
OUR WONDERFUL 20TH CENTURY

OUR YEAR

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

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

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	<p>Ls in groups of 4, produce a wall poster about one important year in their lives. They plan the poster and create the materials, pictures, realia, models + accompanying written explanations for the poster. Each group produces a poster on a different year.</p> <p>The poster presentation consists of</p> <ul style="list-style-type: none"> ■ A read and match game – Ls read each other’s posters and match up some visuals that have been left off the posters ■ Oral presentation – Ls present their work in groups.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ To write short descriptions about themselves, Hungary, the world using simple phrases and sentences and basic linking words. ■ To interact about themselves and about their posters using isolated and rehearsed phrases. ■ To read for specific information from short simple descriptions. They can pick up names, words and basic phrases; get an idea of the content of simple informative material and short descriptions. ■ To organise text & linking words ■ To enable Ls to plan, manage, assess a task more effectively. ■ To enable pupils to display written information & give a simple Poster presentation more effectively. ■ To enable pupils to search for and use information from various sources more effectively.
TIMEFRAME	5 lessons
TARGET GROUP	12–15 year-old learners
LANGUAGE LEVEL	A1+
SUGGESTED LANGUAGE COMPETENCE	<p>Ls can:</p> <ul style="list-style-type: none"> ■ use simple present for habit, routine, likes and dislikes ■ use simple past for describing past events and facts ■ use vocabulary for describing people, places, events, presenting general information, narrating a past event, expressing likes and dislikes ■ work in groups, work individually but with guidance both at home and in class.
LINKS OF THE MODULE Cross-curricular links	<p>Art & Craft – design a poster Life long learning / Learner training Relationship with EU and the world</p> <p>Man and society (history) – pupils relate important events of their immediate surroundings to wider historical events of their own choice</p>

FOCI OF SKILLS- DEVELOPMENT

Communicative language skills

Develop language competencies so that pupils can:

- exchange basic information – can answer simple questions after presenting their project, can conduct simple question – answer sessions about a topic close to them
- describe, using simple language, their own and their peers' project
- write a simple description (using simple linkers such as “and”, “or”, “because”, “but”)
- read for specific information – can pick up names, words and basic phrases from simple written descriptions, get an idea of the content of simple informative material.

General, educational skills

- Developing written and oral communication
- Developing study skills
- Developing personal and social skills
- Developing problem solving
- Developing thinking strategies for evaluating, planning, monitoring and assessing a set task

EVALUATION

- Learner self-assessment through self-assessment form
- Teacher assesses oral presentation through criterion-based feedback sheet

SUGGESTIONS

You need for this project:

- poster making materials i.e. card, coloured paper, glue, scissors etc.
- a Project file which is a binder file and all Ls project forms should be kept here. Ls also need a Project work exercise book for notes
- Conceptual development: This project encourages Ls to look outside their immediate surroundings to the world around them. So, make it clear that when something important happened to them in a given year, many other important things happened in Europe and the world, too and that they will have to explore some of these for their poster.

Suggested language use – mixture of English and Hungarian. Use as much English as possible when interacting with pupils but pupil – pupil interaction will probably be in Hungarian at A1. Teach them some basic classroom phrases i.e. “*Can I borrow.... /Pardon?*” and encourage them to use these in English The “Project Questions” wall poster has 10 learner training questions, which guide pupils through the interpreting, planning, monitoring, and assessing stages of project work. The poster aims to develop Ps’ thinking strategies. Use it for each project until Ls automatically ask themselves the questions on the poster. This will take about 2 years. The original 10 questions are in English but we provide Hungarian equivalents on slips of paper to stick over the English until Ls are confident with the English Mixed ability: This is catered for in 2 ways:

- By the project outcome. Groups are set one general outcome, producing a wall poster and Ls are free to tackle it at their own ability level. The amount of help given by the teacher depends on the amount needed by the L.
- By resource. In Lesson 1, graded materials are provided.

BACK UP SYSTEMS

Sources of information for this project

The Guinness Book of Records (Hungarian or English edition)

Internet search engines i.e. www.google.hu/www.yahoo.com

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Writing picture descriptions</p> <p>Reading for specific information</p> <p>Developing Ls' planning skills</p> <p>Fostering research skills</p>	<p>Ls read a class "Our Year" poster.</p> <p>Ls learn what their project is about and start planning for it.</p> <p>Ls get input on and practice in writing a picture description.</p>	<p>Phrases for writing a picture description –</p> <p><i>This is a picture of ..., it is on our poster because...etc.</i></p>	<p>1.2 Sample wall poster</p> <p>1.2 Poster questions</p> <p>1.4 Project Questions wall poster</p> <p>1.5 Planning our project form</p> <p>1.7 A Harry Potter & Michael Schumacher texts</p> <p>1.7 B Eminem and The World Cup texts</p>
2	<p>Writing picture descriptions</p> <p>Writing a "speak out"</p> <p>Developing co-operative learning</p> <p>Developing planning, managing, assessment skills</p>	<p>Ls write picture descriptions for the wall poster, learn how to do a "Speak Out!" and start preparing one in Class.</p> <p>Project groups plan for the next stage of their project.</p>	<p>Writing – text organisation and punctuation of "Speak out!"</p>	<p>1.2 Sample wall poster</p> <p>2.2 Writing a speak out!</p> <p>1.5 Planning our project form</p>
3	<p>Developing writing skills</p> <p>Developing planning and task management skills</p> <p>Fostering research skills</p>	<p>Ls complete tasks for their wall posters, evaluate what they have done and plan for the next stage of the project.</p>		<p>1.2 Sample wall poster</p> <p>1.4 Project Questions wall poster</p>
4	<p>Developing Ls' presentation skills</p> <p>Developing Ls' planning skills</p>	<p>Ls complete all materials for their posters, make the poster, learn about and practise what makes a good poster presentation.</p>	<p>Phrases for poster presentation</p> <p><i>This is our poster about..., First I will introduce the poster and then we will talk about our work, etc.</i></p>	<p>1.4 Project Questions wall poster</p> <p>Materials for poster making i.e. scissors, glue</p> <p>4.4 Poster talk wall poster</p>
5	<p>Reading for specific information</p> <p>Talking about posters</p> <p>Developing Ls' presentation skills</p> <p>Developing Ls' self-assessment skills</p>	<p>Ls read all the posters through a read and match activity, present their own posters in groups, evaluate what they have learnt through the project.</p>		<p>Ls' posters</p> <p>Visuals from Ls' posters</p> <p>5.1 Read and match sheet</p> <p>5.1 Presentation assessment sheet</p> <p>4.4 Poster talk wall poster</p> <p>5.3 Self-assessment form</p>

PROCEDURE

LESSON 1: OUR YEAR

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to write creatively – a picture description■ to practise reading for specific information■ to practise asking and answering questions■ to develop Ls’ planning skills■ to foster research skills
MATERIALS AND RESOURCES	1.2 Sample wall poster, 1.2 Poster questions, 1.4 Project Questions wall poster, 1.5 Planning our project form (1 copy per group), 1.7 A Harry Potter & Michael Schumacher texts (one set per pair of Ls), 1.7 B Eminem and The World Cup texts (one set per pair of Ls)
BEFORE THE LESSON	<p>Make the 1.2 Sample wall poster by sticking the 10 texts for the wall poster on a big sheet of paper and sticking it on the classroom wall. The 10 texts are – Hit films, Speak out, World records, Hit songs, Harry Potter, This happened to us, Degu, The In Toys, Viki, Michael Schumacher.</p> <p>Cut out the 1.2 Poster questions.</p> <p>Photocopy and cut out the 1.7 A Harry Potter & Michael Schumacher texts and the 1.7 B Eminem and The World Cup texts. You need one set per pair.</p>
STAGE 1	Warm up – Talking about posters
TIME	3 mins
ORGANISATION	Whole class

TEACHER’S ACTIVITIES

- 1 Discuss “Posters” with Ls – what posters they have on their bedroom walls, where else we see posters, what they are for, what they look like etc. Elicit that posters – give information, entertain, advertise, are eye catching, colourful etc.
- 2 Tell Ls that for this project, they are going to make a poster.

LEARNERS’ ACTIVITIES

- 1 Ls listen & respond.
- 2 Ls listen.

STAGE 2 Reading comprehension – Reading Race**TIME** 12 mins**SKILLS AND COMPETENCIES
IN FOCUS** Reading for specific information
Speaking**ORGANISATION** Pair work**AIDS AND MATERIALS** 1.2 Sample wall poster, 1.2 Poster questions**TEACHER'S ACTIVITIES**

- 1 Show 1.2 Sample wall poster with texts, realia, visuals etc. and tell Ls that their posters will be something like this. Explain that they are going to read this poster through a reading race. They work in pairs, the first pair to answer all the questions about the poster are the winners.
- 2 At the back of the room, place the 11 1.2 Poster questions face down. Check each question has its number from 1–11 written on the back. Put Ls into pairs A & B. Ask each pair to write down on paper 1–11 and explain the rules of the question answer chain game.
Remind the Ls to whisper the questions and answers so that other pairs do not hear, then start the race with “On your marks, get set, go!”
NB: the race finishes when all the questions have been answered.

LEARNERS' ACTIVITIES

- 1 Ls listen.
- 2 Ls get into pairs & write numbers 1–11 on piece of paper
 - Learner A runs to the questions at the back of the room, selects and memorises one, replaces it (face down), runs back to B and whispers the question to B, then sits down.
 - Learner B now runs to the wall poster at the front of the room, finds the answer to A's question by reading the poster, returns to A, tells the answer to A who then writes it down next to the appropriate number.
 - B continues running but this time back to the questions, selects & memorises one, returns to A and repeats the question, then sits down.
 - A now runs to the poster, answers the question, tells the answer to B who writes it down. A then runs to memorise another question.
 - This question/answer chain game is repeated until all the questions have been answered.

TEACHER'S ACTIVITIES

- 3 When the Ls have finished, check the answers together.

Solution 1. Saving Private Ryan; 2. – John Glenn Jr; 3. – Rap; 4. – 625; 5. – Hami; 6. – Dani Máté; 7. – We all fall down like toy soldiers; 8. – He broke his arm; 9. – Tasos, Pokéman, Tomagotchis, lego, Barbi dolls; 10. – 27 years old; 11. – Harry Potter and the Chamber of Secrets

NB: On the poster there are 4 questions about Harry Potter. The answers are: The name of Filch's cat – Mrs Norris;
The name of Professor Dumbledore's phoenix? – Fawkes;
Harry and Ron drink Polyjuice potion to turn briefly into Crabbe and Goyle?; The names of Harry's best friends? Ron Weasley, Hermione Granger

LEARNERS' ACTIVITIES

- 3 Check answers together.

STAGE 3 Introduction to the project – What’s our project?**TIME** 4 mins**ORGANISATION** Whole group, small groups**AIDS AND MATERIALS** 1.2 Sample wall poster**TEACHER’S ACTIVITIES**

- 1 Together look at the 1.2 Sample wall poster with Ls and check
 - *What do you like about it? Why?*
 - *Why is it easy to read?*
 - *What can you see on this poster about ... pupils, Hungary, the world?*
- 2 Check Ls know what makes a good poster.
- 3 Tell Ls that they are going to make a similar poster of 10–12 items on “Our year” about:
What happened... to me... in Hungary... in the world in...(+ a year)
On the poster they can put whatever they want – models, pictures, toys etc. as long as it is linked to their chosen year. All Ls should produce one picture description and visuals should be accompanied by some written explanation. Each group should include a “Speak out!” Show Ls of examples of these from the sample wall poster to clarify what you mean.
- 4 They have 5 lessons and work in school and at home. Show Ls project file and tell them that they will keep project records here. Divide Ls into project groups of approximately 4 pupils. Ls name their group. In project groups, ask each group to choose one year
 - each group chooses a different year. Give suggestions if necessary
 - *The year I was 6/born/started nursery school/year 5.*

LEARNERS’ ACTIVITIES

- 1 Ls listen and respond.
What can you see on the poster about ...
Pupils: Degu, Speak out, This happened to us in..., the In toys, Viki
Hungary: Schumacher
The world: Hit films, Hit songs, Fact file, Harry Potter
- 2 Ls say what makes a good poster – interesting, colourful, varied, well organised, lots of pictures & realia, tidy.
- 3 Ls listen.
- 4 Ls get into groups and name their groups. Ls choose a year.

STAGE 4	Planning the project – Let’s plan
TIME	4 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning Researching information
ORGANISATION	Whole class
AIDS AND MATERIALS	1.4 Project Questions wall poster

TEACHER’S ACTIVITIES

- 1 Put 1.4 Project Questions wall poster on the wall.
- 2 As whole class, discuss questions 1 and 2 on 1.4 Project Questions wall poster
 - *What do we have to do?*
 - *What do we want on our poster?* List Ls ideas onto board.
- 3 Brainstorm question 3 together *Where can we get information from?* and write ideas onto board.

LEARNERS’ ACTIVITIES

- 2 Ls listen and respond.
- 3 Ls respond to *Where can we get information from* i.e. my own ideas, talking to parents, family, neighbours, teachers, Internet, books etc.

STAGE 5	Planning the project in groups – Let’s plan
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning Researching information
ORGANISATION	Small groups
AIDS AND MATERIALS	1.5 Planning our project form

TEACHER’S ACTIVITIES

- 1 Give one 1.5 Planning our project form to each group and ask them to:
 1. Fill in the *What do we want on our poster* section.
 2. Complete the *Who does what and when* table on the 1.5 Planning our project form (question 4 on 1.4 Project Questions wall poster). Model how to fill in the table if necessary.

Tell Ls that this is just a first plan and things may change. The important thing is that every pupil has something to do.

- 2 Monitor and help with the form filling. Check they include “About me, Hungary, The world” and encourage stronger pupils to complete more tasks.
- 3 Collect in forms for Project File.

LEARNERS’ ACTIVITIES

- 1 Ls plan posters by working through 1.5 Planning our project form.

- 3 Ls hand in forms.

STAGE 6	Presentation – Picture description
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing a picture description
ORGANISATION	Whole class
AIDS AND MATERIALS	1.2 Sample wall poster

TEACHER'S ACTIVITIES

- 1 Tell Ls that now they will learn how to write about a picture. Write the *Degu* description from the sample wall poster on board.

This is a picture of my first degu and he is on our poster because he was a birthday present for my sixth birthday in 1998. His name was Hami and he was grey and very soft. He liked eating sunflower seeds, apples, carrots and peanuts and he slept in the day and woke up at night. He liked playing in his wheel. Unfortunately, one night, he escaped and I could not find him for five days. My mum was furious and put out a mouse trap because she does not like little animals (for example, mice and degus). I was really unhappy.

Then one morning I found him in the kitchen – he was eating my breakfast. He died when he was five.

- 2 Write 4 prompt Questions on board and ask Ls to answer them. Prompt Questions

- A) **What/Who** is the picture of?
- B) **Why** is the picture on our wall poster?
- C) **What information** do we learn about the Degu?
- D) What was **the end**?

Check together and highlight that these questions help us order our writing.

Solution

- A) My first degu.
- B) He was a birthday present in 1998, for my sixth birthday.
- C) His name, likes/dislikes, habits, a little story that he escaped.
- D) He died when he was 5.

LEARNERS' ACTIVITIES

- 1 Ls listen.

- 2 Ls read text and answer questions.

TEACHER'S ACTIVITIES

- 3 Elicit some ideas for WHAT we can write about by asking *What do we learn about Hami?*
- 4 Highlight that the little story “he escaped one night” makes the information more interesting because it is personal, not just factual information.

Highlight language points relevant to your group (i.e. “like + -ing”). We suggest highlighting how sentence linkers (*and/but/Then/because*) make the writing sound fluent.

LEARNERS' ACTIVITIES

- 3 Ls answer i.e. his appearance, likes/dislikes.
- 4 Ls listen.

STAGE 7 Practice – Ordering picture descriptions

TIME 6 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Writing – ordering cut up texts

ORGANISATION Pair work, whole class

AIDS AND MATERIALS 1.7 A Harry Potter & Michael Schumacher texts

TEACHER'S ACTIVITIES

- 1 Tell Ls they are going to practise ordering a text by putting 2 texts in order.
- 2 Give out the cut up 1.7 A Harry Potter & Michael Schumacher texts to less confident Ls and 1.7 B Eminem and The world cup texts to more confident Ls and ask Ls in pairs to separate and order the two texts.

You may want to help them by writing the two titles on the board, asking Ls to first decide which sentence belongs to which text and then order the texts. Also remind them the 4 questions can help – **What/ Who** is the picture of? **Why** is the picture on our wall poster? **What information** do we learn about the ...? What was **the end**?

- 3 Check order together.

Solution

Harry Potter

G. D. J. A. H. N. C.

Schumacher

B. E. M. L. I. F. K.

Eminem

B.L.I.F.G.D.E.P.M.

The world cup

A.N.C.Q.H.E.O.J.R.

LEARNERS' ACTIVITIES

- 1 Ls listen.
- 2 Ls separate and order the texts.
- 3 Ls check answers.

TEACHER'S ACTIVITIES

- 4 Ask Ls *How did you do it?* to focus their attention on text organisation.

Highlight:

- the personal bits (opinions, likes/dislikes, hopes and dreams) make the writing more interesting.
- how sentence linkers make the writing more fluent.

- 5 Ask Ls if the texts are about ...year pupils, Hungary, the world?

Solution

Harry Potter book, The world cup,

Eminem = the world

Michael Schumacher = Hungary

- 6 Ask Ls to blu tack the two examples onto the sample wall poster.

LEARNERS' ACTIVITIES

- 4 Ls explain how they ordered the text. Answers might include:
We answered the prompt questions and this gave us the order.
We looked at the last words of the sentences and thought what might come next (i.e. because it is followed by a reason).

- 6 Ls Blu-Tack the texts onto the sample wall poster.

VARIATION

AIDS AND MATERIALS

- 1.7.A Harry Potter & Michael Schumacher texts
1.7.B Eminem and The world cup texts

DESCRIPTION

- 1.7.A Harry Potter & Michael Schumacher texts are easier than 1.7.B Eminem and The world cup texts.
You could use the A and B tasks:
– within the same lesson with one mixed ability class
– with two different level classes on different occasions

STAGE 8 Homework – What’s the homework?**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Researching information**ORGANISATION** Whole class**TEACHER’S ACTIVITIES**

- 1 Ask Ls to collect materials for what they have decided to write about – “About me, Hungary, The world”. This includes information, pictures, realia etc. 1 Ls listen.
- 2 Remind them to use the sources discussed in Lesson 1, Stage 3.
- 3 For the next project lesson, everyone should bring a picture, (printed or hand drawn) or photo linked to their task.

LEARNERS’ ACTIVITIES

LESSON 2: LET'S WRITE!

AIMS OF THE LESSON:

- to write creatively – a picture description and a “Speak out”
- to interact orally in a simple way
- to develop Ls’ planning, managing and self-assessment skills

MATERIALS AND RESOURCES

1.2 Sample wall poster, 1.5 Planning our project form, 2.2 Writing a “Speak out!”

STAGE 1 Practice – Writing a description

TIME 20 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Writing a picture description

ORGANISATION Pair work, individual

TEACHER'S ACTIVITIES

- 1 Put Ls into project groups and tell them that they are going to write about their own pictures now.
- 2 Ask Ls to discuss the pictures they have collected in pairs, by answering the prompt questions on the board.
 - A) **What/Who** is the picture of?
 - B) **Why** is the picture on our wall poster?
 - C) **What information** do we learn about the Degu?
 - D) What was **the end**?

Encourage them to do this in English and go round giving language support. Also, encourage them to make notes.

LEARNERS' ACTIVITIES

- 1 Ls listen.
- 2 Ls discuss pictures in pairs guided by the prompt questions.
Ls make notes.

TEACHER'S ACTIVITIES

- 3 Ask Ls to write their own description for the picture/photo they have brought from home by following the questions on the board.
(**What** is the picture of? etc.) The answers to the questions make up the description.

Write on the board “*This is a picture of.....and he/it/she is on our poster because.....*” to start Ls off.

Monitor and help while Ls are working. Encourage them to:

- organise the text appropriately.
- use sentence linkers.
- use personal information to make the writing more interesting.

- 4 When they have finished their writing, ask them to read and correct each other's work. When Ls finish their descriptions, collect them in for correction.

LEARNERS' ACTIVITIES

- 3 Ls write descriptions of their own pictures or photos.

- 4 Ls swap around their work, mark and give feedback on each other's work.

STAGE 2 Presentation – Writing a “Speak Out!”**TIME** 4 mins**SKILLS AND COMPETENCIES
IN FOCUS** Writing a “Speak Out!”
Developing self-assessment skills**ORGANISATION** Whole class**AIDS AND MATERIALS** 1.2 Sample wall poster, 2.2 Writing a “Speak out!”**TEACHER’S ACTIVITIES**

- 1 Show Ls the 2.2 Writing a “Speak out!” and together discuss these questions to highlight contents, layout, language.
 - *Who had a bad Christmas in 1998?* – Regina neni
 - *How many people do we ask?* – 6-8
 - *How many questions do we ask?* – One
 - *How do I show people’s words?* – “.....”
 - *How do I write people’s ages and names?* – in brackets under their words
 - *How do I make it interesting?* – with pictures

LEARNERS’ ACTIVITIES

- 1 Ls listen and respond.

STAGE 3	Practice – Writing a “Speak Out!”
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing a “Speak Out!”
ORGANISATION	Group work, pair work, whole class

TEACHER’S ACTIVITIES

- 1 Ask each project group to think of a “Speak Out!” question. Help with the question formation.
- 2 Pair up Ls in their project groups. Ask pairs to mingle, asking and answering their questions. They ask other pairs from different project groups and write down the answers.

Monitor and help with the language as appropriate.

- 3 Ask project groups to select the 4 best answers from those they have collected and start writing up the “Speak Out!”
Write the correct layout on the board to help.

*We asked people about 2002 ... and this is what they said.
(...the question).....?
“.....the words.....” (.....name....., aged.....)*

Monitor and help as necessary.

- 4 Ask each group to finish collecting answers for the “Speak Out!” by asking people of different ages at home. They should have a total of 8 people.

LEARNERS’ ACTIVITIES

- 1 Ls write one question in project groups.
- 2 Ls mingle, asking and answering their questions.
- 3 Ls select the best answers and start writing a “Speak Out”.

- 4 Ls listen.

STAGE 4	Planning – Let’s plan
TIME	11 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning, managing tasks Researching information
ORGANISATION	Group work
AIDS AND MATERIALS	1.5 Planning our project form

TEACHER’S ACTIVITIES

- 1 Tell Ls that the next project lesson is for producing materials.
- 2 Hand out the 1.5 Planning our project forms and ask project groups to decide exactly what they want to make, write, do next lesson so they know what materials and information to bring in.
- 3 Remind Ls that they need visuals for their posters.
- 4 Homework:
 - finish collecting answers for the “Speak Out!”
 - collect materials and information for the next lesson

LEARNERS’ ACTIVITIES

- 1 Ls listen.
- 2 Ls plan for the next lesson.
- 4 Ls listen.

LESSON 3: OUR POSTER!

AIMS OF THE LESSON

- to practise writing
- to develop Ls' planning and managing skills
- to develop Ls' research skills

MATERIALS AND RESOURCES

1.2 Sample wall poster, 1.4 Project Questions wall poster

STAGE 1 Task completion – Writing for the poster

TIME 33 mins

SKILLS AND COMPETENCIES IN FOCUS

Writing creatively
Planning
Research skills

ORGANISATION

Group work, individual work

AIDS AND MATERIALS

1.2 Sample wall poster

TEACHER'S ACTIVITIES

- 1 Tell Ls that today's lesson is for producing work for their posters.
- 2 Handout glue, card, scissors etc. that Ls may need for producing materials.
- 3 Hand back corrected picture descriptions and ask Ls to get out all other materials and information they have collected for this lesson. This includes answers for the "Speak Out!"
- 4 Before Ls start, ask them to write down for themselves "Today I'm going to..." statements. This practices goal setting.
- 5 Encourage Ls to refer to the 1.2 Sample wall poster for help with layout and language and go round giving language support as required. Monitor and help while Ls are working.

LEARNERS' ACTIVITIES

- 1 Ls listen.
- 3 Ls get out all materials they have collected so far.
- 4 Ls write "Today I'm going to..." statements.
Today I'm going to..... draw a picture of the World Trade centre and Osama Bin Laden for our poster and finish writing about him. Then I'm going to write a poem."
- 5 Ls work individually.

STAGE 2	Self-evaluation – What did I achieve?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Goal setting
ORGANISATION	Whole class, group work

TEACHER'S ACTIVITIES

- 1 Just before the end of the lesson, ask Ls to compare what they have actually achieved with what they wrote for their *“Today I’m going to...”* statements and discuss if necessary why goals were not met.
- 2 Ask the Ls who did achieve their goals to explain to the rest of the group what they did and how – this models good practice.

LEARNERS' ACTIVITIES

- 1 Ls compare what they have achieved with what they planned to achieve and discuss reasons for underachievement e.g. over ambitious goals, not having the information they need, too much time spent chatting etc.
- 2 Ls discuss “good practice” with teacher.

STAGE 3	Planning – Let’s plan
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Managing a task
ORGANISATION	Group work
AIDS AND MATERIALS	1.4 Project Questions wall poster

TEACHER’S ACTIVITIES

- 1 Ask Ls to discuss questions 5–8 on 1.4 Project Questions wall poster and decide what else needs to be done and by whom.
- 2 Homework
Ask Ls to finish all written work and hand it in before the next project lesson. You need to correct it, and return it quickly to Ls so they can bring their final versions ready to stick on their posters next lesson.

LEARNERS’ ACTIVITIES

- 1 Ls to discuss questions 5–8 on 1.4 Project Questions wall poster and decide what else needs to be done and by whom.
- 2 Ls listen.

LESSON 4: MAKING THE POSTER!

AIMS OF THE LESSON

- to develop Ls' ability to talk about posters using simple phrases
- to give Ls' practice in displaying written information
- to teach Ls how to give simple oral presentation
- to give Ls practice in planning a task

MATERIALS AND RESOURCES

1.4 Project question wall poster, materials for poster making, 4.4 Poster talk wall poster

STAGE 1

Task completion – Finalising materials

TIME

10 mins

ORGANISATION

Small groups

TEACHER'S ACTIVITIES

- 1 Ask Ls in project groups to finish and check through materials, pictures etc. for the poster.

LEARNERS' ACTIVITIES

- 1 Ls finish and check through materials, pictures etc. for poster.

STAGE 2	Planning – Making the poster
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning, presenting – displaying information
ORGANISATION	Whole class, small groups
AIDS AND MATERIALS	1.4 Project Questions wall poster

TEACHER'S ACTIVITIES

- 1 Discuss together what makes a good poster – remind them of what you discussed in Lesson 1
- 2 Ask Ls to discuss question on the 1.4 Project Questions wall poster *How should we present our work?*
Encourage them to draw up a plan.

LEARNERS' ACTIVITIES

- 1 Ls respond.
- 2 Ls plan how to make their poster.

STAGE 3	Poster making – Making the poster
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Presenting – displaying information
ORGANISATION	Small groups
AIDS AND MATERIALS	Materials for poster making

TEACHER'S ACTIVITIES

- 1 Give out big sheets of coloured paper, card, scissors, glue, pens etc. to each group.
- 2 Ask Ls to make their posters by sticking materials and visuals onto the big paper. Ask them however, NOT to stick on visuals that accompany the written texts but to keep them back and give them to you. These visuals might be pictures, realia, models etc.
- 3 Explain that next lesson, Ls will read each other's posters and match the "left off" visuals with the appropriate texts.
- 4 Collect in the visuals from each group and put them away for next lesson. In all, you should have a collection of about 12 – 15 visuals. So, if you have five project groups, collect 3 visuals from each, four groups, then four visuals and so on...

LEARNERS' ACTIVITIES

- 1 Ls make poster.
- 4 Ls hand visuals to teacher for next lesson.

STAGE 4	Presentation – Poster Talk
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing oral presentation skills
ORGANISATION	Whole class, small groups
AIDS AND MATERIALS	4.4 Poster talk wall poster

TEACHER'S ACTIVITIES

- 1 Tell Ls that next lesson they will present their posters and now they will learn how to do that. Put up 4.4 Poster talk wall poster (this shows pupils what they need to say) & tell Ls they are going to see two presentations, one good and one bad. They have to decide which is the good one and why.
- 2 Using the 1.2 Sample wall poster from Lesson 1, show Ls a “Bad” presentation. This means: – Talk to the poster not the class; no eye contact; mumble and speak softly; be disorganised; move about too much (so it distracts the listeners); don’t ask for questions from the listeners.
- 3 Then show a “Good” presentation – Talk to the class and maintain eye contact; speak clearly and slowly; organise the presentation using the wall poster language; remain calm; use gestures to show what is important; encourage Ls to ask questions when the presentation is over.
- 4 Elicit features of a good presentation and write these onto a big paper for all Ls to see. Then practise with the Ls the presentation phrases on the 4.4 Poster talk wall poster, working on pronunciation etc.
- 5 Remind Ls that next lesson they will present their posters. They will do this in small groups, not as a whole class. Two or three project groups will be put together and in turn they present their posters to each other in these groups. First, one member introduces the poster. Then, each learner “talks” about one of his or her items. Less confident Ls might just want to read aloud their work while the more confident ones improvise around a piece of work. The important thing is that everyone has the chance to present orally.
- 6 Ask Ls to start practising an oral presentation with their own posters.
- 7 Collect in the posters and put them in a safe place.

LEARNERS' ACTIVITIES

- 1 Ls listen.
- 2 Ls watch two models and decide which is the best and why.
- 3 Ls listen.
- 4 Ls respond i.e. *We should: look at the audience; not move too much; use gestures to show what is important; speak clearly; speak slowly; use “Poster Talk”; ask questions.* Ls practise “Poster Talk” phrases through listen and repeat.
- 5 Ls listen.
- 6 Ls practice in their own project groups.

LESSON 5: ALL OUR YEARS!

AIMS OF THE LESSON:

- to give practice in reading for specific information
- to give practice in talking about posters using simple phrases & practice in interacting in a simple way
- to give pupils practice in oral presentations
- to give practice in self-assessment

MATERIALS AND RESOURCES

Ls' posters, visuals from Ls' posters, 5.1 Read and match sheet (1 per pair of Ls), 5.1 Presentation assessment sheet (1 per project group), 4.4 Poster Talk wall poster, 5.3 Self-assessment form

BEFORE THE LESSON

You need to put the Ls' posters around the classroom and also put the visuals you collected last project lesson at the front of the room. Number each visual with a sticky label. You should have about 12-15 visuals.

STAGE 1

Reading for specific information – Read and match

TIME

15 mins

SKILLS AND COMPETENCIES IN FOCUS

Reading for specific information

ORGANISATION

Pair work

AIDS AND MATERIALS

Ls' posters, 5.1 Read and match sheet, 5.1 Presentation assessment sheet

TEACHER'S ACTIVITIES

- 1 Put Ls into pairs and give each pair a 5.1 Read and match sheet.
- 2 Explain that Ls have to fill in the 5.1 Read and match sheet by reading the posters and matching up the visuals laid out at the front of the room to the correct text on the posters.
- 3 Ask Ls to start the task. While they are working, go round and start assessing the posters using the 5.1 Presentation assessment sheet.
At this stage you can just fill in the sections *Presentation of materials* and *Content*.
- 4 When Ls have finished check the answers together.

LEARNERS' ACTIVITIES

- 2 Ls listen and look at **Read and Match**.
Visual 0 is from Poster 2002 because *It is a camel and Judit went to Egypt in 2002*
- 3 Learners read posters and match the visuals to the appropriate text on the posters.
- 4 Ls respond.

STAGE 2	Oral presentation of posters in groups – Poster presentations
TARGET GROUP	For the oral presentation, less confident Ls might just want to read aloud their work while the more confident ones improvise around a piece of work.
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Presentation skills
ORGANISATION	Group work
AIDS AND MATERIALS	4.4 Poster Talk wall poster, 5.1 Presentation assessment sheet, Ls' posters

TEACHER'S ACTIVITIES

- 1 Put up the 4.4 Poster Talk wall poster.
- 2 Tell Ls that they are now going to present their posters to each other as they practised last lesson. Remind Ls of what makes a good presentation – refer to the list of features of a good presentation collected last lesson.
- 3 Remind project groups that they will just present to one or two other project groups and NOT the whole class. This will save time.
- 4 Organise the class so that you have two or three project groups working together. So if you have six project groups in your class, you might have either 2 sets of three project groups or 3 sets of two project groups. Thus you will have more than one oral presentation going on simultaneously.
- 5 Ask Ls to present their posters. Remind Ls to sit and listen during presentations and encourage them to ask and answer questions.
- 6 During presentations circulate and listen to the various groups presenting and fill in the *Use of English* and *Body Language* sections of 5.1 Presentation assessment sheet.

LEARNERS' ACTIVITIES

- 2 Ls listen and respond.
- 3 Ls listen.
- 4 2 or 3 project groups get together.
- 5 Project groups present their posters to each other.
 1. One member introduces the poster using the "Poster Talk".
 2. Each member "talks" about one of his or her items. Less confident Ls might just want to read their work out loud while the more confident ones improvise around a piece of work. The important thing is that everyone has the chance to present. Ls ask and answer questions after the presentation.

STAGE 3	Evaluation – What have we learnt?
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing self-assessment skills
ORGANISATION	Group work, individual work
AIDS AND MATERIALS	5.1 Presentation assessment sheet, 5.3 Self-assessment form

TEACHER'S ACTIVITIES

- 1 Give positive oral feedback to the whole group using the completed 5.1 Presentation assessment sheet. While it is important to highlight the good things about the poster presentations, try to pick out two areas to work on and set these as goals for the next project.
- 2 Put forms in project file for future reference.
- 3 Tell Ls they are going to answer question 10 on 1.4 Project Questions wall poster (*What have we learnt*). Hand out 5.3 Self-assessment forms.
- 4 Collect in forms for project file.

LEARNERS' ACTIVITIES

- 1 Ls listen and set the goals to achieve for the next project i.e. Our Goals
We will look at our audience
We will sit and listen to each other
- 3 Ls complete 5.3 Self-assessment forms.