
INTERCULTURALLY YOURS

CULTURE SHOCK

Type of module	Project work
Target group	14–17-year-old learners
Level	B1
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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	Project work
DESCRIPTION OF MODULE	<ul style="list-style-type: none"> ■ Ls learn about culture shock and cultural differences between countries, first by looking at other cultures and then by trying to look at their own culture through the eye of a foreigner. ■ 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 one aspect of Hungarian culture that they would like to introduce to foreigners visiting Hungary (e.g. what food to expect and what to look out for; what to watch out for when moving about the country).
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to learn about other cultures ■ to make Ls reflect on their on culture ■ to prepare Ls for culture shock and make them more open-minded, tolerant ■ to plan and present a poster ■ to enhance group dynamics through co-operation ■ to base assessment on criteria set up together
TIMEFRAME	5 lessons
TARGET GROUP	14–17-year-old learners
LANGUAGE LEVEL	B1
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 ■ express agreement and disagreement ■ present general information ■ work in pairs as well as individually ■ use the Internet to search for information
LINKS OF THE MODULE	
Cross-curricular links	Art & Craft – design a poster, Life long learning / Learner training. Relationship with EU and the world, Man and society (history) – Ls will be able to relate their personal perception of other (and their own) cultures to an intercultural background rooted in the historical background of nations
Links with other modules	Our Wonderful 20th century

FOCI OF SKILLS-DEVELOPMENT**Communicative language skills**

- Exchanging information and asking for details
- Expressing agreement and disagreement in a variety of ways
- Discussing issues concerning Ls' own culture and those of other nations
- Interaction with others and speaking continuously
- Listening to informal English
- Presentation skills: giving a coherent and clearly structured presentation on a topic

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

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): 1.2, 2.1, 3.3, 4.2.

BACK UP SYSTEMS

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Asking for and providing information Making guesses about cultural traditions Raising Ls' cultural and intercultural awareness	Ls discuss the idea of culture shock Ls do a culture shock quiz Ls engage in a role-play as various countries	notes about countries giving and asking for information speaking using notes	1.2 Quiz 1.3 Role cards 1.3. Questionnaire 1.4 Checklist
2	Recalling information Evaluating a poster Setting criteria co-operatively	Ls revise the information about the different countries Ls exhibit the poster the have made Ls evaluate posters	customs and habits describing a poster the language of assessment	2.2 Evaluation sheet
3	Raising Ls' awareness about their own culture Listening to informal spoken English	Ls discuss statements about Hungarian culture Ls listen to an Englishman talking about Hungarian culture	expressing and arguing for your opinion fillers and hesitation devices in speech	3.2 Questionnaire 3.2 Language box 3.3 Listening worksheet 3.3 Listening tapescript 3.3 Recording Tape Recorder
4	Evaluating presentations Making critical remarks Preparing and giving a presentation	Ls collect the DOs and DON'Ts of presentation Ls listen to recordings of problematic presentations Ls practice giving presentations	DOs and DON'Ts making critical remarks listening to presentations presenting a short talk about a poster	4.1 Checklist 4.2 Recording 4.2 Tapescript Tape Recorder
5	Giving the final presentation Assessing presentations Evaluating the whole project	Ls revise the checklists Ls give their presentations Ls evaluate themselves their peers and the whole project	giving and listening to presentations self- and peer-assessment	1.4 Checklist 4.1 Checklist Ls' posters 5.2 Poster and presentation assessment sheet 5.3 Self assessment form

PROCEDURE

LESSON 1: DIFFERENT CULTURES – INTRODUCTION

AIMS OF THE LESSON

- asking for and providing information
- making guesses about cultural traditions
- reading short descriptions about countries

MATERIALS AND RESOURCES

1.2 Quiz, 1.3 Role cards, 1.3. Questionnaire, 1.4 Checklist

STAGE 1 Introducing the topic of cultural differences

TIME 4 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking

ORGANISATION Pair work + whole class

TEACHER'S ACTIVITIES

- 1 T introduces the idea of culture shock or cultural differences. This can be done using their personal experiences but below is a list of (hopefully) intercultural interesting bits:

"In the USA some people mix up Hungary with Honduras or Magyarország with Madagascar because they sound similar."

The idea of eating "larded bread" (*zsíros kenyér*) is just disgusting for many foreigners.

Americans usually find it funny that in Hungary we use 'Hello' to mean good-bye.

In Africa in some countries people greet each other by putting their hands on each others' shoulders rather than shaking hands.

LEARNERS' ACTIVITIES

- 1 Ls listen and might even add some things they have experienced or heard of.

STAGE 2 Culture shock quiz**TARGET GROUP** All (as this is basically a guessing game, even weaker Ls can participate)**TIME** 13 mins**SKILLS AND COMPETENCIES
IN FOCUS** Reading
Speaking**ORGANISATION** Pair work + whole class (feedback)**AIDS AND MATERIALS** 1.2 Quiz**TEACHER'S ACTIVITIES**

- 1 Ls get a handout with 12 statements on it about different cultures.
T elicits the answers from Ls and then gives the correct answers. It is important to note that this is basically a guessing game, so Ls must be told that they are not expected to actually know the answers.

If there is time, it might be interesting to ask Ls which statement they found the strangest or the least shocking.

You might also stop after each item and ask Ls if the situation is the same or different in Hungary, preparing them for the idea of the “inverse culture shock”.

Key to 1.2 Quiz

- 1 True.
- 2 No, you should say 'Excuse me!'
- 3 No, these are polite idioms but actually it is wise to telephone before visiting someone at home.
- 4 True.
- 5 No, red roses are only for romantic dinners.
- 6 No, it is the host or the hostess.
- 7 True, so you don't actually have to answer in great detail.
- 8 True.
- 9 No, usually it means that everyone will pay for themselves.
- 10 True.
- 11 False.
- 12 Yes, it is 40 mph. (about 65 kmh)

LEARNERS' ACTIVITIES

- 1 Ls (working individually or in pairs) have to decide whether the statements are true or false.
Ls discuss each statement briefly.

Ls correct their own work.

STAGE 3	Role play – The ‘many countries’ game
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Speaking Listening Writing
ORGANISATION	Pair work, whole class melee, pair work, whole class
AIDS AND MATERIALS	1.3 Role cards, 1.3 Questionnaire

TEACHER’S ACTIVITIES

- 1 Ls get a card in pairs about a country (the UK, the USA, Japan, Australia, Saudi-Arabia, Sweden, Russia, and Brazil). The categories are the same for all countries (flag, capital, language(s), food, festival, attraction, poet/movie, celebrity, invention, history); however, not all categories appear on all the cards.

T monitors Ls work and helps out where there is a problem. The most difficult part might be the description of the flags. It is a good idea to pre-teach some recurring phrases here (e.g. *stripe, cross, vertical*).

- 2 When walking around exchanging information, Ls should be encouraged not just to recite what is on their card and listen to what the other says, but rather ask for specific information. Some questions might be pre-taught for this, such as “What is the flag like?”, etc. Ideally, Ls should be given a few minutes to study the card and then asked to leave the card on the desk, so that a real exchange of information is possible, not only a reading aloud exercise (this is why not all the categories appear on all the cards). Less proficient Ls might be allowed to take the card with them.

As two people have information about the same country, in a class of 16 Ls there are 8 different countries altogether. T might or might not allow Ls to take notes while listening to the others. The advantage of Ls taking notes might be that information told will be definitely noted down and Ls will not feel lost having to store a lot of new data in their short-term memory. On the other hand, not taking notes might result in a more concerted effort to exchange information.

LEARNERS’ ACTIVITIES

- 1 Ls carefully read and make sure they understand everything on their card.

- 2 Ls walk around and exchange information with their peers.

TEACHER'S ACTIVITIES

- 3 T hands out the questionnaires.

Key:

1. True; 2. False ; 3. False; 4. False; 5. True; 6. True; 7. False; 8. True; 9. True; 10. True; 11. False; 12. False; 13. True; 14. True; 15. True; 16. False

T elicits the answers from Ls (a handy rule: those who had the card of that country should not give the answers).

LEARNERS' ACTIVITIES

- 3 Ls get a questionnaire with questions that they fill in in pairs.

STAGE 4 Homework. Designing a poster – Let’s learn more about the countries!

TIME 3 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading
Writing

ORGANISATION Whole class

AIDS AND MATERIALS 1.4 Checklist

TEACHER’S ACTIVITIES

- 1 T tells Ls to prepare a max. A/3 size poster about the country they were given. Ls might be allowed to choose another country they both like but this has to be done on the spot to avoid double posters and Ls should be aware that this means extra work as they have to start from scratch. On the other hand, their increased motivation about writing a favourite country might compensate for all this. Ls must be told that their poster should follow the requirements listed on the checklist as much as possible. Ls should also be told that they are going to have to present their posters to the rest of the class.

It’s important that both of the Ls contribute to creating the poster so tell them that they should share the workload in such a way that the outcome is something they could present to the rest of the class as their own "creation".

If some Ls are not likely or able to prepare the homework together, they should prepare their posters separately. (In this case, it is a good idea to decide which topic is going to be covered by whom.)

Below are some links that have further information on each of the countries (naturally, there are countless others as well):

Columbia Encyclopedia (<http://www.bartleby.com/65/>)

Encarta online (<http://encarta.msn.com/>)

Infoplease (<http://www.infoplease.com/encyclopedia/>)

Encyclopedia.com (<http://www.encyclopedia.com/>)

The world factbook (<http://www.cia.gov/cia/publications/factbook/>)

LEARNERS’ ACTIVITIES

- 1 Ls do the homework in pairs.

TEACHER'S ACTIVITIES

Ls should be reminded that their homework is mini-research, not a mini-copying exercise. They should know the possible sanctions awaiting them if they “steal” someone else’s ideas (ranging from having to re-write the poster to a fail on the given assignment or the whole project, depending on the school’s and T’s policy toward plagiarism). Our experience shows that Ls refrain from such copying if they are told that it is easy to recognise a text that is above their level, and that such texts can be entered into search engines to find the original very easily.

LEARNERS' ACTIVITIES

LESSON 2: POSTER PRESENTATION

AIMS OF THE LESSON

- discussing positive and negatives aspects of posters
- expressing your opinion, making suggestions
- listening to comments and taking notes about them

MATERIALS AND RESOURCES

2.2 Evaluation sheet

STAGE 1

Warmer – brainstorming

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Listening
Speaking

ORGANISATION

Ls work in 2 groups

TEACHER'S ACTIVITIES

- 1 T writes the names of some/all of the countries on the blackboard and then divides the blackboard into two parts.
T divides the class into 2 groups and tells Ls that they must fill their part of the blackboard with information on any of the countries they learned/heard about in Lesson 1 of the project.
More Ls might write at the same time, but it is also possible that one L does the writing part and the others just shout the info to him/ her.
It is strongly suggested that T set a time limit to avoid a 15-minute rush with every inch of the blackboard exploited.
(Note: The aim of this exercise is to move Ls about a little bit and also to revise as much as possible from the previous lesson. It is also useful to see what information sticks the most.)
- 2 At the end of the game, T reads out what's on the blackboard and the whole class decide whether the information on the board is correct. Finally, the number of the correct answers is determined and the winner is announced (or not, depending on how much the T wants to make this exercise a competition)

LEARNERS' ACTIVITIES

- 1 Ls work in 2 groups and try to fill their part of the blackboard with as many pieces of information as possible.
- 2 Ls, together with the T, decide whether the info on the board is correct.

STAGE 2	Presentation of the posters – The poster gallery
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening Speaking Reading
ORGANISATION	Pair work, small groups, whole class
AIDS AND MATERIALS	2.2 Evaluation sheet

TEACHER'S ACTIVITIES

- 1 T gives Ls Blu-Tack and asks Ls to put up their posters.

T tells Ls to walk around in pairs with their checklist and see how much the others' posters meet the requirements. It would also be important to tell Ls to choose one thing in each poster that they liked and write that thing down (e.g. the colours, the pictures, some interesting facts etc.). This is important to ensure that Ls will certainly get some positive feedback on their work and it also motivates Ls to consider the posters more carefully and try to see what is good in them.

- 2 When Ls are done looking at the posters, tell each pair to go to another pair and give them some feedback. Then they should swap roles.

Depending on how much time the T has at this stage, Ls might be told to go to one, two or even 3 other pairs and give them some feedback in a similar manner.

LEARNERS' ACTIVITIES

- 1 Ls put up their posters on the walls of the classroom.

Ls walk around with their checklist and evaluate each and every one (or at least as many as possible) of the posters on the walls.
Ls fill in the checklist and also note down at least 1 thing they liked about the others' posters.

- 2 Ls work in groups of 4 and change partners as many times as the T asks them.

STAGE 3 Discussion – What makes a good poster?**TIME** 8 mins**SKILLS AND COMPETENCIES
IN FOCUS** Speaking**ORGANISATION** Whole class**TEACHER'S ACTIVITIES**

- 1 T asks Ls the feedback questions and the whole class, together with the T, evaluate this phase of the project.

Note: The aim of creating a first poster before the 'real' project poster is to let Ls experience the difficulties that might crop up as well as giving them the chance to evaluate an experience rather than an abstract idea. It is important that Ls understand that it is not how good these posters are that counts at this stage but rather the experience they gained while labouring through the process once.

The feedback questions are:

- what useful feedback they got on their posters
- what they found the most difficult in designing the poster
- what they would do differently
- whether there is anything new they would like to include in the checklist
- how they could make the process of designing a poster more effective
- how easy it was for them to work in pairs
- whether they learnt anything new about the countries after having read the posters

LEARNERS' ACTIVITIES

- 1 Ls answer the T's questions and contribute to the discussion by analysing their experience.

LESSON 3: CULTURE SHOCK – BACKFIRED

AIMS OF THE LESSON

- arguing for your viewpoint
- reading statements and deciding how much you agree with them
- listening for gist and listening for specific information

MATERIALS AND RESOURCES

3.2 Questionnaire, 3.2 Language box, 3.3 Listening worksheet, 3.3 Listening tapescript, 3.3 Recording, Tape Recorder

STAGE 1

Warmer – Your own culture

TIME

3 mins

SKILLS AND COMPETENCIES IN FOCUS

Listening

ORGANISATION

Whole class

TEACHER'S ACTIVITIES

- 1 Tell Ls you will make a quick survey to start the lesson. You will read sentences and they will tell you how much they agree. They will use a 1 to 5 scale like in school, 5 means the strongest agreement. They have to clap their hands to indicate their answer. For instance, if they absolutely agree, they will clap five times, if they absolutely disagree, they will clap once, etc.
- 2 Read the four statements below one by one. Always give some feedback about the number of claps. (e.g. "So most of you agree"
"Well, I see you disagree with this one")
 - Budapest is the most beautiful city in Hungary.
 - Hungarian people complain all the time.
 - Oláh Ibolya is a good singer.
 - I feel good today.
 - The canteen in our school is good.(Note: of course, you might want to use other statements as well)

LEARNERS' ACTIVITIES

- 1 Ls listen.
- 2 Ls listen to the statements and clap their hands accordingly.

STAGE 2	Elicitation – How much do you know about Hungarian culture?
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Speaking
ORGANISATION	Individual work, pair work
AIDS AND MATERIALS	3.2 Questionnaire

TEACHER'S ACTIVITIES

- 1 Tell Ls that today's lesson is about aspects of the Hungarian culture that might be strange for foreigners. Emphasize the importance of understanding that cultures are different and everybody thinks their culture to be "normal" and the others' to be "different". So what is absolutely acceptable for them might cause problems for someone from another country.

Tell Ls you will make a survey like the one you have just done. Hand out the questionnaires with the ten statements. Emphasize that there is no right or wrong answer, the only important thing is that Ls should know why they choose a certain number.

- 2 Tell Ls to discuss their answers in pairs when they are done.

LEARNERS' ACTIVITIES

- 1 Ls listen.

Ls choose a number 1-5 for each statement.

- 2 When Ls have finished, they discuss their answers in pairs.

VARIATION FOR LS WHO ARE MORE PROFICIENT IN DISCUSSIONS

AIDS AND MATERIALS	3.2 Language box
DESCRIPTION	Before handing out the 3.2 Questionnaire, hand out the 3.2 Language box and go through the agree-disagree expressions with the class. Then give out the questionnaire, asking Ls to discuss the answers as they fill it in, i.e. there's no individual work in this phase, Ls work on the questionnaire in pairs.

STAGE 3 Listening comprehension – Hungary – a foreigner’s view**TIME** 18 mins**SKILLS AND COMPETENCIES
IN FOCUS** Speaking
Listening**ORGANISATION** Pair work, individual work**AIDS AND MATERIALS** 3.3 Listening worksheet, 3.3 Recording, 3.3 Tapescript**TEACHER’S ACTIVITIES**

- 1 Hand out the 3.3 Listening worksheet. Tell Ls they will listen to an English teacher who is married to a Hungarian woman. Ask them to discuss the questions in Ex. 1. in pairs.
Play the tape and ask Ls to take notes (Ex. 2). Check the answers together.

- 2 Play the tape again and ask Ls to fill in the gaps in Ex. 3. Again, check the answers together.

Key to Ex 3. on 3.3 A/3 (you can accept other solutions as long as they are based on the recording and are well-formed):

- 1 bed and breakfast
- 2 in Hungary
- 3 go back to England
- 4 he has been away for a long time and misses the country
- 5 black or grey trousers with a white or blue shirt, perhaps a tie and a blazer, too
- 6 only deal with civil cases, not criminal ones
- 7 the jobs that have the most respect
- 8 it’s worse that it was ten years ago
- 9 a lot better
- 10 a lot of fathers are away from home for too long because of their work

While Ls are listening or after they are done, write the following topics on the board:

festivals, public transport, food, art, famous people, music, geography, school system, universities, the typical family, a city/town/village, baths or any other topic that Ls feel comfortable with and would like to write about.

LEARNERS’ ACTIVITIES

- 1 Ls listen and then discuss the questions in Ex. 1 in pairs.

Ls listen and take notes, then check the answers.

- 2 Ls listen and fill in the gaps, then check their answers.

STAGE 4	Goal setting – Choosing a topic for the posters and presentations
TIME	4 mins
SKILLS AND COMPETENCIES IN FOCUS	Goal setting
ORGANISATION	Group work

TEACHER'S ACTIVITIES

- 1 Ask Ls to look at the board and choose a topic for their poster and presentation. If they would like to deal with a topic that is related to the theme but is not on the board, encourage them to add it to the list. Make a note of who is doing what and clarify deadlines once more.

LEARNERS' ACTIVITIES

- 1 Ls respond.

LESSON 4: A GOOD PRESENTATION

AIMS OF THE LESSON

- giving advice
- making critical remarks
- reading and then summarizing what you have read

MATERIALS AND RESOURCES

4.1 Checklist, 4.2 Recording, 4.2 Tapescript, Tape Recorder

STAGE 1

Warmer – The dos and don'ts of presentation

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Reading
Speaking

ORGANISATION

Individual work, pair work

AIDS AND MATERIALS

4.1 Checklist

TEACHER'S ACTIVITIES

- 1 Write the 8 do's and 8 don'ts on separate slips of paper and stick them on the wall before the lesson starts.

Tell Ls to walk around and decide whether the given advice begins with DO or DON'T. Ask them to take one and sit down in pairs.

- 2 Divide the board into two and write DO and DON'T on top of the two sections. Tell Ls to stick their slips under the right heading.

Check together.

LEARNERS' ACTIVITIES

- 1 Ls listen, then walk around and read the slips. They pick one and sit down to discuss it with a partner.

- 2 Ls go to the board and stick their slips on it.

TEACHER'S ACTIVITIES

Key to the dos and don'ts (4.1 Checklist)

DO:

- speak up
- check your timing
- use more than one source
- structure your presentation
- use (not very strong) hand gestures
- move around to make it more dynamic
- make eye contact with all members of your audience
- practice your presentation in front of a mirror or with a partner

DON'T

- mumble
- speak too fast
- risk weak jokes
- worry too much
- prepare too much material
- leave everything until the last minute
- read your presentation word for word
- think your audience is not interested in what you have to say

LEARNERS' ACTIVITIES

Ls respond.

STAGE 2 Error correction – Problematic presentations**TIME** 15 mins**SKILLS AND COMPETENCIES
IN FOCUS** Listening
Evaluating**ORGANISATION** Pair work, whole group**AIDS AND MATERIALS** 4.2 Recording, 4.2 Tapescript**TEACHER'S ACTIVITIES**

- 1 Tell Ls you are going to play them two presentations about two countries, following the layout of the role cards of the first lesson. Ask them to spot mistakes in the presentations, partly based on the do's and don'ts you have just covered.

Play the first recording and collect ideas. Add any if necessary. If you encounter something new, add it to the DON'T list on the board.

- 2 Play the second recording and collect ideas in the same way.

LEARNERS' ACTIVITIES

- 1 Ls listen.

Ls listen and jot down what they observe, then share this with the others.

- 2 Ls listen and jot down what they observe, then share this with the others.

STAGE 3 Practicing presentations – It’s your turn now!**TIME** 25 mins**SKILLS AND COMPETENCIES
IN FOCUS** Oral presentation
Self- and peer- evaluation**ORGANISATION** Individual work, group work**TEACHER’S ACTIVITIES**

- 1 Tell Ls that you switch now to good presentations and this time, to ensure excellent quality, they will be the presenters. Ask Ls to choose a poster from the wall (they cannot choose their own) and prepare a 2-minute-long presentation about its content.

Emphasize, especially if Ls think 10 minutes is not enough, that this is only a rehearsal for giving the presentation in Lesson 5, and that Ls are already familiar with the content of the posters from Lesson 2. They should look at this task as an excellent opportunity to try their presenting skills in small groups before doing it in front of the whole class. Be enthusiastic and show you think your Ls can do it.

- 2 After 10 minutes, arrange Ls in groups of four and tell them to give their presentation in turns. Ask all Ls to take notes about what they like/don’t like about each presentation.

- 3 When everyone has presented, ask Ls to tell each other (in their groups of four) what could be improved in the presentations. Ask them to save their praising remarks for the whole group.

When they are done, ask the whole class to list things they liked about the presentations, mentioning the presenter’s name as well. (If they mention things which are listed under the DO heading on the board, write the person’s name there, otherwise put the praised quality and the person’s name there, too.)

Remind Ls to bring their posters and prepare their presentations in groups of three for the next class.

LEARNERS’ ACTIVITIES

- 1 Ls listen, then choose a poster and prepare their presentations individually.

- 2 Ls present in groups of four. They take notes for the feedback session while listening to the others.

- 3 Ls exchange constructive criticism in their small groups.

Ls list compliments about the presentations and the presenters.

Ls listen.

LESSON 5: PRESENTATION TIME

AIMS OF THE LESSON

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

MATERIALS AND RESOURCES

1.4 Checklist, 4.1 Checklist, Ls' posters, 5.2 Poster and presentation assessment sheet, 5.3 Self-assessment form

STAGE 1 Warmer – Good presentations and posters

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Listening
Speaking

ORGANISATION Whole class

AIDS AND MATERIALS 1.4 Checklist, 4.1 Checklist

TEACHER'S ACTIVITIES

- 1 Ask Ls to stand up and to think of the characteristics of good presentations and posters. Tell them to clap their hands if they know one, say it aloud and then sit down. ("NOT speaking too fast" is also good here: encourage Ls to think of the don'ts as well.)

When everyone has sat down, put the poster checklist and the presentation checklist on the board. If anything has been left out, read it out quickly.

LEARNERS' ACTIVITIES

- 1 Ls listen and then play the game.

Ls watch and listen.

STAGE 2 **Poster presentations – Oral presentation of posters**

TARGET GROUP The fact that there are three Ls in a group means that not everybody has to present – shy Ls have probably had a greater share in preparing the material.

TIME 30 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Presentation skills
Listening

ORGANISATION Whole class

AIDS AND MATERIALS Ls' posters, 5.2 Poster and presentation assessment sheet

TEACHER'S ACTIVITIES

- 1 Tell Ls to give their presentation in turns.

While you are listening to the presentations, fill in the presentation assessment sheets. Those Ls who are not presenting should take notes (looking at the checklists on the board).

- 2 After each presentation, ask Ls to list things they liked and to add some ideas for improvement afterwards. Sum up what was said.

Check timing!!! (4 mins for each presentation, 2 mins for evaluation)

LEARNERS' ACTIVITIES

- 1 Ls give their presentations, the others take notes.

- 2 Ls evaluate the presentations.

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. Ask Ls to fill them in individually, reflecting on the whole project.

Walk around and give oral feedback to each presenting group, and also show them their presentation assessment sheet. Tell them to continue filling in the self-assessment form when you are done.

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

LEARNERS' ACTIVITIES

- 1 Ls complete self assessment forms.

Ls listen to your oral feedback.