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# OUR WONDERFUL 20<sup>TH</sup> CENTURY

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## A DAY IN THE LIFE OF ...

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### Diary of a famous 20<sup>th</sup> century hero

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Type of modul	Project work
Level	A1+
Target group	12-15-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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

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

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# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Project work</b>
<b>DESCRIPTION OF MODULE</b>	<p>The focus of this project is the life of a 20th century hero when he/she was the same age as the Ls. It encourages Ls to explore people's lives in and outside their immediate surroundings. In this project everybody's life is considered special, thereby everybody can be considered a "hero". The two model diaries mean to illustrate this. Diary A/C are about the life of an everyday person (e.g. Ls' relative), Diary B/D is an example of a famous person's life. The two diaries (written on two different levels – A/C and B/D), also intend to model how to write a diary as well as to illustrate cultural differences.</p> <p>At the end of the project there is a Diary Auction, the aim of which is to motivate Ls to make interesting, „sellable” diaries (with illustrations, eye-catching cover etc.)</p>
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ to enable Ls to write a short diary</li> <li>■ to develop pupils' skills in interpreting, planning, monitoring a task and self/peer assessment</li> <li>■ to enable pupils to give an effective simple presentation</li> <li>■ to enable pupils to search for and use information from various sources</li> <li>■ to help Ls become aware of the differences between how people live in Hungary and in England/other countries</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	12–15-year-old learners
<b>LANGUAGE LEVEL</b>	A1+
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Ls can</p> <ul style="list-style-type: none"> <li>■ write a simple diary and “sell” their diary</li> <li>■ understand short, simple, written texts</li> <li>■ work co-operatively in a group on various tasks</li> <li>■ use comparative structures</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Literature, Information technology, Man and Society
<b>Links with other modules</b>	See the 20 <sup>th</sup> century with us

## FOCI OF SKILLS DEVELOPMENT

### Communicative language skills

- Interacting orally in the following situations: briefly explaining intention/content and merit of their project and answering simple questions
- Writing a simple text ( following a model closely) about past experiences (using simple linkers such as “and”, “or”, “because”).
- Writing a simple text about past experiences, longer than above and with wider use of English.
- Finding main information of simple written texts (used as source of project)
- Following simple written instructions related to project work

### General educational skills

- Showing interest in other people’s lives
- Showing interest in their peers’ work i.e. diaries
- Understanding life in other cultures
- Life long learning/learning strategies

### EVALUATION

Learner self-assessment through project evaluation  
Peer assessment of diaries through evaluation form

### SUGGESTIONS

#### Language use

Use (if necessary) a mixture of English and Hungarian. Use as much English as possible when interacting with Ls and encourage Ls to use as much English as possible when interacting with each another.

#### Mixed ability

Mixed levels in this module are catered for in two ways: by the sample diaries (A/C and B/D), written on two levels, and by the individual help Ls get in lesson 3 and 4 in the form of tutoring.

NB: You can use the two different level diaries (A/C and B/D) within the same lesson with one mixed ability class with two different levels, or in classes on different occasions.

Because in this project Ls produce the end product individually, cooperation happens in the first 2 lessons mainly, and aims to support individual learning.

#### Project file

Ls keep their project forms in their Project file (i.e. a binder file).

#### Project Questions

Use Diary Project Questions (displayed on wall) all through the five project lessons to help develop Ls’s thinking strategies (interpreting, planning, monitoring, assessing).

Diary presentations are not evaluated in this project, because the focus is on the written diary (peer/teacher evaluation).

### BACK UP SYSTEMS

Information for diaries:  
<http://www.google/myhero.co>

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Understanding what diaries are</p> <p>Reading for information</p> <p>Planning a task effectively (searching for information from various sources)</p>	<p>Ls read 2 pairs of sample diaries (models for what they have to produce) in jigsaw reading + answer comprehension questions, then learn what their project is about and start planning for it.</p>	<p>Vocabulary for reading diaries – when we arrived we had..., and answering questions related to diaries: Where was the writer?, What food did he mention? What things did he like doing? etc.</p>	<p>1.1. Sample diary A</p> <p>1.1. Sample diary B</p> <p>1.1. Sample diary C</p> <p>1.1. Sample diary D</p> <p>1.1. Cover A</p> <p>1.1. Cover B</p> <p>1.2. Diary Project questions</p> <p>1.3. Planning my project form</p>
2	<p>Managing task</p> <p>Understanding how to write simple diary entries from information</p> <p>Becoming aware of the differences between how people live in Hungary and in England</p>	<p>Ls learn how to change information into diary entries, then they practise it by writing a short diary entry</p>	<p>Adding details, expressing likes/dislikes, feelings, opinion, plans/intentions etc.: I like living here, I want more animals and I hope, one day I will have a zoo of my own.</p>	<p>Ls materials and information collected for homework</p> <p>1.3. Planning my project form</p> <p>2. 2. Gerald Durrell - life story OHT</p> <p>1.1. Sample diary B</p> <p>1.1. Sample diary D</p> <p>OHP</p>
3	<p>Writing creatively</p> <p>Managing a task</p>	<p>Ls plan and write their diaries (freer writing)</p> <p>They get individual help in the form of tutorial</p>	<p>Features of diary – events, activities, likes/dislikes, details, feelings, opinions etc.</p>	<p>Information Ls collected</p> <p>1.1. Sample diary A</p> <p>1.1. Sample diary B</p> <p>1.1. Sample diary C</p> <p>1.1. Sample diary D</p> <p>“Tutorial” sign</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Writing final version of diaries</p> <p>Managing a task</p> <p>Displaying written materials</p> <p>Speaking – rehearsed text („selling” effectively)</p>	<p>Ls complete their diaries + plan, make covers + illustrations</p> <p>Ls learn how to sell their diaries</p>	<p>Selling’ phrases – this is the best/most interesting diary, this is about my....., let me read a bit to you, this is a real bargain, it only colsts..... etc.</p>	<p>Corrected work of Ls + Information Ls collected</p> <p>1.1. Sample diary A</p> <p>1.1. Sample diaries B</p> <p>1.1. Sample diary C</p> <p>1.1. Sample diary D</p> <p>1.1. Cover A</p> <p>1.1. Cover B</p> <p>4.3. Selling a diary - useful phrases OHT</p> <p>“Tutorial” sign</p> <p>OHP</p>
5	<p>Presentation skills</p> <p>Evaluating diaries</p> <p>Evaluating their own learning</p>	<p>Ls present their diaries and have a Diary Auction + practise peer evaluation</p> <p>Ls evaluate what they have learnt</p>	<p>Bargain related vocabulary – I spent ..... Ft and I bought..... diaries.</p> <p>Expressing opinion – I like X’s diary because.</p>	<p>Ls diaries</p> <p>4.3. Selling a diary – useful phrases</p> <p>5.2. Peer evaluation form</p> <p>5.3. Self-assessment form</p>

# PROCEDURE

## LESSON 1: WHAT IS OUR PROJECT?

### Aims of the lesson:

- to help Ls understand what diaries are
- to help Ls read for information
- to help Ls interpret their task
- to enable Ls to plan more effectively

### Materials and resources:

1.1. Sample diary A (half as many as there are Ls in the group), 1.1. Sample diary B (half as many as there are Ls in the group), 1.1. Sample diary C (as many as there are Ls with reading/writing difficulties in the group), 1.1. Sample diary D (as many as there are Ls with reading/writing difficulties in the group), 1.1. Cover A (one copy), 1.1. Cover B (one copy), 1.2. Diary Project questions (one copy), 1.3. Planning my project form (as many as there are Ls in the group)

<b>STAGE 1</b>	<b>Introduction to project – Presentation (input), reading for information</b>
<b>TIME</b>	25 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding what diaries are Skim reading and reading for information
<b>ORGANISATION</b>	Whole class, individual work, group work, pair work
<b>AIDS AND MATERIALS</b>	1.1. Sample diary A, 1.1. Sample diary B

### TEACHER'S ACTIVITIES

1. Write lesson aims on the board to model goal setting

#### Today's goals

1. *What is this project?*
2. *How can we do this project?*

Put Ls into 2 groups (Group A and Group B – if Ls have no problems with reading). Give a copy of 1.1. Sample diary A to Group A Ls, and a copy of 1.1. Sample diary B to Group B Ls.

Write these 2 questions on board:

- *What kind of writing is it?*
- *How is it organised?*

Aks Ls to read the texts quickly to get a general idea of the diary (skim read).

### VARIATION FOR LS WHO ARE NOT SO CONFIDENT READERS

#### AIDS AND MATERIALS

1.1. Sample diary C, 1.1. Sample diary D

#### DESCRIPTION

Follow instructions above, however, give a copy of 1.1. Sample diary C to group A Ls, and a copy of 1.1 Sample diary D to group B Ls. to skim read

### TEACHER'S ACTIVITIES

2. Ask Ls if they know famous people (real or fictional) who wrote diaries, and elicit/suggest names

Ask Ls why in their opinion they wrote diaries. Elicit/suggest answers:

Ask Ls what happens to famous people's diaries - elicit Ls' answers:

Ask them if they have ever kept a diary and why.

Explain, that in this project they will write the diary of a famous person, and they will sell it on a DIARY AUCTION in the fifth lesson.

### LEARNERS' ACTIVITIES

- 1.

Ls in Group A and Group B skim read diaries (Group A – 1.1. Sample diary A, Group B – 1.1. Sample diary B) and answer the 2 questions:

What kind of writing is it? – a diary

How is it organised? – place, year, date, name of the day, short entry a strange event that happened

### LEARNERS' ACTIVITIES

2. Ls listen and suggest/discuss ideas - e.g. Robinson Crusoe, Anna Frank, Christopher Columbus, George Washington, Hans Christian Anderson etc.

Ls answer might include:

- e.g. because they had nobody to talk to, or they wanted to record interesting/important/special events etc.

Ls might answer:

- some of them get published and sold

Ls may give various answers

### TEACHER'S ACTIVITIES

3. Ask Group A and Group B to read their text again, and answer the questions below the text first on their own, then discuss the answers within their own group.

Tell Ls to make pairs (A and B) and go through and compare their answers

Check in whole class

Tell Ls that text A is an example of a diary based on the information you got from grandma/aunt. B is based on Internet information (<http://www.google/myhero.co>).

### LEARNERS' ACTIVITIES

3. Ls (on their own) read diaries again (Group A - Diary A and Group B - Diary B), this time more carefully, then discuss the answers within their own groups.

Ls in pairs go through and compare their answers

Solution:

1. A- a girl (she is with girls in a tent, Miklód etc.)  
B- a boy (Gerry)
2. A: in a pioneer camp at Balatonalmádi B: in Corfu
3. A: sandwiches, rolls, bacon, bread, paprikás krumpli etc.  
B: English breakfast (ham and eggs), flies and mosquitoes (for animals)
4. A: Erzsi, Mari, Teri (friends), Gabi, Tibi, (brothers) Pista .bácsi , Éva néni (teachers), etc. B: Larry, Leslie, Margo (brothers/sister), Adam (scorpion) etc.
5. A: swimming, barbecue etc. B: collecting animals
6. A: getting up early etc. B: we don't know
7. A: the camp was attacked, the last night  
B: he found a donkey, kept the animals in a room
8. Both A and B should be between 9 and 14
9. A: Hungarian (Ilus néni, the T's grandma/aunt)  
B: British (Gerald Durrell)

### VARIATION FOR LS WHO ARE NOT SO CONFIDENT READERS

#### AIDS AND MATERIALS

#### DESCRIPTION

- 1.1. Sample diary C, 1.1. Sample diary D

Follow instructions as above.

Ls in pairs (A and B) go through and compare their answers.

Solution:

1. A- a girl (she is with girls in a tent, Miklód etc.)  
B- a boy (we think)
2. A: in a pioneer camp at Balatonalmádi B: in Corfu
3. A: sandwiches, rolls, bacon, paprikás krumpli.  
B: flies and mosquitoes (for animals)
4. A: Erzsi, Mari, (friends), Gabi, Tibi, (brothers) Éva néni (teacher), etc. B: Larry, Leslie, Margo (brothers/sister), Adam (scorpion) etc.
5. A: swimming, B: collecting animals
6. A: getting up early etc. B: we don't know
7. A: the flag was taken, the last night  
B: he found a donkey, kept the animals in a room

### TEACHER'S ACTIVITIES

4. Elicit what Ls know about Gerald Durrell, which of his books they have read.

Tell Ls that each one of them is going to write a similar diary of a famous Hungarian or international hero from the 20<sup>th</sup> century, or an old relative (grandmother, grandfather, uncle, aunt, neighbour) and describe a week of his/her life when she/he was the same age as the Ls. Point out that although in this project they will work individually, they will get help both from each other (in groups) and from you.

Summarise: **What** people write in diaries: interesting events, thoughts, feelings, descriptions etc. **When:** at a certain time **Where:** at a certain place.

Tell Ls again, that they will have to sell their diaries (at the diary auction), so they have to make it interesting and nice-looking (illustrate the pages, make a cover with illustration etc.). Show them the two covers (1.1. Cover A, 1.1., Cover B), and call Ls attention to the illustrations on their copies of the diaries to highlight these features. Stick the two covers on the wall and leave them there all through the 5 project lessons.

Finally, tell Ls that after the diary auction they have to return their diaries into their project file.

### LEARNERS' ACTIVITIES

4. Suggested answers: G. D. was a scientist and writer. He was born in India and lived in Corfu when he was a child. His most popular books are: *My Family and Other Animals* and *Birds, Beasts, and Relatives*

Ls listen

<b>STAGE 2</b>	<b>Planning the project – Problem solving discussion</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Developing Ls planning skills
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.2. Diary Project Questions

### TEACHER'S ACTIVITIES

1. Put 1.2. Diary Project Questions on wall. As whole class, discuss questions 1 and 2 (*Whose diary do I want to write? What aspect of the person's life do I want to write about?*) and list Ls ideas onto the board. Help Ls make suggestions if necessary.

Answer question 3 together *Where can I get information from?*, write ideas onto board.

### LEARNERS' ACTIVITIES

1. Ls discuss questions with teacher  
Possible famous people can be: *film/pop stars, explorers, scientists, sportsmen, (Hungarian or international), family members etc. Aspects: schooldays, a holiday, hobby, how he/she became interested in....., special events etc.*

As above

Possible sources: talking to parents/grandparents, neighbours, teachers, the Internet, books etc.

#### STAGE 3 Planning the project – Goal-setting

TIME 5 mins

SKILLS AND COMPETENCIES  
IN FOCUS Planning

ORGANISATION Individual work

AIDS AND MATERIALS 1.3. Planning my project form

### TEACHER'S ACTIVITIES

1. Give one 1.3. Planning my project form to each pupil and explain how to fill it in.

Monitor the form filling. Remind pupils that a family member's life is as interesting/important as a famous (Hungarian or international) person's life. At this point they do not have to choose one concrete person (e.g. a scientist, an astronaut etc.), if they cannot decide on someone.  
Help Ls by referring to ideas on board (people and aspects - stage 2).

Tell Ls that this is just a first plan and things may change. The important thing is that every L has some idea of what he/she wants to do.

Collect in forms for project file

### LEARNERS' ACTIVITIES

1. Ls listen.

Ls fill in forms

Ls return the forms to be filed in their project file.

<b>STAGE 4</b>	<b>Searching for information – Homework</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Finding information from various sources
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	-

#### TEACHER'S ACTIVITIES

1. Ask Ls to collect information on who and what they have decided to write about.  
Remind them to use the sources and ideas discussed in stage 2 above  
For the next project lesson, everyone should bring the information they need - the person (a family member or someone Ls know well, or information from various sources) + ideas for a 6-7 day diary. In English or in Hungarian

#### LEARNERS' ACTIVITIES

1. Ls listen

## LESSON 2: WHAT MAKES A GOOD DIARY?

### Aims of the lesson:

- to help Ls manage their task
- to enable Ls to write simple diary entries from information
- to help Ls become aware of the differences between how people live in Hungary and in England

**Materials and resources:** Ls materials and information collected, 1.3. Planning my project form, 2.2. Gerald Durrell - life story OHT, 1.1. Sample diary B, 1.1. Sample diary D, OHP

<b>STAGE 1</b>	<b>Language focus – Presentation</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	How to change information into diary entries
<b>ORGANISATION</b>	Individual work, group work, pari work
<b>AIDS AND MATERIALS</b>	2.2. Gerald Durrell – life story OHT, 1.1. Sample diary B

### TEACHER'S ACTIVITIES

1. Put 2.2. Gerald Durrell – life story on OHP. Tell Ls to read the summary focusing on the bits underlined. Help them, if necessary, to understand the rest. Encourage them to say: *Sorry, what does ..... mean?*
2. Put Ls into pairs. Give each L a copy of 1.1. Sample diary B. Ask pairs to look at the diary and underline the information that matches the information underlined in the summary on OHP and write the number of the sentence in the life story before the relevant information in the diary. Give an example: life story, sentence no. 2 - diary, 2 bits of information.

Call Ls attention to the illustrations, they can help them do the task.

Check the answers in whole class.

### LEARNERS' ACTIVITIES

1. Ls read life story silently, and ask questions if they don't understand something
2. Ls in pair match information from OHP with diary entries.  
Solution:  
1933 Corfu (1)  
Sunday 2<sup>nd</sup> September  
(2) I like living here. The weather is much nicer than in England and the people are very friendly. I went for a walk in the village today. I tried to say Kalimera (good morning) to a woman and she smiled and said Kalimera too. (2) I saw lots of scorpions and spiders hiding under stones and in the shade of the trees. They are beautiful. Tomorrow I will bring a box and try to catch some.

## TEACHER'S ACTIVITIES

## LEARNERS' ACTIVITIES

Monday 3<sup>rd</sup> September

(3) I managed to get one scorpion and two spiders. (6) Larry and Leslie (my brothers) liked them very much. but Margo (my sister) did not. My Mum said: "Gerry, you will need a terrarium to keep them in". She did not say I was too young to keep animals. For the moment, I keep them in a big travelling chest in my room. I separated a corner of the chest for the scorpion. I do not want him to attack the spiders.

Tuesday 4<sup>th</sup> September

(5) I said hello to Adam, the scorpion and Milly and Nelly, the spiders. They like living in the travelling chest. I gave them some food (flies and mosquitoes) too and played with them on the floor of my room. I was right. Adam did not like Milly and Nelly. I must watch him if I want Milly and Nelly to live long.

Wednesday 5<sup>th</sup> September

(3) I caught five more spiders and three more scorpions. I found two little turtles too on the road. They were alone, perhaps they lost their mum, so I took them home. The travelling chest is now too small for so many animals. Mum says, (5) I can use the spare room in the house. It's very kind of her. I will have to build separate living areas for the different animals in the room.

Thursday 6<sup>th</sup> September

A wonderful day! (4) I found a donkey in front of our house this morning. I asked the neighbours, but they did not know him. So, I took it into the house. The spare room is very big, and Willy (the donkey) can live there too. When we were having breakfast (bacon and eggs, toast and marmalade - we always have English breakfast), we talked about my animals. My sister said: "Boys sometimes have crazy hobbies". But the others were interested. (6) Willy is their favourite at the moment. But I like them all.

Friday 7<sup>th</sup> September

My Mum gave me a book about animals. She says I need to know more about them if I want to keep them. She is right. I want more animals and I hope (7) one day I will have a zoo of my own.

## VARIATION FOR LS WHO HAVE DIFFICULTY WITH READING LONGER TEXTS

### AIDS AND MATERIALS

Gerald Durrel – life story OHT, 1.1. Sample diary D

### DESCRIPTION

Follow instructions as above.

Solution:

1993 Corfu

Sunday 2<sup>nd</sup> September

(1) I like it here - (2) the weather is nice and the people are friendly. This morning I went for a walk and (2) saw lots of scorpions and spiders. They are beautiful. I want to catch some and keep them in my room.

Monday 3<sup>rd</sup> September

(3) I caught one scorpion and two spiders. (6) My brothers (Larry and Leslie) and my Mum liked them, but Margo (my sister) did not. Mum gave me a big travelling chest and now I keep the scorpion in one part and the spiders in another part of it because I don't think they like each other.

Tuesday 4<sup>th</sup> September

I played with Adam, the scorpion and Milly and Nelly, the spiders this morning. I gave them some food too (flies and mosquitoes). The spiders don't like Adam.

Wednesday 5<sup>th</sup> September

(3) I have five more spiders and three more scorpions. (3) I found two little turtles too. (3) Now there are too many animals in the travelling chest. I have to find a new home for them. (5) Mum says I can use the spare room in the house. That's great.

Thursday 6<sup>th</sup> September

A wonderful day! (4) I found a donkey in the street this morning. I took Willy (the donkey) into the spare room of the house because he had no owner. (6) Willy is the favourite of my family. Only my sister does not like him.

Friday 7<sup>th</sup> September

Mum gave me a book about animals. I started reading it. I have to learn a lot if I want to keep animals. (7) One day I will have a zoo of my own.

### TEACHER'S ACTIVITIES

3. Ask Ls to briefly look at the rest of the information in the life story and in the diary to highlight that, in a life story,  
- most of the information is fact ( Jersey Zoological Park), he wrote books about his journeys and his life, he travelled to Africa and South America)

in a diary,

- we make things interesting by writing in more details, including what we like/dislike, how we feel, our own and other people's opinion etc.

#### STAGE 2

**Task completion – Problem solving, writing practice**

#### TIME

15 mins

#### SKILLS AND COMPETENCIES IN FOCUS

Writing simple diary entries from given information  
Making details, descriptions more interesting

#### ORGANISATION

Pair work

#### AIDS AND MATERIALS

1.1. Sample diary B

### TEACHER'S ACTIVITIES

1. Ls can work in the same pairs as in stage 1. Tell Ls to take different colour pens (blue, yellow, green and red) and use

- blue to underline details
  - green to underline likes/dislikes
  - yellow for the writer's opinion
  - red for plans/intentions
- in the first two diary entries (Sunday and Monday)

Give an example by reading out the second half of the second sentence: *and the people are friendly*, and saying: *this is opinion* (yellow). Ask Ls if they can find another example for opinion in the rest of this paragraph.

Check answers in whole class

### LEARNERS' ACTIVITIES

3.

Ls listen

### LEARNERS' ACTIVITIES

Ls answer: *They are beautiful*. Then in pairs they underline details, likes/dislikes, opinion, and plans/intention in the two diary entries.

Solution:

1933 Corfu (1)

Sunday 2<sup>nd</sup> September

I like living here. The weather is much nicer than in England and the people are very friendly. I went for a walk in the village today. I tried to say Kalimera (good morning) to a woman and she smiled and said Kalimera too. I saw lots of scorpions and spiders hiding under stones and in the shade of the trees. They are beautiful. Tomorrow I will bring a box and try to catch some.

## TEACHER'S ACTIVITIES

2. Tell Ls to write in pairs a diary entry for Saturday of 1.1. Sample Diary B.  
Go round, monitor and help (make sure they include details, likes/dislikes, plans etc.)

Display diary entries on walls, tell Ls to go round and read diaries and look for similarities and differences.

Discuss Ls findings with whole class, point out how we can write differently using the same information.

## LEARNERS' ACTIVITIES

Monday 3<sup>rd</sup> September

I managed to get one scorpion and two spiders. Larry and Leslie (my brothers) liked them very much, but Margo (my sister) did not. My Mum said: "Gerry, you will need a terrarium to keep them in". She did not say I was too young to keep animals. For the moment, I keep them in a big travelling chest in my room. I separated a corner of the chest for the scorpion. I do not want him to attack the spiders.

2. Ls in pairs write a diary entry for Saturday  
(they can either follow the model, or, using the information, write freely)  
e.g.

Saturday 8<sup>th</sup> September

We all went to the sea this morning. In a small bay there were millions of small animals in the water and under the rocks. There were snails, shells, crabs and many small fish - all different sizes and different colours. I played with them all morning. Before we went home, I made for them a little pool from the rocks. Hope they like my pool, and I will find them there tomorrow.

Ls go round and read diaries, find similarities and differences in what they have written.

## VARIATION FOR LS WHO HAVE DIFFICULTY WITH READING/WRITING LONGER TEXTS

### AIDS AND MATERIALS

1.1. Sample diary D

### DESCRIPTION

Give 1.1. Sample diary D to Ls, then follow instructions as above in step 1.

Solution:

1993 Corfu

Sunday 2<sup>nd</sup> September

I like it here - the weather is nice and the people are friendly. This morning I went for a walk and saw lots of scorpions and spiders. They are beautiful. I want to catch some and keep them in my room.

Monday 3<sup>rd</sup> September

I caught one scorpion and two spiders. My brothers (Larry and Leslie) and my Mum liked them, but Margo (my sister) did not. Mum gave me a big travelling chest and now I keep the scorpion in one part and the spiders in another part of it because I don't think they like each other.

Tuesday 4<sup>th</sup> September

I played with Adam, the scorpion and Milly and Nelly, the spiders this morning. I gave them some food too (flies and mosquitoes). The spiders don't like Adam.

Follow instructions as above

Ls in pairs write a diary entry for Saturday

e.g.

Saturday 8<sup>th</sup> September

This morning I went to the sea with my mum, my sister and my two brothers. In a little bay I found lots of small fish, shells, snails and crabs. They were beautiful! I played with them a lot. Before we went home, I made a little pool for them. I hope, I will find them there tomorrow.

### STAGE 3

**Planning the project – Monitoring**

### TIME

5 mins

### SKILLS AND COMPETENCIES IN FOCUS

Managing a task

### ORGANISATION

Group work

### AIDS AND MATERIALS

Ls materials and information collected for homework, 1.3. Planning my project form

### TEACHER'S ACTIVITIES

1. Write on board:

*What have I got so far?  
How can I write a diary?*

Put Ls into groups of 3/4, give out 1.3. Planning my project form, and tell them to look at their homework: the person (information) and ideas they have collected. Tell them to compare these against their 1.3. Planning my project form to check that they have done what they were supposed to do. Monitor groups and give individual help if necessary.

Ask Ls to set new goals if necessary

### LEARNERS' ACTIVITIES

1.

Ls look over materials in groups and discuss whether they each have enough information or if the ideas are interesting. If necessary, they help each other by giving advice and/or ask the T.

<b>STAGE 4</b>	<b>Planning – Homework</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Managing a task
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Ls materials and information collected for homework, 1.3. Planning my project form

### TEACHER'S ACTIVITIES

1. Set 2 tasks for homework:

Ls collect more/or change/modify information (if necessary)

Extend information by thinking about -

- details (the place where the diary writer is, other people she/he is with, time of the year, things that happen, activities they do etc.)
- feeling, likes/dislikes
- plans, intentions

and writing these down in note form (in English or in Hungarian)

### LEARNERS' ACTIVITIES

1. Ls listen and note instructions for homework tasks.

### LESSON 3: LET'S START WRITING

**Aims of the lesson:**

- to help Ls write their diaries
- to help Ls manage a task

**Materials and resources:** Information Ls collected, 1.1. Sample diary A, 1.1. Sample diary B, 1.1. Sample diary C, 1.1. Sample diary D, “Tutorial” sign

<b>STAGE 1</b>	<b>Writing – Task completion</b>
<b>TIME</b>	35 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Creative writing
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	Ls information collected, 1.1. Sample diary A, 1.1. Sample Diary B, 1.1. Sample diary C, 1.1. Sample diary D

## TEACHER'S ACTIVITIES

1. Write lesson aims on board:

*How can I write a diary from the information I have?*

*How can I manage my task?*

Explain Ls that in this lesson and the next one each learner will get help from you. Call this "Tutorial time" and explain how it works:

you will put out a sign (e.g. "Tutorial") on you desk, this means that Ls can come to you and ask for help.

Ls can do this only one by one.

To do so, Ls have to sign up on bb, only 3 at a time, and they have to wait for their turn at their place. When one pupil finishes, she can wipe off her name and a new pupil can sign up at the end, e.g.

1. ....

2. (1).....

3. (2).....

(3)

etc.

If necessary, give time limit as well. Make sure everyone comes to you. Ls can come as many times as they need help. When tutorial time is over, put away the sign.

## LEARNERS' ACTIVITIES

### TEACHER'S ACTIVITIES

2. Ask Ls to look at the information and notes they have. Remind them that they will have to write a 6 - 7 day diary. Ask them to sort out their notes into 6- 7 days, trying to imagine the person's life in this period.

Ask Ls to write down for themselves "Today I'm going to....." statements e.g. *Today I'm going to write entries for..... days.* This practises goal setting.

Tell Ls to begin to write. They can use the sample diaries as models or write more freely. Write prompt questions on the board to remind them of features of diary:

**What?** (events, activities, likes/dislikes etc.)

**How?** (including details, feelings, opinions etc.)

Encourage them to:

- check their grammar (use past tense for narrating past events, present for describing a habit/routine, like.....ing etc.
- use sentence linkers
- describe personal experiences to make the writing more interesting

Put out tutorial sign and do as described above (for approx.. 25 minutes)

NB. If you have Ls for whom writing is very difficult, encourage them to make a picture diary, i.e. start with drawing the pictures and write simple captions only.

### LEARNERS' ACTIVITIES

2. Ls plan their diary, and decide how many days they want to include in their diary (Ls who have no difficulty with writing can write a one-week diary, those who have, can write a shorter one).

Ls write statements, e.g. 'Today I'm going to write entries for Monday, Tuesday, and Wednesday.

Learners write diary entries, sign up for and have tutorial.  
(While waiting for their turn, they continue writing. If they need urgent help, they can negotiate a change in order. This can encourage co-operation.)

Ls have tutorial.

**STAGE 2** Task completion – Evaluation of Stage 1.

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Manage a task

**ORGANISATION** Individual work, whole class

**AIDS AND MATERIALS** Ls' diary entries

### TEACHER'S ACTIVITIES

1. Ask Ls to compare what they have completed with what they wrote for their "Today I'm going to..." statements.

If Ls have not completed tasks, elicit onto board reasons why they failed.

Together discuss how to be more successful next time.  
Collect what Ls have written for correction.

**STAGE 3** Self-correction – Homework

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Self-assessment/self-correction

**ORGANISATION** Whole class

**AIDS AND MATERIALS** Ls' diary entries

### TEACHER'S ACTIVITIES

1. Tell Ls when they will get back their corrected work. Explain that you will not correct everything, only indicate the kind of mistakes they make (e.g. ....(sp) for spelling, and that they will have to correct/re-write it by next project lesson. You need to correct it and return it quickly to Ls.

### LEARNERS' ACTIVITIES

1. Ls listen, compare, and discuss reasons.

- e.g. goals were too ambitious, too much time spent thinking etc.

### LEARNERS' ACTIVITIES

## LESSON 4: LET'S PRACTISE PRESENTING OUR DIARY

### Aims of the lesson:

- to help Ls finish their diary
- to help Ls manage a task
- to model how to present a diary (in writing) and “sell” it effectively

**Materials and resources:** Corrected work of Ls and information Ls collected, 1.1. Sample diary A, 1.1. Sample diary B, 1.1. Sample diary C, 1.1. Sample diary D, 1.1. Cover A, 1.1. Cover B, 4.3. Selling a diary – useful phrases OHT, OHP

<b>STAGE 1</b>	<b>Checking homework – Surgery</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing – accuracy Speaking – repeating rehearsed phrases
<b>ORGANISATION</b>	Whole class, individual work
<b>AIDS AND MATERIALS</b>	Ls’ corrected work

### TEACHER’S ACTIVITIES

1. Discuss with learners typical mistakes they made + write correct versions on board, explain grammar, form, other features of language, if necessary.

### LEARNERS’ ACTIVITIES

1. Ls listen (and correct if necessary).

<b>STAGE 2</b>	<b>Task completion – Writing</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Freer writing
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	Ls corrected work and information Ls collected, 1.1. Sample diary A, 1.1. Sample diary B, 1.1. Sample diary C, 1.1. Sample diary D, “Tutorial” sign

### TEACHER'S ACTIVITIES

1. Write lesson aims on board:  
*How can I write a diary from the information I have?*  
*How can I present my work?*

Encourage Ls to complete their diary in class (if they cannot they can finish at home).

Put out tutorial sign and proceed (for about 25 minutes) as described in Lesson 3 Stage 1.

### LEARNERS' ACTIVITIES

1. Ls continue writing their diaries, plan how to they want to present the diary entries.

Ls sign up and get individual help with their diary.

#### STAGE 3 Project presentation – Practice

TIME 10 mins

SKILLS AND COMPETENCIES  
IN FOCUS Presentation

ORGANISATION Whole class, pair work

AIDS AND MATERIALS 4.3. Selling a diary useful phrases OHP, Ls' diaries, 1.1. Cover A, 1.1. Cover B

### TEACHER'S ACTIVITIES

1. Tell Ls that the diaries they have written are valuable and can be published and sold. In the next project lesson they will have a Diary Auction, where they can sell their diaries.

Elicit features a diary must have so that it can sell well.

Demonstrate a selling process using your Aunt Ilus's diary as a model (take cover off wall). Make sure you use various techniques such as an exaggerated voice, speaking loudly, use of gestures, mimes etc. To help Ls practise selling techniques, show 4.3. Selling a diary – useful phrases on OHP (go through phrases with Ls if necessary).

Put Ls into pairs and tell them to practise selling their diaries.

### LEARNERS' ACTIVITIES

1. Ls listen and suggest answers. Possible answers:
  - interesting content
  - nice cover
  - publicity (TV, newspaper ads, "selling talks" on book sales/before an auction)
  - Illustrations (with diary entries) and layout

Ls listen.

Ls in pairs practise: e.g. *This is the most interesting diary in the world. Look at the illustrations. It is about my..... etc.*

<b>STAGE 4</b>	<b>Homework</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Drawing illustrations, finalising a task
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Ls' diaries, 1.1. Cover A, 1.1. Cover B

#### **TEACHER'S ACTIVITIES**

Tell Ls to complete their diary at home. Discuss with them when you will collect their diaries for correction. This should be done before they make illustrations/cover. Make sure you leave enough time for Ls to illustrate their diaries after your correction and before the final project lesson.

Encourage Ls to illustrate their diary entries, and make interesting covers (with illustration, drawing, title, writer etc. - Ls do not write their own name on diary, the diaries will be identified by a number, later) for their corrected diary.

#### **LEARNERS' ACTIVITIES**

## LESSON 5: LET'S PRESENT OUR DIARY

### Aims of the lesson:

- to give Ls practice in oral presentations
- to give Ls practice in peer-evaluation and project evaluation

**Materials and resources:** Ls' diaries, 4. 3. Selling a diary – useful phrases, 5.2. Peer evaluation form, 5.3. Self-assessment form, small cards with numbers (as many as there are Ls in the group)

<b>STAGE 1</b>	<b>Presentation – Project presentation</b>
<b>TIME</b>	30 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Presentation skills Selling diaries effectively
<b>ORGANISATION</b>	Individual work, whole class
<b>AIDS AND MATERIALS</b>	4.3. Selling a diary – useful phrases OHT, 5.2. Peer evaluation form, Ls' diaries

### TEACHER'S ACTIVITIES

1. Tell Ls that today they will have a Diary Auction and organise the classroom accordingly. Arrange Ls' chairs in a semi-circle in front of your desk. Tell Ls that they each have 5.000 Fts to spend. The aim is to buy the best/most diaries at the cheapest price.  
To decide which one to buy, they have to listen to their peers' presentation and later they can have a quick look at the diaries as well.  
Put 4.3. Selling a diary - useful phrases on OHP and Ls begin their presentations
2. When presentations are over, tell Ls to leave their diaries on display on the auctioneer's desk (your desk), give a number to each pupil and stick this number on their diary. Give Ls 5 minutes to browse through the diaries, and decide which one(s) they want to buy.

### LEARNERS' ACTIVITIES

1. Ls listen.  
  
Ls present their diaries.  
Ls listen, and (on a piece of paper) make notes on any diary they want to buy and why.
2. Ls browse through diaries and , extending their notes, write down the number of the diary they want to buy.

### TEACHER'S ACTIVITIES

3. First explain the rules of the auction:
  - Each diary has a minimum bid of 1.000 Fts
  - Ls can bid by putting up their hands and suggesting a higher price, or just by raising their hands (you will suggest the price)
  - You will sell a diary to the highest bidder (use a hammer to indicate this)

Then start the auction off by holding up one diary saying: e.g.: 'No 3. Diary (read out title, perhaps) has a minimum bid of 1000 Fts, and wait a little. If nobody bids, say: 'Do I hear 11.00 Fts? (to encourage Ls to bid), continue until there is no more bid, then say: 'going at .....FTs! Going once, going twice, (hammer goes down), gone, sold to (name of pupil)

Give each pupil a copy of 5.2. Peer evaluation form and tell them to fill in the first and last sections

### LEARNERS' ACTIVITIES

3. Ls bid and fill in the 'Whose diary I bought' and the 'How much was it' sections of peer evaluation form.

<b>STAGE 2</b>	<b>Evaluation of project 1 – Peer evaluation</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Practising peer evaluation
<b>ORGANISATION</b>	Individual work
<b>AIDS AND MATERIALS</b>	5.2. Peer evaluation form

### TEACHER'S ACTIVITIES

1. Tell Ls to fill in the other sections of the peer evaluation form (using their notes), Then ask Ls to sit in a circle, put forms on floor and with the whole class discuss:

- who spent least and bought most diaries
- things that others like about a pupil's diary?
- whose diary did not get bought

Ls can compare theirs with other Ls' diaries and see what they should change so that their diaries get bought. Others too can suggest ideas. Pupils then can make corrections and there might be a second auction (next lesson) for the improved diaries.

Put diaries into project files for future reference.

NB. Ls can include these diaries into their profile. Ts too can make copies for their Ls' proje.

### LEARNERS' ACTIVITIES

1. Ls fill in form.

Ls read evaluations and comment on what has been written about their work.

#### STAGE 3 Evaluation of project 2 – Self-evaluation

TIME 7 mins

SKILLS AND COMPETENCIES  
IN FOCUS Self-evaluation

ORGANISATION Individual work

AIDS AND MATERIALS 5.3. Self-assessment form

### TEACHER'S ACTIVITIES

1. Tell Ls they are going to answer question 10 on Diary Project Questions (*What have I learnt?*) and fill in form.  
Collect forms for project file.

### LEARNERS' ACTIVITIES

1. Ls fill in self-assessment forms.