
LIFE NOW AND SOME TIME AGO

CHILDREN'S WORLD SOME 150 YEARS AGO IN ENGLAND

Type of module	Using the Internet
Target group	14–17-year-old learners
Level	A2
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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

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INFORMATION TABLE

TYPE OF MODULE	Using theInternet
DESCRIPTION OF MODULE	<p>In this module students can talk about their own daily routines, their experiences at work, school and play. They ask their parents and grandparents about their childhoods and then find out about English children some 150 years ago, in Victorian times. In topic group work they elaborate on one of the three areas of childhood (school, work, play) and all 3 topic groups give a final PowerPoint presentation (version A) or a poster presentation (version B).</p> <p>The module is based on a BBC website http://www.bbc.co.uk/schools/victorians planned for younger native speakers. The vocabulary is not easy, that is why a vocabulary sheet is pre-prepared and used during all classes. The level of this module is B1, so Ls are not supposed to learn all those words but to understand the overall nature of Victorian childhood, presented on this website. Their task is to ‘translate’ this information into their own language level so that they are able to present what they have got to know.</p>
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to practise how to talk about daily routine, likes and dislikes, ■ to tell simple stories about parents, grandparents, to talk about children in times gone by ■ to work out the meaning of unknown words from the context; understanding slightly more advanced written materials and making oral presentations at their own level ■ writing: listing information, taking notes ■ to gather, arrange, process and present oral and written information ■ to work individually and in small topic groups, using ICT tools like Internet and PowerPoint ■ to get to know an interesting BBC website made for learning purposes ■ to learn about children’s life in Victorian times. http://www.bbc.co.uk/schools/victorians) ■ to raise self awareness and responsibility concerning learning
TIMEFRAME	5 lessons
TARGET GROUP LANGUAGE LEVEL	14-17-year-old learners B1
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can:</p> <ul style="list-style-type: none"> ■ use the vocabulary of daily routine, work, school and play ■ talk about frequency, time, likes and dislikes ■ talk about past events, other people’s experiences, tell simple stories ■ contrast past and present habits ■ describe places (school, workplace, home) ■ compare familiar things ■ express opinions in simple ways

LINKS OF THE MODULE

Cross-curricular links

Social science, History

FOCI OF SKILLS-DEVELOPMENT

Communicative language skills

- extending vocabulary
- gathering, processing and presenting information from different resources and in different ways
- speaking: communication in a structured situation; describing events in the past; introducing a known topic; explaining and giving reasons for opinions
- giving a PowerPoint or poster presentation to a familiar audience

General, educational skills

- learning skills (reading for information, note taking, arranging and presenting information, evaluating one's own and peer work)
- communication skills
- ICT skills (using the Internet, making presentations in a scaffolded way)

EVALUATION

The module contains a self-evaluation checklist (in Learning agreement format) that can be the basis of processing the module. Either the teacher or the students may wish to change some points in the list. Making a 'learning contract' with students is recommended so that the goals in the list can be achieved.

There are worksheets for some lessons that might be marked with formative comments to help students get better in certain, very concrete areas of that particular piece of work. (For example: "*Try to use shorter sentences / notes, like....*" And then modify a student's long and incorrect sentence.

The teacher can, together with the students, agree on making a portfolio for this module, e.g. 2 worksheets, a homework task and the oral presentation might be included and marked together at the end of the module. Evaluation criteria should be clarified in advance.

SUGGESTIONS

Check all the resources in advance and decide whether the worksheets or any of the given resources require modification. Checking the website is also a must.

The worksheets can be handed out as printed versions or can be put in a commonly accessible folder on the school server. It is also possible to send the worksheets via e-mail. To do so it is advisable to have (create) a group e-mail address.

The 'learning contract' is a good means of motivating Ls and making them responsible for their own learning. Use the checklist and work out the final version with the learners. Use this list when evaluating the whole process and the individual work of the students.

The BBC site used in the module contains two versions: an interactive and a standard one. The interactive site serves to improve listening skills but needs better technical settings: broadband connection, media and audio players on each computer, headsets. The system should be tested at the same time of day with the same number of computers working parallel before being used in class. The system administrator may help you with mirroring or downloading the pages to avoid all the possible problems of connectivity.

BACK UP SYSTEMS

Webology – Internet for English Language Teaching, , 2003 Edunet (You can find useful information, ideas and technical help on the CD-ROM)

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Motivating students, activating grammar and vocabulary already known, establishing group work and learning goals	Arranging and matching information Talking about present and past habits Playing a miming game Conducting interviews	Daily routine, talking about habits in the present and in the past, conducting interviews. Using simple past and 'used to' in positive and negative statements, also in questions.	1.1 Daily routine cards (3 packs, one for each group + 4 empty cards/group) 1.2 Pictures of Victorian times 1.3 Learning agreement checklist (individual) 1.4 Exercise Sheet (1 copy for everyone) 1.5 Self-evaluation cards Blu-Tack
2	Talking about parents' and grandparents' childhoods (school, work and games) Activating grammar and vocabulary already known (picture descriptions) Establishing ways of talking about different ways of life, different circumstances (giving opinions)	Talking about past life, giving opinion, Describing pictures Reading for information, extending vocabulary, guessing meanings	Expressing opinions (would/would not like, would not mind, would hate, I think, in my opinion) Picture description (in the picture there is/there are... I can see...)	The interview done as homework Teacher prepared questions, cut up and put in envelopes or: 1.2 Pictures of Victorian times 2.1 Questions 2.2 Sentences to the pictures 2.3 Vocabulary sheet A, B and C glue, 3 copies of a bilingual dictionary
3	Exploring the topic of Victorian childhood through the Internet, using a BBC educational site at http://www.bbc.co.uk/schools/victorians Activating grammar and vocabulary already known Enabling students to understand the overall meaning of texts	Reading authentic texts on a BBC website for information, speaking, correcting and completing information (Listening skills if the interactive website is used)	Work, school and entertainment (play) in the Victorian England. Rich and poor children. (Vocabulary is indicated in 2.3 Vocabulary sheet) 'Would' for past habits also passive voice on level of recognising and understanding.	1.2 Pictures of Victorian times, 2.3 Vocabulary sheet (Ls bring them back) 3.1 Exercise sheet A, B and C) Access to Internet (1 or 2 Ls/ computer with Internet access) 3.2 Solution sheet (A, B and C)

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Using and presenting new information about Victorian childhood</p> <p>Enabling students to express the information at their own language level</p> <p>Making presentations (A: PowerPoint presentation – computer lab; B: Poster presentation – classroom work)</p>	<p>Preparing a PowerPoint presentation (version A) or a Poster presentation (version B) and items of a True-False Quiz</p>	<p>Selecting, simplifying and presenting information, combining textual and visual information, making simple PowerPoint slides (version A) or poster presentations (version B), sharing tasks, contribution to group result.</p>	<p>2.3 Vocabulary sheet A, B and C), 3.1 Exercise sheet A, B and C) (Ls bring them back)</p> <p>4.1 Evaluation criteria, Version A: 4.2 PowerPoint template (digital format available on CD-ROM); 1-2 Ls/computer</p> <p>Version B: A4 sheets of paper, large wrapping paper, colour pens, glue</p>
5	<p>Making oral presentations based on the previous lesson's work (A: PowerPoint presentation – computer lab or 1 laptop + projector or TV-set (check the equipment beforehand; B: Poster presentation – classroom work)</p> <p>Raising the level of speaking and listening skills</p> <p>Module work evaluation (Parents or colleagues might be invited)</p>	<p>Giving oral presentations, solving a true-false quiz, evaluating presentations, one's own and peer achievements, also the module.</p>	<p>Presenting written information more in depth orally, combining oral presentation with visual elements while speaking.</p>	<p>Presentations</p> <p>True/False quiz (finalised by the teacher, - one for each pupil)</p> <p>1.3 Learning agreement checklist</p> <p>4.1 Evaluation criteria (Ls bring them back)</p>

PROCEDURE

LESSON 1: YOUR LIFE NOW AND THEN

AIMS OF THE LESSON

- to motivate Ls for the module
- to activate grammar and vocabulary already known (simple present for daily routine; simple past and used to for daily routine in the past; present continuous for ongoing activities)
- to talk about Ls' daily routine now and some time ago, making interviews
- to establish group work (3 groups, staying together for the whole module)

MATERIALS AND RESOURCES

1.1 Daily routine cards (50 cards, one pack for each group + 4 empty cards/group), 1.3 Learning agreement checklist (individual), 1.4 Exercise Sheet for everyone, 1.5 Self-evaluation cards, blue tack

BEFORE THE LESSON

Make three copies of 1.1 Daily routine cards (fold and stick each card so that the picture is on one side, the vocabulary item on the other). Select 10-15 cards in connection with school, work and free time, also self care from each pack for Stage 1.); make a suitable number of 1.5 Self-evaluation cards; cover them with transparent foil for long term use (there should be at least 10 copies of each card in case of 15 Ls), Copy 1.4 Exercise Sheet for everyone.

CLASSROOM ARRANGEMENT

Suitable for working in three groups, in some cases in pairs.

STAGE 1	Motivation – revising vocabulary of daily routine
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills Focusing attention on task; arranging, structuring information
ORGANISATION	Group (3 groups) or pair work
AIDS AND MATERIALS	1.1 Daily routine cards (3 packs, one for each group + 4 empty cards/group),

TEACHER'S ACTIVITIES

Distribute 10-15 pieces of 1.1 Daily routine cards to each group and the headings. (School, Work, Free time, Self care), Also provide each group with 4 same-sized blank cards.

Ask the groups to arrange the activities under the three headings on their tables/ desks. Explain that 'Work' means help with the housework; 'Self care' includes all practicalities like sleeping, bathing, eating etc.

When adding extra vocabulary, orientate Ls towards games instead of other hobbies. It should be an easy task with experiencing some success.

You may wish to do pair work. In this case more sets of 1.1 Daily routine cards are needed.

LEARNERS' ACTIVITIES

Ls add some extra cards to the list with their own ideas.

There are different options and you may discuss the advantages of each with the groups in advance:

1 Ls do not speak at all, but everyone takes part in placing the cards under the headings (advantage: they recall their knowledge and start thinking in English)

2 Ls do speak as much as really needed, in the mother tongue (advantage: the activity takes less time but they do not use the target language)

3 Ls do speak very little but in English (advantage: they use the target language but the activity takes more time)

STAGE 2	Learning contract
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills Taking responsibility for one's own learning
ORGANISATION	Individual work, class work
AIDS AND MATERIALS	1.2 Learning agreement checklist, 1.2 Pictures of Victorian times

TEACHER'S ACTIVITIES

- 1 Tell Ls that the module is about children's life now and in the old times, especially in a 'dark period' of English history, the Victorian England. Also mention that they are going to work with a BBC website that was designed for younger native speakers. Tell Ls that you want to make a learning contract with them which means that they will be responsible for their own learning, and this is the point when they can personalise their own learning goals.
- 2 Distribute 1.3 Learning contract checklist and ask Ls to think it over individually. They can make some alterations. Remind them that this contract will be the basis of their final formative evaluation at the end of the module.
(Make and keep copies of the final versions in case Ls lose theirs. You may wish to take personal notes of Ls' performance during the module.)

LEARNERS' ACTIVITIES

- Ls can pass 1.2 Pictures of Victorian times around to raise interest and make guesses what the children are doing, what is happening to them.
- 2 After getting to know the theme and main elements of the module Ls personalise their own checklist, show them to the teacher and both parties sign them when finalised.

STAGE 3	Displaying vocabulary on the board
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Combining and arranging verbal and visual information Checking understanding
ORGANISATION	Group (3), whole class
AIDS AND MATERIALS	1.1 Daily routine cards (3 full packs, one for each group), Blu-Tack

TEACHER'S ACTIVITIES

Give the remaining pieces of the full packs of 1.1 Daily routine cards to each group / pair. Write or draw the headings (Work, School, Free time, Self care) onto the blackboard. Provide Ls with blue-tack, help organise a free flow of Ls coming to the board. Under big headings Ls put the cards on the board as reference for their further work. 'Harder' words may be put below a line that divides basic from extended vocabulary. This activity is not for learning new words but to revise them.

Note: If you think there are too many cards, select the most appropriate items according to the level of your group. Covering the cards in transparent foil you can use them for a long time and different purposes.

LEARNERS' ACTIVITIES

Everybody is allowed to display a card with one side, somebody else is expected to match them with the other side. In the end there should be two columns of cards under each heading: one with the pictures and one with the corresponding vocabulary items.

Ls are supposed to work very quickly, they may get three minutes of limited time and then the whole class can reflect on new items or/and the task. It depends on the learner type whether they want to take notes at this point.

STAGE 4 Miming game – consolidation of vocabulary and structures

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking and communication skills
Concentration

ORGANISATION Pair work

TEACHER'S ACTIVITIES

- 1 Ask a pair of Ls to volunteer. One of them chooses an activity and mimes it for the other, who makes guesses and the one miming responds.

You can alter the language patterns according to the level of your Ls and you may wish to put the patterns on the board and/or make Ls write them in their notebooks.

- 2 Ls go back to their original groups/partners (Stage 1) and take turns in miming and finding out activities. When someone uses the right expression in the right way, he or she can keep the card. In the end they count the cards and the person who has the most is the winner.

Make sure that only whole sentences are accepted, not language fragments like *'brushing teeth'*.

Take notes of personal and typical mistakes for further reference. See the 'Before the lesson' part + Stage 1 of Lesson 2.

LEARNERS' ACTIVITIES

Ls can take notes of the language patterns or the vocabulary.

– *"I think you are brushing your teeth. So you are at home."*

– *"Yes, you are right. You can keep the card. It's your turn." "No, I am washing my hands after lunch. I am at school. It's my turn again."*

- 2 In the case of pair work the roles should be changed when correct guesses are made. When it is played in groups, the one with a correct guess takes over miming.

STAGE 5 Report of 7 years ago**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Asking and answering questions
Note-taking**ORGANISATION** Individual and pair work**AIDS AND MATERIALS** 1.3 Exercise Sheet**TEACHER'S ACTIVITIES**

- 1 Distribute 1.4 Exercise Sheet and ask Ls to fill in the worksheet about their life 7 years ago individually.

You with the class can agree on a different time span. The important thing is that life was really different for all of them then, but Ls went to school.

Ls with a partner prepare some of the questions for the interview. This is a semi-controlled activity, so just walk around and give help when needed. Do not make sophisticated corrections; just add clear comments when necessary. Make sure that the interviews are made referring to the time when Ls were seven (x) years younger. Pay attention to the written questions, no mistakes should remain in the worksheets. You can collect them at the end of the lesson to give personal feedback and help.

Ls find new partners and make short interviews with each other; take notes.

Take notes of personal and typical mistakes for further reference. See the 'Before the lesson' part + Stage 1 of Lesson 2.

LEARNERS' ACTIVITIES

- 1 Sample answers are provided on the exercise sheet with simple past and 'used to'. Ls can modify those ones as well.

'Did you go to school on your own?'

'Did you help your mum with the housework when you were (8) years old / 7 years younger?'

'Did you use to have a favourite toy when...?'

'Did you have a best friend?' 'Who was it?'

'Were you shy or brave?'

Ls are expected to use the short answer forms correctly, then add some extra information:

'Yes, I did, because the school was in our street.'

'No, I didn't. Neither do I now.'

'Shy. I have changed a lot since then.'

STAGE 6	What did you learn about your partner?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Telling facts Applying models Remembering information Turning notes into full sentences
ORGANISATION	Class work
AIDS AND MATERIALS	1.3 Exercise Sheet

TEACHER'S ACTIVITIES

Each L reports one fact to the whole class.

Write some sentences on the board for further reference (and indirect correction). Take notes of personal and typical mistakes. See the 'Before the lesson' part + Stage 1 of Lesson 2.

If time goes fast, and your Ls are quite good at using the structures, quit this stage and go straight to Stage 7. You may decide to quit Stage 7 instead, but consider the importance of building Ls' awareness and responsibility.

LEARNERS' ACTIVITIES

Expected patterns:

'Géza used to go to school with his dad.' *Mária did not use to help her mum with the washing up.'* *'Klára used to play with a rag doll, called Babetta.'* *'Péter's best friend was a classmate, called Petra.'* *'Éva used to be very shy.'*

STAGE 7	Self-evaluation
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Self-evaluation Awareness of learning
ORGANISATION	Individual and class work
AIDS AND MATERIALS	1.5 Self-evaluation cards

TEACHER'S ACTIVITIES

Display all 1.5 Self-evaluation cards on your desk, copies of the same cards in one pack, face up.

Tell Ls they can choose one card and hand it over to you when leaving. This activity gives you overall statistics of your lesson but you can also pay attention to those who need further assistance. First Ls can be surprised with this method of evaluation but if you use it every now and then they get used to it. This is the simplest way to get some feedback from everybody.

You might exchange the order of stages 7 and 8.

VARIATION TAKING STANDPOINTS

AIDS AND MATERIALS	Line on the floor in chalk
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TEACHER'S ACTIVITIES

Draw a long line in the classroom floor with chalk. Put -10 to the left end, + 10 to the right end. Ask Ls to take their positions according to their understanding of the topic (daily routine in present and past).

LEARNERS' ACTIVITIES

Ls can stand around your table and they most probably will comment on the cards, the lesson and a small discussion arises. Answer their questions in connection with the usefulness of these cards and why you need to know their opinions.

LEARNERS' ACTIVITIES

STAGE 8	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Consolidation of grammar and vocabulary Preparation for going back in time
ORGANIZATION	Class work
AIDS AND MATERIALS	Copy books, 1.4 Exercise Sheet as a pattern

TEACHER'S ACTIVITIES

Ls are supposed to make an interview with parents and grandparents about their childhood when they were the same age as Ls.

Tell Ls that they can ask their relatives in Hungarian but are expected to write the results (at least 3 sentences - school, work, play) in English.

LEARNERS' ACTIVITIES

Ls can use 1.4 Exercise Sheet as a pattern

LESSON 2: PARENTS, GRANDPARENTS, CHILDREN IN VARIOUS HISTORICAL PERIODS

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to talk about parents' and grandparents' childhood (school, work and play)■ to activate grammar and vocabulary already known (picture description)■ to establish ways of talking about different ways of life, different circumstances (giving opinions)
MATERIALS AND RESOURCES	Homework; Teacher prepared questions, cut up and put in envelopes; or: 2.1 Questions, 1.2 Pictures of Victorian times: each L has 2 pictures of the same aspect of life (School, Work or Play), a full set of 2.2 Sentences to the pictures for everyone, cut up and put in envelopes; a copy of the 2.3 Vocabulary sheet for everyone (topic groups get different versions, A, B or C), glue, 3 copies of a bilingual dictionary
BEFORE THE LESSON	Check your notes and memories of the previous lesson and prepare one or two questions for each pair of your Ls, using the structures in question (simple past, used to or present continuous) – cut up the questions into words and put them in envelopes. (You can use the pre-prepared 2.1 Questions instead.); Copy all the necessary materials for the lesson. Cut up 2.2 Sentences to the pictures into six pieces without the headings and put them in envelopes
CLASSROOM ARRANGEMENT	Suitable for pair and topic group work (3 groups)

STAGE 1	Indirect feedback
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Application of knowledge Consolidation
ORGANISATION	Pair work
AIDS AND MATERIALS	1-2 teacher prepared question for each pair (cut up and put in envelopes) or: 2.1 Questions

TEACHER'S ACTIVITIES

Ls get their envelopes and put the words in the right order, then report the questions to the whole class. You can put your own questions in the envelopes (designed with the help of your notes on Stage 6, Lesson 1, or you can use 2.1 Questions.

LEARNERS' ACTIVITIES

STAGE 2	Writing, correcting and talking – Was it harder, was it better?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing Grammar Speaking
ORGANISATION	Pair, whole class, individual
AIDS AND MATERIALS	Copy book, black board

TEACHER'S ACTIVITIES

- 1 Under the heading of 'Work', 'School' and 'Free time/play' Ls volunteer to write sentences on the board (using their homework)

Note: You can neglect the 'Self care' category but put it on the board if it turns out to be necessary. The website only deals with 'School', 'Work' and 'Play' aspects of children's life.

- 2 Tell Ls to put + or – signs next to each sentence to indicate whether they like the action in the sentence. Do not make any corrections.
- 3 Ls in pairs discuss what the mistakes are and how to correct them. They take turns to correct one sentence at a time. When ready they should read out the sentence and ask for the approval of the others and the teacher.
- 4 Ask Ls to express their opinions on certain things that parents or grandparents used to do. Give some examples yourself.

LEARNERS' ACTIVITIES

- 1 Ls can go to the board freely and stay there to read the sentences written by the others. They should be discouraged from pointing out mistakes.

- 2 Ls' opinion (+ or -) should be based on their own views on doing the same thing that parents or grandparents did in the old times. They are not expected to express their views in words.

- 3 Grammar discussions can go on in the mother tongue, the correction without speaking. But Ls are expected to say the correct sentences aloud. Ls can collect points for good corrections.

Supposed language patterns:

'I would like to (play with the neighbours) myself.'

'I would not like to (get up early and go to the fields to work).'

'I would/wouldn't mind ...ing...' 'I would hate ...ing.'

'I think it was hard/fun.' Etc.

STAGE 3	Picture description
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking and making guesses
ORGANISATION	Pair work
AIDS AND MATERIALS	1.2 Pictures of Victorian times (2 pictures for everyone , School, Work or Play)

TEACHER'S ACTIVITIES

- 1 Ls make up pairs with the same pictures of 1.2 Pictures of Victorian times showing an aspect of Victorian School, Work or Play. They discuss what they can see in the picture. You should elicit knowledge of describing pictures, making guesses, and expressing opinions.
This is a semi-controlled activity, so just walk around and give help when needed. Do not make sophisticated corrections; just give hints when basic mistakes come up.
Provide the vocabulary they need but encourage Ls to keep the conversation simple.
- 2 Ask some Ls to describe each picture in front of the others. The rest of the class can add things to the description or express different opinions.

LEARNERS' ACTIVITIES

Picture description: 'In this picture I can see.../there is.../there are...'

Guessing: '*I think this is.../it might be.../it can be.../ it must be...*'

Expressing opinions: '*I like this picture, because.../It's strange that... / It's interesting that...*'

'I think this boy is about 10 years old. He must be poor since he is working.' *"This classroom is similar to ours. That must be a picture of Queen Victoria on the wall.'* *'There are two monkeys in the picture. What are they doing on top of the vehicle?'*

'Yes, and/but...' *Yes, I agree, but...'* *I do not think...*

STAGE 4	Reading activity – School, work and play
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Guessing Matching
ORGANISATION	Pair
AIDS AND MATERIALS	2.2 Sentences to the pictures for everyone (cut up, put in envelopes), glue

TEACHER'S ACTIVITIES

- 1 Each pair of Ls uses a set of sentences and has to choose those that belong to their pictures from Stage 3.

Note: All Ls have envelopes because the sentences are needed for further use.

Give help when absolutely necessary, but encourage Ls to guess the meaning of unknown words. It is not important to translate the sentences.

LEARNERS' ACTIVITIES

- 1 Ls can use their mother tongue. They stick the corresponding sentences on the sheets under their pictures.

There are clues in each set of sentences so Ls can do the task even if the sentences taken from the BBC website are difficult for them.

STAGE 5	Vocabulary building
TIME	13 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning Using dictionaries Introducing new vocabulary
ORGANISATION	Topic groups (A, B, C)
AIDS AND MATERIALS	2.3 Vocabulary sheet for everyone (topic groups get different versions, A, B or C); Mono- or bilingual dictionaries depending on language competence; 2.2 Sentences to the pictures; 3 copies of a bilingual dictionary

TEACHER'S ACTIVITIES

- 1 Tell Ls to work on one aspect of life in three groups (School, Work, Play). Distribute the corresponding 2.3 Vocabulary sheet A, B or C). Tell them that some vocabulary comes from the sentences they dealt with in Stage 4, some refer to later texts. The vocabulary list contains 6 items in both languages. The English equivalents can be found in the sentences corresponding to the pictures (Stage 5) There are other four Hungarian vocabulary items in the list (print in bold) to figure out their meanings. All the other items are given in English.
- 2 Ask Ls to use some of the new vocabulary. Give them patterns, if needed, frontally. You may wish to put some useful patterns on the board.

LEARNERS' ACTIVITIES

- 1 Ls first should look through the sentences corresponding to the pictures and find the English versions of those expressions that are given in Hungarian in the list. Then they should find out if they know or can guess any of the other expressions. They can use dictionaries.

Not all the words and expressions are expected at this point. There can be a little competition among the groups.

Expected patterns: *“What do you think ‘szén’ is in English?” “Do you know ‘szén’ in English? ‘What does ‘coal mean in Hungarian?’ etc.*

STAGE 6	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary building Practising
ORGANISATION	Individual work
AIDS AND MATERIALS	1.2 Pictures of Victorian times, 2.3 Vocabulary sheet

TEACHER'S ACTIVITIES

Tell Ls that they are expected to write 3 sentences under both pictures, using some of the new vocabulary.

For differentiation you can ask for simple picture descriptions from those who feel less confident; and suggestions, guesses from those who are or feel more advanced.

LEARNERS' ACTIVITIES

LESSON 3: CHILDREN IN ENGLAND 150 YEARS AGO

AIMS OF THE LESSON	<ul style="list-style-type: none">to explore the topic of Victorian childhood through the Internet using a BBC educational site at http://www.bbc.co.uk/schools/victoriansto activate grammar and vocabulary already knownto enable Ls to understand the overall meaning of texts with unknown words
MATERIALS AND RESOURCES	1.2 Pictures of Victorian times, 2.3 Vocabulary sheet (Ls bring them back) 3.1 Exercise sheet for everyone (topic groups get different versions, A, B or C; 3.2 Solution sheet (A, B, C); access to Internet (1 or 2 Ls/computer with Internet access)
BEFORE THE LESSON	There are two versions of this BBC website http://www.bbc.co.uk/schools/victorians . Your Ls can use the 'Interactive site' with sound files – fast internet access, good PCs, and headphones are needed. You can also use the 'Standard site' with no sound files – lower level of ICT equipment and access is adequate. Check the availability and the structure of the website; try to do the tasks yourself. Ask for the System administrator's advice and help. He/she might be able to mirror or download the website for more secure and faster use but it is not a must. It saves time if you (and the System administrator) open the sites that you are working with in advance, before the lesson. To keep Ls' attention for Stage 1 and 2 you can turn off the screens.
CLASSROOM ARRANGEMENT	1 or 2 Ls/computer, suitable number of chairs; also possibility to work in 3 groups with no computers. When Ls are to work in pairs, the partners must be of the same topic group (Work, School or Play). If two Ls work with a computer, they should take turns at handling the machine and taking notes. In this case the printed worksheets and the 'Standard site' are a much better choice.

STAGE 1	Motivation – topic-group discussion
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Listening and learning skills
ORGANISATION	Topic group work
AIDS AND MATERIALS	Homework (Interview results)

TEACHER'S ACTIVITIES

Ls working on the same topic sit together and read their homework to each other. They can add some new items to the 2.3 Vocabulary sheets they get to know from each other. They should listen to each sentence and agree whether it is correct. If they are not able to decide, they can call for the teacher's help.

LEARNERS' ACTIVITIES

Homework mistakes are to be corrected with peer help.

STAGE 2 Introduction to computer work**TIME** 3 mins**SKILLS AND COMPETENCIES
IN FOCUS** Listening
Understanding oral instructions**ORGANISATION** Class work, Ls sit facing the teacher, possibly with their backs to the screens**TEACHER'S ACTIVITIES**

Tell Ls that they are going to use a Victorian website where the pictures and vocabulary lists originate from. Each L or pair should only use the part dedicated to their own topic: Work, School or Play. Tell them that they should go to the learning area first, and then they can do the “Games” of the website that are for checking understanding. Groups have to control their members. They are working towards a common goal and everyone has to do their best.

LEARNERS' ACTIVITIES

Ls should express if they understand their responsibility for both their own and for the group work.

STAGE 3	Computer work
TIME	30 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for information Guessing the meaning Using the Internet
ORGANISATION	Individual or pair work, topic groups
AIDS AND MATERIALS	2.3 Vocabulary sheet (Ls bring them back) 3.1 Exercise sheet (A, B, C for topic groups A, B, C), - printed or digital format, 3.2 Solution sheet (A, B, C)

TEACHER'S ACTIVITIES

- 1 Tell Ls that they can follow the instructions of 3.1 Exercise sheet, but first check its tasks together.

Note: You can decide if you want Ls to use the printed or the digital format of 3.1 Exercise sheet (available on CD-ROM), or you can let them choose. Both versions have advantages and disadvantages: using the digital version they will be able to copy-paste materials into their presentation material (ppt or poster) but won't be able to take their work home unless they print the completed worksheets. In the case of pair work the printed version works better.

Remind Ls that they can use 25 minutes for finding information and answering the questions of 3.1 Exercise sheets, but the last 5 minutes should be saved for comparing and finalising them.

- 2 Ls can read, discuss and choose the pieces of information on the related website with their partners or anyone of their topic group. They fill in their own 3.1 Exercise sheets but should agree on what to write. Meanwhile they use (and may complete) 2.3 Vocabulary sheet with new items they identify.
Go around and help as much as you can. Make suggestions about the most interesting information they might include in their presentation in the next lesson.
- 3 Ls are supposed to finalise their 2.3 Vocabulary sheets and 3.1 Exercise sheets in their topic groups.
Provide further help and suggestions like in Step 2. You can also hand out one copy of 3.3 Solution sheet (A, B, C) for each topic group to check their work.

LEARNERS' ACTIVITIES

- 1 Ls can ask questions to clarify the tasks. They may decide on sharing tasks and responsibilities within the group.

- 2 Ls are supposed to take further notes of anything interesting they find about their topic, they can also save some pictures of the website if time allows for their poster/ppt presentations (next lesson).
3. A learner in each topic group can have the 3.3 Solution sheet and intervene when the group cannot agree on the right solution of a task. He/she should not say the solution instead of group discussion.

STAGE 4	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Social and learning skills
ORGANISATION	Topic groups
AIDS AND MATERIALS	2.3 Vocabulary sheet (Ls bring them back) 3.1 Exercise sheet

TEACHER'S ACTIVITIES

Tell Ls that they are to decide if they want to make poster presentations or PowerPoint presentations of their topics. They have to share the task and the responsibility within the group. All of them need to know the vocabulary and must remember the facts. They have to think over together what and how they want to present as 'group work'.
 Note: PPT presentations need a computer lab for the next lesson as well. If it is not feasible do not offer Ls the choice.

LEARNERS' ACTIVITIES

Ls are supposed to talk about and agree on their presentation and sharing the tasks after the lesson. They are also supposed to revise all the materials they have on the topic – at home.
 If they agree on a poster presentation they might want to prepare some pictures and texts using computers at home.

STAGE 5	Evaluation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Writing Learning skills
ORGANISATION	Pair work, whole class
AIDS AND MATERIALS	Templates on the board, provided by the teacher

TEACHER'S ACTIVITIES

Sometime during computer work put these templates on the board:

‘I liked this lesson because.....’

‘I did not like this lesson because....’

‘I learnt how to.....’

‘I do not know how to....’

Tell Ls to choose and complete two of the templates in their note books.

LEARNERS' ACTIVITIES

Ls should volunteer to read out some completed sentences. They give information about their own learning experience. These kinds of exercises lead them towards being independent learners.

LESSON 4: PREPARING A PRESENTATION AND A TRUE-FALSE QUIZ

AIMS OF THE LESSON

- to use and process information learned about Victorian childhood
- to enable Ls to 'translate' information to their own language level
- to make presentations
 - A: PowerPoint presentation – computer lab
 - B: Poster presentation – classroom work
- To write true-false statements regarding the sub-topics of each presentation
- No evaluation in the end: it is a busy lesson and you most probably will not have time to talk about the success of the lesson

MATERIALS AND RESOURCES

2.3 Vocabulary sheet A, B and C, 3.1 Exercise sheet A, B and C (Ls bring them back), 4.1 Evaluation criteria,
Version A: 4.2 PowerPoint template (digital format available on CD-ROM); 1-2 Ls/computer
Version B: A4 sheets of paper, large wrapping paper, colour pens, glue

BEFORE THE LESSON

Version A: Make 4.2 PowerPoint template accessible from each computer (options: saving a copy on each computer; creating a common folder for the task on the school server, e-mailing it to all Ls to their school or web e-mail addresses, creating a floppy disk copy for everyone. Ls will use the same option to put their slides together)

CLASSROOM ARRANGEMENT

When Ls are to work in pairs, the partners must be of the same topic group (Work, School or Play.)
Version A: 1 or 2 Ls/computer, suitable number of chairs; also possibility to work in 3 groups, with no computers. If two Ls work with a computer, they should take turns at handling the machine and taking notes. In this case the printed worksheets are a much better choice
Version B: Arrange for creating large posters in team work. Big flat surfaces are needed.

STAGE 1	Motivation – topic-group discussion
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Remembering discussing and listing factual information
ORGANISATION	Individual, pair and topic group work

TEACHER'S ACTIVITIES

Briefly introduce the aim of the lesson.

Ls in their topic groups. Ls working on the same topic sit together and list the facts they have learnt about children's lives in Victorian times. Ls first prepare individual lists, then add new items to the list in pairs, in the end have a small group discussion.

Make sure that they try to remember the facts and do not refer to their notes or sheets.

LEARNERS' ACTIVITIES

Patterns for lower level groups:

"Poor children used to work at the age of 5."

"The teacher often hit the pupils."

"Rich families used to go to the seaside."

STAGE 2 A	Agreeing on some criteria of the presentation (PowerPoint presentation)
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills
ORGANISATION	Class work
AIDS AND MATERIALS	4.1 Evaluation criteria

TEACHER'S ACTIVITIES

Tell Ls that they are going to make a PowerPoint presentation and each group has 5 slides to fill in. (You may change this number according to the number of Ls. Each of them has to make and present one or two slides orally. If a group consists of 4-6 pupils, one slide per L is sufficient. If there are only 2-3 pupils in a group than they can present 2 slides each) They should include the most important and most interesting bits of information. There should be more than 6-8 lines on a slide in note form (not full sentences). Ls will have the opportunity to explain those pieces of factual information in more detail when giving the presentation.

Suggested criteria:

- 1 Value of information (well selected, factual, interesting, gives a true picture of the times)
- 2 Visual organisation and spelling
- 3 Grammatical correctness of written information
- 4 Level and distribution of oral presentation
- 5 Value of team work (process)

LEARNERS' ACTIVITIES

Ls listen to the introduction to the work they will be doing. They can reflect on and modify some of the evaluation criteria. They should note down the criteria they are in agreement with. They can even suggest point values for each criterion.

Empty places for value/points are provided in 4.1 Evaluation criteria.

STAGE 2 B	Agreeing on some criteria of the presentation (Poster presentation)
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills
ORGANISATION	Class work
AIDS AND MATERIALS	4.1 Evaluation criteria

TEACHER'S ACTIVITIES

Tell Ls that they are going to make a poster presentation and each group has five A4 sheets to fill in. (You may change this number according to the number of Ls. Each of them has to make and present one or two sub-topics orally. If a group consists of 4-6 pupils, one A4 sheet/sub-topic per L is sufficient. If there are only 2-3 pupils in a group than they can present 2 sub-topics each) They should include the most important and most interesting bits of information. There should be more than 6-8 lines in a sheet in note form (not full sentences). Ls will have the opportunity to explain those pieces of factual information in more detail when giving the presentation.

Suggested criteria:

- 1 Value of information (well selected, factual, interesting, gives a true picture of the times)
- 2 Visual organisation and spelling
- 3 Grammatical correctness of written information
- 4 Level and distribution/range of oral presentation
- 5 Value of team work (process)

LEARNERS' ACTIVITIES

Same as in version A

Ls can use A4 sheets for creating the visual representation of sub-topics, then stick the sheets on the large poster, add some pictures, drawings, title etc. This way they can share the task.

STAGE 3 A	Making PPT presentations
TIME	30 mins
SKILLS AND COMPETENCIES IN FOCUS	ICT skills Selecting, arranging and presenting information Writing
ORGANISATION	Topic group, individual or pair work
AIDS AND MATERIALS	2.3 Vocabulary sheet A, B and C, 3.1 Exercise sheet A, B and C, 4.1 Evaluation criteria, 4.2 PowerPoint template

TEACHER'S ACTIVITIES

Ask Ls to agree on distributing tasks in their topic groups (what goes onto which slide and which pair or L works on what sub-topic). They also have to decide how much time they leave for putting the slides together and checking them. In the case of small topic groups and enough computers it is better to work on sub-topics individually. Pair work is done when there are more than 6 Ls in a topic group or/and there are few computers (a L with good English and another L with good ICT skills make the best pair). The final version must be in one file (all the slides put together), this can be solved in different ways, some possibilities:

Common folder on the school server, e-mail, removable tools (floppy, pen drive)

Suggested timing:

Preliminary discussion: 2 mins

Making the slides: 18 mins

Editing, checking: 10 mins

Note: While working help Ls with hints but let them work freely. Remind them of the criteria if necessary. Ask one of them in each group to keep track of the time. Provide them with some suitable means of saving their slides, e.g. floppy disks, USB drives, e-mail or shared folders. Make sure that they have a copy of the presentation in digital or printed format for home use.

LEARNERS' ACTIVITIES

There should be roles in each topic group

1 Chief editor: responsible for the overall work (time, distribution of work)

2 Technical editor: a L with good ICT skills who puts the slides together

3 Language editor: Someone with good spelling who checks the final version

Other possible roles:

4 Visual editor, responsible for visual arrangement, including text and pictures

5 Time keeper: takes the responsibility of being ready on time

STAGE 3 B	Making poster presentations
TIME	30 mins
SKILLS AND COMPETENCIES IN FOCUS	Selecting, arranging and presenting information Writing Drawing
ORGANISATION	Topic group, individual or pair work
AIDS AND MATERIALS	2.3 Vocabulary sheet A, B and C, 3.1 Exercise sheet A, B and C, 4.1 Evaluation criteria, A4 sheets of paper, large wrapping paper, colour pens, glue

TEACHER'S ACTIVITIES

Ask Ls to agree on distributing tasks in their topic groups (what goes onto which A4 sheet and which pair/L works on what sub-topic). They also have to decide how they divide up their time. (2 min)

They create the A4 sheets in pairs or individually, depending on your or their choice (suggested time: 13 min)

They plan the poster from the elements above and make all necessary changes concerning style, grammar, spelling, visual arrangement etc. (suggested time: 5 min)

They create the visual organisation of the poster and make it attractive and stylish (suggested time: 10 min)

While working help Ls with hints but let them work freely. Remind them about the criteria if necessary. Ask one of them in each group to keep track of the time. Make copies of the A4 sheets before sticking them on the poster, because they will need it for preparing for the oral presentation.

LEARNERS' ACTIVITIES

There should be roles in each topic group

1 Chief editor: responsible for the overall work (time, distribution of work)

2 Visual editor, responsible for visual arrangement, including text and pictures

3 Language editor: Someone with good spelling who checks the final version

Other possible roles:

4 Time keeper: takes the responsibility of being ready on time

STAGE 4	Writing true-false statements
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills Evaluating the importance of information Writing
ORGANISATION	Individual and topic group work
AIDS AND MATERIALS	Presentations made on Stage 3

TEACHER'S ACTIVITIES

Each L should write a T/F statement of a sub-topic on a piece of paper. Ask Ls first to agree on what the most interesting or trickiest parts of their presentation are, and who writes statements about which sub-topic. They must indicate the answer. It can be a good idea to swap the sub-topics at this point. In this case Ls get to know the topic better and can correct each others' work.

Collect the statements: you should make some corrections, mix and type the statements of the three groups and make a suitable number of copies for the next lesson. Keep the solutions to yourself for reference. (A and B versions are the same)

LEARNERS' ACTIVITIES

Expected type of statements:

'Children used to work at candle light in coal mines. (T)'

'It was very dangerous to play in the street. (F, there were no cars)'

'Poor children used to work at school.' (T)

STAGE 5	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning and social skills
ORGANISATION	Topic group and individual work
AIDS AND MATERIALS	A copy of the presentation made on Stage 3

TEACHER'S ACTIVITIES

Ls should agree on who presents what during the next lesson. Homework is to prepare for the presentation. Make clear that the presenter should say much more than the written format which is only the basis of their presentations. Set the time limit for each presenter/topic group.

Ask Ls to rehearse their presentations before next lesson on individual and also on topic group level, and give advice to each other. They should also check and adjust the presentation to time (5 mins for each group).

LEARNERS' ACTIVITIES

While preparing for the oral presentation Ls are supposed to use all the materials they worked with. They should not use too much of the new vocabulary but explain the slides on their own language level. When using new items, they are expected to explain them to the audience in simple ways, for example, by pointing to a picture of their poster or ppt.

LESSON 5: ORAL PRESENTATIONS

AIMS OF THE LESSON	<ul style="list-style-type: none">■ Making oral presentations based on previous lesson's work<ul style="list-style-type: none">▪ A: PowerPoint presentation – computer lab or 1 laptop + projector or TV-set (check that everything works well)▪ B: Poster presentation – classroom work■ Raising the level of speaking and listening skills■ Module work evaluation■ (Parents or colleagues might be invited)
MATERIALS AND RESOURCES	1.2 Learning agreement checklist, 4.1 Evaluation criteria, presentations made by Ls, True false statements (prepared by the Teacher based on Ls' work in Lesson 4, Stage 4)
BEFORE THE LESSON	Version A: Save all PowerPoint presentations on a computer attached to a display tool (projector or TV-set). Version B: Help Ls with placing the large posters on wall or board where everyone can see and access them
CLASSROOM ARRANGEMENT	The topic group members should sit close to each other. A semi-circular arrangement with the presenter in focus is ideal.
STAGE 1	Pre-presentation guesses
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills Focusing on task
ORGANISATION	Topic group work
AIDS AND MATERIALS	True false statements (prepared by the Teacher based on Ls' work in Lesson 4, Stage 4)

TEACHER'S ACTIVITIES

Ls fill in the True/False worksheet according to their opinions and guesses.

LEARNERS' ACTIVITIES

Ls can discuss and go through the statements very briefly. They are not expected to agree.

STAGE 2 Giving presentations**TIME** 24 mins (5 mins presentation +2 mins T/F statements and evaluation + 1 min technicalities per presentation)**SKILLS AND COMPETENCIES
IN FOCUS** Speaking and presentation skills**ORGANISATION** Topic group and individual work**AIDS AND MATERIALS** Presentations, 4.1 Evaluation criteria, True false statements (prepared by the teacher)**TEACHER'S ACTIVITIES**

First group A presents their part using the poster or the ppt slides (5 min)

Ls check the True /False statements in groups and decide if the presenting group has met the criteria (2 min)

Same for Group B and C.

During the presentation process take notes according to the evaluation criteria and make sure that everything goes on time.

LEARNERS' ACTIVITIES

All Ls are supposed to take part in the oral presentation and the following group discussion actively.

STAGE 3 Checking the True/False statements**TIME** 3 mins**SKILLS AND COMPETENCIES
IN FOCUS** Learning skills**ORGANISATION** Class work**AIDS AND MATERIALS** True false statements (prepared by the Teacher based on Ls' work in Lesson 4, Stage 4)**TEACHER'S ACTIVITIES**

Each L should read a statement and the solution to it; the others say immediately if they agree. Help the process go quickly, since the last stage is equally or even more important.

LEARNERS' ACTIVITIES

It does not matter if Ls announce sentences randomly, do not keep either to their topic groups or the order of the statements.
Ls are supposed to tick or correct their answers.

STAGE 4	Evaluation
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning skills
ORGANISATION	Individual
AIDS AND MATERIALS	1.2 Learning agreement checklist, 4.1 Evaluation criteria

TEACHER'S ACTIVITIES

- 1 Evaluating the presentations. Ask Ls to give their constructive opinion about each presentation. Tell them to concentrate on strengths instead of weaknesses. They should know that the aim of this evaluation is to help each other get better.
Suggested time: 2 minutes per presentation, 6 minutes in total.
Look through your own notes made during the presentations and disclose some of them when something important was missed in peer evaluation.
- 2 Self evaluation and group reflection
Ls fill in their own 1.2 Learning agreement checklists and discuss the results in their topic groups.
Suggested time: 2 minutes for filling in 1.2 Learning agreement checklist, 2 minutes for group reflection
- 3 Whole class discussion on the work done during the module. More advanced groups can do it in English, but this is not a language task.

Moderate the discussion and try to keep to the points of the Learning contract. You or Ls may wish to share personal feelings about the website, working with computers, giving presentations etc. The whole discussion should be focussed on things that have been learnt, skills that have been developed. Some commitments to more conscious learning methods would be welcome.
Suggested time: 5 mins.

LEARNERS' ACTIVITIES

- 1 There should be a small topic group discussion about all (even their own) presentations and one representative should say some sentences based on 4.1 Evaluation criteria.
- 2 In the discussion Ls are encouraged to highlight the most important or interesting elements of their learning experience. They should comment on each other's self evaluation, even give advice.
- 3 Ls are encouraged to reflect on the learning process, methods and materials, as well as on their own learning.