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# NATURE

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

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

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Creative communication</b>
<b>DESCRIPTION OF MODULE</b>	In this module Ls will create and interpret relief maps, discuss holiday plans and the importance of environmental protection.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ refresh and enrich students' vocabulary in terms of nature</li> <li>■ deepen knowledge in the area of environmental protection</li> <li>■ refine student's communication strategies and skills</li> <li>■ enable students to engage in discussions</li> <li>■ increase students' confidence in speaking</li> <li>■ improve creativity</li> <li>■ promote learner's autonomy</li> <li>■ develop co-operation skills</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	14-17-year-old learners
<b>LANGUAGE LEVEL</b>	B1
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<ul style="list-style-type: none"> <li>■ Ls can manage simple explanations, definitions.</li> <li>■ Ls can handle questions.</li> <li>■ Ls can describe plans and places.</li> <li>■ Ls can write dialogues in English.</li> <li>■ Ls have some experience in presenting and asking for opinions.</li> <li>■ Ls can agree and disagree.</li> </ul>
<b>LINKS OF THE MODULE</b> <b>Cross-curricular links</b>	People and Nature, Earth and Environment, Lifestyle and Practical Knowledge

**FOCI OF SKILLS-DEVELOPMENT**  
**Communicative language skills**

- Ls will be able to
- engage in discussions
  - ask for explanations and give reasons
  - define and paraphrase
  - plan a holiday and plan trips
  - present ideas
  - read and describe maps
  - speak about environmental protection
  - write more elaborate definitions

**General, educational skills**

- People and Nature: describing maps and holiday programmes, understanding records and facts about our planet
- Career building: discussions (language exams), social skills
- Earth and Environment: environmental protection

**EVALUATION**

Evaluation is carried out:

by teacher: reflecting on the process

by students: doing the test at the end of Lesson 5.

By teacher: T makes notes when monitoring pair and group work and gives feedback at the end of the activity or at the end of the lesson by emphasizing positive aspects and giving suggestions for development. We recommend positive encouragement to students for their contribution to the lesson.

By students: Students do the test at the end of the module. Teacher corrects tests and thus checks how much Ls acquired from the module. T discusses results with the students and gives the tests back to students to attach to their files.

**SUGGESTIONS**

The pictures provided in Lesson 1 (Appendices 1.1 & 1.3) are optional. Feel free to use any other resources, photos or you can even ask Ls to bring in some pictures.

It is important to think about classroom management prior to the lesson. At some stages students will work in small groups doing activities where space and minimal separation is required / suggested. Make sure you can sort out any possible inconveniences in advance.

In Lesson 1 (Task 2/C) you might want your students to work with bilingual dictionaries. In Lesson 3 (Task 2/B) you will need them. Make sure you can provide Ls with the required number of dictionaries.

In Lesson 2.A Ls will play a board game. For this activity we have supplied the board but you will need to provide your Ls with the tokens/counters and dice.

**BACK UP SYSTEMS**

Geographical maps, geographical website

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>to help Ls boost their lexical range in the topic of nature</p> <p>to improve students' speaking skills in English with special emphasis on describing relief maps and holiday programmes</p> <p>to improve Ls' creativity by offering ways of exploiting existing vocabulary imaginatively and effectively</p> <p>to develop learner's autonomy by providing activities to choose and select from their own ideas and resources based on their own experience</p> <p>to provide opportunities for teamwork thus develop co-ordination skills</p>	<p>Tuning into Nature</p> <p>Creating legends for maps</p> <p>Planning a holiday</p> <p>Presenting holiday plans</p> <p>Learn it</p>	<p>nature related vocabulary: geographical forms</p>	<p>1.1 Picture cards</p> <p>1.2 Picture cards</p> <p>1.2 A,B Map cards</p> <p>bilingual dictionaries in case of Task 2 / C</p>
2	<p>to revise vocabulary learnt in Lesson 1 by describing maps</p> <p>to improve students' speaking skills in English with special emphasis on communication strategies regarding: Asking for <i>Explanations and Giving Reasons</i> by presenting and practising the target language</p> <p>to increase creativity</p> <p>to develop co-operation skills by providing opportunities for teamwork</p>	<p>Creating a map</p> <p>Presenting maps</p> <p>Vocabulary Chess</p> <p>Word-snake puzzle</p>	<p>expressions for asking for explanations and giving reasons</p>	<p>tokens / counters,</p> <p>2.1 Map A-B-C-D</p> <p>2.3 Cards</p> <p>2.3 Boards game</p> <p>2.4 Word-snake puzzle</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>to consolidate vocabulary learnt in Lesson 2</p> <p>to stimulate conversation for practising new language</p> <p>to activate passive vocabulary</p> <p>to extend Ls' vocabulary related to the environment</p> <p>to enable Ls to talk about environmental protection in English</p> <p>to encourage Ls' creativity and develop co-operation skills</p>	<p>Word-snake puzzle</p> <p>Vocabulary building;</p> <p>Did you get that?</p> <p>Giving reasons</p> <p>Promoting environmental protection</p>	<p>nature related vocabulary:</p> <p>environmental protection</p>	<p>bilingual dictionaries for Task 2/B</p>
4	<p>to consolidate new vocabulary, including expressions for asking for explanations and giving reasons</p> <p>to activate passive vocabulary</p> <p>to encourage learners to sharpen their communication skills</p> <p>to improve listening skills</p> <p>to promote learner's autonomy, improve creativity and co-operation skills</p>	<p>Poster presentation</p> <p>Planning a trip</p> <p>Discussing ideas;</p> <p>Presenting decisions</p> <p>Travel Agency</p> <p>A dialogue</p>	<p>(practice and activating vocabulary)</p>	<p>tape, tape recorder</p> <p>4.2 A Instructions for planning a journey</p> <p>4.3 B Points for discussion</p> <p>4.4 True or False?</p>
5	<p>to challenge Ls with facts and records about our planet</p> <p>to improve Ls' listening skills</p> <p>to provide an opportunity for discussion and maximise learner involvement</p> <p>to provide Ls with a number of choices, opportunities to see if their choices were right or wrong and thus develop learner's autonomy</p> <p>to check how much Ls acquired from previous lessons</p>	<p>Call my Bluff</p> <p>Let's Test</p>	<p>(practice and activating vocabulary)</p>	<p>5.1 Call my Bluff</p> <p>5.2 Test</p>

# PROCEDURE

## LESSON 1: VOCABULARY BUILDING I.

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to help Ls boost their lexical range in the topic of nature</li> <li>■ to improve students' speaking skills in English with special emphasis on describing:             <ul style="list-style-type: none"> <li>■ relief maps</li> <li>■ holiday programmes</li> </ul> </li> <li>■ to improve Ls' creativity by offering ways of exploiting existing vocabulary imaginatively and effectively</li> <li>■ to develop learner's autonomy by providing activities to choose and select from their own ideas and resources based on their own experience</li> <li>■ to provide opportunities for teamwork thus developing co-ordination skills</li> </ul>
<b>MATERIALS AND RESOURCES</b>	1.1 Picture cards, 1.3 Picture cards and/or cut-outs from travel magazines, 1.2 A,B Map cards, bilingual dictionaries in the case of Task 2 / C

<b>STAGE 1</b>	<b>Nature formations – Brainstorming / pre-teaching</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Vocabulary
<b>ORGANISATION</b>	Frontal work

### TEACHER'S ACTIVITIES

- 1 T asks Ls to collect words that come to their minds in connection with nature and gives them help if needed.

*Remark:*

It's a good idea not only to collect nouns but also verbs (activities) that characterise those particular nature formations or phenomena.

E.g.: *volcano – fume – rumble – shake – give out*  
*tsunami – wave – rise up - volcano (eruption) – sea*  
*cave – rock – ground*  
*tornado – blow – go round*

### LEARNERS' ACTIVITIES

- 1 Ls collect words that come to their minds in connection with nature and make notes in their exercise-books if needed.

<b>STAGE 2</b>	<b>Focusing on topic – Tuning into Nature</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Description
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	1.1 Picture cards

### TEACHER'S ACTIVITIES

- 1 T divides the class into pairs.
- 2 T explains task, hands out pictures 1.1 Picture cards or pictures from any other resources), facilitates the process.

*Option:* If your Ls are quick with the activity or you think you could save some time with another activity within the lesson you can make your Ls mingle and share the information in their pictures with other people, too.

### LEARNERS' ACTIVITIES

- 1 Ls pair up.
- 2 Each S is given a picture of famous geographical formations. The Ls' task is to explain to their partners what they can see in their picture without mentioning its name.

The partners' task is to find out what's in the picture.

E.g.: *In my picture there's a huge volcano / mountain that gives out / fumes / It is a very famous place in Japan.*

Key:

The Himalayas, Lake Balaton, Niagara Falls, Glacier – Argentina, Fuji Mountain, Scottish Highlands, Aggtelek Cave, Tsunami – Thailand

<b>STAGE 3. A</b>	<b>Vocabulary building – Creating legends for maps</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Exchanging information
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	1.2 A,B Map cards

### TEACHER'S ACTIVITIES

- 1 T divides the group into pairs. Each student is given the same map with different gaps in its legend (1.2 A,B Map cards).
- 2 T explains task.  
*Note:* If you don't want to use the words on the map to demonstrate the task (see opposite), make up similar ones e.g.: "What do you call the place where there are huge palm trees?" "Jungle." Or "What's the name of the lowest area in a mountain?" "Valley." Etc.
- 3 While Ls are looking at their maps and preparing with questions, T goes around and prompts pronunciation of new words.
- 4 During the interaction T monitors the process then checks the activity.  
*Note:* You might want to emphasise that they are required to ask and answer questions about their maps and not identify words by their numbers. Do this only if there's a chance that they are using numbers. (If they are less likely to do this do not give them a clue.)

### LEARNERS' ACTIVITIES

- 1 Ls form pairs.  
Each student is given the same map with different gaps in its legend.
- 2 Ls fill in the gaps with their partner's help asking and answering questions: "What do you call the place where there are no mountains?" "Desert." Or "What's the name of the highest point of a mountain?" "Peak." Etc.  
It may be necessary for Ls to spell new words.

Key:

- 1 desert
- 2 river
- 3 lake
- 4 coast line
- 5 ocean
- 6 mountain range
- 7 peak (highest point)
- 8 spring B

### STAGE 3. B

**TIME** 10 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Exchanging information

**ORGANISATION** Pair work

**AIDS AND MATERIALS** 1.2 A,B Map cards

#### TEACHER'S ACTIVITIES

- 1 T divides the group into pairs. Each student is given the same map with different gaps in its legend (1.2 A,B Map cards).
- 2 T explains task, monitors the process then checks the activity.  
*Note:* You might want to emphasise that they are required to describe their maps and not identify words by their numbers. Do this only if there's a chance that they are using numbers. (If they are less likely to do this do not put the idea into their heads!)

#### LEARNERS' ACTIVITIES

- 1 Ls form pairs.  
Each student is given the same map with different gaps in its legend.
- 2 Ls fill in the gaps with their partner's help and give descriptions of their maps and give definitions of to the words they have on their sheets: "*On my map there is a desert. It is where there are no mountains and it's hot.*" Or "*On my map there's a peak. This is the highest point of a mountain.*"  
It may be necessary for Ls to spell new words.

*Key:*

See in Learners.. Activities 1.2 A.

**STAGE 3. C****TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Use of dictionaries  
Exchanging information**ORGANISATION** Pair work**AIDS AND MATERIALS** 1.2 A,B Map cards, bilingual dictionaries**TEACHER'S ACTIVITIES**

- 1 T hands out the maps (Each student is given the same map with different gaps in its legend. There will be an equal number of Ls with Appendices A and those of B.) and gives out dictionaries.
- 2 T explains task and monitors the process.
- 3 Then T divides the group into pairs so that Ls have a different Appendix (A and B) within a pair.
- 4 T explains task, monitors the process then checks the activity.

**LEARNERS' ACTIVITIES**

- 1 Each student is given the same map with different gaps in its legend.  
(There will be an equal number of Ls with Appendix A and with Appendix B.)
- 2 Ls fill in the gaps by using a bilingual dictionary and looking up the missing words.
- 3 Then T divides the group into pairs so that Ls have different Appendices (A and B) within a pair.
- 4 Ls ask their partners questions to check if their guesses about the missing words were right:  
E.g.: "Is the place without mountains "*plain*" on this map?" "No, it isn't. It's a *desert*." "No, it isn't" "Is it *desert*?" "Yes, it is."

*Key:*

See in Learners' activities 1.2.A.

<b>STAGE 4</b>	<b>Discussion – Planning a holiday</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	1.3 Picture cards (or any other pictures that are suitable for the task)

### TEACHER'S ACTIVITIES

- 1 T divides the class into groups of 4 and hands out 1.3 Picture cards or any other collection of pictures that is suitable for the task to each group.
- 2 T explains task and draws attention to the next activity where Ls are required to present (Task 4.A) or give information about (Task 4.B) their programmes. Also, s/he explains that when presenting, all the members of the group are expected to take part so they have to prepare accordingly.

If needed, T gives help by giving an example of how to present their holiday plans.

- 3 T monitors the activity, helps with vocabulary if needed and draws attention to mistakes that impair communication.

### LEARNERS' ACTIVITIES

- 1 Ls form groups of 4 and get the 1.3 Picture cards (Appendix 1.3) per group.
- 2 Ls come up with a 4-day holiday programme selecting destinations to visit by choosing from the photos.

They discuss where to go and why. They might invent names of places.

They get ready to present (Task 4.A) or give information about (Task 4.B) their programmes in the next step.

E.g.: *“We are planning to travel to Scotland. The first day we are visiting Edinburgh, the capital of Scotland. We’re going to see the Castle and Arthur’s Seat. Then, on day two we are driving up to the lochs and Loch Ness where we’ll see the monster and take some pictures of her. The third day we want to go up to the Isle of Skye to have a look at the beautiful landscape, the high cliffs and the sea. The fourth day we are visiting Glasgow...”*

**STAGE 5. A** **Group presentation – Presenting holiday plans**

**TIME** 9 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking – group presentation

**ORGANISATION** Frontal work

**AIDS AND MATERIALS** Pictures from previous task

**TEACHER'S ACTIVITIES**

- 1 T asks groups to present their plans to the class.
- 2 T facilitates the process, makes notes on mistakes that cause difficulties in communication and gives feedback on the process, efficiency, vocabulary and effectiveness at the end of the activity.

**LEARNERS' ACTIVITIES**

- 1 Ls present their plans to the class. They use the pictures to illustrate their holiday plans.
- 2 Ls listen to T's feedback at the end of the activity.

**STAGE 5. B****TIME** 9 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking – sharing information**ORGANISATION** Group work**TEACHER'S ACTIVITIES**

- 1 T changes the groups in a way that the members who form the new groups are from different groups from the previous task.

Task 4:      AAAA                  BBBB                  CCCC                  DDDD

Task 5:      ABCD                  ABCD                  ABCD                  ABCD

Note: In the case of an insufficient number of Ls for forming groups of 4 T might want to make Ls just simply work in pairs or in groups of 3. In this case though, T should make sure that s/he makes pairs/ groups where there are Ls who did not work together in the previous activity.

- 2 T explains task, monitors, makes notes on mistakes that cause difficulties in communication and helps if needed.
- 3 After the activity T gives feedback on vocabulary and effectiveness.

**LEARNERS' ACTIVITIES**

- 1 The groups form new groups of 4. They ask and answer questions about holiday plans.

E.g.: *“What are your plans for your next holiday?” “We are visiting Scotland and the Highlands. And you?” “We are planning to go to the Lake District. What are you going to see in Scotland?”*

- 3 Ls listen to T's feedback at the end of the activity.

**STAGE 6** Setting homework – Learn it

**TIME** 1 min

**SKILLS AND COMPETENCIES  
IN FOCUS** Discussing homework

**ORGANISATION** Frontal work

### TEACHER'S ACTIVITIES

- 1 T sets homework.

### LEARNERS' ACTIVITIES

- 1 Ls learn the new words for homework.

## LESSON 2: VOCABULARY BUILDING II.

### AIMS OF THE LESSON

- to revise vocabulary learnt in Lesson 1 by describing maps
- to improve students' speaking skills in English with special emphasis on communication strategies regarding: *Asking for Explanations and Giving Reasons* by:  
presenting and practising the target language
- to increase creativity
- to develop co-operation skills by providing opportunities for teamwork

### MATERIALS AND RESOURCES

2.1 Map A, B, C, D, 2.3 Cards, tokens / counters, 2.4 Word-snake puzzle for homework

### STAGE 1 Creative gap fill – Creating a map

**TIME** 10 mins

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

**ORGANISATION** Group work

**AIDS AND MATERIALS** 2.1 Map A, B, C, D

### TEACHER'S ACTIVITIES

- 1 T divides class into 4 groups, hands out the maps and facilitates the task.

### LEARNERS' ACTIVITIES

- 1 Ls form 4 groups.
  - Each group gets a map with one (a different) quarter missing (2.1 Map A, B, C, D).
  - It's up to the Ls to be creative and complete the maps with their own ideas (geographical formations).
  - They should use the words from Lesson 1 (legend).

<b>STAGE 2</b>	<b>Description – Presenting maps</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking – presenting
<b>ORGANISATION</b>	Frontal work
<b>AIDS AND MATERIALS</b>	2.1 Map A, B, C, D – completed

### TEACHER'S ACTIVITIES

- 1 T explains task and facilitates the process.

- 2 After the activity T gives feedback on the process, efficacy and vocabulary.  
Note: If you find the given map too complicated or difficult to work with, feel free to find any suitable map e.g. Ls' geographical map that you photocopy and cut into four. Or you can draw a simple map and photocopy that.

The aim of this activity is not to check Ls' geographical knowledge and we do not expect them to know every country's map. The aim is for Ls to use and practise the vocabulary learnt. It can be a useful activity, though, when you compare their guessing with the missing part to highlight how the real geography of the country differs (you might want to show the whole map on an OHT when other groups are explaining the discrepancies).

### LEARNERS' ACTIVITIES

- 1 Groups take turns to stand in front of the class and present and explain their maps.  
– Other groups that have the missing parts check and explain discrepancies.

*E.g.: Presenting group: "We do not have the top-right part of the map. We think there's a river flowing up to the north-east from the centre. It flows in a valley, with mountains on both sides." Groups with real terrain: "In fact, there's no river but there's a lake in the centre of the north-eastern part."*

<b>STAGE 3. A</b>	<b>Vocabulary building – Vocabulary Chess</b>
<b>TARGET GROUP</b>	For Ls who are ready to experiment with the language.
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Familiarizing with expressions
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	2.3 Boards game

### TEACHER'S ACTIVITIES

- 1 T asks for groups of 4, explains task and gives out boards (2.3 Boards game) and tokens / counters.  
*Note:* You might want to emphasise that these expressions might be new to them and they are expected to experiment with the language to make meaningful elements.

- 2 T monitors and helps if needed.

- 3 When the group is ready T hands out the expression list (Task sheet 2.3) so that Ls can check their answers.

### LEARNERS' ACTIVITIES

- 1 Ls form groups of 4.

- 2 Ls take it in turns to move their tokens/counters on the board (2.3 Boards game) as the knights move in chess (two to either side, one upward/ downward or two upward/ downward and one to either side) to find expressions in groups of four.
  - They choose where to start and do L-shaped moves until they get to the end of the phrase. They take turns to move after each word.
  - They choose any other field to start with a new phrase.
  - Ls come up with their own solutions, write the phrases down then at the end of the game (when they think there are no more expressions to find) check in the list (2.3 Boards game).

*Key:*

*How come?, Why?, What makes you think so?, How on earth do you know?, Give/ tell me your reasons, Could you give me an explanation?, Can you tell me the reasons why...?, Could you elaborate on that?, Do you mean to say...?, I don't understand why..., Why is it that..., Does this mean...?, What do you mean?(First of all,) we must bear in mind...; To begin with...; Let me give an example; We mustn't forget...; In spite of..., I still think...; On the whole,...; All things considered,...*

**STAGE 3. B****TIME** 20 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Familiarizing with expressions**ORGANISATION** Group work**AIDS AND MATERIALS** 2.3 Cards, 2.3 Boards game**TEACHER'S ACTIVITIES**

- 1 T asks for groups of 4, explains task and gives out boards (2.3 Boards game), a card per student (2.3 Cards) and tokens /counters.
- 2 T monitors and facilitates the process.

**LEARNERS' ACTIVITIES**

- 1 Ls form groups of 4.
- 2 Ls take it in turns to move their tokens/counters on the board (2.3 Board) as with knights in chess (two to either side, one upward/ downward or two upward/ downward and one to either side) to find expressions in groups of four.
  - Each S gets one of the cards from 2.3 Cards and they take their turns to make their moves to find the phrases on their cards on the board.
  - They choose where to start (which should be one of the first words of one of their expressions) and do L-shaped moves until they get to the end of the phrase. They take turns to move after each word.
  - When they have covered a phrase, their partners write down the sentences.

<b>STAGE 4</b>	<b>Setting homework – Word-snake puzzle</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussion of homework
<b>ORGANISATION</b>	Frontal work
<b>AIDS AND MATERIALS</b>	2.4 Word-snake puzzle

#### TEACHER'S ACTIVITIES

- 1 T gives out 2.4 Word-snake puzzle and sets homework.

#### LEARNERS' ACTIVITIES

- 1 Ls get their homework: a word-snake puzzle. In the grid, some of the learnt expressions are to be found. The first one has been given as an example (*why?*). For the others, the first and the last letters as well as letters where two expressions link in the puzzle are given. The direction in which the expressions are to be read are indicated by arrows.

### LESSON 3: ENVIRONMENTAL PROTECTION

#### AIMS OF THE LESSON

- to consolidate vocabulary learnt in Lesson 2
- to stimulate conversation for practising new language
- to activate passive vocabulary
- to extend Ls' vocabulary related to the environment
- to enable Ls to talk about environmental protection in English
- to encourage Ls' creativity and develop co-operation skills

#### MATERIALS AND RESOURCES

Bilingual dictionaries in case of Task 2/B

#### STAGE 1 Checking homework – Word-snake puzzle

**TIME** 2 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Vocabulary

**ORGANISATION** Frontal work

**AIDS AND MATERIALS** Completed 2.4 Word-snake puzzle from Ls

#### TEACHER'S ACTIVITIES

- 1 T checks homework.

#### LEARNERS' ACTIVITIES

- 1 Ls read out their solutions for the word-snake puzzle.

<b>STAGE 2. A</b>	<b>Vocabulary building – eliciting</b>
<b>TIME</b>	18 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing – giving definitions
<b>ORGANISATION</b>	Group work

### TEACHER'S ACTIVITIES

- 1 T writes the following words / word partnerships on the board:

*recycling, re-usable bottles, selective waste collection, re-forestation, biodegradable, ozone layer, evergreen, rain forest, water supply, air & water pollution, greenhouse effect, global warming etc...*

*Note:* The list is optional, it can be changed or supplemented.

- 2 T asks for groups of 3 and explains task.
- 3 While Ls are working, T monitors, corrects mistakes and helps if needed.

### LEARNERS' ACTIVITIES

- 2 Ls work in groups of 3.
- 3 They come up with definitions of the words written on the board in writing.  
E.g.:  
*Reforestation: the act of putting new trees into a place where the original trees have been cut down.*

**STAGE 2. B****TIME** 18 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Writing – giving definitions**ORGANISATION** Group work**AIDS AND MATERIALS** Bilingual dictionaries**TEACHER'S ACTIVITIES**

- 1 T writes the following words / word partnerships on the board:

*recycling, re-usable bottles, selective waste collection, re-forestation, biodegradable, ozone layer, evergreen, rain forest, water supply, air & water pollution, greenhouse effect, global warming etc...*

*Note:* The list is optional, it can be changed or supplemented.

- 2 T asks for groups of 3, explains task and hands out the dictionaries.

*Note2:* The aim here is to make Ls use their own (minimum) vocabulary to explain what they want; that is to teach them how to give definitions or how to paraphrase. Being able to explain concept words will give them more confidence when it is about speaking. So Ls are expected to give definitions like: *"It is when the Earth gets warmer and warmer."* or *"When we make the air or water dirty."*

- 3 While Ls are working, T monitors, corrects mistakes and helps if needed.

**LEARNERS' ACTIVITIES**

- 2 Ls work in groups of 3.

- 3 They find unknown words in the dictionary and come up with explanations for the words written on the board in writing.

E.g.:

*Reforestation: when people plant new trees in a place where there are no trees any more.*

**STAGE 3** Checking definitions – Did you get that?

**TIME** 8 mins

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

**ORGANISATION** Frontal work

**TEACHER'S ACTIVITIES**

- 1 T checks definitions written by Ls, corrects pronunciation and grammar mistakes if needed and writes the best definitions on the board or OHP.

**LEARNERS' ACTIVITIES**

- 1 Ls take turns to read out definitions and vote for the best definition.

**STAGE 4. A Consolidation – Giving reasons****TIME** 15 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Discussion**ORGANISATION** Individual work; pair work**TEACHER'S ACTIVITIES**

- 1 T explains task and while Ls are working, s/he helps if needed.
- 2 Then T divides the class into pairs and gives instructions for the task.
- 3 T draws attention to the fact that Ls are expected to use expressions acquired in Lesson 2 and words defined in the previous task.
- 4 T monitors and makes notes on mistakes causing difficulties in communication.
- 5 After the activity T gives feedback on discussion techniques and language functions used.

**LEARNERS' ACTIVITIES**

- 1 Ls make a list of different activities that can be done to protect the environment with the help of the words defined in the previous task, they put them above in order of importance as they think.
- 2 Then T divides the class into pairs to compare and discuss their lists giving reasons.
- 3 Ls are expected to use expressions from Lesson 2.

E. g.: *“The protection of the ozone layer is the most important thing because the ozone hole will increase the greenhouse effect and global warming.”*

**STAGE 4. B****TIME** 15 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Giving reasons**ORGANISATION** Group work**TEACHER'S ACTIVITIES**

- 1 T divides the class into groups of 3.
- 2 T explains task, monitors and helps if needed.  
T draws attention to the use of expressions acquired in Lesson 2 and words defined in the previous task.
- 3 After the activity T gives feedback on discussion techniques and language functions used.

**LEARNERS' ACTIVITIES**

- 1 Ls form groups of 3.
- 2 They come up with possible explanations as to why the above words/activities etc. are important considering the protection of nature.
  - They discuss if they agree or not within the group.
  - Ls are expected to use expressions from Lesson 2.

E.g. *“Recycling is very important because if products are recycled we will not throw garbage away and we will use fewer natural resources.”*

**STAGE 5** Setting homework – Promoting environmental protection

**TIME** 2 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Discussion

**ORGANISATION** Frontal work

**TEACHER'S ACTIVITIES**

- 1 T sets homework.

**LEARNERS' ACTIVITIES**

- 1 Ls make a poster to promote environmental protection where they include what they do to protect their environment.

## LESSON 4: GETTING READY

### AIMS OF THE LESSON

- to consolidate new vocabulary, including expressions for asking for explanations and giving reasons
- to activate passive vocabulary
- to encourage learners to sharpen their communication skills
- to improve listening skills
- to promote learner's autonomy, improve creativity and co-operation skills

### MATERIALS AND RESOURCES

4.2 A Instructions for planning a journey, 4.2 B Points for discussion, 4.4 True or False, tape, tape recorder

### STAGE 1 Checking homework – Poster presentation

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Presenting

**ORGANISATION** Frontal work

### TEACHER'S ACTIVITIES

- 1 T asks Ls to present their posters and explain them if needed.  
*Option:* Ls can vote for the best poster.
- 2 After that, posters are stuck on the classroom wall. T instructs Ls to challenge some presenters by asking questions.

- 3 T facilitates the process.

### LEARNERS' ACTIVITIES

- 1 Ls present their posters and give explanations if necessary.  
– As an alternative Ls can vote for the best poster.
- 2 After that, posters are put up on the classroom wall. The class challenges Ls by asking questions like:  
“*What makes you think that your poster will encourage people to collect waste selectively? Etc...*”

A possible answer would be: “*I've made a poster to promote selective waste collection because in our area there are several bins for this and I take down different waste products every day. I think everybody should do this.*”

<b>STAGE 2. A</b>	<b>Communication – Planning a trip</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking – discussion
<b>ORGANISATION</b>	Individual work; group work
<b>AIDS AND MATERIALS</b>	4.2 A Instructions for planning a journey

### TEACHER'S ACTIVITIES

- 1 T hands out the scenario (4.2 A Instructions for planning a journey) and explains task.
- 2 Then T divides the class into groups of 4 and instructs Ls as it is laid out in the task description.
- 3 T monitors, makes notes on mistakes that impair communication and facilitates the process.

### LEARNERS' ACTIVITIES

- 1 Ls get a simulation on Appendix 4.2 A Instructions for planning a journey: They are planning a three-week journey with their friends but they have not decided where to go.  
They are to think about a place somewhere and list 15 items that they definitely think are necessary to take with them.
- 2 Then they are required to form groups, present and discuss their ideas with their partners.
- 3 Finally, they come up with one common solution.

#### Criteria:

- 1 They cannot spend more than EUR 500 (HUF 125.000) per person.
- 2 They must all take the same means of transport.
- 3 They must all stay at the same place.

<b>STAGE 2. B</b>	<b>Communication – Discussing ideas</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking – agreeing /disagreeing Asking for explanations Giving reasons
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	4.2 B Points for discussion

### TEACHER'S ACTIVITIES

- 1 T divides the class into groups of 4.
- 2 T explains task.
- 3 T monitors, makes notes on mistakes that impair communication, facilitates the process and helps in the case of a communication breakdown.

### LEARNERS' ACTIVITIES

- 1 Ls work in groups of 4. They read the statements given on their Task Sheets (4.2 B Points for discussion) and decide which of them they agree/disagree the most with.

**STAGE 3** Presentation – Presenting decisions

**TIME** 5 mins

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

**ORGANISATION** Frontal work

**TEACHER'S ACTIVITIES**

- 1 T asks Ls to present their decisions.
- 2 After the activity T gives feedback on the development of the Ls' communicative competence and also on processes done in Tasks 2 and 3.

**LEARNERS' ACTIVITIES**

- 1 Groups present their decisions.

<b>STAGE 4</b>	<b>Listening comprehension – Travel Agency</b>
<b>TIME</b>	18 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	4.4 Tue os False? tape; tape recorder

#### TEACHER'S ACTIVITIES

- 1 T explains task.
- 2 T checks answers.

#### LEARNERS' ACTIVITIES

- 1 Ls listen to the tape and decide if the given statements are true or false. (4.4 Tue os False?)  
Tapescript: See 4.4 Tue os False?

**STAGE 5** Setting homework – A dialogue

**TIME** 2 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Discussion  
Listening

**ORGANISATION** Frontal work

**TEACHER'S ACTIVITIES**

- 1 T sets homework.
- 2 T is required to collect the students' writing next class and correct them at home.
- 3 When the texts are corrected, T discusses results with the students and gives them back to students to attach to their files.

*Note:* This homework is optional. If you decide to skip it, use the 2 minutes devoted to instructions for the discussion in Activity 2.

**LEARNERS' ACTIVITIES**

- 1 Ls write an imaginary dialogue taking place in a travel agency for homework.

## LESSON 5: THE DAY OF CHALLENGES

### AIMS OF THE LESSON

- to challenge Ls with facts and records about our planet
- to improve Ls' listening skills
- to provide an opportunity for discussion and maximise learner involvement
- to provide Ls with a number of choices, opportunities to see if their choices were right or wrong and thus develop learner's autonomy
- to check how much Ls acquired from previous lessons

### MATERIALS AND RESOURCES

5.1 Call my Bluff, 5.2 Test

### STAGE 1

**Quiz – Call my Bluff**

### TIME

25 mins

### SKILLS AND COMPETENCIES IN FOCUS

Listening  
Speaking – discussion

### ORGANISATION

Frontal work

### AIDS AND MATERIALS

5.1 Call my Bluff

### TEACHER'S ACTIVITIES

- 1 T divides the class into 2 groups and selects 3 speakers.
- 2 T will act as game master. T reads out a question from the list (5.1 Call my Bluff), and tells a group to choose someone from the speakers to answer. Groups A and B take turns to “call one's bluff” and accept or refuse the answer. At the end of each turn, T tells Ls if their selection was right or wrong. If not, T asks for the correct one to be read out.  
Scoring:
  - for accepting the correct answer – 3 points
  - for not accepting the wrong answer – 2 points
  - for wrong answers – no point.

The winner is the group with the highest score.

(Source: Fruttus Hajnalka – Bede Zoltán: *Játékos nyelvtanítás*, p. 69 and Lynn Bresler: *Usborne Book of Earth Facts*, pp. 3, 4, 14, 16, 20, 22, 36)

### LEARNERS' ACTIVITIES

- 1 Ls work in 2 groups and 3 speakers are selected.
- 2 T will act as game master. T reads out a question from the list (5.1 Call my Bluff), and tells a group to choose someone from the speakers to answer.
  - Groups A and B take turns to “call one's bluff” i.e. they ask one of the speakers to read out their corresponding answer.
  - After listening to it, the group discusses and decides if they accept the answer or not.
  - Next, still in the same turn, the other group calls.
  - At the end of each turn, T tells Ls if their selection was right or wrong. If not, T asks for the correct one to be read out.Scoring:
  - for accepting the correct answer – 3 points
  - for not accepting the wrong answer – 2 points
  - for wrong answers – no point.
  - The winner is the group with the highest score.

<b>STAGE 2</b>	<b>Testing – Let’s Test</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reviewing and testing
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	Appendix 5.2, tokens

### TEACHER’S ACTIVITIES

- 1 T asks Ls to form pairs and explains task.
- 2 During the activity T monitors and facilitates the process.
- 3 At the end Ls give an account of their strengths and weaknesses in the task.

### LEARNERS’ ACTIVITIES

- 1 Ls form pairs.
- 2 Ls take it in turns to move their tokens to different geographical forms and act according to task descriptions.
  - Ls may start wherever they want and can move to a place wherever they want unless this is a place where their partner has already been to and answered the given question. An exception is when their partner gave a wrong answer or could not give an appropriate solution.
  - When it’s their turn, it’s always the partner’s job to read out the task and check the answer.