



Magyar Tannyelvű Alapiskola és Gimnázium
ZŠ a Gimnázium s vyučovacím jazykom maďarským
Dunajská 13, 814 84 Bratislava



DIDACTIC UNIT 1 - ENGLISH

Lesson plan 2

Type of love: Philia

Topic: Use of Personality Adjectives

INTRODUCTION

Warm-up: (5-10 min.)

The teacher asks students to sit in a circle. There are cards with adjectives (e.g. sad, excited, energetic, pessimistic, optimistic, kind, lazy, etc.) in front of them. The teacher introduces the game, chooses a word and without saying a word goes out the door. The teacher knocks on the door, opens it, and says 'Hello' in a way as it is on the chosen card. Student who guesses right is the next person to go behind the door. They continue until the last card.

DEVELOPMENT

Task 1:

The teacher asks students to read a short passage from the book in groups of three. This short passage was taken from *John Green: Paper towns, Prologue*.

So Margo and I were nine. Our parents were friends, so we would sometimes play together, biking past the cul-de-sacked streets to Jefferson Park itself, the hub of our subdivision's wheel.

I always got very nervous whenever I heard that Margo was about to show up, on account of how she was the most fantastically gorgeous creature that God had ever created. On the morning in question, she wore white shorts and a pink T-shirt that featured a green dragon breathing a fire of orange glitter. It is difficult to explain how awesome I found this T-shirt at the time.

Margo, as always, biked standing up, her arms locked as she leaned above the handlebars, her purple sneakers a circuitous blur. It was a steam-hot day in March. The sky was clear, but the air tasted acidic, like it might storm later.



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At the time, I fancied myself an inventor, and after we locked up our bikes and began the short walk across the park to the playground, I told Margo about an idea I had for an invention called the Ringolator. The Ringolator was a gigantic cannon that would shoot big, colored rocks into a very low orbit, giving Earth the same sort of rings that Saturn has. (I still think this would be a fine idea, but it turns out that building a cannon that can shoot boulders into a low orbit is fairly complicated.)

Task 2:

See worksheet

Then the teacher gives the next passage from the book Part 1- The strings, Chapter 2:

‘Yeah, I know,’ Margo answered. ‘There is school tomorrow and the day after that, and thinking about that too long could make a girl bonkers. So, yeah. It’s a school night. That’s why we’ve got to get going, because we’ve got to be back by morning.’

‘I don’t know.’

‘Q.’ she said. ‘Q. Darling. How long have we been dear friends?’

‘We’re not friends. We’re neighbours.’

‘Oh, Christ, Q. Am I not nice to you? Do I not order my various and sundry minions to be kind to you at school?’

‘Uh-huh,’ I answered dubiously, although in point of fact I’d always figured it was Margo who had stopped Chuck Parson and his ilk from screwing with us.

(Explanation: Margo Roth Spiegelman calls Quentin her friend, but he's quick to clarify that they're just neighbours—they haven't actually hung out in nine years. But Margo seems to have a different definition of friend than Quentin does, and she only calls him her friend so he'll drive her around town.)

Task 3:



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After reading the passage, the teacher asks the students to re-think their previous adjectives and change them.

(25 min.)

CONCLUSION

Students discuss their opinion on the passages; give their last versions of adjectives.
Discussion on the topic:

Friendship between a girl and a boy- can it be?

(10 min.)

FOLLOW-UP

In the last line of the second passage, Quentin uses the word *ilk* to explain that somebody is similar.

Homework:

With a help of a good dictionary, find different expressions for *friends* (such as mate, etc.)



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