
FIVE MINUTES FAME

Type of module	Project work
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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 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 pairs or small groups, give a 4-5-minute presentation using a poster that they have created. The presentation (and the poster) is about an ideal celebrity: an imaginary person created by Ls. The poster contains the following things:</p> <ul style="list-style-type: none"> ■ picture(s) of and connected to the person ■ interview excerpt(s) ■ a mini-biography ■ fans' opinions ■ and excerpts from the media relating to the celebrity <p>The presentation gives some basic information about the person and his/her work, as well as illustrating how he/she is perceived by the media and by fans.</p> <p>Ls learn about the world of fame and the different ways of getting to know those that live their lives in the limelight. Through a great amount of simulated interaction with real stars, they put together their own image of an ideal celebrity.</p>
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to plan and present a poster ■ to make and give an interview ■ to listen to informal spoken English ■ to practice joining sentences to create a text ■ to set goals and assess progress ■ to enhance group dynamics
TIMEFRAME	5 lessons
TARGET GROUP	14-17-year-old learners
LANGUAGE LEVEL	A2
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can:</p> <ul style="list-style-type: none"> ■ form questions using a variety of question words ■ use the present and past tenses to narrate events from their own or someone else's life ■ describe people, both what they look like and what they are like ■ present specific information as well as their own ideas

LINKS OF THE MODULE

Cross-curricular links

Art & Craft – design a poster
Life long learning / Learner training
Literature – famous literary people

Links with other modules

Interculturally yours

FOCI OF SKILLS-DEVELOPMENT

Communicative language skills

- exchanging information
- telling a story
- talking about someone famous either in a formal or in an informal way
- using notes as a prompt to either talk or write about something in a coherent manner
- discussing issues concerning their own culture and those of other nations (especially celebrities, the role of the media, etc.)

General, educational skills

- presenting information clearly
- evaluating each others' work using a variety of instruments

EVALUATION

Self-assessment through criterion-based self-assessment forms
Ls will be able to assess each others' work with a strong emphasis on appreciating the positive aspects of their peers' products
T will be able to assess Ls work using the same criteria as the Ls. Thus, rather than giving marks (which the T might still do), T and Ls could evaluate the project together within a framework that encourages cooperation and appreciation of the others' work.

SUGGESTIONS

The project has a cyclical nature: it is often like a spiral staircase where you visit the same slot more times, but always at a higher level. There are many cases when Ls are asked to do something, then there is some feedback on how that thing could be done best, and then Ls are asked to perform the task again; this time with greater awareness.
Many activities in the module aim at making Ls listen to each other and develop some interest in the others' work. To make this happen, Ls get certain tasks which they can only fulfil if they have a close look at what the others have done: sometimes they have to use material produced by their peers as the raw material in an exercise.
There are some activities which, if you feel really pressed for time because of the level of your Ls, you might leave out without risking the loss of an important step in the logical build-up of the module (though we would rather suggest that you spend an extra lesson with the module if this is possible). These activities are (number of lesson followed by number of stage): 1.3, 2.2, 3.4, 4.1.

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Asking a variety of questions Reading and writing notes Turning notes into a paragraph	Ls collect celebrities they all know Ls read and then do a quiz on some celebs Ls hear about the project	jobs understanding notes yes/no (and WH-) questions	1.2 Notes 1.2 Quiz 1.4 Word bank – linking
2	Practising linking words Creating a coherent story from notes Categorising English and Hungarian newspapers Preparing an interview for the poster Assessing progress	Ls practice using linking words Ls make an interview with their imaginary celebrity Ls evaluate their progress so far	linking words talking about the press questions for an interview	Ls' homework 2.2 Logos Checklist in Ls' exercise-book from Lesson 1
3	Talking about favourites Listening to informal bits of spoken English	Ls play “Who am I?” with celebrities Ls talk about their favourites Ls listen to an English guy talking about his favourites	asking questions stating your preferences and giving reasons for them listening to bits of informal spoken English	3.1 Labels 3.3 Listening tapescript 3.3 Recording 3.3 Listening worksheet
4	Choosing the most relevant piece of information in a text Enhancing group dynamics Setting the criteria for evaluation Assessing progress	Ls prepare a quiz for the class based on prompts and then do this quiz Ls put together their poster and presentation checklists Ls evaluate their progress so far	turning declaratives into WH-questions DOs and DON'Ts	4.1 Quiz questions 4.2 Poster checklist 4.2 Presentation checklist
5	Exhibiting and reading posters Giving and listening to presentations Self- and peer-evaluation	Ls look at the poster exhibition Ls do their presentations Ls evaluate themselves and each other	talking about many aspects of a celebrity's life language of assessment	A/2 sheet of the poster checklist from the previous lesson put together by the class (NOT the 4.2 Poster checklist) A/2 sheet of the presentation checklist from the previous lesson put together by the class (NOT the 4.2 Presentation checklist) Ls' posters 5.1 Poster and presentation assessment sheet 5.3 Self-assessment form

The module should be done in the given order, but any lesson might be used individually in a different learning scenario, made up by the teacher.

PROCEDURE

LESSON 1: HOW MUCH DO YOU KNOW ABOUT CELEBRITIES?

AIMS OF THE LESSON

- asking for information and providing information
- reading notes about famous people's lives writing notes
- turning notes into coherent paragraphs
- using material produced by peers

MATERIALS AND RESOURCES

1.2 Notes, 1.2 Quiz, 1.4 Word bank – linking

STAGE 1

Warmer – Everybody knows...

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Speaking

ORGANISATION

Whole class

TEACHER'S ACTIVITIES

- 1 Ask Ls to think of world-famous people, celebrities who probably everyone in the class has heard of. Ask Ls to stand up and clap their hands if they have an idea.

Ask "Who knows...?" If everybody does, the L who provided the name can sit down. If not, he/she remains standing and will have to think of someone else.

Ask a L (not the one who said the name) what the person's job is and put the name of the job on the blackboard (just the job, NOT the person's name).

- 2 When all Ls have sat down, point at the different jobs and ask questions like: "Who is a famous actor?"

LEARNERS' ACTIVITIES

- 1 Ls stand up and whoever can think of a celebrity claps his/her hands and tells the class the person's name.

Ls raise their hand if they know the person.

Ls respond.

- 2 Ls recall the names that have been mentioned.

STAGE 2	Who am I?
TIME	13 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Speaking Writing
ORGANISATION	Group work
AIDS AND MATERIALS	1.2 Notes, 1.2 Quiz

TEACHER'S ACTIVITIES

- 1 Arrange Ls in groups of four and give everyone a sheet with some notes about a famous person (each member of a group has different information).

(If possible, arrange the group based on the warmer, i.e. create one group for cinema-people, one for musicians etc.)

Ask Ls to read the notes and then present themselves to the others, who try and guess who the famous person is.

- 2 When they are done, give them the true/false quiz on all the four celebrities which they have to fill in together.

KEY for the quiz:

1 – F 2 – T

3 – F 4 – F

5 – F 6 – T

7 – T 8 – F

- 3 Check the quiz.

Ls will continue working in these groups for the next activity, so give the groups a score for each correct answer. Write the scores of the four groups in one corner of the blackboard.

LEARNERS' ACTIVITIES

- 1 Ls get into groups of four.

Ls read what is on their sheet and then take turns to present their celebrity. The other members of the group guess.

- 2 When they know who they are, they fill in a quiz on these four famous people.

- 3 Ls read out their answers and, if necessary, the relevant part of the notes that helped them answer the question.

STAGE 3	20 questions – Who are we?
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing Listening Speaking
ORGANISATION	Group work, whole class

TEACHER'S ACTIVITIES

- 1 Ask the groups to think of a celebrity they know well and write notes about this person like the ones they used in the previous exercise. (Check that different groups do not choose the same person!)

Tell Ls to think of yes/no questions that will help them guess who the other group thought of. Then tell group A, B, and C to bombard group D with yes/no questions, taking turns. After each round (three questions), group D reads out one piece of information from their notes. After three rounds, Ls are allowed to ask WH-questions as well. The group that guesses correctly gets a score.

- 2 When the game is over, add the new scores to the ones Ls received for the quiz and tell the class which group is the winner and give this group some reward if you like (a plus, a mini-five, a mini-poster, whatever you usually use as reward).

LEARNERS' ACTIVITIES

- 1 Ls think of a famous person they all like and brainstorm some basic information about him/her in the form of notes. It is important that all Ls write down the notes as these notes will be used in the homework.

The groups play 20 questions as if they were individuals.

Ls move on to the next group, until they guess all the four celebrities.

- 2 Ls respond.

STAGE 4	Setting homework – Writing a mini-biography using linking words
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Writing
ORGANISATION	Pair work
AIDS AND MATERIALS	1.4 Word bank – linking

TEACHER'S ACTIVITIES

- 1 Tell Ls that they will get somebody else's notes and their homework will be to turn these notes into a coherent piece of writing. Check whether they know what the word "coherent" means.

Ask them what they need for a text to be coherent and elicit (or tell them) that **linking words** play an important role in the creation of a text. Ask them to list words they might use to connect sentences (they are bound to be able to come up with things like **and, or, but**, etc.).

- 2 Give them the list of linking words and go through it together. Check they understand each word/phrase.
- 3 Ask each group to pass on their notes to the group on their left. Tell Ls that their homework is to write one or two paragraphs about their celebrity based on the newly received notes. Ask Ls to use at least 5 linking elements in this mini-biography so that the text they create is coherent; not only a jumble of notes.

LEARNERS' ACTIVITIES

- 1 Ls respond.

Ls list linking words they are familiar with.

- 2 Ls read the linking words on the handout.

- 3 Ls listen and write the mini-biographies as homework.

STAGE 5 Introducing OUR project**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Listening**ORGANISATION** Whole class**TEACHER'S ACTIVITIES**

- 1 Tell Ls that by writing the mini-biography they already start preparing for the product which they will present on the fifth lesson, which is going to be a poster about the perfect celebrity. But given that human beings are not perfect, their task will be to create their own, ideal, celebrity. They have almost complete freedom in making up this star – the only restriction is that they must come to a compromise with the other members of their group (since they are going to work in groups of 4).

Ask if they have any questions at this point.

- 2 Then tell them that the poster which they prepare about this person in their groups must contain (at least) the following:
 - 1 picture(s) with captions
 - 2 a short biography – 5 dates, 3 names, 2 awards
 - 3 four fans talking about the star
 - 4 two-three excerpts from interviews

Tell them they will also have to present this poster to the rest of the class but emphasize that they can share the workload – not everybody has to present orally if they don't want to. The presentation should be about 4 minutes long. In the fifth lesson, they will look at and evaluate each poster and presentation together, using an assessment sheet. Ask whether they understand everything or if they have any questions.

LEARNERS' ACTIVITIES

- 1 Ls listen and take notes.

L ask if they don't understand something.

- 2 Ls write down these categories in their exercise-books, thus creating a checklist for the contents of the poster which they can refer back to in the future.

Ls listen and take notes.

TEACHER'S ACTIVITIES

- 3 Tell Ls to form groups of four for the next class, as well as to agree on the name and the occupation which they invent for their ideal celebrity.
Alternatively, you might want to put Ls into groups yourself to ensure that the groups represent the same level of proficiency and there are no weaker or stronger groups. It is a good idea to distribute shy students evenly so that there are some people in each group who are willing to give the presentation. Similarly, if you put a highly proficient L into each group, you can make sure that chances are even and that the resulting presentations will not be very different as regards language level. If you set up these groups correctly, all Ls can take part in the work as it best suits their abilities, which obviously increases their motivation as well as their sense of achievement.

LEARNERS' ACTIVITIES

- 3 Ls form groups and invent a name and an occupation together.

LESSON 2: STARTS IN THE MEDIA

AIMS OF THE LESSON

- talking about newspapers
- making an interview
- writing about someone's life
- writing an interview
- setting goals and evaluating progress

MATERIALS AND RESOURCES

Ls' homework, 2.2 Logos, checklist in Ls' exercise-books from Lesson 1

STAGE 1 Checking homework – Linking words

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking

ORGANISATION Pair work, whole class

AIDS AND MATERIALS Ls' homework

TEACHER'S ACTIVITIES

- 1 Ask Ls to take out the mini-biography they produced at home using the linking words. L A has to read his/her text to B, who notes down all the linking words he/she can spot and give his/her opinion about whether they were used correctly.

Tell Ls to swap roles when they are finished with one text.

- 2 When Ls are done, ask 2 or 3 Ls to read out their mini-biographies. Tell the others to clap their hands whenever they hear a linking element. If there is a mistake, correct it together with Ls.

Ask Ls whether there were any problematic points, or sentences they couldn't agree on. Collect some exercise-books so that you can have a look at what they wrote.

Remind Ls that they will have to produce a similar mini-biography for their poster.

LEARNERS' ACTIVITIES

- 1 Ls read their mini-biography to their partner who examines the way linking words have been used.

Ls change roles.

- 2 Ls respond.

Ls share their problems and hand in their texts.

STAGE 2 Categorising newspapers – You are what you read?**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Speaking**ORGANISATION** Individual, whole class**AIDS AND MATERIALS** 2.2 Logos**TEACHER'S ACTIVITIES**

- 1 Put slips of paper on the wall, with names (logos) of English and Hungarian newspapers on them. Ask Ls to walk around and grab a slip if they are familiar with the newspaper.

Divide the blackboard into four parts:

- 1 – daily (tabloid)
- 2 – daily (broadsheet)
- 3 – weekly
- 4 – monthly

When all the slips are gone, ask Ls to clarify what the terms on the board mean, providing help where necessary.

- 2 Ask Ls to stick their slips under the right heading. Encourage Ls to consult their peers first if in doubt; help only where nobody else can. Check the arrangement.

- 1 – daily (tabloid): Reggel, Blikk, The Daily Mirror, The Daily Star
- 2 – daily (broadsheet): Magyar Hírlap, Magyar Nemzet, The Independent, Financial Times
- 3 – weekly: HVG, Élet és Tudomány, Newsweek, The Observer
- 4 – monthly: IPM (Interpress Magazin), História, The Washington Monthly, National Geographic

LEARNERS' ACTIVITIES

- 1 Ls walk around, read the names of newspapers and choose one.

Ls define the different kinds of newspapers.

- 2 Ls try to put their newspaper into the right category.

STAGE 3 Making an interview – Question time!**TIME** 20 mins**SKILLS AND COMPETENCIES
IN FOCUS** Speaking
Writing**ORGANISATION** Individual, group work**TEACHER'S ACTIVITIES**

- 1 Ask Ls which kind of newspaper is most likely to contain articles about celebrities and in what form. Elicit “tabloid” and “interview”. Ask Ls whether they have ever given or made an interview.

Tell Ls to get into their groups and think about their imaginary star. Ask each L to write down two questions he/she would like to ask their star.

Tell Ls to swap questions and ask a couple of them to read out the questions they have received. Correct any mistakes if necessary.

- 2 Tell the groups that now they will have to come up with the answers, which must be based on a compromise. The procedure is the following: Ls read out one of their questions to the group (e.g. Are you married?) who then brainstorm possible replies to it. When they come to an answer that is acceptable for everyone (e.g. I was married twice but now I am single), the person who read out the question notes down this answer. The group then moves on to another question.
- 3 When Ls are finished with all the eight questions, tell them to group them into two or three interviews that have a natural flow. Ask them to group similar questions together and create a link between them. If necessary, they can add any extra question for this purpose.

(This need not be done frontally: if one group indicates that they are ready, tell them what the next task is so that they can continue working).

LEARNERS' ACTIVITIES

- 1 Ls respond.

Ls get into their groups of four and they write questions about their ideal star.

Ls swap questions and read out some of them.

- 2 Ls discuss the questions and answer them in a way that is acceptable for everyone in the group. They take notes of their answers.
Ls structure their questions so that they get the excerpts that is required for the poster.
- 3 Ls structure their questions so that they get the excerpts that are required for the poster.

STAGE 4	Progress evaluation – Let’s see what we have!
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Self-assessment Goal setting
ORGANISATION	Group work
AIDS AND MATERIALS	Checklist in Ls’ exercise-books from Lesson 1

TEACHER’S ACTIVITIES

- 1 Tell Ls to take out their checklist from Lesson 1 and see what they have already done.

(They have made the interview excerpts and they have learnt how to write a mini-biography, but this latter part still has to be done about their own celebrity.)

- 2 Tell Ls to decide who is responsible for the remaining steps and also to choose the speakers for the presentation. (Those who will not present should play a more active part in the preparation of the poster.) Tell Ls to put this all down in writing so that they can refer back to it later.

Tell Ls to start creating pictures of their celebrity. As this person is fictional, they will have to draw pictures or put them together using various materials, e.g. colour paper, buttons, thread, seeds etc. The pictures will only have to be ready for the fifth lesson but it is worth reminding Ls now so that they have more time to work on them.

LEARNERS’ ACTIVITIES

- 1 Ls have a look at their checklist in their group of four.

- 2 Ls decide who is responsible for what in the project. They write this down next to their checklist.

Ls start creating their pictures.

LESSON 3: YOUR OWN FAVOURITES

AIMS OF THE LESSON

- talking about your favourites
- listening to spoken, informal bits of English
- writing about your favourites in an informal way

MATERIALS AND RESOURCES

3.1 Labels, 3.3 Listening tapescript, 3.3 Recording, 3.3 Listening worksheet

STAGE 1

Warmer – Find out who you are

TIME

7 mins

SKILLS AND COMPETENCIES IN FOCUS

Speaking

ORGANISATION

Whole class, melee

AIDS AND MATERIALS

3.1 Labels – names of celebrities

TEACHER'S ACTIVITIES

- 1 Put a slip on everybody's back with the name of a famous person on it. The celebrities can be divided into four groups based on their jobs: writers, actors, sportspeople and people from commercial TV channels.

writers: William Shakespeare, Imre Kertész, J.K Rowling, Ernest Hemingway

actors: Hugh Grant, Ewan McGregor, Audrey Tatou, Mucsi Zoltán s

portspeople: Zoltán Gera, Lance Armstrong, Evgeni Plushenko, David Beckham

commercial TV: Pongó from Big Brother, Lili, Gyözike, Vágó István

LEARNERS' ACTIVITIES

- 1 Ls walk around and ask questions in order to find out who they are.

STAGE 2 Stating your opinion – Who are your favourites?

TIME 6 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking

ORGANISATION Group work

TEACHER'S ACTIVITIES

- 1 Ask Ls to try and find the group they fit in and sit down with them.

In these groups, ask Ls to tell each other who their favourite is from those four people, that is, who they like best. Tell them to give reasons for their choice.

LEARNERS' ACTIVITIES

- 1 Ls get into groups based on their celebrities' job.

Ls choose a favourite and argue for their choice.

STAGE 3	Listening comprehension – I like him because...
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening Speaking
ORGANISATION	Individual, pair work
AIDS AND MATERIALS	3.3 Listening tapescript, 3.3 Recording, 3.3 Listening worksheet

TEACHER'S ACTIVITIES

- 1 Tell Ls they are going to listen to Jon, who is a teenager just like them, talking about his own favourites. Give out the listening handout.
- 2 Tells Ls to do Ex 1 in pairs (to pre-teach key vocabulary that might cause problems when Ls try to decipher the text).

LEARNERS' ACTIVITIES

- 1 Ls listen.
- 2 Ls do Ex 1 to familiarise themselves with the words.

KEY:

- 1 – sense of humour
- 2 – among
- 3 – lock away
- 4 – unusual
- 5 – script
- 6 – a cappella
- 7 – setting
- 8 – conductor
- 9 – performer
- 10 – fan

TEACHER'S ACTIVITIES

- 3 Play the tape once and tell Ls to fill in the chart in Ex 2. It is only two names and two jobs that Ls have to supply, thus, even if they didn't understand much for this first listening, they will not perceive it to be too difficult. (Ls will probably not get the spelling of family names right, but let them make their guesses and lead them towards the correct solution.)

KEY:

- 1 – Bobby McFerrin, musician
- 2 – Ray Bradbury, (sci-fi) writer

Play the tape again and tell Ls to answer the questions in Ex 3.

KEY:

- a) "Don't worry, be happy"
- b) He does both.
- c) Basically all kinds; classical music, world music, jazz and pop are mentioned in the text.
- d) He works as a conductor sometimes.
- e) His father is a great fan of science
- f) Because he uses everyday settings for his stories, even if he writes about unusual things.
- g) He wrote the script.
- h) Death and the Maiden.

Check their answers by making them read out what they wrote.

LEARNERS' ACTIVITIES

- 3 Ls listen to the tape and do Ex 2 in pairs.

Ls listen again and do Ex 3.

STAGE 4 Speaking about your favourites – We like him because...

TIME 7 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking

ORGANISATION Pair work

AIDS AND MATERIALS 3.3 Listening worksheet

TEACHER'S ACTIVITIES

- 1 Ask Ls to tell their partner about their own favourites, like Jon did on the tape, using the prompt sentences on the handout.

Ask some Ls about their partner's favourites (e.g. Kati, who is Ági's favourite actor and why?).

LEARNERS' ACTIVITIES

- 1 Ls talk about their favourites.

Ls report back to the class about their partner.

STAGE 5 Setting homework – Fan Club**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Writing**ORGANISATION** Individual**TEACHER'S ACTIVITIES**

- 1 Ask Ls what part of the poster you have been preparing today and elicit “fans’ opinions”. Tell them to get into their groups of four and brainstorm ideas about why their celebrity is popular, what things do people like about him/her. They need at least four different reasons as they have to write four pieces of text.

Tell them they have to write the texts for next class as homework (each L has to write one piece) so that you can check it together. Call Ls’ attention to the difference in style between a mini-biography and an informal opinion and encourage them to use phrases from the listening to imitate spoken English.

- 2 Also tell Ls to think about the 5 dates, 3 names and 2 awards that they want to include in the mini-biography.

LEARNERS' ACTIVITIES

- 1 Ls collect reasons for their celebrity’s popularity.

Ls write the fan-texts in informal English.

- 2 Ls brainstorm for the mini-biography.

LESSON 4: WHAT MAKES A GOOD POSTER AND PRESENTATION

AIMS OF THE LESSON

- forming and writing questions
- talking about good posters and presentations
- writing a mini-biography
- setting the criteria based on which future performance will be assessed

MATERIALS AND RESOURCES

4.1 Quiz questions, 4.2 Poster checklist , 4.2 Presentation checklist

STAGE 1 Writing a quiz – Do you know...?

TIME 15 mins

SKILLS AND COMPETENCIES IN FOCUS

Reading
Writing
Speaking

ORGANISATION

Individual work, pair work

AIDS AND MATERIALS

4.1 Quiz

TEACHER'S ACTIVITIES

- 1 Put statements like “I am the author of the Harry Potter books” or “I played Shakespeare in ‘Shakespeare in love’” on the wall and tell Ls to walk around in pairs and have a look at them. If they find one which they know (e.g. they know who the author of the HP books is) they take it with them when they sit down.

Tell Ls to turn their statement into a question (e.g. Who is the author of the HP books?). Have them read out the question and let the rest of the class guess.

- 2 Tell Ls to write two more questions about other celebrities in the same field of life (e.g. in our case, 2 more literary people) for a class quiz. Ask them to write each question on a separate slip of paper.

Ask Ls to read their questions to the class in a random order. Take those slips which have been read out and put them on your desk in the right order. (This will help checking answers.)

LEARNERS' ACTIVITIES

- 1 Ls walk around, read the sentences on the wall and take one they will work with.

Ls transform their statement into a question and read it out.

- 2 Ls write two quiz questions about the same topic for the rest of the class.

Pairs of Ls read out their questions. They also discuss and write down the answers to the other questions in pairs.

TEACHER'S ACTIVITIES

- 3 Check the quiz by reading the questions on your desk in the original order. Ask any pair of Ls who feel sure about the answer to read it out and then turn to the pair who wrote the question for approval. If nobody knows the correct answer, ask those who wrote the question.

At the end of the activity, ask Ls to count the number of correct answers they gave. When adding up scores, remember that the maximum is 14 since Ls do not answer their own two questions. Reward the winners.

LEARNERS' ACTIVITIES

- 3 Ls respond. Ls give the correct answers to their own questions.

Pairs of Ls add up their score.

STAGE 2	Poster and presentation checklist – This is what we want
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Criterion setting
ORGANISATION	Group work
AIDS AND MATERIALS	4.2 Poster checklist, 4.2 Presentation checklist

TEACHER'S ACTIVITIES

- 1 Tell Ls to get into the groups they are working with on the poster. Give each group a list of DOs and DON'Ts from the poster and presentation checklists, but with the DO or DON'T part missing.
With a group of 16, you'll probably have 4 groups of four; in that case, give each group two items from the 4.2 Poster checklist and four items from the 4.2 Presentation checklist.
- 2 Tell Ls to complete the tips with DO or DON'T and then to add two more tips for both the poster and the presentation checklist.
- 3 Stick an empty sheet (at least A2) onto the board and elicit the final DOs and DON'Ts from the class. This is the checklist of the class, this will be used for evaluating the posters and presentations on the next lesson, so make sure all Ls understand what is expected of them.

(The checklists provided in the materials section are only used at the beginning of this exercise when Ls are given the incomplete tips.

Once the common checklist is finished, that will be used as the point of reference.)

LEARNERS' ACTIVITIES

- 1 Ls sit down in their groups of four.
- 2 Ls decide if the items on their slips are to be observed or rather avoided. They collect more DOs and DON'Ts.
- 3 Ls put together a checklist for the whole class.

STAGE 3	Progress evaluation – Let’s see what we have!
TIME	18 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Self-evaluation Goal setting
ORGANISATION	Group work
AIDS AND MATERIALS	Ls’ checklist from Lesson 1

TEACHER’S ACTIVITIES

1. Tell Ls to prepare the fan-texts they did for this class so that you can have a look at them as you walk around.

Tell Ls to take out their checklists and see what is left to do. They have the interview excerpts and the fan-texts, they will have the pictures for next class – now they need to write their star’s minibiography.

- 2 Tell Ls to make a decision about the 5 dates, 3 names and 2 awards that they want to mention in the biography. As each L has brought some ideas to class, this will probably not take very long.
- 3 Tell Ls to put the mini-biography together, looking at the list of linking words from Lesson 1 and the mini-biographies they wrote for Lesson 2 as a sample.

Walk around while they work and have a look at the fan-texts as well as the biographies.

- 4 Tell Ls to get together before next class so that they can put everything on their poster (a longer break or half an hour after school will do, but tell them it’s important that they are absolutely ready with everything for the beginning of Lesson 5).

LEARNERS’ ACTIVITIES

- 1 Ls take out their fan-texts.

Ls have another look at their checklist.

- 2 Ls start the outline of the mini-biography.

- 3 Ls write the mini-biography.

- 4 Ls put together their posters.

LESSON 5: MEET THE IDEAL CELEB

AIMS OF THE LESSON

- giving a presentation related to a poster
- listening to presentations
- self- and peer-assessment

MATERIALS AND RESOURCES

poster and presentation checklist from the previous lesson put together by the class (NOT the 4.2 presentation checklist), Ls' posters, 5.1 Poster and presentation assessment sheet, 5.3 Self-assessment form

STAGE 1 Warmer – Poster exhibition

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading
Speaking

ORGANISATION Group work

AIDS AND MATERIALS Ls' posters, 4.2 Poster checklist and 4.2 Presentation checklist from Lesson 4, 5.1 Poster and presentation assessment sheets

TEACHER'S ACTIVITIES

- 1 Tell Ls to put their posters on the wall and walk around the class in their groups, looking at all posters. Give Ls the assessment sheet and tell them to fill in the parts about the poster. (As assessment sheets are about groups, each group will get three of them.) They have to think of a question related to each poster, and also jot down something that they like about the poster.

While Ls are walking around, put the 4.2 Poster checklist and the 4.3 Presentation checklist on the board, so that Ls can see them when they evaluate the others' work.

LEARNERS' ACTIVITIES

- 1 Ls walk around, look at the posters and fill in the relevant parts of the assessment form, writing a question and a compliment about each poster.

STAGE 2	Poster presentations – Oral presentation of posters
TARGET GROUP	Ls discussed how they will share the workload on Lesson 1; therefore perhaps not everybody will present
TIME	30 mins
SKILLS AND COMPETENCIES IN FOCUS	Presentation skills Listening
ORGANISATION	Whole class
AIDS AND MATERIALS	Ls' posters, 5.1 Poster and presentation assessment sheets

TEACHER'S ACTIVITIES

- 1 Tell Ls to give their presentation in turns.

While listening to the presentations, fill in the presentation assessment sheets. Those Ls who are not presenting should do the same.

- 2 After each presentation, have each group ask the presenters a question (which they formulated during the warmer). Then ask Ls to list things they liked and to add some ideas for improvement afterwards. Finally, sum up what was said.

Check timing!!! (4 minutes for each presentation, 3 minutes for questions and evaluation)

LEARNERS' ACTIVITIES

- 1 Ls give their presentations, the others fill in the assessment forms.

- 2 Ls evaluate the presentations and ask questions.

STAGE 3	Evaluation – What have we learnt?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Self-assessment
ORGANISATION	Individual work
AIDS AND MATERIALS	5.3 Self-assessment form

TEACHER'S ACTIVITIES

- 1 Hand out self-assessment forms and ask Ls to fill them in individually, thinking back to the whole project.

Walk around and give oral feedback to each presenting group, highlighting the good points but also mentioning areas on which Ls still need to work.

- 2 Collect self-assessment forms and put them, alongside the presentation assessment sheets, in the project file for future reference.

Ask Ls to list things they learnt while working on the project and also things that they liked. Then tell them what you think about these 5 lessons – did you as a class achieve what you wanted? did you have a good time? do the posters show that Ls have learnt something? etc. Let Ls go home with a sense of achievement and in a good mood.

LEARNERS' ACTIVITIES

- 1 Ls complete self-assessment forms.

Ls listen to T's oral feedback.

- 2 Ls hand in self-assessment forms.

Ls listen to your evaluation.