



## PEOPLE AND JOBS: JOB PROFILES AND RESUMES

### (PEER-TEACHING, LISTENING AND PROJECT-WORK USING AUDIO-VISUAL INPUT)

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#### 1. Lesson content – Introduction of the topic; Topic and method relation:

In this class we utilise peer-teaching to a great extent. Learners should prepare their own teaching material and teachers should act as mere facilitators. Each class is conducted by one student who chooses an episode of his or her favourite sitcom. Then this student prepares his or her handout which is based on that particular episode.

This paper focuses on the episode called Possimpible of How I Met Your Mother and uses the Direct Method by an extensive listening comprehension practice using audio-visual input. The semi-authentic script of spoken English is backed up with the original subtitles. Certainly, this format can implement any authentic audio-visual material from the electronic media. The peer-teacher's teaching-material can be done in ITC format, using pre-edited video files and/or slideshow with hotkeys.

#### 2. Competences to improve:

##### Personal competences

Self-esteem, confidence, self-control, adaptability to L2 environment, initiation, external and internal motivation, ingenuity

##### Social competences

Empathy, cooperativeness, communicative rationality, developing understanding, appreciation of others, tolerance, team-building, raising cultural awareness, resourcefulness

##### Cognitive competences

Critical thinking, analytical skills, higher order processes of application and evaluation, inventiveness, cultural adaptability to L2 environment, imagination, assessment

#### 3. Target group:

Secondary school students. Ages: 15-18. Grades: 9-12.

#### 4. Preliminaries:

Intermediate and upper-intermediate groups. (Impossible for beginners.) (B2;C1)





## 5. 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 SMART board), plenty of markers, and handouts.

## 6. Comments and remarks:

As L2 learners prepare their own material, they usually produce what they generally understand. However, in the case of intermediate L2 learners it is vital to follow the steps in the lesson plan. For upper-intermediate L2 learners, though, the listening exercise might be merely a sort of warming-up task and the focus may be shifted onto the idiosyncratic language use. For the creators, it is an absolutely extensive way to practice the target language and try to compile facts and ideas about their interests. As for teachers, they should considerably pre-watch the episodes and pre-read the tasks to get to know it thoroughly, but in the classroom they should only introduce the topic and assess it later. During the activities they should let the peers teach and explain their creation. The variety of the implementations of the episode can be endless.

## 7. Lesson plan

### Pre-Tasks



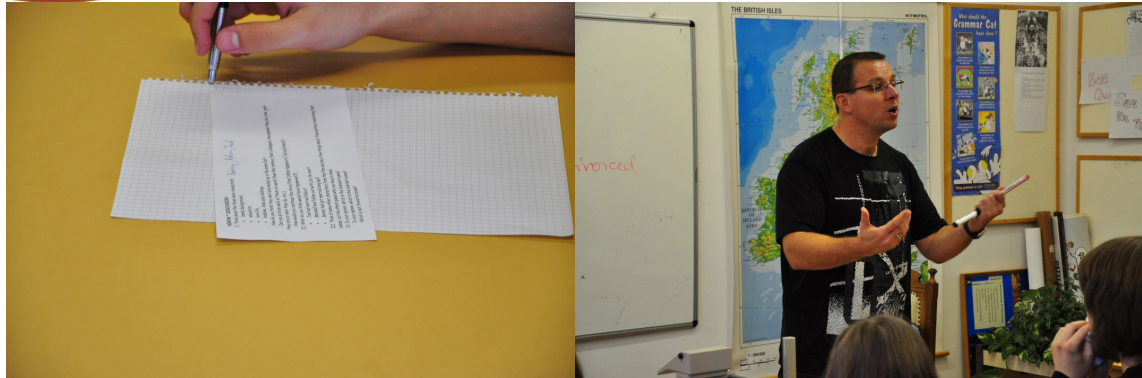
#### Task 1

Warmer (It is usually done by T):

Think about the heroes and heroines'

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





(Ls chose their favourite characters and give facts about their lives. If they do not know details, they can make them up.)



**Task 2**

Why do you think they met and ended up in the same flat?

Can you describe each of them at work? (how they behave, their colleagues, how popular they are, how good they are at what they do, etc.)

(At this stage Ls should come up with their own ideas and T merely elicits responses.)



**Task 3**

Think of some other characters from the film and say a few things about them without mentioning their names. Let the others guess who you have in mind.

(At this stage Ls should use the facts and their own ideas to sum up particulars about their favourite person, and make their peers guess.)





## Tasks



### Task 4

(At this stage the peer-instructor takes the floor and distributes his handouts.) Read the hand-outs. (Ls pre-read the listening the task.)



### Task 5

Watch the first scene of the episode of HIMYM about Possimpible. (Ls watch a scene of the episode.)



### Task 6

Do the gap-fill listening comprehension task.

Robin got a lot of fan mail and 60% of her fans are \_\_\_\_\_. Lottery goes on and she thinks it's \_\_\_\_\_ but Barney \_\_\_\_\_ in which he plays with the lottery girls words. Robin goes to a job audition but she messes it up by saying too many stupid \_\_\_\_\_ in the end. Then they find out that Robin might get \_\_\_\_\_.





Check the answers. Copy the new vocabulary items in your books or on the handouts.



Possible answers:

Robin got a lot of fan mail and 60% of her fans are *prison inmates*. Lottery goes on and she thinks it's *her chance/only choice* but Barney invents a game in which he plays with the lottery girls words. Robin goes to a job audition but she messes it up by saying too many stupid *catch/sign-off phrases* in the end. Then they find out that Robin might get *deported/sent back to Canada*.



#### Task 7

Watch the second scene of the episode. (Ls watch a scene of the episode.)

- Optional task

Ls do Task 2 about the word-coinage, which may sound a bit strange but it keeps them interested and motivated throughout the lesson.

#### **Barney's words:**

Possible+Impossible=\_\_\_\_\_ (\*Possimpible)

Creativity+Vision=\_\_\_\_\_ (\*Vizha-tivity)

Ridiculous+Insane=\_\_\_\_\_ (\*Insane-ulous)



#### Task 8

Explain the words:

-Dancer's hip:

-Halfday:

-Audition:

-Lottery girl:

-Resume:





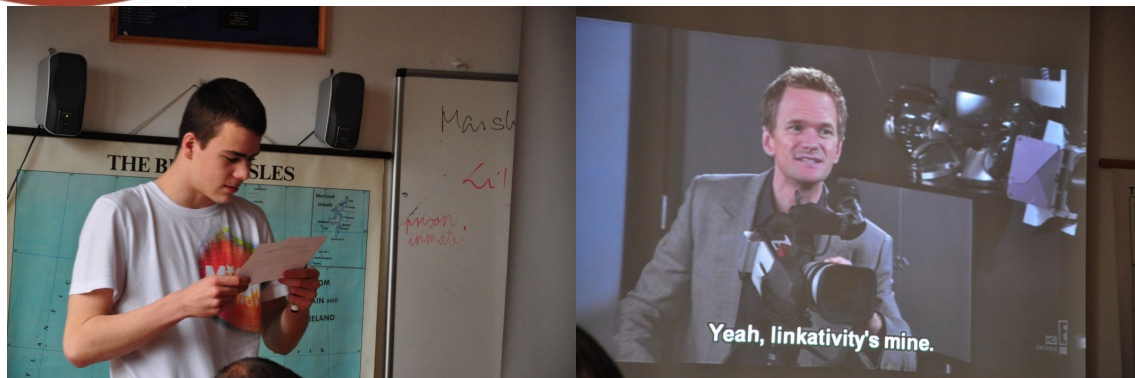
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### Task 9

Watch the third scene of the episode. (Ls watch a scene of the episode.)



### Task 10

Match the names with the details and particulars in the resumes:

Robin

Ted

Marshall

Lily

Barney

Vanilla Thunder

Please :P

Dr. X

Canadian reporter

Can eat a lot of hotdogs



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## Post-Tasks



### Task 11

At this stage T continues the lesson and sums up, asking:

What do you think would have happened if...

- Robin had gotten the job?
- Marshall had had more serious problems with this dancer's hip?
- Barney had had to marry Robin?



## Optional follow-ups



### Task 12

How would you continue the story? (What do you think will happen to Robin?)



### Task 13

In your opinion, which is the funniest scene?

In your opinion, which is the most unreal scene?

Which is your favourite scene?

## 8. Visuals:



There is a detailed show of the class-work and activities in the pictures.

## 9. Evaluation and assessment:

A great way of preparing learners to construct and compile their own material; mastering speaking and listening skills; enhancing reading skills using semi-authentic material and placing the task itself in a advanced, cultural context.





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#### 10. Related Works:

1. Geddes, M.: The Use of Semi-scripted Simulated Authentic Speech and Listening Comprehension. Audio-Visual Language Journal Issue: XVI/3: Winter, 1978
2. How I Met Your Mother. Season 4 Episode 14. Possimpible. Writ. Craig Thomas and Carter Bays Perf. Josh Radnor, Alyson Hannigan, Jason Segel, Cobie Smulders, Neil Patrick Harris. CBS. 2010.
3. How I Met Your Mother (TV Series 2005- ). The Internet Movie Database. *How I Met Your Mother* <http://www.imdb.com/title/tt0460649/>
4. Illés Guy, Tamás: Possimpible handouts
5. Porter, D and Roberts, J.: Authentic listening activities. ELT Journal Volume 36/1 October 1981.
6. Possimpible: of How I Met Your Mother, Season 4 Episode 14:  
[http://www.cbs.com/primetime/how\\_i\\_met\\_your\\_mother/](http://www.cbs.com/primetime/how_i_met_your_mother/)



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