
COMMUNICATION

Type of modul	Creative communication
Level	A2
Target group	12–15-year-old learners
Written by	Fehér Judit, Helen Sherwin

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, Tartsayné Németh Nóra

Szakmai lektor: Fischer Júlia, Gorszkiné Siró Enikő

Idegen nyelvi lektor: Peter Doherty, Kornél Zathureczky

Alkotó szerkesztő: Sákovics Livia

Felelős szerkesztő: Burom Márton

©

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

Educatio Kht. 2008

INFORMATION TABLE

TYPE OF MODULE	Creative Communication
DESCRIPTION OF MODULE	In this module, Ls work through 5 independent lessons linked through the topic of communication. Each lesson requires Ls to perform certain creative communicative tasks – a cheat gadget for sending secret messages; use information from a mime story to perform a dialogue, work with coded messages and riddles to find a mystery UK city, learn and use some ‘teenspeak’ (teenage communication) and participate in a problem-solving communication game.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to develop Ls’ reading, speaking, listening skills through communicative activities ■ to foster Ls’ creative skills through invention, problem-solving and drama activities ■ to develop Ls’ co-operative skills through team problem-solving tasks ■ to develop Ls’ awareness of ‘otherness’ ■ to develop Ls’ knowledge of the UK
TIMEFRAME	5 lessons
TARGET GROUP	12-15-year-old learners
LANGUAGE LEVEL	A2
SUGGESTED LANGUAGE COMPETENCE	<p>Ls can:</p> <ul style="list-style-type: none"> ■ describe simple past and present events, people, places, activities and personal experiences ■ use social English (greetings, farewells, give thanks etc.) ■ talk about likes/dislikes, guess about things, agree/disagree, make comparisons, give instructions, ask/answer personal questions ■ understand simple listening texts ■ understand short simple written texts
LINKS OF THE MODULE	
Cross-curricular links	<p>Geography – learning about the UK</p> <p>Drama – doing mime, improvising dialogues, creation and invention drama activity</p>

Links with other modules -

FOCI OF SKILLS DEVELOPMENT

**Communicative
language skills**

- Scan reading and reading for specific information
- Listening for gist and specific information
- Guessing the meaning of unknown words from context
- Giving oral descriptions of objects, and past events
- Exchanging information
- Using oral compensation strategies
- Interacting in English for a variety of purposes

**General
educational skills**

- Developing co-operative skills
- Developing cultural awareness
- Problem-solving
- Managing a group task

EVALUATION

■ L assessment of activities of the module: ‘Mingle ‘n tick’. Here, Ls express their feelings about the module activities in ‘Mingle ‘n tick’ assessment Lesson 5, Stage 4.

■ Teacher assessment: 1.3 Work Habit Assessment form.

The form is quick and easy to use and helps you assess different aspects of Ls behaviour & attitudes during the module. Simply observe a learner according to the descriptors below and tick the appropriate column from Outstanding to Unsatisfactory. Use the form every lesson and observe 3 or 4 Ls a lesson – you need one form per learner.

By the end of the module, you should have a record for each L. To get some idea of the progress each L makes concerning work habits, observe them regularly and systematically (i.e. in other modules too).

The descriptors: Examples of what these mean are:

Worked well independently. Did she – work by herself in an organised way without disturbing other Ls; Focus on her work; Use her own ideas; Complete the work on time; Complete the work correctly without help; Ask for help if necessary.

Worked well in a group. Did she – contribute the same amount as the other Ls; Do her part of group tasks correctly and on time; Help other Ls; Get on with her peers; Respect their opinions; Listen to her peers; Take on different roles in the group (i.e. sometimes decision-maker, sometimes writer, sometimes the one who tidies up, etc.)

Listened/followed instructions. Did she – pay attention to the teacher and her peers; Follow instructions on the first telling without being told two or three times; Follow instructions correctly; Ask if she didn’t understand.

Participated in speaking tasks. Did she – talk the same amount as her partner(s); Need help from her partner in carrying out the speaking task; Take turns in speaking; Help her partner to complete the speaking tasks.

Used new language in the speaking tasks. In each lesson, language is provided for the Ls to use in the speaking tasks. Did she use this new language or just rely on language already known?

Shows courtesy and respect. To both the teacher and her peer.

Demonstrates leadership ability. Did she – help plan the group tasks & make decisions about what to do; Anticipate problems that might happen; Solve problems that arose; Keep the group on task; Manage the group interaction; Help other learners.

SUGGESTIONS

Show the 1.3 Work Habit Assessment form to Ls at the start of the module so they are clear how they are being observed. This will help focus their work habits during the module.

Most materials in this module are reusable so ask Ls NOT to write on them. The reusable materials are: 1.2 Cheats Reading text, 1.2 Spies Reading text, 2.3 Mime story, 3.2 Code Box, 3.2 Riddles A, 3.2 Riddles B, 3.3 Fact File Northern Ireland, 3.3 Fact File Wales, 3.3 Fact File Scotland, 3.3 Fact File England, 4.4 First Line Dialogues.

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Scan reading and reading for specific information</p> <p>Developing speaking through – jigsaw reading task; describing objects; performing shopping dialogues</p> <p>Developing co-operative skills</p> <p>Fostering creative skills</p>	<p>Jigsaw reading</p> <p>Creating a cheat gadget</p> <p>Shopping game</p>	<p>We can use it for + verbing</p> <p>It is good for + verbing</p> <p>Slang/informal vocabulary and phrases – Cool idea / Awesome / How cool is that! / Wicked / dork</p> <p>Shopping phrases – buying and selling</p>	<p>1.2 Cheats Reading text</p> <p>1.2 Spies Reading text</p> <p>1.2 Cheats questions</p> <p>1.2 Spies questions</p> <p>Pair of sunglasses</p> <p>A5 paper for Ls drawings</p> <p>1.3 Work Habit Assessment form</p>
2	<p>Developing speaking – through compensation strategies (thinking time phrases); retelling a simple story in the past; improvising a dialogue about past events</p> <p>Communicating meaning through mime and gesture</p> <p>Developing co-operative skills</p>	<p>Listening</p> <p>Game ‘Just a minute’</p> <p>Mime story</p> <p>Improvising a dialogue</p>	<p>Thinking time phrases – Yeah...well...right..it’s like.. er..Actually...er..</p> <p>That’s a cool question How shall I put it, yeah? It’s like.. yer..know It’s like....bad.</p> <p>Revision of past tense verb forms – threw, picked, screamed, ran, started coming out of</p>	<p>2.2 Thinking Time task sheet</p> <p>2.2 Thinking Time recording</p> <p>2.3 Mime story</p> <p>2.3 Mime story gap fill</p> <p>1.3 Work Habit Assessment form</p> <p>CD player</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Developing speaking – exchanging information about the UK</p> <p>Scan reading and reading for specific information</p> <p>Developing co-operative skills</p> <p>Problem-solving in groups</p> <p>Developing Ls knowledge about the UK</p>	<p>Information exchange</p> <p>Writing codes</p> <p>Problem-solving activity – solve the riddles and find the mystery city</p>	<p>Describing people, things, places</p>	<p>3.2 Code Box</p> <p>3.2 Riddles A</p> <p>3.2 Riddles B</p> <p>3.3 Fact File Northern Ireland</p> <p>3.3 Fact File Wales</p> <p>3.3 Fact File Scotland</p> <p>3.3 Fact File England</p> <p>3.3 Riddles Answer sheet A</p> <p>3.3 Riddles Answer sheet B</p> <p>1.3 Work Habit Assessment form</p> <p>Big map of the UK</p> <p>Big sheets of paper & pens</p> <p>Blank pieces of paper for the writing of coded instructions (5 x 5 cm)</p> <p>Envelopes for riddles</p> <p>Blu tack</p>
4	<p>Listening for gist and specific information</p> <p>Guessing meaning from context</p> <p>Developing speaking through presenting and practising English teenage slang</p>	<p>Listening tasks</p> <p>Vocabulary tasks</p> <p>Improvising dialogues</p>	<p>Teenage slang – fit, dork, loser, Cheers, wicked, mint, cool, get real, yeah! Right! Whatever, like, proper</p>	<p>4.1 Teenspeak script</p> <p>4.2 Teenspeak worksheet</p> <p>4.4 First Line Dialogues</p> <p>1.3 Work Habit Assessment form</p> <p>CD player</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	Developing speaking through communication game (interacting socially) Developing intercultural awareness Developing co-operative skills Developing creative skills Problem-solving in groups Developing evaluation skills	Playing guessing game Creating social rules for communication game Performing the communication game Evaluating the module	Social English	1.3 Work habit Assessment form 4 big evaluation sheets

PROCEDURE

LESSON 1: SECRET MESSAGES

Aims of the lesson:

- to exchange ideas and information from a reading task
- to describe objects
- to scan read and read for specific information

Materials and resources: 1.2 Cheats reading text (1 copy each, for half the Ls), 1.2 Spies reading text (1 copy each, for the other half of Ls), 1.2 Cheats questions (1 copy each, for half the Ls), 1.2 Spies questions (1 copy each, for the other half of Ls), 1.3 Work Habit Assessment form (4-5 copies), a pair of sunglasses, some A5 paper for Ls' drawings

Before the lesson:? Photocopy materials

Classroom arrangement: In this lesson, Ls work at their desks so no special arrangement is required.?

STAGE 1	Mime game – Warmer
TIME	4 mins
SKILLS AND COMPETENCIES IN FOCUS	Using mime to communicate meaning
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Tell Ls they are going to play a game. Say *I'm sending a message. How?* and mime texting a message on a mobile.
2. Repeat the procedure but this time use a less conventional way i.e. on the board, tap out SOS in Morse – dot, dot, dot = (3 quick raps), dash, dash, dash (3 slow raps), dot, dot, dot = (3 quick raps). Say *I'm sending a message. How?*

LEARNERS' ACTIVITIES

1. Ls answer *A SMS / texting on a mobile.*
2. Ls answer *Morse Code.*

3. Put Ls into pairs. Learner A should mime sending a message and Learner B guesses the method of communication. Then they swap roles – B mimes and A guesses.
4. Start the activity and let Ls play for 2-3 minutes.
5. Tell Ls that the topic for the next few lessons is different ways of communicating.
3. Ls listen to instructions.
4. Ls complete task. Examples of methods of communication might include: e-mail, snail mail (writing a letter), telephone, sign language, gestures, Braille, semaphore, MSN, carrier pigeons etc.
5. Ls listen.

STAGE 2	Let's read – Scan reading
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Scanning for specific information
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	1.2 Cheats reading text, 1.2 Spies reading text, 1.2 Cheats questions, 1.2 Spies questions

TEACHER'S ACTIVITIES

1. Tell Ls that they are going to read true information about Cheats and Spies – ways of cheating at school and spy gadgets. Check Ls know the word 'gadgets'. Ask if they know any cheats and spies.
2. Put Ls into 2 groups – A and B. Give group A the 1.2 Cheats reading text and the 1.2 Cheats questions. Give group B the 1.2 Spies reading text and the 1.2 Spies questions. Explain that in this lesson, groups A & B will first read different texts and then tell someone from the other group what they read about.

LEARNERS' ACTIVITIES

1. Ls respond.
Spies James Bond, Mati Hari,
Cheats i.e. Charles Ingram won 1 million pounds on “Who wants to be a millionaire”. But, he cheated – he was guided to the correct answers by his wife and a friend coughing in the audience. He paid back the money he won.
2. Ls get into 2 groups and receive reading texts and questions.

3. Start the scan reading task – ask group A Ls to do the Top Speed Read on their 1.2 Cheats questions, and group B to do the Top Speed Read on their 1.2 Spies questions. Ls do this individually. Set a time limit of 1 minute. 3. Ls do scan reading task. _
4. Check the answers to the Top Speed Read quickly with both groups. 4. Ls respond.
 Ask for example, *Group A, what's the answer to question a)? And Group B?*
 Solution to Top Speed Read:
 1.2 Cheats questions: a) Brad; b) 1; c) Cameron; d) John's dad
 1.2 Spies questions: a) Angelina; b) 3; c) J-Jay; d) Russia

STAGE 3	Let's read – While reading
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for specific information
ORGANISATION	Pair work
AIDS AND MATERIALS	1.2 Cheats reading text, 1.2 Spies reading text, 1.2 Cheats questions, 1.2 Spies questions, 1.3 Work Habit Assessment form

TEACHER'S ACTIVITIES

1. Explain that now group A learners will read their 1.2 Cheats reading text more slowly and at the same time, answer the Slow Read questions on their 1.2 Cheats questions. Similarly, group B learners will read their 1.2 Spies reading text more slowly and answer the Slow Read questions on their 1.2 Spies questions. But, Ls will do this in pairs in their groups so you have two learners A working together and two learners B. They should help each other with the task.

LEARNERS' ACTIVITIES

1. Ls listen.

2. Reassure Ls that they don't have to understand every word, just enough to answer the questions. But they get help with unfamiliar words in 2 ways.
 ~ There is a 'Word Box' at the bottom of the 1.2 Cheats reading text & 1.2 Spies reading text.
 ~ You will come and help if necessary.
3. Set a time limit of 7 minutes and start the activity. While Ls are working, monitor and help as appropriate. This task requires the Ls to use the language pattern 'We can use it for...ing.'. Encourage them to use it as you monitor.
4. Don't check all the answers as a whole class. The questions are simple and just require Ls to identify relevant information to use in the next stage. As you go round, just ask the pairs if there was anything they could not agree on and deal with individual problems in this way. Thus, you check Ls answers as you go around.
2. Ls listen.
3. Ls read the texts and answer the questions. They work in AA, BB pairs so you have two learner As working together and two Bs.
4. As above.

Solutions:

Group A 1.2 Cheats questions:

- 1) Melanie & Ave share maths homework; pay someone to do your homework.
- 2) Buddy system – sit next to friends & tell each other the answers.
- 3) Show answers, whisper answers, pass notes, use hand signs.
- 4) Write information on arms & cover it up with long-sleeved shirt.
- 5) Write information on piece of paper then hide it. You can use Fanta, gum paper, baseball hat for cheating.
- 6) For texting questions to your friends & for sending yourself texts.

Group B 1.2 Spies questions:

- 1) 7
- 2) Lorna.
- 3) For sending secret messages.
- 4) For painting lips and killing people.
- 5) They are just normal sunglasses, we use them for seeing behind you, they are good for cheating in tests at school.
- 6) It is normal pen and you can use it for writing invisible writing. It is good for cheating at school.
- 7) For sending and getting secret messages.
- 8) For recording things and then listening to them.
- 9) For taking photos.

NB: You might want to start completing 1.3 Work Habit assessment form at this point. See *Evaluation* in the Information Table for suggestions on how to use this.

STAGE 4 Let's swap – Information exchange**TIME** 6 mins**SKILLS AND COMPETENCIES
IN FOCUS** Requesting and giving information from the reading**ORGANISATION** Pair work**AIDS AND MATERIALS** 1.2 Cheats reading text, 1.2 Spies reading text, 1.2 Cheats questions, 1.2 Spies questions, 1.3 Work Habit Assessment form**TEACHER'S ACTIVITIES**

1. Tell Ls that now they are going to tell swap information about what they have read with someone from the other group. Rearrange Ls into AB pairs so you have a learner from group A working with a learner from group B.
2. Ask Ls to do the Information Swap on their 1.2 Cheats questions and 1.2 Spies questions.
3. Monitor and help as necessary.
NB: The task really just asks Ls to repeat the language pattern *We can use it for... ing*. So they will complete this quite quickly.

LEARNERS' ACTIVITIES

1. Ls get into AB pairs.
2. Ls exchange information on what they have read about.
3. As above.

STAGE 5 A cheat gadget – Post-reading**TIME** 12 mins**SKILLS AND COMPETENCIES
IN FOCUS** Describing an object
Developing co-operative skills**ORGANISATION** Group work**AIDS AND MATERIALS** A5 size pieces of paper – enough for all Ls in the class, a pair of sunglasses. 1.3 Work Habit Assessment form.

TEACHER'S ACTIVITIES

1. Ask Ls *What do you think a "Test Cheat Gadget" is?*
2. Tell Ls that now they have to make some cheat gadgets for a cheat gadget shop. Explain that they
 - ~ work in groups of 2-4.
 - ~ invent a 'Cheat gadget' for cheating in tests. Each group produces one gadget.
 - ~ can invent a completely new gadget or modify an object they already have.
 - ~ must have something concrete to show like a picture or a real object because they have to sell these cheat gadgets in a cheat gadget shop.
 - ~ must be able to describe their gadget.
3. Before you set up the activity, elicit some language onto the board that Ls might need for describing their cheat gadgets. For example, show Ls the pair of sunglasses you have brought in. Say *These are the spy sunglasses you read about. Tell me about them.* Encourage them to use both the language from 1.2 Cheats Reading text & 1.2 Spies Reading text and also to improvise.
4. Put Ls into groups and give Ls some A5 paper for their drawings. Set a time limit of 10 minutes to invent, name, draw (if necessary) and practise describing a cheat gadget.
5. As Ls are working, monitor and help as necessary. Encourage Ls to use the language from the reading texts.
NB: This is a good time to continue completing the 1.3 Work Habit Assessment forms. See *Evaluation* in the Information Table for suggestions on how to use this.
6. Stop the activity after 10 minutes.

LEARNERS' ACTIVITIES

1. Ls respond – *Something we can use for cheating in tests.*
2. Ls listen.
3. Ls replies might be:
Spy Sunglasses
These are spy sunglasses. They're cool! They're brown and black and they're Gucci sunglasses. They're very expensive. If you are famous, you can wear them. They're normal sunglasses but you use them for seeing behind you. They are good for cheating in tests. They're wicked and awesome etc.
4. Ls get into groups then start the task.
5. Ls complete task.

STAGE 6 Buy 'n Sell – Game

TIME 11 mins

SKILLS AND COMPETENCIES Acting out shopping dialogues
Describing objects

ORGANISATION Pair work

AIDS AND MATERIALS Ls drawings of their cheat gadgets

TEACHER'S ACTIVITIES

LEARNERS' ACTIVITIES

1. Tell Ls that now they are going to try to sell their gadgets. Divide the class into 2 groups – shop assistants & shoppers. Ask Ls to set up shops by standing behind a desk.
2. Explain what Ls have to do.
 - ~ Shoppers visit the shops and ask questions about the cheat gadgets on sale. They don't actually buy the gadget, just browse and see what's on offer.
 - ~ Shop assistants meanwhile have to talk about and convince the shoppers to buy their gadgets and no one else's.
3. Remind shop assistants to be exciting – this will help them sell their gadget & demonstrate good and bad selling techniques to show what you mean. First, show some boring selling – look bored (i.e. avoid eye contact), yawn, talk in a flat voice, use boring language i.e. *This is a pen for writing invisible writing. It is blue and green bla..bla..bla..*
Then show some exciting selling techniques – be animated, smile, use hand gestures, show your picture, move your voice and use exciting language i.e. *What's the best thing here? My spy sunglasses. They're cool! They're brown and black and they're Gucci sunglasses... They're wicked and awesome. Come here, come here to my shop. Do you want the coolest of cool!!! This is a wicked idea. Only for you! Today only!! How cool is this etc.*

NB: These exciting language examples are from the 1.2 Cheats Reading text, 1.2 Spies Reading text.

4. Then ask Ls *Which was better and why?*
 5. Ask *What else can you say in a shop?* And elicit some shop phrases.
 6. Start the activity. Assistants sell, shoppers mingle and browse.
 7. After 4 minutes, clap your hands (or give some other sign) and ask the groups to swap – now shoppers = assistants, assistants = shoppers and Ls repeat the activity. While the shopping activity is in progress, circulate and continue completing the 1.3 Work Habit Assessment form.
 8. After 4 minutes stop the activity and ask *Which were the best gadgets?*
4. Ls answer *the second was better because your were interesting and your English was exciting etc.* + give examples of the exciting language.
 5. Ls give shop phrases i.e. *Can I help you? How much is it? Can I see?.*
 6. Ls buy and sell.
 7. Ls swap roles and buy and sell.
 8. Ls pick out some good gadgets.

LESSON 2: JUST A MINUTE!

Aims of the lesson:

- to teach 'Thinking time' phrases for oral fluency
- to retell a simple story from mimed clues
- to improvise a dialogue (an interview) in English – ask and answer questions, conduct greetings, farewells, introductions, giving thanks, using simple everyday polite forms of address
- to listen for specific words and phrases in short text
- to use non-verbal means of communication to convey meaning

Materials and resources: 2.2 Thinking Time task sheet (1 copy per L), 2.2 Thinking Time recording, 2.3 Mime story (1 copy for half the class), 2.3 Mime story gap fill (1 copy for half the class), 1.3 Work Habit Assessment form (4-5 copies), CD player

Before the lesson: Photocopy materials; work out how to perform the mime story in Stage 3.

Classroom arrangement: No special arrangement is needed in this lesson?

STAGE 1	Just a minute! – Game
TIME	2 mins
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Put Ls into pairs and ask one learner to talk non-stop in Hungarian for 1 minute about TV. Start the task with *Ready Steady Go!*
2. Stop Ls after one minute and ask how they got on. Ask “*What did you do if you couldn't think of anything to say?*”
3. Highlight that these phrases give them time to think if they can't find the word they need. Tell them now they're going to learn some English teenage ones to make their English sound good.

LEARNERS' ACTIVITIES

1. Ls speak non-stop in Hungarian.
2. Ls reply *az az izé...hogy is hívják...tudod...hmmm ..nem is tudom....várjál...*
3. Ls listen.

STAGE 2 Time to think – Language input

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Using compensation strategies – ‘Thinking time’ phrases
Listening and sequencing items

ORGANISATION Whole class, pair work, individual work

AIDS AND MATERIALS 2.2 Thinking Time task sheet, 2.2 Thinking Time recording

TEACHER’S ACTIVITIES

LEARNERS’ ACTIVITIES

1. Hand out the 2.1 Thinking Time task sheet. Tell Ls they’re going to listen to a short dialogue and they should tick the phrases they hear in question 1 on their 2.2 Thinking Time task sheet. Give Ls a little time to look through the phrases in question 1.
2. Play the 2.2 Thinking Time recording. Ask Ls to complete question 1 on their 2.2 Thinking Time task sheet.
3. Check the answers with the Ls.
Solution:
What do I think of Scottish football?
Yeah...well...right..it’s like..er..
Actually...er..
That’s a cool question
How shall I put it?
It’s like..yer..know...It’s like....bad.
4. Highlight:
~ These are English thinking time phrases – we use them so our English sounds good (even though we actually say very little).
~ Yeah, yer = yes; Cool = good, interesting; It’s like....bad. = I think it’s bad.
~ We very often repeat the original question (i.e. *What do I think of Scottish football?*) to give ourselves time to think – English school children do this at school when teachers ask them a question – it’s a good strategy.

1. Ls read through phrases.
2. Ls listen and tick.
3. Ls respond to teacher.
4. Ls listen to teacher.

5. Play the 2.2 Thinking Time recording again. Ask Ls to complete question 2 on their 2.2 Thinking Time task sheet – order the phrases. 5. Ls listen and order the phrases.
6. Ask Ls to listen and repeat after the 2.2 Thinking Time recording (question 3 on their 2.2 Thinking Time task sheet). This practises the pronunciation. 6. Ls listen and repeat.
7. On the board write *What do you think of Hungarian football* and ask Ls in pairs, to repeat the dialogue on 2.2 Thinking time recording but with this blackboard question. 7. Ls practise dialogue in pairs.
8. Ask Ls to do question 4 on their 2.2 Thinking Time task sheet – *Ask and answer these questions in pairs.* 8. Ls make up short dialogues in pairs.
9. Ask Ls to play ‘Just a minute’ in English in pairs (question 5 9. Ls listen to instructions.
10. on their 2.2 Thinking Time task sheet). In their pairs, one learner is learner A and the other, learner B. Learner A will talk non stop for 30 seconds about a topic. Learner B meanwhile should listen out for any thinking time phrases. On the board, write a topic familiar to Ls and start the activity with ‘Ready, steady GO!’. 10. Sample topics:
Food, likes/dislikes, sport, holidays, school etc.
11. Stop the activity after 30 seconds (1 whole minute is probably too long at this stage) and ask learner B to give feedback to her partner on the thinking time phrases she heard. 11. Ls B gives feedback, for example, ‘*You said ‘That’s a cool question’.*’
12. Ask the pairs to swap over roles so learner B talks non stop for 30 seconds and learner A listens for thinking time phrases and repeat the activity with a different topic. 12. Ls repeat task.
13. If time allows, repeat the activity with another topic.
NB: Use Just a Minute often to practise these ‘Thinking Time’ phrases, but gradually extend the time up to 1 minute.

STAGE 3 The Burglar – Mime Story

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Guessing and telling a story from mimed cues
Using compensation strategies – mime to convey meaning

ORGANISATION Whole class, pair work

AIDS AND MATERIALS -

TEACHER'S ACTIVITIES

Before you start this mime story, work out some gestures for your mime i.e. Correct (a thumbs up sign); Nearly correct, try again (right hand flat out, palm down rocking from side to side); Past tense please (point over your shoulder); Say it again (circular movement with your hands); you need a little word (thumb and forefinger close together).

1. Tell Ls that you are going to mime a story bit by bit. Ls should watch your mime, guess the phrases and so tell the story as you mime it.
2. On the board, write 'The Burglar', draw a burglar's face, and a box with 'Money Box' on it. Then mime this story.

The Burglar

The burglar opened the door, / he stopped, / and listened. / Then he walked into the room, / saw the moneybox / and opened it. / He counted the money. Suddenly, ...X.... (here, point to one of the Ls) walked into the room. The burglar shot ..X.. and ran away.

LEARNERS' ACTIVITIES

1. Ls listen to instructions.
2. Ls watch the mime and tell the story.

3. Mime a few words at a time (where the ‘/’ is marked) and elicit the words from the Ls like this.
 ~ *The burglar opened the door.* Here point to *The Burglar* on the board and mime opening a door.
 ~ Ls will shout out suggestions. Guide them to the version you want with your gestures. For example, if a learner says *open*, gesture that you want a past tense until you get *opened*.
 ~ When you hear the correct version, point to that learner and gesture that she should repeat it loudly for all to hear.
 ~ Then gesture that the whole class should repeat the sentence together.
 ~ Continue with a mime of *he stopped*. Mime it, Ls shout out suggestions, select the correct one to be repeated then gesture for the whole class to repeat it.
 ~ Repeat the procedure with *and listened*.
 ~ When you have completed one sentence, mime the whole sentence again without a break and gesture for the Ls to say the words.
 ~ Don't speak! If Ls get stuck with a word (i.e. *the, a, suddenly, shot,* or a preposition), write the word on the board and point to it. They may shout out words in Hungarian – if they do, write the English equivalent on the board.
4. Keep the mimes clear and slow. After every one long or two short sentences, return to the beginning of the story, repeat the mime, and gesture for the Ls to supply the words.
3. Ls suggestions might include
 The burglar open...opens...opened the door.
4. As above.

NB: You should find that Ls quickly get the hang of what they have to do and you work through the story quite quickly.

STAGE 4	A true story! – Mime Story
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	-
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	2.3 Mime story, 2.3 Mime story gap fill, 1.3 Work Habit Assessment form

TEACHER'S ACTIVITIES

1. Now tell Ls that they too will do a mime story in pairs. One learner will mime a story, and the other watches and tells it – just like The Burglar story above. Then the learners will swap and mime and repeat the procedure with another story. Tell Ls that their stories are true stories and they really happened in England.
2. Divide the class into two groups – A and B. Give to each group A learner 2.3 Mime story A, The Snake and to each group B learner, 2.3 Mime story B, The Crocodile.
3. Make pairs within each group so that you have two As working together and two Bs working together. The pairs should read through their texts (each text is 55 words) and discuss what they can do. Allow 3-4 minutes preparation time. Monitor and help with any language problems.

NB: The two mime stories are different, but the language in which they are written is almost identical. This means that once group A has read and worked out the mimes for their own story, they will have the language resources to guess the mimes of group B. The same is true for group B.

4. You also might want to start completing 1.3 Work Habit Assessment form at this point. See *Evaluation* in the Information Table for suggestions on how to use this.
5. Put Ls into AB pairs so that one learner from group A is now working with a learner from group B. Ask them to mime and tell their stories to each other just like you did as a whole class with The Burglar story. First, As mime and Bs watch and tell the story. B's version should be the same as the original. Then they swap. The mimer must not speak – only if the watcher gets really stuck. All communication is through gesture. Allow 3 or 4 minutes for each mime story.
NB: Ls should complete the task quickly as the two stories are similarly structured and contain similar language.

LEARNERS' ACTIVITIES

1. Ls listen.
2. Ls get into 2 groups – A and B. Learners A receives 2.3 Mime story A, The Snake and learners B 2.3 Mime story B, The Crocodile.
3. Ls read through their texts and discuss mime ideas. 2 learners from group A work together (AA) and 2 learners from group B (BB).
4. As above.
5. Ls work in AB pair. A mimes her story, B watches and tells it. Then Ls change roles, B mimes and A tells the story.

6. When Ls have finished, ask them to work with someone from their original group so you have 2 learners A together and 2 learners B. Hand out the 2.3 Mime story gap fill for Ls to complete to fix the language. Ls do the gap fill of the story they observed, so As complete 2.3 Mime story gap fill B, The Crocodile and Bs 2.3 Mime story gap fill A, The Snake. This should only take 2 minutes.

7. Write the answers on the board for Ls to check.

Solution:

2.3 Mime story gap fill A The Snake

1) went 2) threw 3) started 4) of 5) screamed 6) picked 7) threw

8) ran 9) to 10) phoned

2.3 Mime story gap fill B The Crocodile

1) went 2) go 3) opened 4) started 5) of 6) screamed 7) picked 8) threw 9) ran

10) out 11) phoned

7. Ls check answers.

VARIATION FOR LESSON 2, STAGE 4. RUNNING DICTATION

AIDS AND MATERIALS

2.3 Mime story, 2.3 Mime story gap fill, blu-tack

DESCRIPTION

If your teenage learners are reluctant to mime, do the activity as a running dictation. Divide the class into two groups A and B. Blu-tack 2.3 Mime story A The Snake on the board and 2.3 Mime story B The Crocodile at the back of the room. Ask two group A learners to work together and two group B learners to work together. In these pairs, one learner is the runner and the other learner is the writer. Each pair sits at their desks with a pen and a piece of paper. On 'Ready, steady, go!' the runners jump up, run to their story (so As to 2.3 Mime story A The Snake and Bs to 2.3 Mime story B The Crocodile, memorise as much as they can of the text, run back to their partners and dictate what they can remember of the text to their writer who writes it down. This procedure is repeated until the story has been dictated from the wall to the paper. Ask runners and writers to swap over halfway to give both learners a chance at both roles.

When the pairs have completed the dictation, ask them to check their answers with the original version on the wall. Then rearrange the pairs so you have one learner from group A working with one learner from group B. Ask them to retell the story they have just written down to each other in their own words.

Finally, ask the Ls to complete 2.3 mime story gap fill. They do the gap fill of the story they have just heard about, so learner A completes 2.3 Mime story gap fill B, The Crocodile, and learner B the 2.3 Mime story gap fill A, The Snake.

STAGE 5	The interview – Dialogue
TIME	13 mins
SKILLS AND COMPETENCIES IN FOCUS	Improvising a dialogue Making active use of the language learnt
ORGANISATION	Pair work, whole class
AIDS AND MATERIALS	1.3 Work Habit Assessment form

TEACHER'S ACTIVITIES

1. Briefly discuss interviews with Ls i.e. *Where can you see interviews on Hungarian TV? What happens? What are they about?*
2. Tell Ls that now they are going to interview each other about the mime stories. Put learners into pairs – make sure that you have a Snake and Crocodile together (someone who mimed 2.3 Mime story A, The Snake with someone who mimed 2.3 Mime story B, The Crocodile).
3. Tell Ls that they will be interviewed about the story they observed and NOT the one they mimed. They can make changes to the story if they want, i.e. they can change the ending or, stick to the story they observed. Most Ls will probably change things.
4. On the board write these 4 questions. What happened to you? Where did this happen? When did this happen? What was the end?...and tell Ls they should ask these questions in the interview. These questions structure this interview / role-play for the Ls.
5. Elicit onto the board other questions or phrases they can use in the interview. Write up some of the thinking phrases from Lesson 2 Stage 2, to encourage Ls to use these in their interviews.

LEARNERS' ACTIVITIES

1. Ls respond i.e. *Interviews on the news, the Monika Show, Aktív etc...; an interviewer asks questions about an interesting topic.*
2. Ls get into pairs.
3. Ls listen to instructions.
4. Ls listen.
5. Ls suggestions might include:
Hi, my name's Monika. Can I ask you some questions? Were you afraid? Who helped? Thanks for the interview. That's an interesting question etc. How shall I put it?

6. Model part of an interview for the Ls (see example opposite).
 ~ Say You (the class) are the interviewer. Ask me questions. Point to the board phrases to start the Ls off.
 ~ In your reply, make some changes to the story.
 ~ Use some of the Thinking Time phrases from Lesson 2 Stage 2. Also, encourage Ls to use phrases like Wow, Really? Awesome from Lesson 1.
6. Ls: *Hi, my name's Can I ask you some questions?*
 You: *Sure.*
 Ls: *What happened to you?*
 You: *What happened to me? That's a cool question.*
Well..right..it's like this....How shall I put it. I saw a snake in a toilet.
 Ls: *Wow! Really? Awesome! And..where did this happen?..etc..*
 You: *Actually...er..in MacDonalds. Timi and I went to MacDonalds last week and we had a Happy Meal but it was no good and I...bla..bla....bla..*
7. Ask Ls in their pairs to do their interviews. One learner = the interviewer, the other learner = a person in the story she observed. Ask Ls to stand up to do their interview and use a pen as a microphone. Ask Ls to improvise the interview WITHOUT preparation and remind them to use thinking time phrases if they get stuck.
7. Ls stand up and do interview in pairs.
8. Monitor while Ls are doing the interview. You also might want to continue completing 1.3 Work Habit Assessment form at this point. See Evaluation in the Information Table for suggestions on how to use this.
8. As above.
9. After 3/4 minutes, ask Ls to swap roles so the interviewer is now a person in the story she observed and the other learner, the interviewer.
9. Ls swap roles and redo the interview based on the other mime story.
10. After 3/4 minutes stop the interview. If you have time, ask Ls to find someone they have not worked with yet and repeat the interviews.
- 10.

LESSON 3: CODES IN THE CLASSROOM – ABOUT THE UK

Aims of the lesson:

- to scan read & read for specific information
- to share and exchange information about the UK
- to develop Ls' ability to solve a problem as part of a team

Materials and resources: 3.2 Code Box (one per pair of Ls), 3.2 Riddles A (1 copy for half the project groups), 3.2 Riddles B (1 copy for half the project groups), 3.3 Fact File Northern Ireland (1 copy), 3.3 Fact File Wales (1 copy), 3.3 Fact File Scotland (1 copy), 3.3 Fact File England (1 copy), 3.3 Riddles answer sheet A (1 copy for half the project groups), 3.3 Riddles answer sheet B (1 copy for half the project groups), 1.3 Work Habit Assessment form (4-5 copies), big map of the UK, big sheets of paper, pens, blank pieces of paper for writing coded instructions (5 x 5 cm), envelopes for riddles, blutack

Before the lesson: Prepare the riddles for the Ls in the following way.

~ Photocopy and cut out the sets of riddles on 3.2 Riddles A & 3.2 Riddles B. You need one set per group of 4 learners, half the groups need 3.2 Riddles A & the other half 3.2 Riddles B. So, if you have 24 Ls, you need 6 sets of riddles, three 3.2 Riddles A & three 3.2 Riddles B.

~ Place each set of cut up 3.2 Riddles A in envelopes marked A and 3.2 Riddles B in envelopes marked B – one set per envelope.

Put up a big map of the UK on the classroom wall.

Around the classroom walls, blu-tack 3.3 Fact File Northern Ireland, 3.3 Fact File Wales, 3.3 Fact File Scotland, 3.3 Fact File England.

Classroom arrangement: Put Ls into groups of 4. Seat each group around two desks pushed together. Ls work in these groups for this lesson.

STAGE 1	About the UK – Warmer
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Exchanging information about the UK Developing co-operative skills
ORGANISATION	Group work, whole class
AIDS AND MATERIALS	Big map of the UK, big sheets of paper, pens, 3.3 Fact File Northern Ireland, 3.3 Fact File Wales, 3.3 Fact File Scotland, 3.3 Fact File England, 1.3 Work Habit Assessment form

TEACHER'S ACTIVITIES

1. Put Ls into groups of 4. Give each group a big sheet of paper & pens. Ask them to write *About the UK* in big letters at the top of the paper.
2. Say *Tell me something you know about the UK.* and write any replies on the board. Just write up words and phrases i.e. *London – capital city, Queen Elizabeth, Chelsea, Harry Potter etc.* but ask Ls what they mean if it is not clear.
3. Tell Ls in their groups to write down on the big sheets of paper *About the UK*, anything they know about the UK – about people, places, things. They should write just words or phrases, not complete sentences. Remind them to write in big letters for all to see and set a time limit of 5 minutes.
NB: You also might want to start completing 1.3 Work Habit Assessment form at this point. See *Evaluation* in the Information Table for suggestions on how to use this.
4. After 5 minutes, ask Ls to blu-tack their posters on the walls.
5. Explain that now Ls will learn about the UK from each other by reading each other's posters and adding any new information they read to their own poster. They do this in the following way.
 - ~ One learner from each group stays with their poster and acts as a 'Host'. She tells visiting learners about new information they may read on her group's poster.
 - ~ The other Ls meanwhile, go off visiting other groups, read other posters, ask about new information, return and tell this to their own host.
 - ~ The host then adds this new information onto their poster.In this way, Ls share their knowledge about the UK.
6. Start the activity and allow 8 minutes for this information exchange.
7. Ask Ls to return to their groups.

LEARNERS' ACTIVITIES

1. Ls get into groups, sitting around two desks pushed together.
2. Ls respond: *London's the capital city, Queen Elizabeth's the queen, Chelsea is a big football team, Harry Potter is English etc...*
3. Ls write words and phrases about the UK. For example, *Tony Blair, Robbie Williams, Tesco, Vodaphone, London, Chelsea, David Beckham, Buckingham Palace etc.*
4. Ls put posters on the wall.
5. Ls listen to instructions.
6. Ls complete the task, of sharing information about the UK.
7. Ls return to groups.

STAGE 2 Secret messages – Pre-reading

TIME 14 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Writing simple instructions in code

ORGANISATION Whole class, group work

AIDS AND MATERIALS 3.2 Code Box, 3.2 Riddles A & 3.2 Riddles B (cut up and placed in envelopes marked A and B), blank pieces of paper, Blu-Tack

TEACHER'S ACTIVITIES

For this stage, you need to have prepared two things:

~ Sets of riddles in envelopes marked A and B – see *Before the lesson* for further information on this.

~ Write this riddle on a piece of paper and stick it under your desk.

I'm a big clock

I tell the time

You can find me

In London Town Who am I?

1. Ls are still in their groups. Give each pair of Ls one copy of 3.2 Code Box (Ls will write messages using this Code Box).

2. On the board write MNNQ INC DXTGWC 1 XDBWC R KW R WFAKWC'L BWLQ (this is an instruction telling Ls where to find a hidden riddle). Ask Ls to decode it using their 3.2 Code Box. The first L to decode the coded instruction, reads it out, follows the instruction, finds the riddle and gives it to you.
Solution: *Look for number 1 under the teacher's desk..*

3. Read the riddle out for Ls to solve.
Solution: Big Ben – the big clock next to the Houses of Parliament in London.

LEARNERS' ACTIVITIES

1. Ls get 3.2 Code Box, one between two.

2. Ls decode instruction using 3.2 Code Box and find riddles.

3. Ls solve riddle.

4. Divide the groups into groups A and groups B. Give groups A the “A” envelopes containing a set of 3.2 Riddles A and give groups B the “B” envelopes with 3.2 Riddles B. ALL groups receive 9 blank pieces of paper. Pair up one group A with one group B. Tell the groups they have to:
 - ~ hide the 9 riddles in their envelopes for their partner group to find.
 - ~ write instructions in code (on the pieces of paper) telling their partner group WHERE to find the riddles.
5. Before writing the coded instructions, move the partner groups A and B apart. Ask the Ls to first decide in their groups, where they should hide their riddles and then write coded instructions on where to find them – one instruction per paper. On the board write MNNQ INC DXTGWC + riddle number.... (*Look for number...4..*). All instructions must start with this (the riddle number is on the riddle itself).
6. Ask Ls to write the instructions (e.g. 1 learner writes 2/3 instructions). Allow 4 minutes for this, then ask Ls to place their set of instructions in a pile on their table.
7. When they have finished the writing of coded instructions but BEFORE groups actually hide their riddles, highlight:
 - ~ They must hide the riddles in the places described in the coded instructions i.e. if one of group A’s instructions says *Look for number 3 under Dora’s chair*, then riddle number 3 must be under Dora’s chair and nowhere else
 - ~ they should try and hide their riddles without their partner group seeing
8. Say *Hide the riddles. Ready Steady GO!* And Ls race around the classroom hiding riddles for their partner group. Allow 2 minutes for this.
4. Ls are in groups, one group A paired up with one group B. Groups A get 3.2 Riddles A, groups B get 3.2 Riddles B. All groups each get 9 blank pieces of paper.
5. Groups A and B move apart.
6. Ls write coded instructions for each other on where to find their riddles. 11. For example,

MNNQ INC DXTGWC 2 SD BNCF JWDASL AFLW
 (*Look for number 2 in Dora’s pencil case*)
 MNNQ INC DXTGWC 3 XDBWC BNCF AKFSC
 (*Look for number 3 under Dora’s chair*).
7. Ls listen.
8. Ls hide riddles.

9. When all riddles are hidden, ask the groups A to give their set of coded instructions to their partner group B and visa versa. So, by now, each group A has hidden 9 riddles for its partner group B AND written 9 coded instructions telling group B where the riddles can be found. Group A has given this set of coded instructions to group B. Groups B have done the same for groups A.
9. Ls swap over coded instructions

STAGE 3 What's the city? – While-reading

TIME 16 mins

SKILLS AND COMPETENCIES IN FOCUS Scan reading for specific information
Developing co-operative learning
Problem-solving in groups
Exchanging information about the UK

ORGANISATION Group work, pair work

AIDS AND MATERIALS 3.3 Fact File Northern Ireland, 3.3 Fact File Wales, 3.3 Fact File Scotland, 3.3 Fact File England, 3.2 Code Box, 3.2 Riddles A, 3.2 Riddles B. 3.3 Riddles answer sheet A, 3.3 Riddles answer sheet B, 1.3 Work Habit Assessment form

TEACHER'S ACTIVITIES

1. Check that groups A & B have swapped their coded instructions.
2. Give to each pair of Ls A, a copy of 3.3 Riddles answer sheet B, and to each pair of Ls B, a copy of 3.3 Riddles answer sheet A.
3. Tell Ls that they have to
 - ~ decode the 9 instructions they have just received from their pair group ~ find the riddles using the instructions
 - ~ solve the riddles in pairs/their groups by finding the answers on the 3.3 Fact Files on the walls. They write the answers to the riddles in the word puzzle on their 3.3 Riddles answers sheet (group A has 3.3 Riddle answer sheet B, group B, 3.3 Riddle answer sheet A). When the 3.3 Riddles answers sheets are completed, they will find the name of a UK city.
 - ~ This is a race. The first group to find their mystery city, is the winner.

LEARNERS' ACTIVITIES

2. Ls get 3.3 Riddles answer sheet A or B.
3. Ls listen to teacher's instructions.

4. Remind Ls that they can find the answers to the riddles in the 3.3 Fact Files (Northern Ireland, Wales, Scotland, England) & the *About the UK* posters from Lesson 3, Stage 1. Show Ls where you placed the 4 Fact Files around the classroom walls and stress that they don't need to read and understand all the information on the Fact Files – only what they need to find the answers to their riddles. The names of the 2 mystery cities are in the Fact Files and on the UK map.
5. Start the activity with *Ready, Steady GO!* Monitor and help as necessary. The activity should take about 12-15 minutes.
NB: if your Ls are struggling to find their mystery city names (Edinburgh + Liverpool), write on the blackboard these clues:
I am a city and I am in Scotland .
I am a city and I am in the north of England.
6. When Ls have worked out their city names, ask them to find them on the UK map on the wall.
Solution to 3.2 Riddles A (Group B finds and solves these):
1) Rowling 2) Fish and Chips 3) kilt 4) Lough Neagh 5) Lewis 6) Titanic
7) Channel Tunnel 8) Shakespeare 9) Robin Hood
What city am I? Edinburgh
Solution to 3.2 Riddles B (Group A finds and solves these):
1) Bell 2) Doyle 3) Everest 4) Wimbledon 5) Daffodil
6) Stonehenge 7) Nessie 8) Manchester 9) Dunlop
What city am I? Liverpool
7. If you have time left over at the end of the lesson, put a group A learner with a B learner and ask them to exchange information about their riddles and the answers to them. The groups will probably be interested in the other group's riddles as they have read them in Stage 2, but not solved them.
4. Ls listen to teacher's instructions.
5. Ls decode instructions, find riddles, solve riddles, write answers in the 3.3 Riddles answer sheets and as a group find the mystery city.
6. Ls find city on the UK map.
7. Ls exchange information about the riddles.
Learner A Riddle 1 is "....." and the answer is

LESSON 4: TEENSPEAK

Aims of the lesson:

- to listen for specific information
- to develop Ls' ability to interpret meaning from context
- to learn and practise teenage slang

Materials and resources: 4.1 Teenspeak script (1 per L), 4.2 Teenspeak worksheet (1 per L), 4.4 First Line dialogues (1-2 copies), 1.3 Work Habit Assessment form (4-5 copies), CD player

Before the lesson: Prepare the 4.4 First Line dialogues in the following way.

- ~ Photocopy and cut out the dialogue parts on 4.4 First Line Dialogue. There are 14 dialogue parts in total – 7 parts A and 7 parts B. Each A and B make up the first two lines of a dialogue.
- ~ You need as many dialogue parts as you have learners in your class – one for each learner. So, if you have 24 Ls, you need 12 parts A and 12 parts B – double up the parts if necessary.
- ~ Place the dialogue parts in an envelope.

Classroom arrangement: Ls work at their desks in this lesson so no special arrangement required.?

STAGE 1	Pre-listening
TIME	4 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening for specific words and phrases
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	Recording of 4.1 Teenspeak script

TEACHER'S ACTIVITIES

1. Ask Ls to shout out some Hungarian teenage slang – words that teenagers but not adults use.

LEARNERS' ACTIVITIES

1. Ls shout out examples of Hungarian teenage slang e.g. *Király*.

2. Ask Ls now give some English teenage slang – remind Ls that there were examples of this in 1.2 Spies reading text and 1.2 Cheats reading text from Lesson 1. Write their suggestions on the board.
2. Ls answers might include *Cool idea / Awesome / How cool is that! / Wicked / dork.*
3. Inform Ls that now they're going to learn some English slang to make their English sound good. Introduce the listening. Say, *Takács Gabi works for VIVA music channel in Hungary and is in London talking to Stacy aged 14 and Ruby, 14 about teenage slang. Listen for any of these slang words that you hear* (point to the slang words written on the board in Step 2).
3. Ls listen to instructions.
4. Play recording of 4.1 Teenspeak script. Ls complete task. Check together.
4. Ls listen out for slang words.
5. Ask Ls what they understood from the listening.
5. Ls answers will vary but may include – *examples of teenage slang, a rap, something about David Sherwin, the word király etc.*

STAGE 2 Let's listen – While-listening

TIME 8 mins

SKILLS AND COMPETENCIES IN FOCUS Listening for specific information
Guessing the meaning of idiomatic language

ORGANISATION Individual work, whole class, pair work

AIDS AND MATERIALS Recording of 4.1 Teenspeak script, 4.2 Teenspeak worksheet

TEACHER'S ACTIVITIES

1. Give 4.2 Teenspeak worksheet to Ls. Ask them to try and answer the true / false questions (1-6) before listening to the recording of 4.1 Teenspeak script again.
2. Play recording of 4.1 Teenspeak script. Ls answer questions 1-6 true or false.
3. Check answers together. Solution:
F 2) T 3) F 4) T 5) T 6) T

LEARNERS' ACTIVITIES

1. Ls try and answer the true/false questions.
2. Ls listen and answer true/false questions.
3. Ls respond.

4. Divide Ls into pairs, A & B and ask them to do question 7 on the 4.2 Teenspeak worksheet – the As order the rap, Bs the dialogue. They do this individually. The task is simple but if they have problems then read out that section of the dialogue (see 4.1 Teenspeak script).
 4. Learner A orders the rap and learner B orders in dialogue in question 7 of 4.2 Teenspeak worksheet.
 5. Ask Ls to tell each other the correct order and to start working out what the rap & dialogue mean. Reassure them that they'll get more help with this later, these are just their first ideas.
 5. Learner A tells B the correct order of the rap. Learner B tells A the correct order of the dialogue. Then they start working out the meanings together.
- Solution for learner A (the rap): d) b) a) c)
 Solution for learner B (the dialogue): b) a) d) c)

STAGE 3	Words – Vocabulary extension and practice
TIME	18 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing the meaning of idiomatic language Practising pronunciation of new vocabulary
ORGANISATION	Individual work, pair work, whole class
AIDS AND MATERIALS	4.1 Teenspeak script, 4.2 Teenspeak worksheet, 1.3 Work Habit Assessment form

TEACHER'S ACTIVITIES

1. Handout the 4.1 Teenspeak script and ask Ls to do question 8 on 4.2 Teenspeak worksheet individually – a word matching activity.
NB: Get real! is an extra one – it is NOT included in the dialogue.
2. Check answers together.
Solution: a) – 4) b) – 10 c) – 5) d) – 3) e) – 7) f) – 8) g) – 6) h) – 9) i) – 1) j) – 2) k) – 11) l) – 12
3. Ask Ls in pairs, to do question 9 on 4.2 Teenspeak worksheet – Ls “translate” the rap and dialogue into normal English.

LEARNERS' ACTIVITIES

1. Ls individually match slang words to their meaning.
2. Ls give answers.
3. Ls in pairs, say the slang rap and dialogue in normal English.

4. Check their versions a whole class.

NB: You might want to start completing the 1.3 Work Habit Assessment form at this point. See *Evaluation* in the Information Table for suggestions on how to use this.

4. Check answers together. Ls may have different versions but their answers should read something like this.

The rap

It's heavy and cool and wicked, mint, phat = *Teenage slang is really good.*

But when my mum says "phat" – How naff is that! I say = But when my mother uses it, it's really bad.

Talk to the hand 'cos the face is in Spain = *..and I don't listen to her*

Just don't say "phat" to me again = *She mustn't use teenage slang again.*

The dialogue

That new boy Spencer's proper fit! = *Spencer, the new boy is really good looking.*

A proper dork you mean!! He had a fight on his first day at school! What

a loser! = *He's really stupid. He had a fight on his first day at school!*

He's an idiot.

Yeah.. but.....David Sherwin started itit wasn't Spencer. Really..it wasn't him. = *Yes but Spencer wasn't in the wrong, David started the fight.*

Yeah, right! Whatever = *I don't believe you but I don't want to talk about it / argue with you.*

5. To practise pronunciation, ask Ls to listen and repeat after you – use the tape if you like. BUT, keep this listen and repeat quick and snappy – you don't need to do the whole tape, just key phrases. Get Ls to copy the rhythm, individual sounds and intonation. To liven up the activity, do it as a rap – ask Ls to click their fingers with you and fit the phrases into the rhythm. Also, vary your voice, and get Ls to copy you i.e. a normal voice, whisper, shout, slowly, fast, angrily, sleepily, and musically.

5. Ls listen and repeat – after you or after the Recording of 4.1 Teenspeak script.

6. Ask Ls individually to do question 10, a gap fill on their 4.2 Teenspeak worksheet.

6. Ls do question 10 on 4.2 Teenspeak worksheet.

7. Ask Ls to compare their answers in pairs. Then check as a whole class, working on Ls pronunciation as you do so.

7. Ls check answers – first in pairs then as a whole class.

Solution a) fit / dork or loser b) Cheers c) dork or loser d) wicked or mint / wicked or mint e) cool / get real f) yeah! Right! / Whatever g) like

STAGE 4 Walk 'n Talk – Post listening**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Revising and consolidating language from the lesson so far
Making up dialogues from cues**ORGANISATION** Whole class, pair work**AIDS AND MATERIALS** 4.4 First Line dialogues, 1.3 Work Habit Assessment form**TEACHER'S ACTIVITIES**

Before the lesson you need to have prepared 4.4 First Line dialogues as described in *Before the lesson* at the start of the lesson.

1. Hand out the dialogue parts of 4.4 First Line dialogue to the Ls. Make sure that each dialogue part has its matching pair.
2. Ask Ls to read their lines to themselves. Then say *Say your lines together. All together now – one, two, three* and get Ls to say aloud their lines together two or three times. This will be a bit chaotic with everyone speaking a different part at the same time but it lets Ls get their tongues round the words.
3. Ask Ls to repeat their lines together several times, but vary the volume and speed. Say *Now shout to the sky...now quiet like mice ShhShh... now rap it like Eminem..now fast like a Ferrari....now slow like a trabbi etc.*
4. Say *You all have one line from the start of a dialogue. You have to find your matching line. Walk around the room, say your line until you find the match. Go, go go!*
NB: If your learners are confident English speakers, ask them to leave their slips of paper (4.4 First Dialogue line) on their desks and speak their line from memory. If your learners are less confident, let them use the written words.
NB: You might want to continue completing the 1.3 Work Habit Assessment form here.

LEARNERS' ACTIVITIES

1. Ls get a 4.4 First Line dialogue part.
2. Ls read dialogue lines, then read and repeat dialogue lines.
3. As above.
4. Ls find the matching part of their dialogue by mingling round the room and repeating their line until they find their partner.

5. When they have all found their partner, say *Continue the dialogue – add 2/3 more sentences each.* 5. Ls continue the dialogues – 2 or 3 lines each.
6. If you have time, ask Ls to place their 4.5 First Line dialogue back in the envelope, 6. Ls get a new dialogue line and repeat the activity. then draw out another one and repeat the activity.

LESSON 5: BEING DIFFERENT

Aims of the lesson:

- to give practice in the following – simple social exchanges, greetings, likes/dislikes, guessing about things, agree/disagree, describing what happened, describing places (i.e. your own planet), making comparisons, giving instructions, ask/answer personal questions
- to develop Ls' intercultural awareness
- to develop Ls' ability to solve a problem as part of a team
- to foster Ls' creative skills through rule creation and problem-solving activity

Materials and resources: 1.3 Work habit Assessment form (4-5 copies), 4 big evaluation sheets (each one 30 x 60 cm)

Before the lesson: Prepare the evaluation sheets in the following way:

- ~ At the top of the first sheet write *Liked*, the second *Didn't like*, the third *Useful*, the fourth *Not useful*.
- ~ On each sheet write down the left-hand side of the paper, a list of the main activities from the module. For example, – Spies and Cheats reading (Lesson 1); making a cheat gadget (Lesson 1); Thinking Time phrases (Lesson 2); mime story (Lesson 2); About the UK – what's the mystery city (Lesson 3); learning teenage slang (Lesson 4); playing Alien (Lesson 5).

Classroom arrangement: In this lesson, Ls work in groups which need to be as far away from each other as possible. Arrange you classroom accordingly.?

STAGE 1	Guess the gesture – Warmer
TIME	3mins
SKILLS AND COMPETENCIES IN FOCUS	Developing intercultural awareness
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Play "Guess the Gesture" as a whole class – show a gesture for Ls to guess what they mean. i.e.
 - ~ Beckon with index finger.
 - ~ Nod head up and down to say "Yes".
 - ~ Form a circle with fingers to indicate "Yes".
 - ~ Smile.
2. Ask Ls to do this in pairs. Learner A does a gesture, learner B guesses what it means. Then they swap. Let them play for a minute.
NB: Ban rude gestures.
3. Ask what "non-Hungarian" gestures Ls know i.e. from holidays, talking to foreigners, from their families (if from a non Hungarian ethnic group) family friends, TV, films, sport etc. Make the point that different countries have different gestures, different social rules. For example, beckoning with your index finger is rude in Portugal, if you nod your head up and down in Turkey, this means "No!" (whereas in Hungary it means "Yes!")

LEARNERS' ACTIVITIES

1. Ls answer:
 - I think this means 'Come here!'.*
 - I think this means 'Yes'.*
 - I think this means OK.*
 - I think this means 'I'm happy'.*
2. Ls play *Guess the gesture* in pairs.
3. Ls answer.
 - Hand signs used by some rappers, high five sign.

STAGE 2 Rule Creation

TIME 15mins

**SKILLS AND COMPETENCIES
IN FOCUS** Developing co-operative skills
Developing creative skills

ORGANISATION Group work, whole class

AIDS AND MATERIALS 1.3 Work Habit Assessment form

TEACHER'S ACTIVITIES

1. Tell Ls that they are going to play a guessing game called ALIEN and put Ls into groups of 4-6. You need an even number of groups as two groups will work together.

LEARNERS' ACTIVITIES

1. Ls get into groups of 4-6.

2. Briefly describe the game (avoid detailed explanation at this stage as it gets confusing – Ls pick up the idea as the game progresses).
 2. Ls listen.
 - ~ Two groups, A & B work together. Each group is from a different planet. Each group makes up 5 rules for its planet.
 - ~ You have to guess the five rules of your partner planet, by visiting and talking to each other, then working out what their rules are.

3. Ask each group to create 5 rules of communication. To help, demonstrate some of these examples from previous games. For example, Ls ask you a question then jump up and down when they do so. Then ask *What's the rule?* and elicit that if someone asks you a question, you have to jump. Other examples you can explain or demonstrate are:
 3. Ls watch and guess the rule the teacher is demonstrating.
 - ~ If someone talks to you, turn around.
 - ~ Only one person can reply to questions in your group.
 - ~ Only girls can speak. The boys keep quiet.
 - ~ When someone asks you a “Wh” question, touch your left ear with your right hand.
 - ~ If someone says “no”, cheer and clap.

4. Ask Ls to start creating rules. Stress that when Ls interact in the game, they have to use these rules.
 4. Ls make up rules in their groups.

NB: You might want to start completing 1.3 Work Habit Assessment form – see *Evaluation* in the Information Table for suggestions on how to use this.

5. Groups have 13 minutes to create and practice their rules. Stop them after 9 minutes and ask them to practise using their rules by interacting with each other in their groups. Say for example *Ask each other about likes and dislikes and use your rules.*
 5. Ls practise rules in their own groups and modify them if necessary.

STAGE 3 Alien – Communication Game

TIME 20 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Developing co-operative skills
Problem-solving in groups
Interacting socially

ORGANISATION Whole class, group work

AIDS AND MATERIALS 1.3 Work Habit Assessment form

TEACHER'S ACTIVITIES

1. Pair up the groups – so if you have 6 groups, you have 3 sets of paired groups. Ideally, the partner groups should be hidden from each other i.e. in separate rooms. If this isn't possible, keep them as far apart as possible in the classroom.
2. Explain that now one group member (an ambassador) will visit the partner group (the hosts). They will talk to each other but the hosts must use their 5 made up rules. The ambassador has to try and guess what the rules mean. Demonstrate with one group to show what Ls have to do and what they can talk about (see example opposite).
3. Start the activity. Group A sends one member (an ambassador) to visit group B. At the same time group B sends an ambassador to group A. The visitors and host groups have to talk to each other with the host groups using their five made up social rules.
NB: Continue completing the 1.3 Work Habit Assessment form here.
4. The host groups and the visiting ambassadors interact as normal. Check that while talking, the host group uses their 5 made up rules to give the visiting ambassador a chance to guess what they are.

LEARNERS' ACTIVITIES

1. 2 groups of Ls pair up – group A and group B.
 - Group A* *Come in, sit down. Where are you from? (and when they speak they clap their hands as one of their rules is "When you speak you must clap your hands!")*
 - Ambassador B* *I'm from the Planet Xeros. What's this planet?*
 - Group A* *Classroom Planet. Are you hungry? Do you want something to eat? (and they clap their hands)*
 - Ambassador B* *Maybe. What do you eat here? Etc.*
3. One group A learner (the ambassador) visits group B (the host group) and at the same time a group B learner (the ambassador) visits group A (the host group).
4. The host group and the ambassador talk to each other with the host group demonstrating their made up social rules.

5. After a 1-2 minute visit, ask Ambassadors to return home and report what they have experienced. Allow 1-2 minutes for this feedback as from this point on the groups start trying to guess the rules.
6. You might want to write some useful phrases for language support on the board and discretely encourage Ls to use them (i.e. tap them on the shoulder and point to the board). Add useful phrases as the game proceeds.
7. Repeat the above procedure 4 times with different ambassadors visiting each time. After each visit, give the groups a little time to guess the rules of their sister planets. As the game proceeds, their guesses should become more concrete as they test their hypotheses during the visits.
8. After 16 minutes, pair up Ls from the different group into AB pairs. Ask Ls to tell each other what they think the other's rules are.
9. To end the activity, as a whole class discuss *How did you feel when you visited your sister planet? Why?* This should lead into a discussion on how it feels being different. If you want to extend and structure the discussion, see the *Variation* below.
5. Ambassadors return home, report to their own groups on their experiences and together the groups start trying to work out the social rules of their partner groups.
6. Examples of phrases might include:
When I said this (i.e. asked a question), they did this
I think this means *I think rule 1 is.....because they do this when I did this.....*
I'm not sure about rule 3. I didn't understand anything. They are crazy!!.. Who's next? I'm next... When you visit, ask this/do this..Yes, I agree/No, I don't agree.
7. Ls continue visiting other groups in turn, and receiving visitors and gradually working out the social rules.
8. Ls get into AB pairs and report what they think their partner groups' rules were.
9. Possible answers might be *It was fun. I was confused. They were crazy. I didn't understand. I can guess the rules. I didn't know the rules. It was strange. I felt stupid etc.*

VARIATION – AN EXTENSION TO LESSON 5, STAGE 3, STEP 9

DESCRIPTION

Write these questions on the board and discuss (in Hungarian if you want) as a whole group.

Did you feel strange when you visited the sister planet? Why?

How did it feel 'being different' from other people?

Have you felt different from other people at other times in your life? What did it feel like?

Why are differences sometimes seen as bad or wrong?

How can differences be good?

Do you know anyone who has used their differences to help others or make good changes in life?

Accept all contributions from learners as there are no right or wrong answers to these questions. The aim is simply to raise Ls's awareness of what it is like to be different.

STAGE 4 Mingle 'n Tick – Evaluation**TIME** 7 mins**SKILLS AND COMPETENCIES
IN FOCUS** Developing intercultural awareness**ORGANISATION** Individual work**AIDS AND MATERIALS** 4 big sheets of paper, prepared as described in *Materials and resources* section at the beginning of the lesson**TEACHER'S ACTIVITIES**

Before this stage of the lesson, you need to have put the four big poster evaluation sheets on the classroom walls (you should have prepared these earlier – see *Before the lesson* section at the beginning of the lesson for information on this)..

1. Put Ls into pairs.
2. Ask each pair to read the 4 evaluation sheets, remind themselves of the activities written there, and tick the ones they feel are true for them. For example, if Timi liked the Alien game, she puts a tick next to Alien on the *Liked* poster, if she feels the teenage slang was useful, she puts a tick next to teenage slang on the *Useful* poster.
3. To close the lesson, you might want to comment on interesting things from the Ls' feedback i.e. *Most people liked the Teenage slang lesson. Why?*

LEARNERS' ACTIVITIES

1. Ls get into pairs.
2. Ls remember the activities and tick the place for *Liked, Didn't like, Useful, Not useful.*
3. Ls respond to T's comments.