
WHO AM I AND WHO ARE YOU?

Knowing myself and knowing you

Type of module	Creative communication
Level	A2+
Target group	16–19-year-old learners
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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 címen.

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Educatio Kht. 2008

INFORMATION TABLE

TYPE OF MODULE	Creative communication
DESCRIPTION OF MODULE	This module gives many ways to learners to explore their classmates' and their own characteristics and helps them to find out about themselves in a playful way. They will first talk about names and appearance, then deal with personal characteristics with the help of Zodiac signs. The final lesson sets the scene for “at the psychologist’s” discussing teenage personality and relationship problems in the form of roleplay.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to encourage learners to discuss their attitude to their names ■ to revise vocabulary describing appearance and characteristics ■ to practice dialogues in different manners ■ to express agreement and disagreement ■ to learn how to give reasons ■ to discuss personality and relationship problems
TIMEFRAME	3 lessons
TARGET GROUP	16-19-year-old learners
LANGUAGE LEVEL	A2+
SUGGESTED LANGUAGE COMPETENCE	Learners can <ul style="list-style-type: none"> ■ express agreement and disagreement ■ give reasons for their thoughts ■ work and co-operate effectively in a group
LINKS OF THE MODULE	
Cross-curricular links	-
Links with other modules	-
Links with the school leaving exam	famous people, roleplay, problem-solving

FOCI OF SKILLS DEVELOPMENT

Communicative language skills

- verbal and written forms of interaction
- acting out dialogues
- reading for information
- giving suggestions and advice
- giving reasons and expressing opinions

General educational skills

- developing co-operative skills
- developing and building on learners' self-knowledge
- developing organisation skills
- evaluating self-performance by reflection and discussion

EVALUATION

- learners reflect on their progress through discussion and written evaluation
- teacher initiates a conversation about Ls' feelings, problems, achievement and Ls fill in a feedback sheet about the module and their own progress

SUGGESTIONS

The teacher's role during the lessons is that of an organizer and facilitator. (S)he monitors group-work and provides help when needed. (S)he prepares task sheets and provides learners with materials. Differentiation can be achieved by carefully forming groups and giving them an opportunity to use language at different levels. The teacher can also vary the load of vocabulary according to the learners' needs. The teacher also builds on the learners previous knowledge and real life experiences and makes them aware of the usefulness of some of the tasks they are doing throughout the module.

BACK UP SYSTEMS

Suggested websites for further readings:
<http://www.humanmetrics.com/cgi-win/JTypes2.asp>
<http://similarminds.com/global5.html>
More star signs descriptions:
<http://www.astrology.com/>
<http://www.kellystarsigns.com/>

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Answering questions Discussing and justifying opinions Expressing agreement and disagreement Giving descriptions</p>	<p>Introducing the topic Learning about names Describing a person Describing a photo</p>	<p>Questions and answers Names and their origins Agreeing and disagreeing Appearance Making assumptions</p>	<p>1.1 Get to know you test, 1.2 Name cards, Teacher’s photos (five photos of different teachers showing them at a younger age), 1.4 Homework, 1.4 12 stars, Blu-Tack</p>
2	<p>Pronunciation Co-operation Speaking and listening Giving reasons Expressing agreement and disagreement Acting Guessing</p>	<p>Matching zodiac signs with their symbols and pronunciation Discussing personal characteristics according to zodiac signs Acting out personal</p>	<p>Zodiac signs Questions and answers Personal characteristics</p>	<p>2.1 Zodiac signs, 2.2 Zodiac descriptions, 2.3 Dialogues</p>
3	<p>Guessing Acting out various roles Decision making Evaluating self and peer performance Developing co-operative skills</p>	<p>“What would I be if I were a...?” – guessing game Acting out situations at the psychologist’s Evaluation and self-evaluation</p>	<p>Conditionals Vocabulary (plants, animals, colours, sports, musical instruments, clothes, buildings, school subjects, food, cars, music) Problems and their solutions Giving and asking for advice</p>	<p>3.2 At the psychologist’s – Situation 1 handout and 3.3 At the psychologist’s – Situation 2 handout, 3.3 Homework – feedback sheet handout</p>

PROCEDURE

LESSON 1: NAMES AND APPEARANCE

Aims of the lesson:

- to introduce the topic
- to encourage learners to discuss their attitude to their names
- to revise vocabulary describing appearance

Materials and resources: 1.1 Get to know you test, 1.2 Name cards, Teacher's photos (five photos of different teachers showing them at a younger age), 1.4 Homework, 1.4 12 stars, Blu-Tack, 7 or 8 blank sheets of paper (enough for each pair)

Before the lesson: Photocopy 1.1 Get to know you test for each learner and fold each sheet in a way that Ls do not see the answers straight away. Cut up 1.2 Name cards. Collect five Teacher's photos from your colleagues. (Make sure you choose colleagues who teach in that class and whom learners are likely to know fairly well.) Ask a colleague to come into the class in the first five or ten minutes and make a quick and urgent announcement to the class. You can also ask him/her to wear something unusual.

STAGE 1	Introducing the topic
TIME	7-8 mins
SKILLS AND COMPETENCIES IN FOCUS	Answering questions
ORGANISATION	Individual work, whole class
AIDS AND MATERIALS	1.1 Get to know you test

TEACHER'S ACTIVITIES

1. Give out Ls 1.1 Get to know you tests. (Make sure Ls do not look at the other side where the answers are). Tell them that you are going to start with a quick test. They have 30 seconds to consider the answers and circle the appropriate ones. When everyone is ready they can turn over to the other side and read the evaluation. Allow them time to laugh. If they wish, they can tell the class the result of their tests.

LEARNERS' ACTIVITIES

2. Ask Ls what they think the new topic will be about. Elicit ideas such as personality, appearance, getting to know ourselves and each other, handling relationship problems etc.
3. T: Let's imagine that a new student is going to join your class (or: You are going to get a new teacher.) *What do you first want to know about the person? What questions would you ask someone who already knows him or her?*
Point out that when getting to know someone we are normally interested in the person's name first and then we want to know something about his/her appearance and also about his/her personality.
Tell Ls that you are going to talk about names first.
2. Ls may suggest ideas like: personality, appearance, getting to know ourselves.
3. Ls: *What's his/her name? What does he/she look like? What is he like? What is he/she interested in? Etc.*

STAGE 2	What's in a name?
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Discussing and justifying opinions Expressing agreement and disagreement
ORGANISATION	Whole class, individual / pairwork
AIDS AND MATERIALS	1.2 Name cards, Blu-Tack

TEACHER'S ACTIVITIES

1. Tell Ls that you have some English first names on cards. Some popular ones and some not so well-known ones. Divide the board into three parts: female names, male names and both. Hand out Ls the name cards. (Since there are 20 cards, some Ls can get two.) Ask them to Bluetack the cards onto the appropriate parts of the board. Tell them that there are four names that can be both: male and female.
When they are back at their places check the task together. Ask Ls if they think everything is correct. Let them suggest changes if they want to. In the end tell them the right solution.

LEARNERS' ACTIVITIES

1. Ls come up to the board, and stick their cards to the right places.
If there is a disagreement about the gender of some of the names, they should try to refer to someone they know (e.g.: a famous person), who is called by that name.

Key:

Male names **Female names**

Hamish *Morag*

Duncan *Megan*

Craig Heather

Julian Kimberley

Edwin *Nell*

Colin Gillian

Neal Lindsay

Alastair *Audrey*

Both

Chris

Alex

Kim

Brooke

2. Tell Ls that now they will have to write a few sentences about their first names on a piece of paper. Give an example with your own first name. 2. Ls do the writing tasks.

E.g.: *My name is Monika. My grandmother gave me this name. It's a Greek name and it means 'goddess' and 'the only one'. When I was a child I didn't use to like my name, but now I think it's OK. I don't like being called 'Moni', and I hate 'Moncsi'. I've got a nick name: 'Nyinyi' in the family. It was given to me by my little sister who couldn't say 'Monika' when she started talking. If I were a boy, I would be called Zsolt.*

Ask them to consider the following questions:

Who gave you your name?

What's the meaning of it (if you know)?

Do you like your name?

Would you like to be called something else?

Have you got a nickname? How did you get it?

What would you be called if you were the opposite sex?

Give out sheets of paper and markers. Tell Ls to write legibly, perhaps in capital letters.

3. When they are ready, display Ls' work on the walls and allow them time to read each other's work.
4. Ask Ls if they have got to know something new about each other. Start a whole class discussion about the importance of names in our lives. Help them with the following questions:
What are the most popular names for boys and girls in Hungary?
Is it good to have a popular name?
Are there any old-fashioned names?
Do you know anybody with strange or unusual names?
Would you like to have an unusual name?
Do you think your name affects your personality?
Is life harder for someone who has an old-fashioned or ugly ... name?
 Encourage them to use the appropriate vocabulary to express opinion, agreement or disagreement.
 You may want to write on the board some helpful expressions:
 + (strong agreement)
You're absolutely right.
I totally agree with you.
 - / + (polite disagreement)
I take your point but...
I know what you mean but...
 - (strong disagreement)
I think you are wrong.
I don't agree with you.

Variation: Instead of the writing task you can ask Ls to talk about their names in pairs: Ls A and Ls B. After three minutes, you ask Ls B to move on to a new partner and you continue this until everyone has had the chance to talk to at least three different people. Then you do the follow-up discussion with the whole class.

NOTE: By this time your colleague, who you asked to come into the class to announce something, should have been there.

3. Ls read each other's work.
4. First Ls should say what new things they have learnt about each other, e.g.: meanings of different names, nicknames, people's attitudes to their names etc. Then they should discuss the other questions by bringing examples for different kinds of names, and people they know with these names and their attitude to their names, or problems with their names.

Ls A stay at their own places. Ls B after the first round move to a new partner. They repeat it three times. Thus each L will have a chance to say something about their own names three times and listen to three other Ls talking about their names.

STAGE 3	Appearance – competition
TIME	6-8 mins
SKILLS AND COMPETENCIES IN FOCUS	Describing a person
ORGANISATION	Pairwork
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Remind Ls of the person who came into the class to announce something a couple of minutes before. Tell them, that you are going to test who has got the best memory. Give each pair a blank sheet of paper. In pairs Ls have to describe the person who came in before: *height, figure, hair, eyes, clothes*. (You can write these words on the board as a reminder.) They have one minute to complete the task.
2. When time is up, ask each pair to display their description on the wall. Then allow Ls to walk around, read each other's descriptions and write their comments on each other's sheets, e.g.: what the others got wrong or missed out. In the end, ask Ls to vote for the best, the most correct description.
NOTE: It is nice to have some small prizes at hand, e.g.: a couple of sweeties for the winners.

LEARNERS' ACTIVITIES

1. Ls get together with their partners and write their descriptions.
2. Ls read each other's descriptions, write comments on them and vote for the best one.

STAGE 4	Appearance – describing teacher's old photos
TIME	8-10 mins
SKILLS AND COMPETENCIES IN FOCUS	Describing pictures
ORGANISATION	Group work
AIDS AND MATERIALS	Teachers' photos, 1.4 Homework, 1.4 12 stars

TEACHER'S ACTIVITIES

1. Arrange Ls into groups of three (choosing their own partners). Tell them that they are going to get a photo, which they'll have to describe in detail. Tell Ls that they all know these people, they should try to guess who are in the pictures. They have two minutes to complete their tasks.
2. Ls prepare for the description. Monitor the groups. Make sure they use the right vocabulary to describe appearance. Help them with words if it is necessary.
3. Each group tells the others their description. They give time to the other to guess who they think the person is. Then they show the photo to the others and the whole class decides together who is in the photo if they have not guessed it before.
4. **Homework:** At the end of the lesson ask four Ls to volunteer to be group leaders in the following lesson. Tell them that they have to choose two or three other Ls to join them (everyone has to be included). Give the leaders the 12 stars handout and also give each learner the homework handout. Tell them that they will have to find some information about the 12 stars on their lists to complete the table in their Homework handout. Explain that they should divide the task equally within their groups: so each L should find information about three or four stars.

LEARNERS' ACTIVITIES

2. Ls discuss the descriptions in their groups and also who they think the person is in the photo.
3. One volunteer from each group gives the description. The other Ls in the group may add things if it is necessary.

LESSON 2: PERSONAL CHARACTERISTICS

Aims of the lesson:

- to learn about the zodiac signs
- to act out personal characteristics
- to revise vocabulary of describing personal characteristics
- to practice dialogues
- to listen to each other's reasoning and giving reasons

Materials and resources: 2.1 Zodiac signs, 2.2 Zodiac descriptions, 2.3 Dialogues

Classroom arrangement: Make sure there are 4 tables in the classroom.

STAGE 1	Warmer – Zodiac signs
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronunciation Co-operation
ORGANISATION	Whole class
AIDS AND MATERIALS	2.1 Zodiac signs

TEACHER'S ACTIVITIES

1. Give out the cards and tell Ls to try to find the three matching cards for each zodiac sign. Tell them to choose tables for the signs and put the cards down there, 3 sets for each table.
2. Tell Ls to sit in groups (formed in the previous lesson) at any table and ask the leaders to read out the zodiac names from the cards aloud. Make sure Ls know which sign is which one.

LEARNERS' ACTIVITIES

1. Ls mingle and find the matching cards. They choose tables for the signs and put the matching cards, 3 sets on each table (one picture card, one pronunciation card and one name card).
2. Ls sit down in groups and check the answers together.

STAGE 2	Zodiac descriptions
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Listening to each other Giving reasons Expressing agreement and disagreement
ORGANISATION	Group work
AIDS AND MATERIALS	2.2 Zodiac descriptions

TEACHER'S ACTIVITIES

1. Check the 3-3 sets of cards on the tables and put down 3-3 of the 2.2 Zodiac descriptions cards on each table. Tell Ls to get into their previously chosen groups and sit down at a table together. Explain the activity and set the time (5 minutes).
2. After 5 minutes, tell the groups to move on to the other table and do the same. Give help with words and grammar whenever necessary.
3. Tell Ls to move on again, and again until they have been to all four tables (spending 5 minutes at each table).
4. When they are ready, tell Ls to report on what they have discussed to the whole class.

LEARNERS' ACTIVITIES

1. Ls get into groups of 3-4 and sit at the four tables. They discuss if there is anybody in the group with the particular signs. They read the traits and dark sides of each sign and discuss especially with those who have their signs in the group whether they agree or disagree with the statements. If there is nobody in the group with the given signs, they choose a celebrity from their list (see the homework of the previous lesson) and discuss if in their opinion the adjectives fit those people or not.
2. Groups move to the next table and do the same activity.
3. Ls do the same activity two more times (spending 5 minutes at each table).
4. Groups share their opinions with the rest of the class.

VARIATION

AIDS AND MATERIALS 2.2 Zodiac descriptions

DESCRIPTION You might want to change some names of celebrities on the list. According to your students' taste and interest you can update the names from the following sites:
http://www.shawweet.com/celebrity_birthdays.html
http://www.tiscali.co.uk/lifestyle/galleries/celebrity_horoscopes.html

STAGE 3 Acting out personal characteristics

TIME 15 mins

SKILLS AND COMPETENCIES IN FOCUS Speaking
Guessing
Acting
Discussion
Giving reasons

ORGANISATION Pair work, whole class

AIDS AND MATERIALS 2.3 Dialogues

TEACHER'S ACTIVITIES

1. Tell Ls to choose a partner. Give out a card from 2.3 Dialogues to each pair and one set (A1+B1 or A2+B2) of the personal characteristics. If possible, each dialogue should be given out to two pairs, but with different characteristics cards. Tell them to practice the dialogues for about 2 minutes to act out for others. Give help if necessary.
2. Tell the pair with Dialogue 1 and characters A1+B1 to read out their dialogues and tell the whole class to listen to them and guess who is acting what characteristics. Continue with the pair with Dialogue 1 and characters A2+B2 and so on.

LEARNERS' ACTIVITIES

1. Ls read the short dialogue and look at the personal characteristics card to find out the manner in which they have to read it.
2. Pairs read out their dialogues in different manners, and the whole class makes guesses about what type of characters they are acting out.

3. Ask the Ls about their thoughts of the following questions:

How did it change the meanings of the dialogues?

How did you feel acting those characteristics? Conduct the discussion.

4. Homework

Write the followings on the board:

What would I be if I were a(n)...

animal, plant, colour, sport, musical instrument, item of clothing, building,

school subject, food, car, type of music?

Tell Ls their homework is to think about what they would be if they were these things and bring their ideas to the next lesson.

3. Ls share their opinions and thoughts about how they felt about acting the characteristics and if the different manners have changed the meaning of the dialogues.

4. Ls think about what they would be and take notes for themselves if they feel it necessary.

LESSON 3: AT THE PSYCHOLOGIST'S

Aims of the lesson:

- to prepare Ls for a roleplay task
- to motivate Ls to use vocabulary describing personality
- to discuss personality and relationship problems in the form of roleplay
- to encourage Ls to evaluate their peers' performance
- to create a good atmosphere for co-operative learning

Materials and resources: 3.2 At the psychologist's – Situation 1 handout, and 3.3 At the psychologist's – Situation 2 handout, 3.3 Homework – feedback sheet handout

Before the lesson: Make enough photocopies of the 3.2 and 3.3 handouts for each L and cut them up according to roles and make one photocopy of 3.3 Homework – feedback sheet handout for each L.

STAGE 1	Warmer – What would I be if I were a ...?
TIME	5-8 mins
SKILLS AND COMPETENCIES IN FOCUS	Playing the guessing game with the class
ORGANISATION	Whole class
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

Choose a volunteer who you send out of the classroom. Tell him/her that the class will decide who (s)he is. (Someone famous or someone they all know fairly well.) When (s)he comes back, (s)he will have to try to guess his/her new identity by asking the others questions, e.g.: *What would I be if I were an animal? Etc.* (like in the homework).

The game can be repeated once or twice but should not last longer than 8 minutes.

LEARNERS' ACTIVITIES

STAGE 2	At the psychologist's – Situation 1
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Thinking themselves into various roles and acting them out Decision making Evaluating self and peer performance Developing co-operative skills
ORGANISATION	Group work, whole class
AIDS AND MATERIALS	3.2 At the psychologist's – Situation 1 handout

TEACHER'S ACTIVITIES

1. Lead-in discussion:

T: Have you seen a lot of American films? Then you probably know where people go if they have a serious problem in their lives. Whose help do they ask for if they have problems with their partners, their parents or classmates at school? ...

If necessary, make the topic more appealing by adding some cultural information, e.g.: *In Hungary I don't know many people who go to a psychologist, but in America almost everyone has a psychologist and they regularly consult them. Now you will have a chance to try this out. Would you like that? Don't get worried, it'll be great fun.*

LEARNERS' ACTIVITIES

1. Try to guess the word 'psychologist'.

2. Divide the class into two groups: Ls A and Ls B. Tell Ls A that they will be patients and they will have to prepare for a visit to their psychologists. Give them their handouts and ask them to get together, read their task and discuss the questions on their worksheet.
Tell Ls B that they will be psychologists. Give them their handouts and ask them to prepare to meet the patient who is described in their handout. Get them to think about questions they would like to ask their patients and discuss possible advice that they would give in a situation like that.
Monitor the two groups. Help them with ideas if it is necessary. When they are ready, ask each group to choose one person who will act out the roleplay in front of the class.
 3. The two chosen Ls come out and sit down in front of the class. Before they start, ask the other Ls to follow the roleplay with attention: take notes of things they really liked and think successful, and also of things that were not so good or should be changed, because in the end they will have to give their opinions.
 4. First, ask the two Ls who performed the task how they felt in their roles. Were they satisfied with their performance? Would they do something differently if they had a second chance?
Then ask the others to say their opinions, their positive and negative criticism. In the end give your own evaluation. Draw Ls attention to common mistakes in vocabulary, use of English, style or socio-linguistics competence if there are 'useful' mistakes.
2. Ls prepare for the roleplay in two groups.
 3. Ls listen to the roleplay and take notes.
 4. The two performers tell the class about their feelings and evaluate their own performance. Then the other Ls tell the class their opinions about the situation.

STAGE 3	At the psychologist's – Situation 2
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Thinking themselves into various roles and acting them out Decision making Evaluating self and peer performance Developing co-operative skills
ORGANISATION	Group work, pairwork, whole class
AIDS AND MATERIALS	3.3 At the psychologist's – Situation 2 handout, 3.3 Homework – feedback sheet handout

TEACHER'S ACTIVITIES

1. Tell Ls that you are going to repeat the task with a new situation, and this time Ls A will be the psychologists and Ls B will be the new patients. Give each L the appropriate handouts.

NOTE: If you have an odd number of Ls in your class, make sure you have one extra psychologist rather than an extra patient.

2. Monitor and help the preparation of the two groups as before.

3. When they are ready, put Ls into pairs so that each patient would have a psychologist. (If you have an odd number of Ls, then one of the patients can have two psychologists or the extra person can act as an outside observer.)

Monitor the task but do not intrude into Ls' conversations unless they really need your help.

4. When the roleplay is completed ask Ls again how they felt in their roles. Ask the psychologists what sort of advice they gave to their patients. Ask the patients whether they found their psychologists helpful. Ask them if they feel their problems have been solved. And if so, how? In the end ask them if they think it's useful to see a psychologist if someone has a serious problem in life.

5. **Homework:** Give out the feedback sheets and ask them to complete it for the following class.

LEARNERS' ACTIVITIES

2. Ls prepare in two groups.

3. Ls act out their roleplay in pairs.

4. Ls in pairs tell the class whether their problems have been solved and how. They can also talk about how they felt about their roles and the whole task, and give their opinion about their own performance.