



**Created by: Tarnai Gábor**

**MA: Teacher of English Language and Culture**

**Course: Methodology**

**Module: Infotainment**

**Elements of Pop Culture in Second Language Acquisition**

**(Peer-Teaching Based on ICT Project-Work)**

### **1. Lesson content – Introduction of the topic:**

Pop culture offers many possibilities not only for teachers and second language learners (Ls, henceforward), but for those who want to practice their language skills and cultural knowledge in new environments. In this class we discuss how we can use the different facets of infotainment for SLA<sup>1</sup> purposes - namely sitcoms and movie excerpts for classroom activities. Although these genres may well provide Ls with extensive listening comprehension practice using audio-visual input, they should be used with caution for educational purposes so as to meet Ls' needs and interests as well as our didactic, pedagogical and institutional goals. Certainly, sitcoms and movie excerpts merely serve as starting points for our projects, but they can be used as bases for peer tutoring lessons, wide range of authentic listening exercises, discussions and free writing practice. Bear in mind, although pop culture has a potentially powerful and motivating role in SLA, no matter what exercises we do in class, we should always assess and evaluate them to comply with the different levels for Listening Comprehension tasks as described in the Common European Framework of Reference for Languages. Moreover, they ought to be construed as eligible practice tests for the Hungarian Érettségi and different language exams. Finally, Ls always stand the chance to be absorbed in listening to and watching these sitcoms in their everyday lives, thus they can get engaged into second language acquisition and interaction outside the class at all times.

### **2. Teacher competences to be developed:**

**a. general competences (15/2006. (IV. 3.) OM rendelet az alap- és mesterképzési szakok képzési és kimeneti követelményeiről)**

**In accordance with the pedagogical key-competences, professional teachers (of the field) should be able to:**

- 1. develop the personality of their students;**
- 2. assist in group dynamics;**

<sup>1</sup> Second Language Acquisition





3. **plan pedagogical processes and procedures;**
4. **use their professional expertise to develop and enhance learners' capacity, skills and capability;**
5. **develop the efficient pedagogical competence for life-long learning;**
6. **organize and guide the learning-teaching process and procedure;**
7. **utilize the various means of assessment and evaluation;**
8. **cooperate and communicate at a professional level;**
9. **cultivate and master the field, and show commitment to professional study and advancement.**

**b. The teacher of English language and culture:**

1. **must have an excellent level of communicative competence of the target language (C1 at least), and must be able to use the grammar and the registers of the target language;**
2. **should understand the different theories of Applied Linguistics and should be able to apply the most appropriate of methods and procedures in the field of the basic skills, grammar, pronunciation and intonation, as well as is capable of teaching the learners the different cultures of the target language, assessing and evaluating the knowledge of the learners;**
3. **must be able to use different techniques in the field, such as cooperative learning, (pair-work and group-work), as well as the so-called frontal teaching;**
4. **must know and be able to utilize the communicative and task-based features of Applied Linguistics, the interdisciplinary approach as well as the field-oriented language-teaching; moreover, the teacher should be capable of managing, guiding, assessing and evaluating of processes and procedures of drama-pedagogy and project-work.**

**3. Preliminaries:**

This module should be one of the final courses, when student-teachers are capable of producing extensive lesson plans, using audio-visual equipment or ICT in the classroom. Thus, they can prepare their own teaching material using authentic sources of the listening type. They are fully aware of different methods and their classroom implications and can produce several projects. Their command of the target language should be C1 or C2.

**4. Teaching materials and equipment:**

DVD or multimedia player with a Video Display Unit (a TV-set or a projector) a board (or a flipchart or interactive-board), plenty of markers, sheets, and handouts.





## 5. Lesson plan (Methodology)

### Pre-Tasks

#### Task 1

a. What do you think of the following statements about pop culture? The objective of this warming-up task is to elicit prompt responses which reveal your attitude towards the issue.

You will hear different statements and you will have to decide whether you agree with the statement or not. Bear in mind, you will have to respond at once. If you totally agree with the statement, you should mark it with the perfect score of 10. If you totally disagree with it, you should give it the lowest grade of 1. If you are not absolutely sure, try to find your place in-between.

*Pop culture is always regarded trivial.*

*Pop culture is found within the mainstream culture.*

*Pop culture is only for entertainment.*

*Pop culture is heavily influenced by mass media.*

*Pop culture is only superficial.*

*Pop culture is merely consumerist.*

*Pop culture is absolutely sensationalist.*

*Pop culture is the same as mass culture.*

*Pop culture permeates our society.*

*Pop culture is an "authentic" culture.*

*Pop culture can be used for educational purposes in the field of SLA<sup>2</sup>.*

*Pop culture can only be used for educational purposes in the field of ESP<sup>3</sup>.*

There are no right or wrong answers here. The objective is to understand your thoughts about the field.

<sup>2</sup> Second Language Acquisition

<sup>3</sup> English for Special Purposes



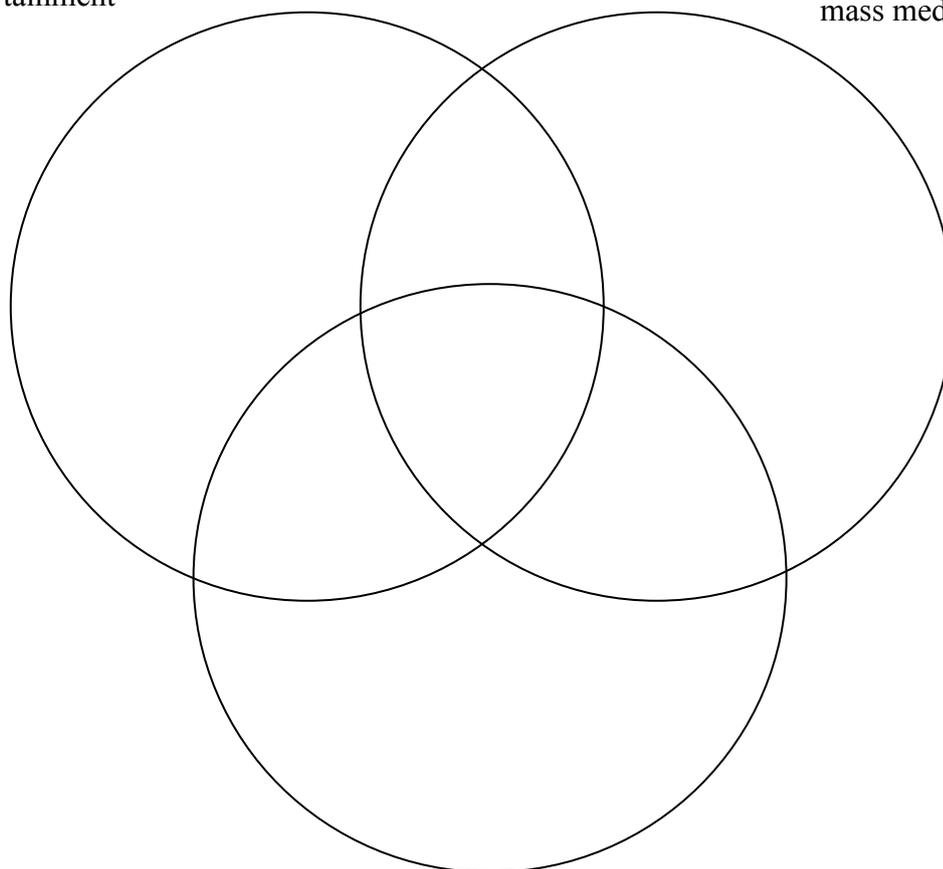


b. 🧑🏫 Producing a Venn diagram:

In three minutes, make a Venn diagram which arranges three of the above-mentioned notions, or add your own ideas and concepts to the ideas and arrange them in the Venn diagram. Each concept is written in a closed curve, and the diagram has overlapping circles. The interior of the circle represents the elements of the set, while the exterior represents elements which are not members of the set. For instance, in a two-set Venn diagram, one circle may represent the notion entertainment, while another circle may represent mass media. The overlapping area would then represent the set of all the entertainment provided by mass media. Your extra-task is to write in the third notion of your own choice in the three-set diagram! Then fill in the overlapping areas!

entertainment

mass media



.....





**Task 2** 🍌 Introduction of the new topic: Bear in mind that all the classes are based on peer teaching. All the tutors are listed in the footnote. How can you start the class which is about a new topic?

- Producing a mind map: Watch **Scene 1** (00.10 – 02.10) and **Scene 4** (07.17 – 09.30) of the video and compare and contrast them. These are only two methods by Ls how to do the warming up part of the class. In one minute, write down as many methods and exercises as you can about how to begin using the mind map.
- Timed Pair Share*<sup>4</sup>: What can you tell about the two ways Ls started the class?  
In pairs, Ss share the pros and cons of these two methods with a partner for a predetermined time while the partner listens. Certainly, one of the partners should list the pros, whereas the other ought to enumerate the cons of the same type. Afterwards, they should suggest changes.

### Intro 1<sup>5</sup> - Scene 1

A Bit of Fry and Laurie<sup>6</sup>

### Catch-Up

A Bit of Fry and Laurie

NHS	-	National Health Service (UK)
Cliff Michelmore	-	British television presenter, remembered for his reporting of the Aberfan disaster
Frank Bough	-	British television presenter who is best known as the former host of BBC sports and current affairs shows
Tupperware	-	plastic box wherein food is stored
Johnny Mathis	-	an American singer of popular music
Lavatory	-	a room with conveniences for washing and usually with one or more toilets
John Lewis at Brent Cross	-	a chain of upmarket department stores operating throughout Great Britain
Ballcock	-	float valve
Ronnie Scott	-	an English jazz tenor saxophonist and jazz club owner

#### Type of exercise:

Pros of this Type	Cons of this Type	The changes to be made

<sup>4</sup> This is common practice, but I would like to refer to the original ideas introduced by Spencer Kagan.

<sup>5</sup> Produced by Dániel Budányi

<sup>6</sup> A Bit of Fry and Laurie .Writ. Stephen Fry and Hugh Laurie. BBC1. 13 January 1989 – 2 April 1995.





### *Intro 2<sup>7</sup> - Scene 4*

#### **Two and a Half Men Season 9 Episode 1: Nice To Meet You Walden Schmidt<sup>8</sup>**

**Introductory:** Charlie Harper died while on vacation in Paris (because the actor who played him got fired for using drugs and so on), so now her mum is trying to sell his beach house. Alan would like to keep it but he can't pay the taxes. A guy named Walden Schmidt shows up who might buy the house.

<b>Type of exercise:</b>		
<b>Pros of this Type</b>	<b>Cons of this Type</b>	<b>The changes to be made</b>

- c. This long and exhaustive warmer was produced by one of the above-mentioned peer tutors, but it lacks many important factors. Now try to transform it into a brief but powerful warmer!

### *Intro 3<sup>9</sup>*

#### **Two and a Half Men: Season 6 Episode 19: The Two Finger Rule<sup>10</sup>**

##### **Characters:**

##### ***Charles Francis „Charlie” Harper***

He prides himself on his bachelor lifestyle in Malibu and drives a Mercedes. His lifestyle consists of living in a two-story beachfront home, drinking excessively, smoking cigars, constant womanizing, gambling, and wearing bowling shirts and shorts the vast majority of the time. Charlie sleeps in constantly, and is the boss of a full-time housekeeper. Money "falls into his lap" as he lives a life of a free-spirited debauchery.

##### ***Alan Jerome Harper***

Alan is a chiropractor, the hapless father of Jake Harper, and the younger brother of Charlie Harper. He was married to Judith for 12 years until being kicked out of his own house and losing all of his money and earthly belongings. Since this, he has been "leeching on" Charlie; he begged Charlie to be allowed to live in his house, and has been doing so for some

<sup>7</sup> Produced by Tamás Illés Guy

<sup>8</sup> Two and a Half Men Season 9 Episode 1: Nice To Meet You Walden Schmidt. Writ. Chuck Lorre and Lee Aronsohn. CBS. 19 September, 2011.

<sup>9</sup> Produced by Dániel Budányi

<sup>10</sup> Two and a Half Men Season 6 Episode 19: The Two Finger Rule Writ. Chuck Lorre and Lee Aronsohn. CBS. 19 September, 2011.





7 years, much to Charlie's dismay. He is, for this reason, always broke and in addition cheap. He is also very shy when it comes to women and generally submissive towards everyone.

### ***Jacob David „Jake” Harper***

He is the underachieving son of Alan and Judith. He spends most of his free time playing video games, eating, watching television, playing guitar and sleeping. He is also an excellent poker player and a fairly good cook, but appears a bit dim and lazy, which coupled with his excessive flatulence, is a frequent theme of jokes about him. Despite his lack of intelligence, he is sometimes shown to be very observant, especially when he puts his mind to it. He is currently going out with Celeste, daughter of Charlie's neighbour, Jerome.

### ***Judith Harper/Melnik***

She is the vindictive, cold hearted, self-absorbed, and humourless ex-wife of Alan, who is now married to Herb. She seems to despise Alan and takes any chance to humiliate him. She was the first woman Alan ever slept with, but their marriage was cold: according to her, the only time she was ever happy being sexual was when she was pregnant with Jake. She is currently pregnant with Herb's child.

### ***Herb Melnik***

He is the current husband of Judith, who also fell victim to Judith's vindictive and self-absorbed personality. He is a rather unsocialised character and always creates tension between others with his goofiness and inappropriate topic selection.

### ***Berta***

She is the sharp-tongued housekeeper. Although Berta's manner may be viewed as sarcastic, Alan and Charlie still treat her with a great deal of respect, partly out of fear, and it is clear that the household cannot function properly without her. Berta has tried her best not to allow the overwhelming stress of her job to get to her head: when Alan (a generally tidy person) moved in, she quit and Charlie was so upset that Alan had to personally beg her to return and he promised that he would do his own cleaning.

### ***Chelsea Christine Melini***

Charlie's girlfriend, who has moved into his house. Formerly a one-night stand, Chelsea seems to be one of the few women out of Charlie's countless relationships and to cause him to try to make positive changes in his debaucherous lifestyle.

### ***Melissa***

She is the former assistant and girlfriend to Alan. She broke up with Alan after she had found out about a minor incident between Alan and her mother.





## Tasks

**Task 3** 🗣️ We are going to discuss the tasks themselves:  
Finish the half-sentences you like!

- The purpose of the BEFORE-WATCHING TASK is ...
- WHILE-WATCHING TASKS can be done...
- My favourite AFTER-WATCHING TASK is ...
- What I really like about cooperative methods is...
- The role of the peer tutor is ...
- Sitcoms cannot only be used for listening purposes but ...
- Short excerpts of movies are better
- Movies can only be used in the class if ...
- Motivation can be kept by ...
- I think that in the course of SLA tabloids can be ...
- Tabloids written in class are the best forms of ...
- In my opinion, peer tutoring is best practiced ...
- In my view, the advantage of peer tutoring ...
- One major drawback of peer tutoring may be that ...
- The role of the teacher in learning process is ...
- Peer tutors should never ...

In small groups, discuss the ideas. You can form groups on the basis of you shared ideas.  
Afterwards, share your ideas with the rest of the class!

**Task 4** 🗣️ The students use *Pros-Cons-Line-Ups*<sup>11</sup> to reflect on different comprehension exercises. The subsequent sheets contain various exercises and were produced by peer tutors.

a. The exercise for the students is to discuss what is could be the original instructions:

*The types, the pros, and the cons of tasks.*

<sup>11</sup> This is common practice, but I would like to refer to the original ideas introduced by Spencer Kagan in *Agree-Disagree Line-Ups*.





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## Sheet 1<sup>12</sup>

### Two and a Half Men Season 9 Episode 1: Nice To Meet You Walden Schmidt<sup>13</sup>

#### Exercise 1: .....

Wouldn't know never had any of them.

Nice job raising him.

Not a clue she's a crazy woman.

I like him.

The dude in the dust buster?

It's from the crematorium so that kinda narrows it down.

Don't think those silent ones are fooling anyone!

Khhhhm selfish pig!

He obviously wanted me to have it.

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b. Then they should line up according to whether the tasks have more pros or cons.

c. Afterwards, the students in the *pros* line should discuss the following:

The possible follow-up tasks that can be made	My ideas:	My partner's ideas which convinced me:
	:	:
Type of exercise:		
The reason you think is has ? more advantages		

<sup>12</sup> Produced by Tamás Illés Guy

<sup>13</sup> Two and a Half Men Season 9 Episode 1: Nice To Meet You Walden Schmidt. Writ. Chuck Lorre and Lee Aronsohn. CBS. 19 September, 2011.

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d. Afterwards, the students in the *cons* line should discuss the following:

	My ideas:	My partner's ideas which convinced me:
Type of exercise:	:	:
The reason you think is has? more disadvantages		
The possible changes that can be made		

e. Ss should examine all the sheets and discuss them!

### Sheet 2<sup>14</sup>

#### Two and a Half Men Season 9 Episode 1: Nice To Meet You Walden Schmidt<sup>15</sup>

##### Exercise 2: .....

Nobody likes the taste of alcohol \_\_\_\_\_.

No I didn't call you from the ocean \_\_\_\_\_.

You can ask some lawyers. Yeah, I'd \_\_\_\_\_.

Just like old times. I'm talking and you're \_\_\_\_\_.

Can I ask something? Yes, but I wasn't \_\_\_\_\_.

I'm just gonna go back to my hotel room and \_\_\_\_\_.

<sup>14</sup> Produced by Tamás Illés Guy

<sup>15</sup> Two and a Half Men Season 9 Episode 1: Nice To Meet You Walden Schmidt. Writ. Chuck Lorre and Lee Aronsohn. CBS. 19 September, 2011.



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### Sheet 3<sup>16</sup>

#### Two and a Half Men Season 9 Episode 1: Nice To Meet You Walden Schmidt<sup>17</sup>

##### Exercise 3: .....

- Why did Walden try to commit suicide? \_\_\_\_\_
- Why didn't Walden want to drink alcohol? \_\_\_\_\_
- What was strange in Rose's story? \_\_\_\_\_
- Why did Alan talk to the dust buster? \_\_\_\_\_
- How did Charlie die? \_\_\_\_\_
- What did Charlie want to be done with his ashes? \_\_\_\_\_
- What was really strange about Walden? \_\_\_\_\_

### Sheet 4<sup>18</sup>

#### Two and a Half Men Season 6 Episode 19: The Two Finger Rule<sup>19</sup>

##### Exercise: .....

Okay, okay, uh, once again, uh, I did not technically have an affair with your mother.  
 ..... to .....

I've been calling him that for years, and now he's up and done it.  
 ..... about .....

A large, sullen teenager with gas and questionable hygiene.  
 ..... about .....

As far as Charlie is concerned, mi casa es mi casa.  
 .....

You're damn right you will.  
 ..... to .....

My barbershop quartet does a killer version of "Zing! Went the Strings of My Heart".  
 .....

Hang on. I'm printing them in my memory.  
 ..... to .....

<sup>16</sup> Produced by Tamás Illés Guy

<sup>17</sup> Two and a Half Men Season 9 Episode 1: Nice To Meet You Walden Schmidt. Writ. Chuck Lorre and Lee Aronsohn. CBS. 19 September, 2011.

<sup>18</sup> Produced by Dániel Budányi

<sup>19</sup> Two and a Half Men Season 6 Episode 19: The Two Finger Rule Writ. Chuck Lorre and Lee Aronsohn: CBS. 30 March, 2009.





## Sheet 5<sup>20</sup>

### Two and a Half Men Season 6 Episode 19: The Two Finger Rule<sup>21</sup>

#### Exercise: .....

Alan is arguing with Melissa on the phone about their recent break-up, with Charlie and ..... eavesdropping on him. Chelsea borrows Charlie's phone for a call and notices that a certain Rachel sent him ..... photos of herself and questions Charlie about them. Since he has no good answer, she quasi breaks up with Chelsea. Meanwhile, Alan picks up ..... at his mother's, overhearing a ..... between Herb and Judith, which results in Herb being taken home along with Jake. Charlie, Alan and Herb have a "guy-night", drinking Whiskey and smoking cigars, and are later accompanied by Jerome, ..... of Celeste, whom Jake previously asked out with his permission. Gordon, the ..... guy, also joins them. In the meantime, Charlie says he cannot endure these sad-sacks and begs ..... to be taken back.

## Sheet 6<sup>22</sup>

### Family Guy Season 5 Episode 10: Peter's Two Dads<sup>23</sup>

#### 1. ....

Who did Peter stand behind at the airport?  
How old is Meg?  
What did Peter do to his father?  
What is the negative stereotype about the Irish?

<sup>20</sup> Produced by Dániel Budányi

<sup>21</sup> Two and a Half Men Season 6 Episode 19: The Two Finger Rule Writ. Chuck Lorre and Lee Aronsohn. CBS. 30 March, 2009.

<sup>22</sup> Produced by Kristóf Verbőczy

<sup>23</sup> Family Guy Season 5 Episode 10: Peter's Two Dads Writ: Seth MacFarlane. 20th Century Fox. October 15, 2007.





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## Sheet 7<sup>24</sup>

### Family Guy Season 5 Episode 10: Peter's Two Dads<sup>25</sup>

#### 2. ....

Robert Loggia.

More? Less? Too many? Not enough?

These are mine... MINE!!!

You're a fat stinkin' drunk.

I'm not your father.

I really have problems, don't I?

Ireland has more drunks than people.

Just ask my sheep O'Brian.

Whose leg do you have to hump to get a pintaginis around here?

Challenge him you must!

## Sheet 8<sup>26</sup>

### Family Guy Season 5 Episode 10: Peter's Two Dads<sup>27</sup>

#### 3. ....

He's Peter's real father.

He/She is a sheep.

He/She used crack.

He/She likes being hit.

He/She died.

He/She is obsessed with himself/herself.

<sup>24</sup> Produced by Kristóf Verbőczy

<sup>25</sup> Family Guy Season 5 Episode 10: Peter's Two Dads Writ: Seth MacFarlane. 20th Century Fox. October 15, 2007.

<sup>26</sup> Produced by Kristóf Verbőczy

<sup>27</sup> Family Guy Season 5 Episode 10: Peter's Two Dads Writ: Seth MacFarlane. 20th Century Fox. October 15, 2007.



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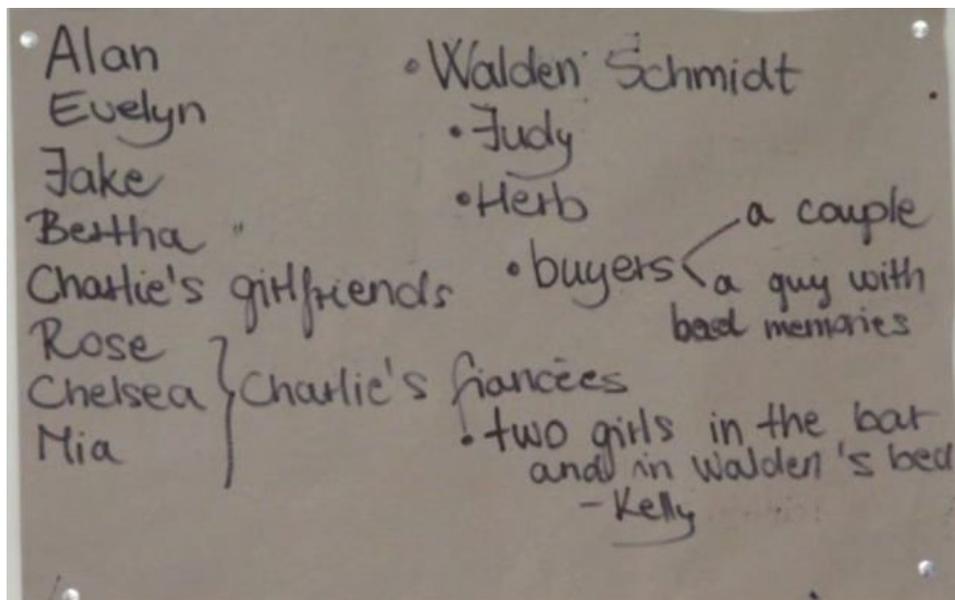
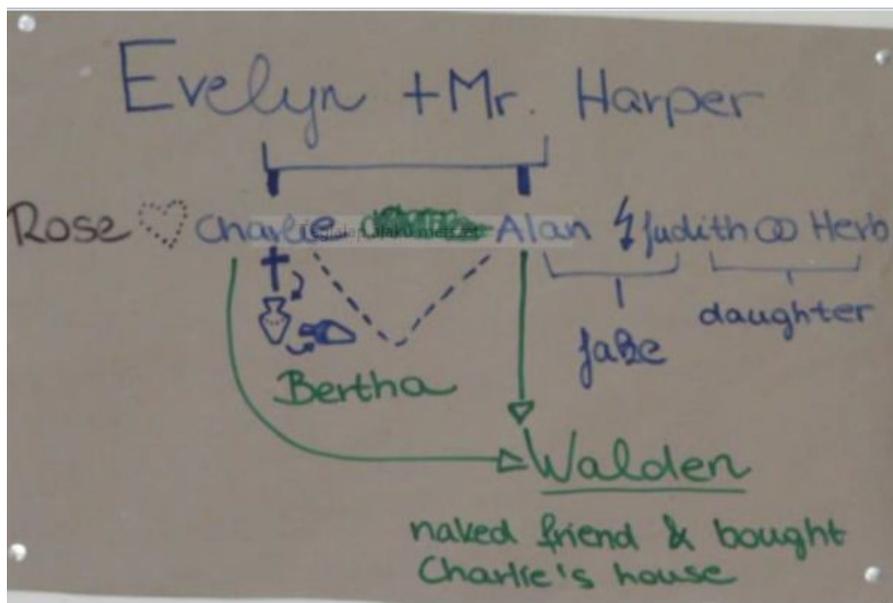
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**Task 5** 🧑🏫 As a feedback Ls usually draw charts, diagrams, family-trees and so on. (**Scene 3** The Final Products 07.00 – 07.17) Below you can see drawings. Which handouts do they belong to? How can Ls produce feedbacks very easily?





**Task 6** 🗣️ Ls with advanced command of English usually venture into the field of movie excerpts and even whole movies. The following exercises were produced by an advanced learner Árpád Szántó and based on the movie *The Departed*<sup>28</sup>. He compiled the tasks on his own without any tutorial instructions. Your task is to analyse the exercises. What types of listening comprehension exercises do they comprise? Are there any other types of exercises which can test other skills?

### Exercise I: Who said to whom?

1. "I don't wanna be the product of my environment. I want my environment to be the product of me." –
2. "If I got one thing against the black chappies, it's this: No one gives it to you. You have to take it." –
3. "The Massachusetts State Police has a long tradition of excellence. Your graduation today solidifies your acceptance into the finest law enforcement agencies in our nation. As the governor of Commonwealth of Massachusetts, I am confident, each end? everyone of you will serve with distinction, honor and integrity." –
4. "Families are always rising or falling in America." –
5. "Well, I'm the guy that tells you there are guys you can hit and there's guys you can't." –
6. "My theory on Feds is they're like mushrooms. Feed them shit and keep them in the dark" –
7. "I'll stab someone in the heart with an ice pick if it gets me dinner with you." –
8. "For his own good, tell Bruce Lee and the Karate Kids none of us are carrying automatic weapons. ... You can get a life sentence for it." –
9. "... laying low is not what I do..." –

### Exercise II: Who received these texts?

"\$"

"No phones."

"Follow the envelope."

"Get visual ID suspect."

"--Make arrest."

<sup>28</sup> *The Departed*. Dir.: Michael Scorsese © 2006 – Warner Bros. Pictures - All Rights Reserved





**Exercise III: Match the names of the different characters with the sentences!**

Colin Sullivan  
William Costigan Jr  
Francis Costello  
Staff Sergeant Dignam  
Captain Queenan  
Mr. French  
Madolyn  
Captain Ellerby  
Delahunt  
Fitzzy

... is Costello's first man in his crew.  
... is a psychopath and lives with his mother in South Boston.  
... is the commander in chief in SIU.  
... forbids dealing with drugs in Worcester.  
... was kicked out from Deerfield for whaling on a gym teacher with a chair.  
... finds out first that Billy is a rat.  
... knows what Freud said about the Irish.  
... is a psychiatrist.  
... has a theory about FBI.  
... is the commander of the undercover people.

**Exercise IV: Put the different police ranks into order. (starting from the lowest rank to the highest)**

Lieutenant Colonel  
Captain  
Staff-Sergeant  
Lieutenant  
Sergeant Major  
Colonel  
Warrant Officer  
Sergeant  
Trooper  
Major





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**Task 7** 🧑🧑 In pairs, produce a listening comprehension exercise of your choice using the video from *Friends TV Show Complete Series – The Memories Season 1*<sup>29</sup> free video <http://warnervideo.com/friends15/>

And the original script:

**Joey:** C'mon, you're single! Have some hormones!

**Ross:** I don't want to be single, okay? I just... I just- I just wanna be married again!

*(Rachel enters in a wet wedding dress and starts to search the room.)*

**Chandler:** And I just want a million dollars! (He extends his hand hopefully.)

**Monica:** Rachel?!

**Rachel:** Oh God Monica, hi! Thank God! I just went to your building and you weren't there and then this guy with a big hammer said you might be here and you are, you are!

**Waitress:** Can I get you some coffee?

**Monica:** *(pointing at Rachel)* De-caff. (to All) Okay, everybody, this is Rachel, another Lincoln High survivor. (to Rachel) This is everybody, this is Chandler, and Phoebe, and Joey, and- you remember my brother Ross?

**Rachel:** Hi, sure!

**Ross:** Hi.

*(They go to hug but Ross's umbrella opens. He sits back down defeated again.)*

**Task 8** 🧑🧑 In pairs, produce a different type of listening comprehension exercise of your choice using the free video of *The Mermaid Theory* (Season 6 Episode 11) of *How I Met Your Mother*<sup>30</sup> from the IMDb official website: <http://www.imdb.com/video/cbs/vi1403754521/>

*“Marshall remembers when Barney explained to him how the myth of mermaids came by. The more desperate sailors got out at sea; they started to envision manatees as half-fish, half-women. Barney said Marshall's unattractive secretary's mermaid clock was just about to begin.”*

<sup>29</sup> Friends (Season 1, Episode 1): The One Where it All Began. Writ. David Crane and Marta Kauffman. NBC. (DVD - Warner Bros. Television) September, 1994.

<sup>30</sup> How I Met Your Mother. Season 6 Episode 11. The Mermaid Theory. Writ. Craig Thomas and Carter Bays. CBS. December 2010.



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**Task 9** 🧑🧑🧑 Certainly, we enjoy activities while we watch or listen, but it is highly recommended to produce some kind of a comprehensive feedback on the topic you liked most. For example, the class is watching *A Knight's Tale*<sup>31</sup> for the extensive project about the Renaissance and the Middle-Ages. Try to think of various feedbacks.

**Task 10** 🧑🧑🧑 Certainly, we enjoy activities while we watch or listen, but to make the best use of the movies is the reviews and comments on the movie or the main characters.

- a. 🧑🧑 How can Ls write reviews or comments?
- b. 🧑🧑 The four reviews and research papers investigate the same movie. These assignments were handed in by Ls after a 30-minute free writing task in the computer lab. The original papers have not been altered; the grammar and spelling mistakes have been corrected. Which movie do they scrutinise? What is the major difference of the four? What discerning parts do they have?

### Billy Mack<sup>32</sup>

In the movie *Love Actually*<sup>33</sup> actor Bill Nighy plays Billy Mack, who is the rock' n roll ex-star looking for a comeback. His "new song" is a remix of the single "Love is all around" but with a very original idea he changes it to "Christmas is all around". He knows that what he's doing is senseless and embarrassing enough to be honest with the media. As he goes through countless radio and TV shows promoting his record he does unexpected things. Billy is clear-eyed about what he's doing and it sets him apart from other pop stars who would do anything for fame.

Bill Nighy was born on December 12th 1949 in Caterham, Surrey.

At school he gained 'O'-levels in English Language and Literature and he really enjoyed reading. His favourite writer was Ernest Hemingway. After he left school he wanted to become a journalist but he didn't have the right qualifications. Therefore he went to work as a messenger boy for the *Field* magazine.

He stayed in Paris for a while because he wanted to write his "great novel". Finally, he wrote the title, but nothing else. When he ran out of money, he had to leave, because the British consul sent him home.

After his girlfriend suggested that he should become an actor, he trained at Guildford School of Dance and Drama. Since then he has found continuous work as an actor: He's on stage, on screen and on radio.

His stage work includes National Theatre roles in Tom Stoppard's *Arcadia* in 1993, David Hare's *Skylight* and *Blue Orange*.

Bill's partner is actress Diana Quick. They have a daughter, Mary Nighy, who is studying at university and who (surprisingly) also wants to become an actress.

<sup>31</sup> *A Knight's Tale*. Dir.: Brian Helgeland © 2001 - Columbia Pictures Inc. - All Rights Reserved

<sup>32</sup> Produced by Viola Molnár

<sup>33</sup> *Love Actually*. Dir.: Richard Curtis © 2003 - Universal Pictures Inc. - All Rights Reserved





After his hilarious acting in *Love Actually*, Bill Nighy became very popular between movie directors. In 2006 he will appear in *Flushed away* and in *Pirates of the Caribbean: Dead man's chest*.

### Love Actually<sup>34</sup>

The main attraction of the film is that love is all around. The story runs from many lines too. The character I liked the most was the little kid named Sam.

The kid's mom died and the only one for him is now his father. He seems very sad, but not because of his mother's death. He is sad because he has problems with his love life. There is a girl in his school and Sam fell in love with her. The only problem is that the girl didn't really realise his love. They haven't even talked to each other! Now his dad has to help him to get together with the girl. The boy wants to become a pop star and that is why he forces his dad to buy him a drum, so that he can practise on it until he gets famous. After all, he meets the girl at the airport. He runs quickly after her because she is about to travel somewhere. He is lucky, because he can run away from the airport-guards and meet the girl. The girl is happy that Sam came after her because she fell in love with him too. The story ends with the girl arriving back to the airport and kissing Samuel, her brand new boyfriend.

Samuel's role is played by a kid named Thomas Sangster. *Love Actually* is Thomas's first international feature film but he is well known especially in Britain because he has played in many films before. The young actor is thrilled to be a part of such an impressive cast and particularly delighted to be Liam Neeson's son in the film. His training for *Love Actually* involved playing the drums, performing cartwheels (most challenging of all) and having his first screen kiss. Thomas is currently back with the BBC filming the new TV series, *Featherboy*. He lives in South London with fellow actors Mum and Dad and little sister Ava and dreams of being the next Luke Skywalker.

In my opinion the film was very well-played (by the actors and the actresses) and had a very good story too. The best thing I liked in the film was that it could make me laugh in some places. All in all, it was a very good experience. We could watch these kinds of films more often in the lessons.

### THE PRIME MINISTER (HUGH GRANT)<sup>35</sup>

Hugh Grant plays the prime minister in the movie; he is the political leader of the UK. In the early stages he doesn't really look like a self-confident guy, as a leader, but after the 'incident' of the US president and Natalie, he gets confident. He wants to have a relation with

<sup>34</sup> Produced by Balázs Horváth

<sup>35</sup> Produced by Zsolt János





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Natalie, but just can't get a topic to speak about and when he meets the girl he just can't say anything.

Hugh Grant plays the PM's role not really well because I can't imagine a PM like the one Hugh Grant played. He is just too unconfident and he makes too many mistakes and a real politician just can't allow that. Maybe that's because this is not a serious film.

I think he is a really charismatic and good actor, but he isn't the right actor for the role of a Prime Minister. For example he played the role of the boss in Bridget Jones Diary much better, his performance was much more life like. Playing a PM is not his style. He doesn't care about the media and things that a politician must care about. This worsens his performance. Maybe this isn't his fault, because this can be the director's and the story's writer's fault. Or both.

All in all, I think Hugh Grant is a good actor, but he is not the one to play in a serious movie. He is good star for these kinds of humorous films but not for a violent action film. I wasn't really satisfied with his performance; I think he can do better.

Hugh Grant was born in London, 9 September 1960. He graduated from Oxford University with a degree in English. He starred many films for example Bridget Jones Dairy (both the first and second part); Love Actually, About a Boy and Two Weeks Notice. His first movie was Privileged in 1982. In 1995 he was arrested for 'using' a prostitute (Divine Brown) in his car. He was fined and got two years' probation. In 2001 he was voted fourth in the Orange 2001 Film Survey of Greatest British film actors. He is the loyal fan of Fulham, English Premier League football club. Fulham is based in London. Their stadium is called Craven Cottage. His favourite actor is Patrick Rondat (I don't even know him!). He had a girlfriend between 1987 and 2000. This girl was Elisabeth Hurley. Then in September they were together again. He has a typical English accent. He is 1.8 metres high.

The film is an average comedy. I think there is nothing special in it, the great film-factory made a film full of cliché. You can laugh on these films because it's humorous but I think too many films are nearly the same. I enjoyed watching it, it's not a bad movie, but it is full of clichés. Maybe these are stupid things I have written, but I like serious films better and serious films are not equal to violent films.



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### Alan Rickman<sup>36</sup>

I've seen Alan Rickman first in Harry Potter movies. He acts a grumpy and aversive professor in them but he does it very well. In Love actually his character is totally different. I think he's a very talented actor because all roles that he plays fit him.

He was born in 1946. His birth name is Alan Sidney Patrick Rickman. He had wanted to be an artist but he went to the Academy Of Dramatic Art and he learnt acting. He's lived with politician Rima Horton since 1977.

His first big film was Die Hard in 1988. In the last few years he played in the Harry Potter movies, in Something the Lord made, in Snow Cake and (naturally) in Love actually. He won twice the Broadway's Best Actor prize. He's been the vice-chairman of the Royal Academy of Dramatic Art since 2003.

### Love Actually

The film is a typical, too romantic love story. There are eleven lines in the story and it has a happy ending where everybody finds their partners in life.



<sup>36</sup> Compiled and produced by Dániel Bojás



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**Task 11** 🧑🧑🧑 We are going to discuss the Ls' own projects concerning sitcoms: As they all love playing games, their idea was to produce a game or quiz.

## Two and a Half Men

Characters	Quotes	Plot	Episodes	Actors
<a href="#">Q \$100</a>				
<a href="#">Q \$200</a>				
<a href="#">Q \$300</a>				
<a href="#">Q \$400</a>				
<a href="#">Q \$500</a>				

Final Jeopardy

In the following exercises, you are going to explain the rules of the *Jeopardy PowerPoint Activity*. Your task is to examine the PowerPoint slides and to write down the instructions belonging to the different slides.

• • • • •

| <a href="#">Q \$100</a> |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <a href="#">Q \$200</a> |
| <a href="#">Q \$300</a> |
| <a href="#">Q \$400</a> |
| <a href="#">Q \$500</a> |

Picture 1

## Two and a Half Men

| <a href="#">Q \$100</a> |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <a href="#">Q \$200</a> |
| <a href="#">Q \$300</a> |
| <a href="#">Q \$400</a> |
| <a href="#">Q \$500</a> |

Final Jeopardy

Picture 2





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a Pécsi Tudományegyetem és a Kaposvári Egyetem részvételével

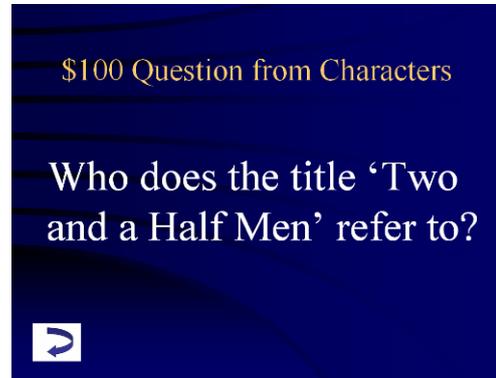
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**Two and a Half Men**

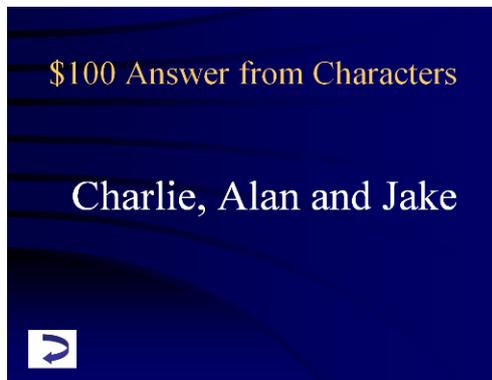
Characters	Quotes	Plot	Episodes	Actors
<a href="#">Q \$100</a>				
<a href="#">Q \$200</a>				
<a href="#">Q \$300</a>				
<a href="#">Q \$400</a>				
<a href="#">Q \$500</a>				

[Final Jeopardy](#)

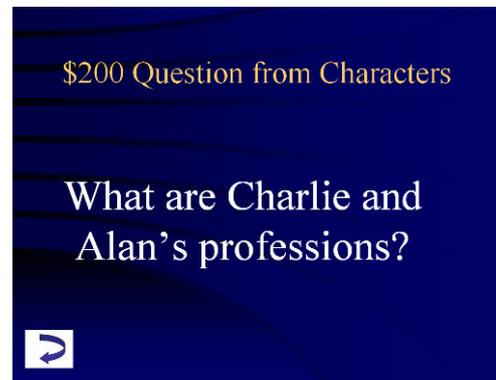
Picture 3



Picture 4



Picture 5



Picture 6



Picture 7



Picture 8



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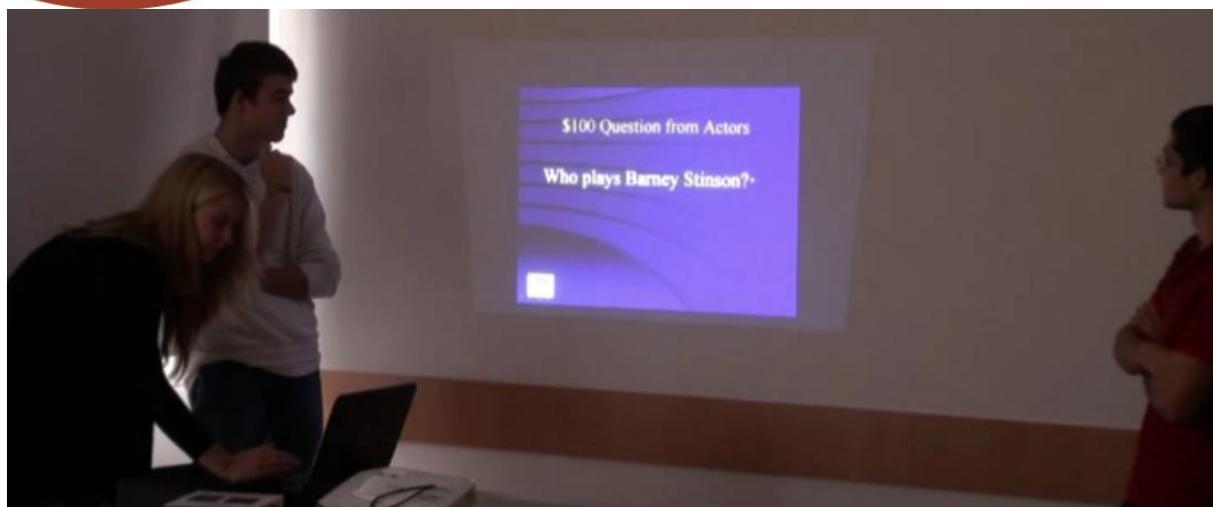
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Picture 9



Picture 10



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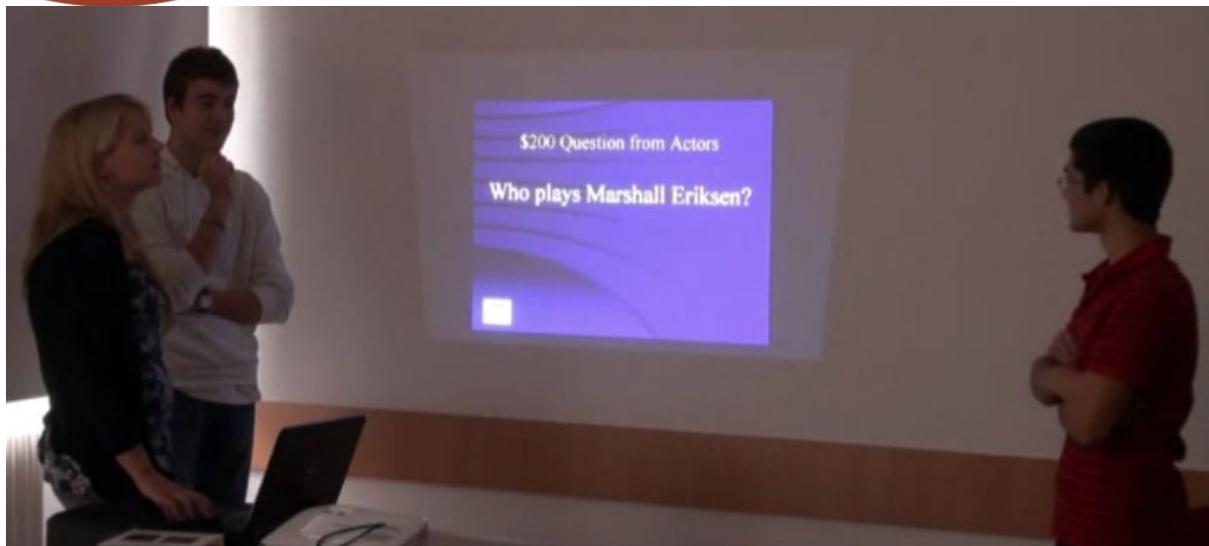
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Picture 11



Picture 12



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## Post-Tasks

**Task 12** 🧑🧑🧑 After you have watched the video you will have a clear idea of the lesson itself. The video with its questions may well serve as a revision of the whole paper. Answer the questions.

- |                              |  |
|------------------------------|--|
| <b>Scene 1</b> (00.10-02.10) | What is the peer tutor doing?<br>What is T's role at this stage?                                     |
| <b>Scene 2</b> (02.10-07.00) | What is the purpose of this activity?<br>What are Ls doing?<br>What is the purpose of this activity? |
| <b>Scene 3</b> (07.00-07.17) | The Final Products   |
| <b>Scene 4</b> (07.17-09.30) | What are Ls doing?<br>What is the purpose of this activity?  |
| <b>Scene 5</b> (09.30-09.55) | What are Ls doing?<br>What is the purpose of this activity?  |
| <b>Scene 6</b> (09.55-10.33) | What is the peer tutor doing?  |
| <b>Scene 7</b> (10.33-10.47) | The Final Products what is the question?   |
| <b>Scene 8</b> (10.47-10.56) | What are Ls doing?   |
| <b>Scene 9</b> (10.56-11.40) | What is T's role at this stage?  |

**Task 13** 🧑🧑🧑 In this exercise, you should answer the following questions how many?: Watch **Scene 5** (Video: 4.38 – 8.42) Ls should always evaluate their own Jeopardy projects. How would YOU evaluate a project like that?





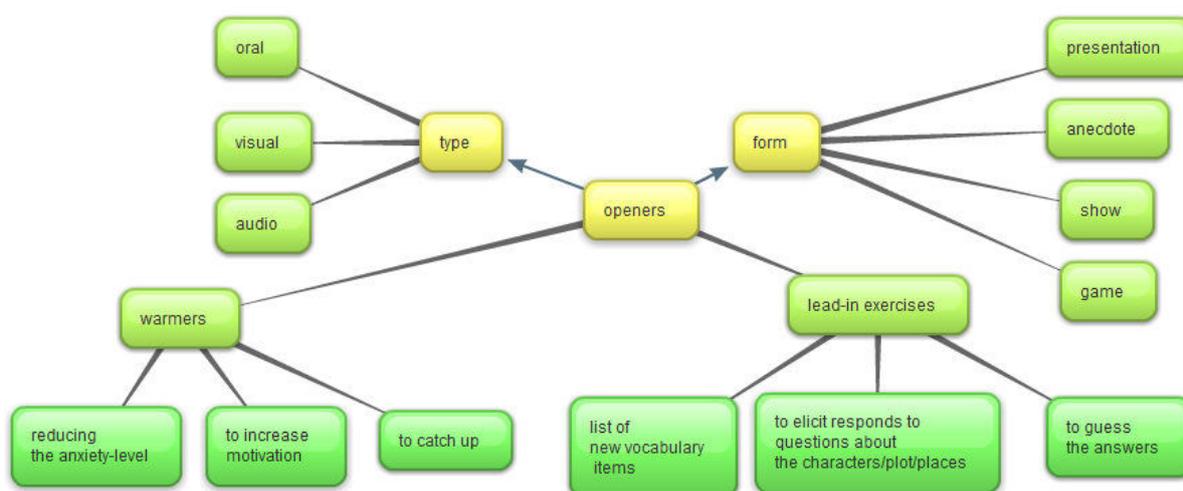
## 6. Notes on the exercises:

The tasks in the Pre-Tasks and the Post-Tasks parts are almost only for university-students, whereas in the Task part the sheets with the exercises are not only for university students but for high-school students, as well. As they go through the tasks they will get the hang of the exercises as well as the essential personal experience. Certainly, there are extra tasks for the would-be teachers to thoroughly investigate, assess and improve.

### Possible Implementation

#### Pre-Tasks

##### Task 2 a.



b. You may as well swap the order of the names on the right to make them guess the definitions. For example:



## A Bit of Fry and Laurie

Cliff Michelmore -  
Lavatory -

Ronnie Scott -

Ballcock -  
John Lewis at Brent Cross -  
NHS -

Johnny Mathis -

Tupperware -  
Frank Bough -

### Catch-Up

A Bit of Fry and Laurie

-National Health Service (UK)

British television presenter, remembered for his  
reporting of the Aberfan disaster

British television presenter who is best known as the former  
host of BBC sports and current affairs shows  
plastic box wherein food is stored

an American singer of popular music letter size!

a room with conveniences for washing and usually with  
one or more toilets

a chain of upmarket department stores operating throughout  
Great Britain size!

float valve

an English jazz tenor saxophonist and jazz club owner size!

In the case of the second warmer, you could jumble the lines. For example:

**Two and a Half Men Season 9 Episode 1: Nice To Meet You Walden Schmidt**

#### Introductory:

A guy named Walden Schmidt shows up who might buy the house.

Alan would like to keep it but he can't pay the taxes.

(Because the actor who played him got fired for using drugs and so on.)

Charlie Harper died while on vacation in Paris.

So now her mum is trying to sell his beach house.





### Two and a Half Men Season 9 Episode 1: Nice To Meet You Walden Schmidt

**Introductory:** Charlie Harper died while on vacation in Paris (because the actor who played him got fired for using drugs and so on), so now her mum is trying to sell his beach house. Alan would like to keep it but he can't pay the taxes. A guy named Walden Schmidt shows up who might buy the house.

#### Task 1: What or who are the following statements referring to?

Wouldn't know never had any of them.

Nice job raising him.

Not a clue she's a crazy woman.

I like him.

The dude in the dust buster?

It's from the crematorium so that kinda narrows it down.

Don't think those silent ones are fooling anyone!

Khhhhm selfish pig!

He obviously wanted me to have it.

Money and happiness

Alan or Jake

Judith

Walden

Charlie

Charlie's ashes

Jake

Charlie

Charlie's beachhouse

#### Task 4

Sheet 1 - What or who do the following statements refer to?

Sheet 2 - Finish the sentences!

Sheet 3 - Answer the questions!

Sheet 4 - Who said the following words and to/about whom?

Sheet 5 - Some words are missing from the synopsis, fill them in:

Sheet 6 - Answer the questions!

Sheet 7 - Who said the following things?

Sheet 8 - Which persons are the sentences describing?





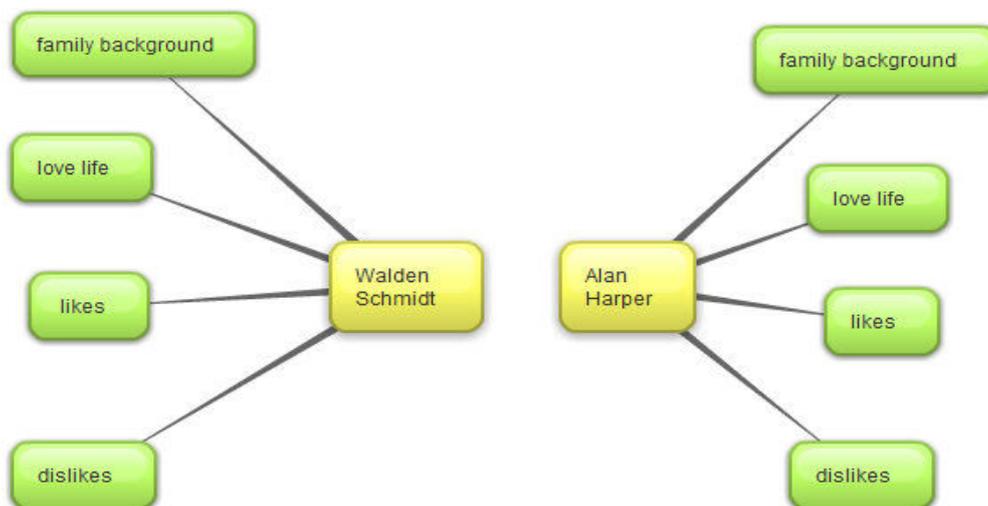
## Task 5

### Main Characters

Discuss with your partner the heroes and heroines'

- general appearance, physical features,
- personality characteristics,
- family,
- girlfriends or boyfriends,
- qualification and schooling,
- hobbies, interests, likes and dislikes.

or producing mind-maps.



or producing short reviews, writing emails, posting comments, imagining dialogues or conversations with the characters.





## Task 6

**Exercise I** is a listening comprehension exercise, but it does not test Ls listening skills to a great extent. Nevertheless, it can keep Ls motivated and alert throughout the movie.

- 1: F. Costello
- 2: F. Costello
- 3: the Governor of Commonwealth of Massachusetts
- 4: Nathaniel Hawthorne
- 5: Mr. French
- 6: Staff-Sergeant Dignam
- 7: Colin Sullivan
- 8: F. Costello
- 9: F. Costello

**Exercise II** seems much of the same type as Exercise I, but it has nothing to do with listening skills.

- 1: William Costigan
- 2: Colin Sullivan
- 3: William Costigan
- 4: William Costigan
- 5: William Costigan

**Exercise III** is a long, exhaustive listening comprehension exercise, but it fails to fulfil its purpose due to its length.

**Exercise IV** is just a general knowledge quiz, it is fun, but it has nothing to do with listening skills.

- Trooper
- Sergeant
- Staff-Sergeant
- Sergeant Major
- Warrant Officer
- Lieutenant
- Captain
- Major
- Lieutenant Colonel
- Colonel





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**Task 7** Students possessive own handouts

**Task 8** Students possessive own handouts

**Task 9** These two extensive feedbacks were composed by former Ls. The original papers have not been altered; the grammar and spelling mistakes have been corrected, though.

### **Parties in the Middle Ages**

Written by Balázs Lőrincz

Usually they were held in a castle in a ballroom. The room had large windows to let the light in. There were many long tables where they sat and the food was brought in on plates by slaves. The slaves also held the candles and looked after the guests. Some musicians were making live music. The party took place in one of the nobles' houses or castles. Sometimes a clown entertained the guests too with his funny moves and jokes.

The party table was usually large and long. It was full of delicious food that was made by some royal cooks. At the end of the table sat the party maker. The menu contained fruits before the main course, and in the main course there were many roast and meat. Sometimes they had soup before the main course too. The guests could drink water or wine. Especially red wine.

The parties started in the late evening and lasted for about ten or twelve hours. Of course if they drank lots of wine they became drunk and the party ended many hours later. But this thing didn't really happen in the middle ages because the people who could afford to go to these places were well-known and very polite. The most famous parties were held by famous people like the king himself.

The guests listened to classical music, and sometimes they danced too. When they were dancing there were no permanent pairs, because the dancers always changed their dancing partners. They had a very big place for dancing in the ballroom.

Those who were invited wore very elegant clothes. Women wore colourful dresses with large skirts. Men wore elegant medieval clothes. Nothing was the same. They didn't have to worry about getting drunk or making any trouble back then.



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## Jousting

Written by Balázs Horváth

These events ..... (hold) near the castles, in big arenas. Only nobles ..... (can, become) knights, so they ..... (have) to prove their origins with patents of nobility. Only men ..... (can, become) knights. They ..... (train) for ages before they ..... (allow) to joust. These fightings ..... (hold) to entertain the people who ..... (live) in or near the castle. And the knights ..... also ..... (fight) for a girl, for honour.

In jousting knights ..... (have) to wear protective armour (the horse, too), a helmet with the visor. They ..... (have) a lance to fight with. There ..... (be) rules: those who ..... (can) push down their opponents from the horse ..... (win). But if they ..... (hit) the rival's helmet or armour ..... (get) points and who ..... (reach) the fixed point first ..... (win).

There ..... (be) other kind of fighting, for example sabre fencing. The knights ..... (be) fighting in a ring. The winners ..... (win) golden prizes. The knights ..... (have) squires, who ..... (help) them to carry their weapons.

### Task 10

- a. My favourite follow-up exercises consist of various feedback tasks including free writing exercises or even doing advanced research into the material. After watching the particular movie *Les Misérables* we went to the computer lab and every one of them chose a character. We carried out a thorough research into their favourite character's real life, that is, his biography; therefore they produced a research paper about the actor's role and significance in the movie. They can resort to IMDb<sup>37</sup> or Wikipedia<sup>38</sup>.
- b. Students own answers

<sup>37</sup> <http://www.imdb.com/>

<sup>38</sup> [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)





### Task 11 Try to put the steps of constructing the Jeopardy grid into the correct order!

- Picture 1 Open the Jeopardy PowerPoint Activity grid.
- Picture 2 In the Title part, write the name of the sitcom you want to investigate  
For example, Two and a Half Men.
- Picture 3 In the Topic rubrics write in Characters; Quotes; Plot; Episodes; and  
Actors.
- Picture 4 Afterwards, under each topic write your questions starting with the  
simple ones. In the **\$100 Question** part, you may ask “Who does the  
title ‘Two and a Half Men’ refer to?” Go to the **\$100 Question** slide  
and type **Who does the title ‘Two and a Half Men’ refer to?**
- Picture 5 Then go to the **\$100 Answer** part and type the right answer **Charlie,  
Alan and Jake.**
- Picture 6 Then go to the **\$200 Question** slide and type in the next question and  
so on until you complete the grid.
- Picture 7 Afterwards, under each topic write your questions starting with the  
simple ones and producing more complicated ones as you work  
downwards.
- Picture 8 Don’t forget that compiling your quiz is very important as it is the  
essential for the game itself!
- Picture 9 Pick players and play the game. Read out your topics and ask your  
players to choose. Click on the **\$100 question** and read it aloud  
allowing enough time to think.
- Picture 10 If they give the answer, click on the question and the answer appears.  
If their answer is correct, click on the return sign and it will go back to  
the grid.
- Picture 11 You can go on to the **\$200 question.**
- Picture 12 If they pass or give the wrong answer, click on the return sign and it  
will go back to the grid. Pick another player and continue the game.

In our Jeopardy, however, we ask and answer questions first, as it is a simpler and more understandable format. (In the case of upper-intermediate or advance Ls, we should follow the original order.)





### Task 12 Possible answers:

**Scene 1:** This is a warmer (or opener) to the new material. Certainly, the second goal is to enhance Ls' motivation and interests; furthermore, to lower their level of anxiety. T works merely as a facilitator or an assistant.

**Scene 2:** This exercise can be used at totally different phases of the lesson for various purposes. Therefore, it can function as a warmer, a pre-listening task, an after-listening, and a follow-up task.

Ls put the mind-maps onto a sheet to produce their project, which is a compilation of fact-files and their ideas of the listening material they have just listened to. This is where the productive session starts. This way listening is practiced as preparation for controlled speaking practice.

When demonstrating their projects, the peer tries to elicit several different responses. He always contradicts Ls to make them come up with several new ideas. Occasionally, peers can use voting to involve everyone in the activity. Thus, L2 learners do creative thinking exercises which allow room for idiosyncratic language use. Moreover, this method is best when one wants to achieve an effective, inventive thinking exercise.

**Scene 4:** These exercises work as mobilizers of Ls., as they say the keywords, establish the main characters, find synonyms and predict what will happen; thus, they form the schemata in which they form the register, the venue and the possible expressions, etc. This way they stand a better chance to understand every little utterance.

**Scene 5:** This is a While-Watching Task where Ls should do the listening comprehension. This part can also be done as homework or in a additional class in the computer lab.

**Scene 6:** This is a Post-Watching Banked Gap-fill Task where Ls should write the tests. (e.g. put the verbs in the correct places).

**Scene 7:** see **Scene 2**

**Scene 8:** This part is usually done as homework or in an additional class in the computer lab. Ls should do their own research and compile the facts and information for *Jeopardy PowerPoint Activity*.

**Scene 9:** T works merely as a facilitator or an assistant.





**Task 14** Here you can find examples of how to evaluate project-work like this lehet: one:

1.	2.	3.	4.
The design	Team-work	The show	Overall points
<ul style="list-style-type: none"> <li>• What were the questions like?</li> <li>• What were the topics like?</li> <li>• Was it easy to follow?</li> </ul>	How did you share the work?	<ul style="list-style-type: none"> <li>• Did it function well?</li> <li>• How was the performance?</li> </ul>	
.... out of 5 points	.... out of 5 points	.... out of 5 points	.... out of 15 points

Grading:  $15 - 12 = 5$ ;  $11 - 9 = 4$ ;  $8 - 6 = 3$ ;  $5 - 3 = 2$ .

Aspects	Points
<b>The Structure of the Jeopardy PowerPoint</b> (Did you complete the grid? Did it work well?)	1-5
<b>Topics</b> (The choice of topics such as places/characters/sights)	1-5
<b>Grammar, spelling, other mistakes</b> (Did you use correct grammar/spelling/punctuation?)	1-5
<b>The Game Show</b> (Did you put on a stunning show? Did you introduce the people there? Did you explain the rules to the players?)	1-5
<b>Total:</b>	

If you think you did a perfect job, write 5 points in the cell. If there were some hiccups, write 4. If you think the show did not go well, go for 2 or 3. If you had serious problems with the grid or they had difficulty understanding your questions, you should work on your grid a lot more.

Grading:  $20 - 17 = 5$ ;  $16 - 13 = 4$ ;  $12 - 9 = 3$ ;  $8 - 5 = 2$ .

### 7. Evaluation and assessment:

A great way of practising speaking and enhancing communicative skills using semi-authentic material and placing the task itself in an inter-cultural context. Certainly, there are extra tasks for the would-be teachers to thoroughly investigate, assess and improve





## 8. Related Works:

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