
HOLIDAYS ON THE NET

OUR CALENDAR

Type of module	Using the Internet
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Target group	14–17-year-old learners
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Level	A2
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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 címen.

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INFORMATION TABLE

TYPE OF MODULE	Using the Internet
DESCRIPTION OF MODULE	<p>This module is about four holidays: Valentine’s Day, St Patrick’s Day, Halloween and Thanksgiving. Ls will create a holiday webpage in group work. While searching for the best URLs, best games, images, etc, they gradually learn how to make simple webpages and how to connect them to each other. The Holidays Webpage Skeleton and one of the four holidays, Valentine’s Day, has been pre-designed to give the basis for work and to trigger ideas. Ls can change the design if they are able and wish to do so. But the basic task is to build up a whole webpage of 4 holidays, all with the same structure. Ls will find information, games, images and useful links in connection with each holiday and will decide what to put in their ‘online calendar’. It might be quite motivating if jobs done satisfactorily are published on the school server.</p> <p>In this module three lessons are based on computer use, this being the minimum to build and explore the website Ls are supposed to make. The ideal Ls number is 15 (3 groups of 5 Ls working on different holidays), but you can easily shape the task to the number of your Ls. In most cases Ls are supposed to work individually with computers, but pair use is feasible.</p> <p>Since Valentine’s Day has been fully done, the idea is to have this module relate to Valentine’s Day and learn about all the others while further developing the webpage. This is an activity that can be improved or simply used 4 times a year with different groups when once done.</p>

**AIMS AND OBJECTIVES OF
MODULE**

- To play some games related to Valentine's Day
- To learn about the origin of Valentine's Day
- To do an interview with St Valentine and act it out
- To learn about food and tastes
- To deal with poetry and to read poetry
- To learn how to share tasks in group work
- To find, evaluate and select information on the web
- To learn about 2 more holidays
- To build 1 sub-page per L using a pattern and Netscape Composer
- To connect the individual pages to each other and to the main page
- To evaluate and correct the jobs done
- To evaluate resources
- To give polite opinions and criticism of other people's job
- To evaluate individual and group work
- To publish the web page on the school server (if possible)

TIMEFRAME

5 lessons

**TARGET GROUP
LANGUAGE LEVEL**

14–17-year-old learners
A2

**SUGGESTED LANGUAGE
COMPETENCE**

- Ls should be able to
- read for information
 - deal with authentic materials on the web
 - ask and answer questions up to present perfect tense.

LINKS OF THE MODULE

Cross-curricular links

History, Social Studies, Computer Studies

Links with other modules

Grade 8, JOURNEY INTO CYBERSPACE, Get Your Web Licence!
This module gives a good basis for the issues of property rights and using resources.

**FOCI OF SKILLS
DEVELOPMENT**

**Communicative language
skills**

- Playing games in English (asking for and giving information, using interrogative sentences)
- Detecting rhymes in a poem, reading a poem aloud
- Reading for information and using it in an interview (acted out)
- Having group discussions when planning, reporting and evaluating tasks

General, educational skills

- Social competences
- ICT skills
- Learning skills

EVALUATION

The evaluation in the module is based on self and peer evaluation. Some criteria are provided. After doing the self evaluation Ls are supposed to talk about their views of their own and each others' work so that they can see if their evaluation was realistic.

SUGGESTIONS

Valentine's Day is the first of the four holidays in the yearly calendar and is therefore ready as a pattern. In two lessons you can cover the tasks in the worksheet or plan another worksheet with the help of the links that we have collected on the 'website skeleton'. For the other holidays we have just given links and ideas, Ls are supposed to create a similar sub-page for each holiday. We used a free tool, Netscape Composer that can be downloaded as part of any Netscape editions and is easy to use. To download Netscape, go to their main page a <http://browser.netscape.com>. When you have installed Netscape and asked the system administrator to do so with each PC, you find the Composer tool within the 'Window' options.

There are clever Ls in each group who can help you with the technicalities. You may want to ask them to familiarize themselves with the 3.4 Holidays Webpage Skeleton (available on CD-ROM) that the group is supposed to complete and ask them to experiment with the Composer tool in advance. Give them a week. The best option is that there be one experienced L in each of the three groups.

BACK UP SYSTEMS

There are plenty of websites dealing with holidays. Lots of ideas are given in the worksheets, but as a reference page you can always turn to Holidays on the Net <http://www.holidays.net/>; or the Special Days' Center of Education World: <http://www.education-world.com/holidays/> You can get an easy introduction to Netscape Composer at the homepage of the Case University: <http://www.cwru.edu/net/csg/pdf/Composer.pdf> or in an online tutorial of the University of Illinois at http://cter.ed.uiuc.edu/tutorials/composer/NS_1.html

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Asking and answering questions in games and in interviews	Playing a Valentine Battleship Game Making an interview with St Valentine	Simple present, present perfect and simple past questions, answers Prison-related vocabulary: capital punishment, escape, jail, prison, law, prison-guard, to be imprisoned Marriage-related vocabulary: bride, groom, marriage ceremony, to fall in love	1.1 Valentine's Day Worksheet 1 1.2 Word Game (optional) 1.3 Symbols
2	Poetry reading skills Planning work and making agreements in groups	Categorizing foods and identifying tastes Identifying rhyme patterns and reading poetry Planning group work	Food-related vocabulary: applesauce, peach, plum, berry bubble-gum, lemonade, vanilla shake, cherry tart, seven-layer cake, lollipop, candy drops, marzipan, marmalade, toast, pie, sweet, salty/savoury, sour, hot/spicy, bitter	2.1 Valentine's Day Worksheet 2 2.2 Name Tags 2.3 Website Structure 1.3 Symbols one laptop with a projector (optional) 3.4 Holidays Webpage Skeleton on CD-ROM (optional)
3-4	Creating a website (a complex task that includes reading, writing, simplifying things and a lot of discussions besides ICT tasks)	Planning work Searching for information on the Net. Creating web pages off-line Checking and evaluating each other's work Self-correction Putting the Holiday website together and publishing it	Reading and selecting authentic material, simplifying text	3.1 St Patrick's Day Worksheet 3.2 Halloween Worksheet 3.3 Thanksgiving Worksheet 3.4 Holidays Webpage Skeleton on CD-ROM Internet Netscape Composer 1-2 Ss/computer Plastic nametag holders

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	Using the language in mostly authentic situations: reading for information, playing games where the rules and the text are authentic, following instructions on web pages Evaluating self and peer work in a discussion	Exploring a holiday website, Collecting facts about a holiday Playing a game related to a holiday Chatting in group based on the exploration and notes Self-and peer evaluation		Internet 3.4 Holidays Webpage Skeleton on CD-ROM Netscape Composer Internet 1-2 Ls/computer

PROCEDURE

LESSON 1: VALENTINE'S DAY 1

AIMS OF THE LESSON

- To play some games related to Valentine's Day
- To learn about the origin of Valentine's Day
- To do an interview with St Valentine and act it out

MATERIALS AND RESOURCES

1.1 Valentine's Day Worksheet 1; 1.2 Word Game (Optional: chocolate or cardboard hearts or other small candies, 6 per L); 1.3 Symbols

STAGE 1 A

Valentine's Battleship – Warm-up

TARGET GROUP

Groups that are independent enough to use the target language while playing

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

- Communication skills
- Asking for and giving information
- Using the focused vocabulary of the game, given in Task 1 of 1.1 Valentine's Day Worksheet 1

ORGANISATION

Pair work

AIDS AND MATERIALS

Task 1 in 1.1 Valentine's Day Worksheet 1

TEACHER'S ACTIVITIES

1. Ask Ls to sit in pairs and read the instructions of Task 1, 1.1 Valentine's Day Worksheet 1. Ask if they have any questions.

LEARNERS' ACTIVITIES

1. Ls are supposed to use the vocabulary given:
*Do you have a heart in A1? / Is there a heart in A4? / Have you got anything in A7?
/ What about D2?
No, it's empty. / No, there is nothing. / Luckily not.
Unfortunately yes. / You sank it! / I lost it. / You did it.*

TEACHER'S ACTIVITIES

2. After 8 minutes ask who hit how many 'ships' and announce the absolute winner of the Valentine battleship for the day.

VARIATION

AIDS AND MATERIALS

Task 1, 1.1 Valentine's Day Worksheet 1

6 small candies for each L, preferably heart-shaped – or hearts (6 paper hearts of suitable size, in two colours, pink and red).

DESCRIPTION

When Ls locate a candy or heart correctly, they get it.

LEARNERS' ACTIVITIES

Cross it out. How many hearts do you have left? / How many hearts have you collected?

It's over. / Game over. / I have nothing left. / I have collected x hearts.

You / I won. You / I lost.

- 2.

Ls count how many hearts they have collected. The L gaining the most hearts is the winner.

STAGE 1. B	Happy Valentines Word Game – Warm-up
TARGET GROUP	Groups that are not independent enough language users to use the target language while playing
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Activating vocabulary
ORGANISATION	Pair work
AIDS AND MATERIALS	1.2 Word Game

TEACHER'S ACTIVITIES

1. Distribute the 1.2 Word Game and watch out for the dynamics of the activity. Either keep the timing given in the Ls column or see the Variation.

LEARNERS' ACTIVITIES

1. Ls use the letters of the 'Happy Valentine's Day' to build other words. They cannot use letters more times in the same word than in the original. For example 'daddy' is not accepted, since there are 3 d-s in it. In different words they can re-use letters.
2 mins individual work, 2 mins pair work, 2 mins in groups of four

TEACHER'S ACTIVITIES

2. Solution

someone from another planet	alien
very small	tiny
a cat, a dog, or a goldfish	pet
a big mammal	ape
to give something for temporary use	to lend
the opposite of like	dislike
the opposite of early	late
the opposite of sit	stand
something to put food on	plate
a fruit	apple
a tragedy or a comedy	play
write on a keyboard	type
small money	penny
a jump forward, a big step	leap
to make a picture	to paint

VARIATION**AIDS AND MATERIALS**

1.2 Word Game

DESCRIPTION

You may want to give this task for homework. In this case leave some time for checking the results in lesson 2.

LEARNERS' ACTIVITIES

2. Four minutes for frontal checking.

STAGE 2	Learning about St Valentine
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	<input type="checkbox"/> Reading comprehension <input type="checkbox"/> Composing questions <input type="checkbox"/> Finding the answers and <input type="checkbox"/> Acting out an interview based on an authentic text
ORGANISATION	Pair work
AIDS AND MATERIALS	Tasks 2 A, B and C in 1.1 Valentine's Day Worksheet 1

TEACHER'S ACTIVITIES

- All the subtasks (A - C) are related to the text given in Task 2 c. Task A and B are to help Ls understand the text. They should remain with their partners for the whole lesson. Ls are supposed to work at their own speed but should complete the whole task in 25 minutes.

Walk around and provide hints if needed.

In case of uncertainty make a whole group revision. Solution:

1	2	3	4	5	6	7	8	9	10	11	12
F	G	B	E	A	J	H	C	I	L	D	K

- Help while checking but try to avoid whole class activity. Try to match pairs that work with the same speed.

Solution:

1	2	3	4	5	6	7	8	9	10
?	√	X	?	√	X	√	?	√	X

LEARNERS' ACTIVITIES

- Ls should do the Matching exercise (2 A) individually and check the solution with their partners.

- Ls in pairs find out if statements in Task 2 B are true, false or not covered. 2 pairs sit together to check the results.

TEACHER'S ACTIVITIES

3. Walk around and collect words that cause problems. Put them on the board with their Hungarian equivalent, without speaking so that you do not distract the attention of Ls from the task.
- 4 Ls first practise the interview with their partners. Then ask one or two pairs to volunteer to act for the whole class. Good performances should be applauded. Ls might be asked to give some advice on further improvement.

LEARNERS' ACTIVITIES

3. Ls in pairs read the self portrait and compose their questions for the interview. Both Ls are supposed to have the task completed in their own worksheets.
Some expected questions:
Who are you and when did you live?
What crazy idea did Emperor Claudius have?
What did people think about it?
What was your job?
Did you keep carrying out marriage ceremonies? Etc.
4. Ls play the interview several times and exchange roles.

STAGE 3	Setting the Aims of the Module
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Symbols

TEACHER'S ACTIVITIES

Tell Ls that in this module they are going to build a website on special holidays. Show the 1.3 symbols to them and ask if they know some of the holidays that the pictures symbolise. Ask who has already made web pages and ask some of them to volunteer to learn a bit about a web designer tool (Netscape Composer) in advance. (3 volunteers would be most welcome.)

Ask Ls to form 3 groups for the next lesson. The task is designed for 3 groups of five members. If you have more Ls there is an extra name tag in the package to make groups of 6. In this case the Chief Editor and the (Top 10) Link Editor are two people.

LEARNERS' ACTIVITIES

Ls cannot exchange the composer tool for another one and all pages must be done with the same tool.

STAGE 4	Evaluation, Setting Homework
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills
ORGANISATION	Individual work, pair work
AIDS AND MATERIALS	Task 3 in 1.1 Valentine's Day Worksheet 1

TEACHER'S ACTIVITIES

1. Ls evaluate their performances so far. When ready, ask them if there are major differences and why.
2. Ls decide in pairs if they want to practise the interview for a better performance, do the 1.2 Word Game (if not covered) or prepare Vocabulary Cards of the lesson (at least 15 words or expressions in cards like nametags, one side in English, other side in Hungarian)

You may wish to orientate the Ls towards the tasks from which they could benefit the most. Make sure you take your own notes of the chosen tasks. The first activity (Stage 1) of the next lesson depends on what Ls have chosen for their homework.

LEARNERS' ACTIVITIES

1. Ls first do the self-evaluation part, and then evaluate their partners' work.
2. Ls take notes of the homework task and discuss how to do it.

LESSON 2: VALENTINE'S DAY 2

AIMS OF THE LESSON	<ul style="list-style-type: none">■ To learn about food and tastes■ To deal with poetry and read poetry■ To plan the group work for creating the holiday websites
MATERIALS AND RESOURCES	1.1 Valentine's Day Worksheet 1; 2.1 Valentine's Day Worksheet 2; 2.2 Name Tags, 1.3 Symbols one laptop and projector (optional)
BEFORE THE LESSON	Early preparation for lesson 3-4: Ls are very good at solving technical problems. If you are uncomfortable with Netscape Navigator, make sure that some Ls are prepared to help the others; they are the 'Web Editors'. However good they are, you should try the Netscape Composer yourself, maybe with the help of a would-be Web Editor. Do not worry; you do not have to master it! Ask the system administrator to install the full Netscape Navigator, in which you'll find the Composer tool in 'Window' menu.

STAGE 1	Checking Homework
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning and Communication skills
ORGANISATION	Whole class
AIDS AND MATERIALS	Depends on the task chosen in Lesson 1, Stage 4

TEACHER'S ACTIVITIES

Arrange for suitable feedback depending on the tasks chosen. The interviews should be acted out (at least one of them), the Word Game results should be checked with others doing the same task, and the vocabulary cards should be tried out in small groups of those who made them.

The interview needs the attention of the whole group; other tasks might be done simultaneously.

Try to keep this task to time. If more time is absolutely necessary, allow ten minutes and skip Stage 3. (It can be done as homework.).

LEARNERS' ACTIVITIES

Interview: in front of the whole class, preferably without the notes

Word Game: First checking if they have found all the words defined. Then Ls should complete their own lists with those words that they did not find.

Vocabulary Cards: Ls in groups shuffle all their cards and pile them in the middle of the desk. They take turns in drawing one and saying what's on the other side. They can collect those cards that have been guessed correctly. The winner is the one with the most cards.

STAGE 2	Food and Love – Dealing with Poetry
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Vocabulary building on food and tastes ■ Pronunciation skills
ORGANISATION	Pair work
AIDS AND MATERIALS	2.1 Valentine’s Day Worksheet 2, Tasks 1 A - F

TEACHER’S ACTIVITIES

1. Check the solutions and discuss any unknown items on class level. Ls can sort some items into more categories.

LEARNERS’ ACTIVITIES

1. (5 mins) Ls in pairs read the poem in 2.1 Valentine’s Day Worksheet 2, Task 1 A and B. They circle all food-related words and categorise them.

Main dishes or part of them	Apple sauce, pies
Sweets, candies	Berry bubble-gum; marzipan. lollipops, candy drops
Cakes	Chocolate hearts, cherry tarts, seven-layer cake, pies
Drinks	Lemonade, vanilla shake
Fruit	Peaches and a plum, (berry, cherry)
Food for breakfast	Marmalade on toast

TEACHER'S ACTIVITIES

2. You can orientate them to start with the ones they now. This way they can make better guesses in the end.
You may want to do some research on tastes at Wikipedia:
<http://www.answers.com/topic/basic-taste>
Solution:

Lemon	Biscuits	Medicine	Roast chicken	Red pepper
sour/acidic	sweet	bitter	salty/savory	hot/spicy

3. Solution: Most foods in the poem belong to the sweet category, because love is sweet but it also can be bitter.
4. They might need some help, for example you can read out the poem and ask Ls to listen to the rhymes. To make the task easier, one verse is done.
Solution: ABCCB AABBA ABCCB
5. Good tries deserve applause.

VARIATION: YOU MIGHT WANT TO GIVE AS MUCH FREEDOM TO CHOOSE THE WORKSPACE AS POSSIBLE.

In this case you just announce the time limit saving 3 minutes for checking and reading the poem in front of the class. It does not really matter if not everyone gets the chance to practise reading.

LEARNERS' ACTIVITIES

2. (5 mins) Ls guess what tastes different foods have, then they can do Task 1 C.

(2 mins) Ls read the poem again and find out the answer for Task 1 D.

4. (3 mins) Ls try to find the formula of each verse (Task 1 E). If the possibility is given, Ls can get some ideas from the Free Online Rhyming Dictionary at <http://www.rhymer.com>
5. (5 mins) Ls read the poem first to each other in pairs, and then some of them might volunteer to do so in front of the class (Task 1 F). Ls are supposed to keep the rhyme formula while reading.

STAGE 3	Math Translation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Translating skills
ORGANISATION	Individual
AIDS AND MATERIALS	2.1 Valentine's Day Worksheet 2, Task 2

TEACHER'S ACTIVITIES

Let Ls work individually and ask for some solutions.

LEARNERS' ACTIVITIES

STAGE 4 Planning Group Work**TIME** 10 mins**SKILLS AND COMPETENCIES IN FOCUS** Learning skills**ORGANISATION** Whole class and group work**AIDS AND MATERIALS** 2.1 Valentine's Day Worksheet 2, Task 3; 2.3 Website Structure, 1.3 Symbols
If available: one laptop and projector (optional), 3.4 Holidays Webpage Skeleton in digital format (optional)**TEACHER'S ACTIVITIES**

1. Solution:

24 November	31 October	17 March
Thanksgiving	Halloween	St Patrick's Day
Turkey	Pumpkin	Clover (leaf)

2. Apply the 'KISS' rule: keep this task short and simple.

3. If possible, show 3.4 Holidays Webpage Skeleton (available on CD-ROM,) to Ls, otherwise just explain what features the Holidays Webpage has and what the related tasks are. Use 2.3 Website Structure, hand it out to everyone and tell them to keep it. Tell Ls that they are expected to put some extra time into designing their pages and if they reach the limit, the pages will be published (ask the system administrator if it is feasible).

Tell them that they are responsible not only for their own work but for the whole group and they must act according to their best to create a good website together.

Explain the basic Netiquette rules about using Internet resources. Remind your Ls of the Cyber Safety module if you have done it together.

Basic rules: Only use free materials, give the original URL as the resource of the material you have used.

LEARNERS' ACTIVITIES

1. Ls complete the chart in 2.1 Valentine's Day Worksheet 2, Task 3.

3. Ls discuss the work they are expected to do according to 2.1 Valentine's Day Worksheet 2, Task 3. This is the time when they decide on their roles and distribution of work.

Roles per group:

Web Editor – knows about Netscape Composer, teaches the others while using

Game Editor – collects URLs of good games related to their holiday

Image editor – collects URLs of free images related to their holiday

Text Resource Editor - collects URLs of interesting and easy text resources on their holiday

Fun Editor - collects URLs of music, jokes, other extras related to their holiday

In case of more Ls the Chief Editor and the (Top 10) Link Editor can be two people.

STAGE 5	Evaluation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills
ORGANISATION	Individual, pair
AIDS AND MATERIALS	2.1 Valentine's Day Worksheet 2, Task 4

TEACHER'S ACTIVITIES

Tell Ls that responsibility means that they pay attention both to the goals and the work that leads to them. Ask them to give polite and helpful feedback to their partners in order to help them improve.

LEARNERS' ACTIVITIES

Ls to reflect on certain aspects of their own work by filling in the chart in 2.1 Valentine's Day Worksheet 2, Task 4, then get together with their partners of the day and discuss if they agree.

LESSON 3-4: BUILD YOUR OWN HOLIDAY WEB PAGE

AIMS OF THE LESSON

- To learn how to share tasks in group work
- To find, evaluate and select information on the web
- To learn about a holiday
- To build 1 sub-page per L using a pattern and Netscape Composer
- To connect the individual pages to each other and to the main page
- To evaluate and correct the jobs done
- To publish the web page on the school server (if possible)

MATERIALS AND RESOURCES

3.1 St Patrick's Day Worksheet; 3.2 Halloween Worksheet; 3.3 Thanksgiving Worksheet; 3.4 Holidays Webpage Skeleton in digital format;
2.2 Name Tags + Plastic nametag holders in suitable numbers
Technical: Internet, Netscape Composer, 1-2 Ss/computer
(The task is designed for individual computer use, alter it for pair work if need be)

BEFORE THE LESSON

Put the 2.2 Name Tags in their holders.
If not already done, copy the 3.4 Holidays Webpage Skeleton from CD-ROM to a folder somewhere on the school server where all Ls can access it. (Ask for the system administrator's help, discuss with him/her if the Holiday Website can be published on the school website when ready.)
Copy the worksheets according to the number of Ls in each target group. The worksheets are also available on CD-ROM, in 3.4 Holidays Webpage Skeleton folder, and these digital versions should be used for accessing the links and collecting new ones (copy paste). For other activities Ls will need the hard copies.

It does not matter if you have a double lesson or 2 single ones, but there is no target for the end of the 3rd lesson of the module: Ls are supposed to work at their own pace and watch out for the overall time limit themselves. Time is allocated to each activity just as a rough guide. If you have two single lessons most probably they will continue working on the task between them in their extra time.
Do not expect Ls to use the target language; the task is too complex and the language that is needed is too difficult. They'll learn a lot while dealing with authentic materials and using the worksheets, do not worry.

STAGE 1	Basic principles – group discussion
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning and reading skills
ORGANISATION	Focus group work: St Patrick’s Day Group, Halloween Group, Thanksgiving Group
AIDS AND MATERIALS	3.1 St Patrick’s Day Worksheet; 3.2 Halloween Worksheet; 3.3 Thanksgiving Worksheet; 3.4 Holidays Webpage Skeleton on CD-ROM, 2.3 Website Structure, 1 computer/group

TEACHER’S ACTIVITIES

1. Ask Ls to choose and use their name tags. (Make sure that they are available in name tag folders in suitable numbers). Ask them back at the end of each lesson because they are reusable.
2. Distribute the corresponding worksheets and the 2.3 Website Structure to each focus group and make them sit close to one single computer per group; they are supposed to discuss what and how to do.

LEARNERS’ ACTIVITIES

1. Ls have already distributed the roles so there is no debate on the name tags.
2. Ls read and discuss the basic principles in their worksheet Task 1 and have a closer look at the 3.4 Holidays Webpage Skeleton (available on CD-ROM) on the screen. They try to identify the principles in the skeleton. They find the folder for collecting their materials within the Holiday folder and the digital worksheet within each specific holiday folder (St Patrick, Halloween, Thanksgiving).

STAGE 2	Collecting resources
TIME	30 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Searching and reading skills ■ Evaluating information
ORGANISATION	Individual
AIDS AND MATERIALS	3.1 St Patrick's Day Worksheet; 3.2 Halloween Worksheet; 3.3 Thanksgiving Worksheet; 3.4 Holidays Webpage Skeleton on CD-ROM (digital format of worksheets are included), individual computers with Internet

TEACHER'S ACTIVITIES

1. Most probably these two lessons will be very luxuriously lazy for you. There will be great excitement and chaos for 10-15 minutes then everything starts working and going by itself. Walk around; help Ls make decisions, show interest.
Ask the Chief Editor to take care of the whole team's work. Each L should be fully engaged, nobody should ever dominate.
2. 'Showing resources' can be done in many ways:
 - they can gather around a computer to see what has been found there, - then go to the next one
 - Ls can send URLs to each other to have a look at (this case there is no explanation why they are good)
 - Ls can collect good web addresses in a word document, they can add some words even in Hungarian why they are good. These sheets can be stored and accessed in a common folder in the school server.

LEARNERS' ACTIVITIES

1. Ls collect the resources digitally, copy-paste the URLs and take notes of the webpage titles as shown in case the resources that are given in all worksheets to start with.
2. Ls show the resources to their whole group; they agree on and select the best ones.
Ls should only show their mates the best sites they found.

STAGE 3	Creating the pages
TIME	35 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ ICT skills ■ Reading and writing skills
ORGANISATION	Individual
AIDS AND MATERIALS	3.1 St Patrick's Day Worksheet; 3.2 Halloween Worksheet; 3.3 Thanksgiving Worksheet; 3.4 Holidays Webpage Skeleton on CD-ROM (digital format of worksheets are included), individual computers with Internet

TEACHER'S ACTIVITIES

Let Ls work individually and help when needed, show permanent interest.

LEARNERS' ACTIVITIES

The first step is for the chief Editor or they can agree to do it individually.

STAGE 4	Rehearsal
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Evaluating skills ■ Reading skills
ORGANISATION	Individual and 'job-group' (three Ls with the same job)
AIDS AND MATERIALS	3.1 St Patrick's Day Worksheet; 3.2 Halloween Worksheet; 3.3 Thanksgiving Worksheet; 3.4 Holidays Webpage Skeleton on CD-ROM (digital format of worksheets are included), individual computers with Internet

TEACHER'S ACTIVITIES

1. Help Ls to do the checking smoothly. Example: Fun Editor1 checks Fun Editor2's job, while Fun Editor2 checks Fun Editor3's job and Fun Editor3 checks Fun Editor1's job. The 3 together discuss the results in 'job groups'.

LEARNERS' ACTIVITIES

1. Ls with the same role pay attention to the possible problems and help each other to correct them. They also can get ideas from each other to improve their job.

Note: Ls with the same role can sit in front of the same computer. The pages should be in a folder that is accessible from all computers.

TEACHER'S ACTIVITIES

2. Keep an eye on group dynamics: no one should act as an independent player.
3. ALL THE FILES MUST BE IN THE SAME FOLDER, otherwise the website won't work.
4. Arrange for friendly acceptance by the system administrator. Explain that this is a learning process for the cleverest in ICT.
5. Visit all the subsites that have been uploaded. Take notes of good points and ideas to improve some parts. Give feedback to the groups next time, be encouraging and eager.

LEARNERS' ACTIVITIES

2. Ls go back to their pages and do the necessary corrections. after discussing their thoughts with their group.
3. Web Editors have some extra tasks. They can only do them when everybody has finished. It requires some extra time at school, maybe after teaching. They link the sub-pages of the same holiday to each other, then together link the different holiday pages to the 'home' of the overall Holiday website. They must double check if everything works properly.
4. Web Editors ask the system administrators to show them how he/she uploads the Holiday page to the school website. This is their further training.
5. Web Editors note the URL of the Holiday Website and tell it to the others. Everyone is supposed to test it remotely. Ls take exact notes of any mishaps, malfunctions for later correction. (They will need the assistance of the system administrator.)

LESSON 5: EXPLORING THE HOLIDAY WEBSITE

AIMS OF THE LESSON	<ul style="list-style-type: none">■ To get familiar with another holiday■ To evaluate resources■ To give polite opinion and criticism of other people's job■ To evaluate individual and group work.
MATERIALS AND RESOURCES	5.1. Exploration Worksheet; 1-2 Ls / computer with Internet access; Timing in Stage 1, 6 and 7 should be kept, meanwhile Ls can explore the website at their own pace, but remind them that they are expected to fill in each task in their 5.1. Exploration Worksheets.
BEFORE THE LESSON	Arrange for printing options if possible, the Worksheets need to be printed after completion. If it is not possible, tell the Ls your e-mail address so that they are able to send them to you. If there are no e-mail addresses that they can use, they are just supposed to put the sheets in a central folder you have created for them. Make sure they save the worksheets in a file name that contains their initials.
STAGE 1	Identification
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Remembering and filling in information
ORGANISATION	Individual, whole class
AIDS AND MATERIALS	5.1. Exploration Worksheet

TEACHER'S ACTIVITIES

After 2 minutes stop the activity and check the result on whole class level. Praise the Ls who could complete the task with no mistakes.

Solution:

1. Thanksgiving: 24 Nov
2. Halloween: 31 Oct
3. St Patrick's Day: 17 Mar

LEARNERS' ACTIVITIES

Ls should write the names and the dates of the corresponding holidays under each picture (Task 1, 5.1. Exploration Worksheet).

Ls are expected to work in complete silence, individually.

STAGE 2	The history of the day – learning about a ‘new’ holiday
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Working with textual information ■ Selecting facts ■ Simplifying sentences
ORGANISATION	Individual, if possible (pairs if there are too few computers)
AIDS AND MATERIALS	5.1. Exploration Worksheet (digital version), computers with Internet access, Holiday website

TEACHER’S ACTIVITIES

Ls work at their own pace but encourage them not to spend too long on one task.

LEARNERS’ ACTIVITIES

Ls read the history page of the website and collect 5 facts into their digital worksheet with copy-paste technique and make some simplifications.

STAGE 3	Playtime
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Reading ■ Acting according to understood rules
ORGANISATION	Individual, if possible (pairs if there are too few computers)
AIDS AND MATERIALS	5.1. Exploration Worksheet (digital version), computers with Internet access, Holiday website

TEACHER’S ACTIVITIES

1. Ls are asked to give the name and the URL of the website where they played the best one, as well as a short description of the game. Pay attention to those elements, and help them give simple but meaningful opinion/evaluation.

LEARNERS’ ACTIVITIES

1. Ls explore one or two games that are available in the website. One of them should be a language learning type game.
Ls are expected to evaluate the games they played in 5.1. Exploration Worksheet, Task 3.

STAGE 4	Images
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	ICT skills
ORGANISATION	Individual, if possible (pairs if there are too few computers)
AIDS AND MATERIALS	5.1. Exploration Worksheet (digital version), computers with Internet access, Holiday website

TEACHER'S ACTIVITIES

Ls copy-paste a picture into the digital worksheet and adjust the worksheet to remain attractive.

LEARNERS' ACTIVITIES

STAGE 5	Exploring links and introducing one
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	<input type="checkbox"/> Reading <input type="checkbox"/> Writing
ORGANISATION	Individual, if possible (pairs if there are too few computers)
AIDS AND MATERIALS	5.1. Exploration Worksheet (digital version), computers with Internet access, Holiday website

1. Help them work out the points of the description; the criteria are not given in the worksheet. Expected elements: Website name, URL
Identifying the link if it goes to a video, games, etc.
Giving reasons for choosing the links, relating the content.

1. Ls explore some links in 'Extras' and 'Top 10', choose one and give a short description in writing for someone who does not know it. (Task 4)

STAGE 6	Group discussion on the website and the results of exploring it
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Focus groups
ORGANISATION	Focus groups
AIDS AND MATERIALS	If possible: 5.1. Exploration Worksheet p rinted (after task 5)

TEACHER'S ACTIVITIES

1. They are expected to use their electronic notes, so that would be beneficial if you could print the worksheets after task 5.

LEARNERS' ACTIVITIES

1. Ls in their Holiday focus groups discuss what they have seen and done. Patterns are given in the worksheet: 'What have you done?' 'What have you seen?' 'What did you find out about the holiday?', etc..

STAGE 7	Evaluation
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning and discussion skills
ORGANISATION	Individual, focus group
AIDS AND MATERIALS	5.2. Evaluation sheet

TEACHER'S ACTIVITIES

1. Only help when really needed, give some hints to those who are short of the vocabulary given.
2. Try to give as much freedom and responsibility to the groups as possible. But walk around, listen to the evaluation process, try to learn about the way they feel.
3. Ask the class about the module and their feelings about the job done on personal and group levels. Tell them if you are satisfied.

LEARNERS' ACTIVITIES

1. Ls fill in the cells about their likes and dislikes of the module elements, then about their own performance, using smileys.
2. Ls in their focus group talk about some of their views and ask the others if they agree. There should be at least 5 faces given by the group to each student.
3. Ls should focus on the whole process, and the sub points given in the evaluation sheet.