one of them, they enter it into the circle bearing that S's name into the area where the circles do not overlap. If something is true about both of them or all the three of them, they enter it into the area where the circles overlap. T demonstrates this with a student.
5. As Ss are talking, T monitors and helps as needed

LEARNERS' ACTIVITIES

5. In pairs, Ss find as many things they have in common as possible. To do so, they need to ask each other questions of their choice. Examples: *"What is your favourite colour? How old are you? Do you like cats? How often do you play computer games? Have you got a brother? Etc."*
Ss register their findings in the circles by entering keywords into the circles in the following way: If something is only true about one of them, they enter it into the circle bearing that S's name into the area where the circles do not overlap. If something is true about both of them or all the three of them, they enter it into the area where the circles overlap.

STAGE 4 Communication – We all poster

TIME 10 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking: sharing personal information

ORGANISATION Whole class

AIDS AND MATERIALS Ss' circle diagrams, flipchart paper or wrapping paper, markers

TEACHER'S ACTIVITIES

1. T writes 'WE ALL ...' at the top of a sheet of flipchart paper or wrapping paper in attractive and colourful lettering.
2. T explains that now Ss are going to establish what is true about everybody in the class and make a poster of it. T shows the big sheet of paper with the heading, 'WE ALL ...' on it to Ss.
3. T asks pairs to take turns in asking the class about the things which are true about both of them, i.e. the things they have written into the overlapping area of the circles. Ss will need to ask yes or no questions, and those who think the answer is 'yes' for them will raise their hands. If everybody, the teacher included, raises their hand, the pair who has asked that question will need to enter the statement on the poster.
4. T helps and facilitates the procedure and acts as a member of the group. T also makes sure that there is no repetition of questions
5. When the poster is ready, T puts it on the wall and tells the class that they can add to it any time when they discover anything else that they all have in common

LEARNERS' ACTIVITIES

3. Ss establish what is true about everybody in the class and make a poster of it.
Example questions:
"Is blue your favourite colour? Are you 13? Do you like cats? Do you play computer games every day? Have you got a brother? Etc."
Example poster entries:
*"WE ALL ...
have blue as a favourite colour.
like cats.
play computer games every day.
have a brother."*
4. Pairs pass on the poster and the markers to those who ask the next question.

STAGE 5 Setting homework – Can I ask you something?

TIME 2 minutes

SKILLS AND COMPETENCIES
IN FOCUS Asking questions for personal information

ORGANISATION At school: whole class, at home: individual

AIDS AND MATERIALS Blank slips of paper

TEACHER'S ACTIVITIES

1. T gives each S a blank slip of paper and asks them to write their name on it.
2. T collects names and asks each S to pick a name making sure that it is not the Ss' own name.
3. T asks Ss to write three real questions to that person for the next lesson.

LEARNERS' ACTIVITIES

3. At home, Ss write three real questions to that person for the next lesson. It is important that they ask about something they do not know about that S and that it is a polite question.

LESSON 2: QUESTIONS TO GET THINGS DONE

Aims of the lesson:

- to exchange personal information
- to make and respond to requests
- to clarify requests
- to ask for and give detailed information
- to revise vocabulary related to typical everyday requests and the functional language of requests

Materials and resources: 2.2 Flashcards, 2.3 Requests grids, 2.3 Picture cards, 2.4. Blank pictures, coloured pens / pencils, Blu-Tack

STAGE 1	Checking homework – Can I ask you something?
TIME	10 minutes
SKILLS AND COMPETENCIES IN FOCUS	Exchanging personal information
ORGANISATION	Pairs, whole class
AIDS AND MATERIALS	Ss' questions

TEACHER'S ACTIVITIES

1. T models task by walking up to one of the Ss and asking three questions. T introduces the questions using simple conversation markers like: *"Hello, Peter. Can I ask you something? ...One more question:...And finally ... Thank you, that's all."* T may want to write these on the board.
2. T asks Ss to have their three questions ready, stand up and find the person they have written questions to and ask their questions. They can ask some additional questions to elicit information. They have about two minutes to get to know as much as possible about their partner. After about two minutes they need to move on and be available to those who did not find their person yet.
3. T monitors, helps, keeps the time and warns people to move on.
4. As a follow-on exercise, T asks Ss to report one thing they have learnt about their partner.

LEARNERS' ACTIVITIES

2. Ss find the person they have written questions to and ask their questions. They introduce their questions by using simple conversation markers like: *"Hello, Peter. Can I ask you something? ...One more question:...And finally ... Thank you, that's all."* They can ask some additional questions to elicit information
4. Ss report one thing they have learnt about their partner to the class

STAGE 2	Presentation – Do me a favour
TIME	10 minutes
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary Making and responding to requests
ORGANISATION	Whole class
AIDS AND MATERIALS	2.2 Flashcards, Blu-Tack

TEACHER'S ACTIVITIES

1. T says to Ss that now they will practise questions that are useful if they want other people to do something for them.
2. T shows 2.2 Flashcards one after the other and elicits possible requests. T gets Ss to repeat and write down requests as needed.
3. T elicits possible positive and negative answers like “*Yes, of course. Yes. OK. Yes, go ahead. No problem.*” And “*I’m not sure, I need it myself. Sorry, I can’t right now. I’m busy.*”

LEARNERS' ACTIVITIES

2. Ss make requests connected to flashcards. They repeat and write them down as needed.
Possible requests connected to flashcards:
1. Can you make a sandwich for me? / Can I get a bit of your sandwich? 2. Can you email me? / Can you send this photo to me on my email? 3. Can I get a drink? 4. Can I listen to your MP3- player? / Can I borrow your MP3- player? 5. Can you help me with the maths homework? 6. Can you help me with these bags? / Can you take these bags upstairs? 7. Can you burn this CD for me? 8. Can you call me? / text me? / Could I borrow your mobile? 9. Can I have a cup of tea? 10. Can I borrow your bike? 11. Can I borrow this book? 12. Can I borrow your ball? 13. Can I borrow your pen? 14. Can I borrow your eraser? 15. Could you take your shoes off? 16. Do you have some chewing gum?

STAGE 3	Practice – Do me a favour
TIME	13 minutes
SKILLS AND COMPETENCIES IN FOCUS	Making and responding to requests
ORGANISATION	Groups
AIDS AND MATERIALS	2.3 Requests grids, 2.3 Picture cards

TEACHER'S ACTIVITIES

1. T asks Ss to be in groups of 4, so in each groups there are students A, B, C, and D. If your class cannot be divided by four, have one or two groups only with 3 Ss.
2. T gives out 2.3 Requests grids to match with the Ss' letters (A, B, C, D) and asks Ss not to show their grid to anybody. T explains that Ss will have to solve their problems by finding the person who can help and then making the right request.
3. T gives out a pack of 2.3 Picture cards to each group and asks Ss to shuffle the cards and deal them out evenly to group members face down. It means that each S in a group will have 4 cards, which they must not show anybody. T explains that the aim is for every S to collect corresponding cards to their problems. How to do that? First they check if their hand has a corresponding picture card to any of the problems in their Requests grid. If it does, then they are in luck, since it means that they have one problem solved! For those problems they do not have the picture to go with, they will need to collect the corresponding cards from their group members the following way: They will take turns in making requests around the table. When it is a S's turn, they can ask one person of their choice one thing. If the person has a corresponding card, they give a positive answer to the request and give their card to the player who has made the request. If they do not have it, they give a polite but negative answer. The winner is the person who first collects all the four cards corresponding with the problems in their Requests grid. They lay down their Requests grid with the corresponding pictures placed into the relevant boxes of the grid.

LEARNERS' ACTIVITIES

1. Ss get into groups of 4.
2. Ss get a different 2.3 Requests grid each in their groups, which they do not show anybody.
3. Ss play the game: They will take turns in making requests around the table. When it is a S's turn, they can ask one person of their choice one thing. E.g. "*Zoli, Could you burn a CD for me?*" If the person has a corresponding card, they give a positive answer to the request and give their card to the player who has made the request. E.g. "*No problem, I'll do it.*" The player who receives the card, places the card into the relevant box in their grid. If the S who has been asked does not have the corresponding card, they give a polite but negative answer. E.g. "*I'm sorry, but I don't have time.*"

TEACHER'S ACTIVITIES

4. While Ss are playing, T monitors and helps as needed

LEARNERS' ACTIVITIES

4. If there is time, Ss can exchange 2.3 Requests grids, shuffle and deal out picture cards again and have a second game.

VARIATION FOR GROUPS WHERE MAKING AND RESPONDING TO REQUESTS PROVED TO BE A BIT DIFFICULT AT 2.2

AIDS AND MATERIALS Same as above

DESCRIPTION T puts Ss with the same Requests grid in one group first (so there will be a group A, a group B, a group C and a group D) and gives them some time to come up with and practise making requests before starting the game

STAGE 4. A **Practice and communication – What exactly would you like?**

TIME 10 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Making and responding to requests
Clarifying
Asking for and giving detailed information

ORGANISATION Pairs

AIDS AND MATERIALS 2.4. Blank pictures, coloured pens / pencils

TEACHER'S ACTIVITIES

1. T asks Ss to be in pairs. T gives out 2.4. Blank pictures, one packet to each pair, and explains that Ss in their pair will ask each other favours and the one who is asked will have to 'do the favour' by drawing or writing what is requested in the blank pictures.
2. T may want to brainstorm with the class different possible questions to clarify details of requests to each picture.

LEARNERS' ACTIVITIES

2. Ss brainstorm different possible clarifying questions for details of requests to each picture. E.g.: Pizza: What kind of pizza would you like? What size of pizza would you like? What would you like on your pizza? Would you like ketchup on it?; Sandwich: What type of bread would you like? What would you like on your sandwich? Would you like butter on it?; Drink: What drink would you like? Would you like ice in it? Would you like a slice of lemon? Would you like a straw? CD: What would you like me to burn for you? Which song? Which album? I have the new ... ; Email: What shall I send you? Which photos? Which document?; Homework: What can I help you with? Which subject? How many exercises?"

TEACHER'S ACTIVITIES

3. T asks pairs to shuffle cards and put them down in a pile face down. Ss take turns picking a blank picture. Say A picks a blank picture. (S)he makes a request accordingly, then B answers positively and asks clarifying questions and registers on the blank picture either drawing or writing what has been requested. T may want to model this with a S.

4. T monitors and helps as needed

5. As a follow-on, T asks Ss if they are satisfied with their pizzas, sandwiches, files, etc.

LEARNERS' ACTIVITIES

3. E.g. A student has a slice of bread in their picture and they ask for a sandwich. Through questions, their partner clarifies what kind of sandwich they want: do they want any butter, cheese, ham, eggs, salami, cucumber, tomato, etc. on it. The S who asks the questions either draws the things their partner asked for on the slice of bread or writes the words on it if they do not fancy drawing. Another example: A S has the picture with the email. They ask if their partner can send them some files. Through some talking, the two clarify what files and if the S requested has them. The S requested writes the file names they agree on into the attachment box of the picture, e. g. what photos, what music, what game, what film, what internet file, etc.

STAGE 4.B	Practice – Do me a favour
TIME	13 minutes
SKILLS AND COMPETENCIES IN FOCUS	Making and responding to requests
ORGANISATION	Groups
AIDS AND MATERIALS	2.3 Requests grids, 2.3 Picture cards

TEACHER'S ACTIVITIES

1. As described at 2.3

LEARNERS' ACTIVITIES

1. As described at 2.3

STAGE 5	Homework – Text messages
TIME	2 minutes
SKILLS AND COMPETENCIES IN FOCUS	Short requests in writing – text message
ORGANISATION	At school: whole class, at home: Individuals
AIDS AND MATERIALS	None

TEACHER'S ACTIVITIES

1. T asks Ss to write three text messages with a request in them. If Ss have mobile phones, they can send them to each other and the teacher for real.

LEARNERS' ACTIVITIES

LESSON 3: QUESTIONS TO GET TO PLACES

Aims of the lesson:

- to make and respond to requests
- to ask specific, travel-related questions
- to follow instructions

Materials and resources: Wrapping paper or flipchart paper, markers, blutack, 3.3 Board, 3.3 Task cards, 3.3 Trip cards, 3.3 Rules, 4 counters per group (red, blue, green, yellow) two dice per group

STAGE 1	Checking homework – Text messages
TIME	8 minutes
SKILLS AND COMPETENCIES IN FOCUS	Making requests
ORGANISATION	Whole class
AIDS AND MATERIALS	Ss' homework

TEACHER'S ACTIVITIES

1. T asks Ss to choose one of the text messages they received and read it out to the class. Other Ss guess whose request it may have been. T also asks Ss to guess the answer.

LEARNERS' ACTIVITIES

VARIATION FOR SS WHO HAVE NOT SENT THEIR REQUESTS TO EACH OTHER FOR REAL

AIDS AND MATERIALS	Ss' hand written text messages to each other
DESCRIPTION	T asks Ss to deliver their messages to the people they have written them to. On receiving a message, Ss need to respond orally as if phoning the person who sent the message.

STAGE 2	Elicitation – Vehicle questions
TIME	10 minutes
SKILLS AND COMPETENCIES IN FOCUS	Asking travel-related questions
ORGANISATION	Groups
AIDS AND MATERIALS	Wrapping paper or flipchart paper, markers, Blu-Tack

TEACHER'S ACTIVITIES

1. T divides the class into 4 groups and gives each group a big sheet of paper.
2. T writes these four vehicles on the board: *bus, coach, train, plane* and asks groups to choose one of them each and write it or draw it on top of their sheet.
3. T tells groups that their task is to write on the sheet as many questions as they can that are related to travelling on that vehicle.
4. T demonstrates this by asking Ss to come up with one question for each vehicle.
5. As groups are working, T monitors, helps and keeps the time.

LEARNERS' ACTIVITIES

3. Possible questions:
 Bus: *Which bus goes to Oxford Street? Is this the one to Oxford Street? How often does the number 8 run? When is the next bus? Which is the right stop for Oxford Street?*
 Coach: *Which coach goes to Szeged? Is this the one to Szeged? Which bay is for Szeged? What time does the coach to Szeged leave? What time does the coach from Szeged arrive? Which way is Bay 9, please?*
 Train: *Which platform is the train to Bristol? How much is a return ticket to Bristol? What time does the train to Szeged leave? What time does the train from Bristol arrive? Which way is platform 12, please?*
 Plane: *Where can I check in for the Lufthansa flight to Budapest? Can I check in here for the Lufthansa flight to Budapest? What is the boarding time? Which way is Gate nine, please? What is the landing / boarding time of the Lufthansa flight to Budapest, please? Etc.*

TEACHER'S ACTIVITIES

- When 3 minutes are up, T asks groups to put their posters up on the walls. Now groups will go around and look at other groups' questions. They will need to correct mistakes and add to the list of questions. This time they have 2 minutes at each poster.
- As Ss are working with other groups' posters, T also walks around, corrects and adds to questions as needed. T also needs to keep the time and tell Ss when to go to the next poster.
- T may want to get Ss to repeat the questions on the posters once

LEARNERS' ACTIVITIES

STAGE 3 Practice: The "Round Trip" Game

TIME 25 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Asking questions to get specific travel information
Following instructions

ORGANISATION Whole class and groups

AIDS AND MATERIALS 3.3 Board, 3.3 Task cards, 3.3 Trip cards, 3.3 Rules, counters per group (red, blue, green, yellow) two dice per group

TEACHER'S ACTIVITIES

- T puts Ss into groups of 4. Groups of 3 or pairs are also possible if the class cannot be divided by 4. Smaller groups will finish earlier.
- T gives out a 3.3 Board, a pile of 3.3 Task cards, a pile of 3.3 Trip cards, 3.3 Rules, 4 counters (red, blue, green, yellow) and two dice to each group.
- T asks Ss to make the preparations as described in the Rules and helps Ss to set up the game as described.

LEARNERS' ACTIVITIES

- In groups of 4, Ss make the preparations as described in the Rules and set up the game.

TEACHER'S ACTIVITIES

4. When groups have set up the game, T asks them to follow the rules under “How to play the game” and have a trial round. T may decide that the whole class needs to go over the rules step by step together with T demonstrating all the steps first.
5. When Ss are happy about the rules of the game, they play the game. T monitors and helps as needed.
6. As a follow-on, T may want to ask Ss about some of the questions in plenary. It is important to accept all the questions that are understandable

LEARNERS' ACTIVITIES

4. Ss follow the rules under “How to play the game” and have a trial round. They may do this with the teacher as a whole class step by step or in their small groups depending on the T's instructions.

6. Possible questions:

Bus

Where is the stop for bus A32, please?

Is this the one to Lemon Street?

What time is the next bus?

Where shall I get off for the station?

Which bus goes to the airport?

When is the last bus to the centre?

How many stops is it to the museum?

Where can I get a ticket for the bus?

Metro

What metro line goes to Waterloo?

Is this the one to Piccadilly?

What time is the next train?

How many stops is it to Victoria?

How much is the ticket?

What time is the last train to Oxford Circus?

Where shall I change for Hyde Park?

Where shall I get off for Regent Street?

Train

Which platform does the train to Coventry leave from?

Is this the one to Cambridge?

What time is the next train to Oxford?

Is this seat free?

How much is a return ticket to Manchester?

What time is the last train to Liverpool?

Does this train call at Retford?

What time does the train arrive in London?

TEACHER'S ACTIVITIES

LEARNERS' ACTIVITIES

Plane
Where can I check in for the EasyJet flight to Berlin?

What is the gate number for flight MA239?

Which way is gate 25?

What is the boarding time?

Can I have a window seat, please?

How long is the flight?

What time does the plane land?

How much hand luggage can I take with me?

STAGE 4 Setting homework – Teapot questions

TIME 2 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Asking specific travel questions

ORGANISATION At school: whole class, at home: individuals

AIDS AND MATERIALS Ss' copybook

TEACHER'S ACTIVITIES

LEARNERS' ACTIVITIES

1. As homework, T asks Ss to write 5 typical questions people may ask when they travel on a vehicle. Ss are not supposed to use the name of the vehicle in their questions. They replace the name of the vehicle with the word 'teapot'. Other Ss will guess the vehicles from the questions in the next lesson.

2. T gives an example question and gets Ss to guess the vehicle.
E.g. *Which platform does the teapot leave from? – train, metro*
Teacher explains that there may be questions that may go with more than one vehicle.

2. At home, Ss write 5 typical questions people may ask when they travel on a vehicle. They replace the name of the vehicle with the word 'teapot'.

LESSON 4: QUESTIONS TO UNDERSTAND THINGS

Aims of the lesson:

- to ask specific travel-related questions
- to do experiments: to give and follow instructions, to make observations, to give reason, to ask questions to understand reasons, to share ideas
- to write questions to find out factual information

Materials and resources: Ss' homework, 4.2 Task sheets (one for every 2nd S), 4.2 Explanations (one for every 2nd S), post-its, glasses of water, straws, long strips of paper, 4.3 Task Sheet (one for each S), 4.3 Explanations (one for each S), 4.4.B Task sheet (one for each S), 4.4.B Explanation (one for each S), 4.5 Task sheet

Before the lesson: T tries out both the experiments and thinks about classroom management carefully.

STAGE 1	Checking homework – Teapot questions
TIME	5 minutes
SKILLS AND COMPETENCIES IN FOCUS	Asking specific travel-related questions
ORGANISATION	Groups
AIDS AND MATERIALS	Ss' homework

TEACHER'S ACTIVITIES

1. T asks Ss to be in groups of 3 or 4 and have their homework questions ready.
2. T asks Ss to read out their questions in turns and guess the vehicle in each other's questions. T asks Ss not to repeat questions someone has already asked in their groups and to help each other with corrections if needed. They can also ask the T for corrections.
3. T monitors and helps as needed.

LEARNERS' ACTIVITIES

2. In groups of 3, 4, Ss read out their homework questions in turns and guess the vehicle in each other's questions.

STAGE 2	Experiments – Problem-solving
TIME	15 minutes
SKILLS AND COMPETENCIES IN FOCUS	Following instructions Making observations Giving reason
ORGANISATION	Groups
AIDS AND MATERIALS	4.2 Task sheets, 4.2 Explanations, post-its, glasses of water, straws, long strips of paper

TEACHER'S ACTIVITIES

1. T asks Ss about their flying experience and if they understand how planes can fly. If some Ss say they do, T asks them to wait and not to tell others right now how it is possible to fly, but be in different groups and help Ss to understand it through experiments.
2. T elicits these words using mime/demonstration: *wing, flap, rise, push, suck, blow, press, pressure, below, above, more, less*.
3. T divides the class into two groups A and B and asks Ss to put their letter on a post-it and wear it. If these groups have more than 6 Ss, T divides them into sub-groups. T says that Ss with the same letter can talk to each other and help each other, but A's and B's should not talk at this stage or see each other's experiment.
4. T explains that in their groups, Ss will do a simple experiment which will help them understand how flying is possible.
5. T allocates space to A's and B's as far apart from each other as possible in the classroom, and gives out 4.2 Task sheets, Experiment A to A's and Experiment B to B's. A's also get a glass of water and a straw each and B's get a long strip of paper each.
6. T asks Ss to do the experiments and answer the questions in their task sheet. T monitors helps and facilitates discussions as needed.

LEARNERS' ACTIVITIES

1. Ss have a chat about their flying experience.
6. Ss do the experiments and answer the questions in their 4.2 Task sheet.

TEACHER'S ACTIVITIES

7. When Ss have finished discussing and seem to have some sort of explanation, T gives out 4.2 Explanations and asks Ss to compare their answers to the ones on the sheet. They can repeat their experiment if they think it helps them understand the reasons more.
8. T walks from group to group and makes sure everyone understands.
9. When all the groups seem to be happy about the reasons for these phenomena, T asks groups to prepare for giving instructions to members of the other group to do the same experiment and prepare questions to help them understand the reasons. Ss write these questions down

LEARNERS' ACTIVITIES

7. Ss compare their answers to the ones in 4.2.Explanations.
9. Possible questions:
A: Does the water fall down first / second time? Why doesn't the water fall down? Can the air push the water down? Where is the pressure bigger: above the straw or below the straw?

B: What happens to the strip of paper? Why does it rise? Where does the air move faster? Where has the air got more pressure: below the paper or above the paper?

STAGE 3 Problem-solving – A flying lesson

TIME 15 minutes

SKILLS AND COMPETENCIES IN FOCUS Giving and following instructions
Asking questions to understand reasons
Sharing ideas

ORGANISATION Pairs

AIDS AND MATERIALS 4.2 Task sheets completed, 4.2 Explanations, post-its, A/B signs, glasses of water, straws, long strips of paper, Ss' questions from 4.2, 4.3 Task Sheet, 4.3 Explanations.A/2

TEACHER'S ACTIVITIES

1. T asks Ss to be in A + B pairs and to take all the necessary equipment with them for the experiments.
2. T gives out 4.3 Task Sheet to pairs and asks them to follow the instructions.

LEARNERS' ACTIVITIES

1. Ss are in A + B pairs with all the necessary equipment for the experiments.
2. Pairs follow the instructions of 4.3 Task Sheet

TEACHER'S ACTIVITIES

3. T monitors and helps as needed. T spends more time with pairs who seem to have more problem than others.
4. When a pair has their explanations ready, T gives them 4.3 Explanations to compare.

LEARNERS' ACTIVITIES

4. Pairs compare their explanations with 4.3 Explanations.

STAGE 4. A	Problem-solving continued – A flying lesson
TIME	5 minutes
SKILLS AND COMPETENCIES IN FOCUS	Giving and following instructions Asking questions to understand reasons Sharing ideas
ORGANISATION	Pairs
AIDS AND MATERIALS	4.2 Task sheets completed, 4.2 Explanations, post-its A/B signs, glasses of water, straws, long strips of paper, Ss' questions from 4.2, 4.3 Task Sheet, 4.3 Explanations.A/2

TEACHER'S ACTIVITIES

1. Activity continues as described at 4.3

LEARNERS' ACTIVITIES

1. Activity continues as described at 4.3

STAGE 4. B	Problem-solving continued – A flying lesson
TARGET GROUP	Pairs who have finished the 4.3 task
TIME	5 minutes
SKILLS AND COMPETENCIES IN FOCUS	Asking and answering questions to understand reasons Sharing ideas
ORGANISATION	Pairs
AIDS AND MATERIALS	4.4. Task sheet, 4.4. Explanation

TEACHER'S ACTIVITIES

1. T gives out 4.4. Task sheet to pairs and asks them to think about helicopters this time.
2. When pairs say they have the answer, T gives them 4.4. Explanation and asks them to compare their answers to the answers given there.
3. T offers the materials to Ss who did not have time for this step in the lesson to do it in their own time optionally.

LEARNERS' ACTIVITIES

1. Pairs do the tasks in 4.4. Task sheet.
2. Pairs compare their answers to the answers given in 4.4. Explanation.

STAGE 1 **Setting homework – Who's going to be a millionaire?**

TIME 5 minutes

SKILLS AND COMPETENCIES IN FOCUS Writing questions to find out factual information

ORGANISATION At school: pairs, at home: individuals

AIDS AND MATERIALS 4.5 Task sheet

TEACHER'S ACTIVITIES

1. T explains to Ss that in the next lesson they will run a quiz and everyone will have a chance to be a competitor and the quizmaster as well. At home they will make up quiz questions.
2. T asks Ss to form pairs. These pairs will make up quiz questions together.
3. T gives out 4.5 Task sheet and asks pairs to decide who will write what sort of questions. Best is to have two questions for each category so that they have a choice in the next lesson.
4. T draws Ss' attention on the task sheet to the example quiz question that offers four answers out of which only one is correct. Ss are supposed to write similar questions.

LEARNERS' ACTIVITIES

3. In pairs, Ss read the categories on the task sheet and decide what kind of questions will be written by which of them

5. T monitors and helps as pairs decide how to share the task.

LESSON 5: QUESTIONS TO WIN MONEY!

Aims of the lesson:

- to select and rank factual questions
- to come to an agreement
- to ask and answer factual questions
- to carry out evaluation

Materials and resources: 4.5 Task sheet, Ss' homework, poster of sums of money and optionally of risk taking prepared by the T, 5.3. Award form, 5.4 Evaluation Form

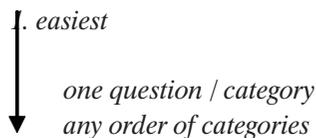
Before the lesson: T prepares a poster with the sums of money each question is worth:

1. HUF 25 thousand
2. HUF 50 thousand
3. HUF 100 thousand
4. HUF 250 thousand
5. HUF 500 thousand
6. HUF 1 million
7. HUF 2.5 million
8. HUF 5 million
9. HUF 10 million
10. HUF 25 million
11. HUF 50 million
- HUF 100 million

STAGE 1	Checking homework – Who's going to be a millionaire?
TIME	15 minutes
SKILLS AND COMPETENCIES IN FOCUS	Selecting and ranking factual questions
ORGANISATION	Pairs
AIDS AND MATERIALS	4.5 Task sheet, Ss' homework

TEACHER'S ACTIVITIES

1. T asks for pairs as in 4.5. and asks pairs to finalise their quiz questions. They will need to have a list of 12 questions. Each question should be in a different category, but the order of categories can be changed. The list needs to start with the simplest question and finish with the most difficult. As a reminder, T puts these on the board.



12. most difficult

2. T asks pairs to make an answer key.
3. T monitors and helps as needed. NB! It is important to have 2-3 really easy questions to start with. T checks the first couple of questions with each pair and suggests really easy questions if the ones written by Ss are too difficult

LEARNERS' ACTIVITIES

1. Ss choose the best questions and they write them up in a list starting from the easiest and finishing with the most difficult. The list needs to contain 12 questions with one question from each category. The order of categories is optional.

2. Pairs write a key to their questions.

STAGE 2	Communication – Who's going to be a millionaire?
TIME	20 minutes
SKILLS AND COMPETENCIES IN FOCUS	Asking and answering factual questions
ORGANISATION	Pairs
AIDS AND MATERIALS	Ss' quiz questions, Poster of sums of money

TEACHER'S ACTIVITIES

1. T announces the start of the quiz and asks each pair to decide who is going to be A and who is going to be B.

LEARNERS' ACTIVITIES

1. In their pairs as of 5.1, Ss decide who is A and who is B.

TEACHER'S ACTIVITIES

2. T explains that one of each pair is going to stay with the questions and the answers. This student, say A is going to be a quizmaster and ask their new partner the questions they prepared in the order they listed them.
3. T shows the chart to Ss with the sums of money each question is worth. T explains risk taking: If Ss cannot answer a question, they can only win the sum of money they had two questions earlier. E.g.: If a S fails to answer question 3, they can only win 25 thousand. If a S fails to answer question 7, they can only win 500 thousand.
4. T writes this sequence of how the quizmaster asks a question on the board:

Question number

Sum of money

Category

Would you like to continue?

Question

Possible answers (A, B, C, D)

Some help if needed

Wait max.30 seconds

Answer: correct or not

How much has the competitor won so far?

Register name and sum of money won.

T may also find it useful to write this up on a big sheet of paper before the lesson.

5. T demonstrates how to do the quizmaster's job. E.g.:
"Now, question number three for 100 thousand forints. The category is biology. Would you like to continue? ... The question is: Where do pandas live? A: In India, B: In China, C: In Africa, D: In South America. Think of bamboo. They need a lot of bamboo.... B! That's correct! You have won 100 thousand so far."

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

6. T asks B's to move to a new partner and (s)he asks new pairs to start the quiz with A's asking and B's answering.
7. When the first round of the quiz is finished, A and B change roles, so A's find a new partner and answer questions, B's stay with the list of questions and act as a quiz master.
8. T facilitates the process, monitors and helps as needed.

LEARNERS' ACTIVITIES

6. A's stay with their questions and act as quiz masters asking a new partner their questions following the steps described opposite. B's move to a new partner and answer quiz questions
7. After the first round of the quiz, As and Bs change roles.

STAGE 3.A Evaluation – Award ceremony

TIME 5 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Evaluation

ORGANISATION Individuals then pairs

AIDS AND MATERIALS 5.3. Award form

TEACHER'S ACTIVITIES

1. T gives out 5.3. Award form and asks Ss to fill it in for the S they asked their questions to. T asks Ss to use their best handwriting. T may want to fill in a form and have it on the board as an example.
 2. T monitors and helps as needed.
 3. When awards are ready, T asks Ss to find the person they have made the reward for and give them the form congratulating them. T may want to model this with a student.
- T monitors and helps as needed.

LEARNERS' ACTIVITIES

2. Ss fill in 5.3. Award form for the s they asked their questions to.
3. Ss give the awards to each other.

STAGE 3. B The most interesting questions – Follow- on

TARGET GROUP T chooses this step if (s)he can see that NOT all the Ss have won some money, so 5.3. may be potentially embarrassing for some of them.

TIME 5 minutes

**SKILLS AND COMPETENCIES
IN FOCUS** Discussion
Evaluation

ORGANISATION Whole class

AIDS AND MATERIALS None

TEACHER'S ACTIVITIES

1. T invites Ss to share their experience of the quiz and what they found the most interesting. T may also highlight some interesting questions.

LEARNERS' ACTIVITIES

1. Ss share their experience of the quiz and what they found the most interesting about it.

STAGE 4 Evaluation – What questions can I ask?

TIME 5 minutes

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

ORGANISATION Individuals

AIDS AND MATERIALS 5.4 Evaluation Form

TEACHER'S ACTIVITIES

1. T hands out 5.4 Evaluation Form and asks Ss to fill it in.

LEARNERS' ACTIVITIES

1. Ss fill in 5.4 Evaluation Form