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# NOBEL PRIZE

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## Quizzes and presentations on Nobel and Nobel Prize Laureates

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Type of modul	Internet
Level	A2+
Target group	16–19-year-old learners
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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](http://www.educatio.hu) címen.

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# INFORMATION TABLE

<b>TYPE OF MODULE</b>	Internet
<b>DESCRIPTION OF MODULE</b>	In this module Ls will learn about Alfred Nobel, the Nobel Prize and Nobel laureates (international and Hungarian ones) through different types of quizzes. While revising the passive voice, they also listen, read and speak about the Nobel Prize and its laureates by searching the Internet to solve interactive quizzes. With the help of the Internet they also create a presentation and a quiz about a chosen topic.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ to get information about Nobel, the Nobel Prize and its laureates</li> <li>■ to revise the passive voice</li> <li>■ to solve and create quizzes about the topic</li> <li>■ to develop Ls' organisational and cooperation skills</li> <li>■ to develop Ls' presentation skills</li> </ul>
<b>TIMEFRAME</b>	3 lessons
<b>TARGET GROUP</b>	16-19-year-old learners
<b>LANGUAGE LEVEL</b>	A2+
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can</p> <ul style="list-style-type: none"> <li>■ use the passive voice</li> <li>■ ask questions and make short comments</li> <li>■ listen and read for information</li> <li>■ create short sentences and texts</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Physics, Chemistry, Biology, Literature
<b>Links with other modules</b>	Inventions
<b>Links with the school leaving exam</b>	Famous people, giving a presentation

## FOCI OF SKILLS DEVELOPMENT

### Communicative language skills

- verbal and written forms of interaction
- listening for information and finding answers in a quiz
- reading for information
- creating a quiz on the basis of information found on the Internet, lexicons, etc.

### General educational skills

- developing co-operative skills
- developing and building on learners' real life knowledge
- developing presentation skills
- developing organisation skills
- evaluating self-performance by reflection and discussion

### EVALUATION

- learners reflect on their progress through discussion
- teacher initiates a conversation about Ls' feelings, problems, achievement (in mother tongue if necessary)

### SUGGESTIONS

The teacher's role during the lessons is that of an organizer and facilitator. (S)he monitors group-work and provides help when needed. (S)he prepares task sheets and provides learners with materials. Differentiation can be achieved by carefully forming groups and giving them an opportunity to use language at different levels. The teacher can also vary the load of vocabulary according to the learners' needs. The teacher also builds on the learners' previous knowledge and real life experiences and makes them aware of the usefulness of some of the tasks they are doing throughout the module (listening for information).

### BACK UP SYSTEMS

- It is useful to know
- how to search the Internet for information
  - how to create short quizzes (for this, we highly recommend Hot Potatoes – <http://hotpot.uvic.ca>)
  - how to use e-mail

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Guessing skills Reading Speaking Taking notes Forming sentences Vocabulary</p>	<p>Nobel Quiz – a multiple choice quiz about Nobel Prize facts Listening activity about the life of Alfred Nobel, creating a timeline with sentences Homework – crossword puzzle</p>	<p>Passive voice Questions, answers Vocabulary of science</p>	<p>1.1 Nobel Quiz, 1.2 Nobel Timeline, Blu-Tack, 1.2 Nobel's Life (listening), tape/CD player, 1.3 Nobel crossword (electronic or printed version), e-mail</p>
2	<p>Grammar Searching the internet Reading for information Cooperation Sharing a task Organisation</p>	<p>Checking homework Solving different kinds of puzzles and quizzes about Hungarian Nobel laureates Preparing for a presentation and quiz</p>	<p>Passive voice Questions, answers</p>	<p>1.3 Nobel crossword, computers, projector, 2.2 Hungarian Nobel Laureates, Internet connection</p>
3	<p>Organisation Presentation skills Listening and reading for information Cooperation Sharing a task Self-evaluation by reflection</p>	<p>Giving presentations about Nobel, the Nobel Prize and its laureates Evaluation of the module and learners' own work</p>	<p>Passive voice Questions, answers</p>	<p>computer, projector, presentations and quizzes (appropriate number of copies!) prepared by Ls</p>

# PROCEDURE

## LESSON 1: NOBEL AND THE NOBEL PRIZE

### Aims of the lesson:

- to get information about Alfred Nobel and the Nobel Prize
- to revise the passive voice
- to create a timeline with the important stages of Nobel's life
- to listen and write about Nobel's life

**Materials and resources:** 1.1 Nobel Quiz, 1.2 Nobel Timeline, Blu-Tack, 1.2 Nobel's Life (listening), tape/CD player, 1.3 Nobel crossword (electronic or printed version), e-mail

**Before the lesson:** Make copies of 1.1 Nobel Quiz for each pair.

**Classroom arrangement:** No special arrangement is necessary, only there should be enough space provided for the timeline.

<b>STAGE 1</b>	<b>Warmer – Nobel Quiz – multiple choice quiz</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Guessing Reading Speaking
<b>ORGANISATION</b>	Frontal, pairwork
<b>AIDS AND MATERIALS</b>	1.1 Nobel Quiz

### TEACHER'S ACTIVITIES

1. Write the following names on the board and ask Ls what they think these names have in common. Elicit the answer – Nobel Prize  
Possible names:  
*Thomas Mann*  
*T.S.Eliot*  
*Albert Schweizer*  
*Szentgyörgyi Albert*  
*Kertész Imre*

### LEARNERS' ACTIVITIES

1. Ls try to guess what the names have in common.

2. Write the following words on the board: *laureate, to found, award, to decline, to force* and elicit the meanings with the Ls.
  3. Tell Ls they are going to work in pairs. Give out 1.1 Nobel Quiz to pairs and give them about 5 minutes to discuss the answers  
Go around the classroom and give help if necessary.
  4. Check the answers with the whole class. You might want to give more information for them than only the letters of the correct answers. (You can find more information on them in the answer key below or at [http://nobelprize.org/nobel\\_prizes/nobelprize\\_facts.html](http://nobelprize.org/nobel_prizes/nobelprize_facts.html).)  
Give out small prizes (e.g. candy) to the pairs who have answered the most questions correctly.
2. Ls write down the new words in their notebooks.
  3. Ls in pairs do the 1.1 Nobel Quiz by discussing the answers among themselves. If necessary, they may ask the T for help (but only with vocabulary or grammar!).
  4. Ls check the answers with the help of the T.

*Answers:*

1. d) *Alfred Nobel, the inventor of explosives and explosive devices, including the „Nobel patent detonator” (it detonated nitro-glycerine using a strong electrical shock instead of heat, 1863), dynamite (1867), blasting gelatine (guncotton plus nitro-glycerine, 1875), and almost smokeless blasting powder (1887).*

2. c) *In 1901. The foundations for the prize were laid in 1895 when Alfred Nobel wrote his last will, leaving much of his wealth to the establishment of the Nobel Prize.*

3. c) *787 Nobel Laureates – 768 individuals and 19 organizations have been awarded the Nobel Prize. Some Laureates and organizations have been awarded more than once.*

4. b) *Only 33 women! That means 4,19%.*

5. d) *So far, it was Lawrence Bragg, who was 25 years old when he received the Nobel Prize in Physics with his father in 1915.*

6. c) *So far, it was Raymond Davis Jr. who was nearly 88 years old when he was awarded the Nobel Prize in Physics in 2002.*

7. b) Two Nobel Laureates have declined the Nobel Prize

Jean-Paul Sartre, awarded the 1964 Nobel Prize in Literature, declined the prize because he had consistently declined all official honours.

Le Doc Tho, awarded the 1973 Nobel Peace Prize jointly with US Secretary of State Henry Kissinger. They received the Prize for negotiating the Vietnam peace accord. Le Doc Tho said that he was not in a position to accept the Prize, giving as his reason the situation in Vietnam.

8. b) Four Nobel Laureates have been forced by authorities to decline the Nobel Prize.

Adolf Hitler forbade three German Nobel Laureates, Richard Kuhn, Adolf Butenandt and Gerhard Domagk, to receive the Nobel Prize. All of them could later receive the diploma and the medal, but not the prize amount. Boris Pasternak, the 1958 Nobel Prize in Literature, accepted at first but was later made to decline the prize by the authorities of his country (the Soviet Union).

9. a) The work of the International Committee of the Red Cross (ICRC) has been honored by a Nobel Peace Prize three times. The founder of the ICRC, Henry Dunant, was awarded the first Nobel Peace Prize in 1901.

10. a) The Curies were a very successful „Nobel Prize family”. Marie Curie herself was awarded two Nobel Prizes. Father: Pierre Curie, mother: Marie Curie, daughter: Irène Joliot-Curie, son-in-law: Frédéric Joliot-Curie

## VARIATION

### AIDS AND MATERIALS

#### 1.1 Nobel Quiz

### DESCRIPTION

If you cannot make enough copies, make one copy, cut it up into questions give them out to Ls and have them read out the questions to the class one by one. The class only have to write down their answers in their notebook. This way, you can transform this activity into an individual listening task. At the end Ls can check each other's answers.

<b>STAGE 2</b>	<b>The life of Alfred Nobel – listening</b>
<b>TIME</b>	30 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Grammar (active and passive forms) Listening Taking notes Forming sentences
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	1.2 Nobel Timeline, Blu-Tack, 1.2 Nobel's Life (listening), tape/CD player

#### TEACHER'S ACTIVITIES

1. Give out cards from 1.2 Nobel Timeline to Ls. If there are more cards than Ls, give two or more to one L. Tell them to read the cards and fill in the sentences with the right form of the verb  
You might want to provide some dictionaries to use as well.
2. Explain the task: while listening to the recording, Ls have to create a timeline of the life of Alfred Nobel on the board, first writing down the dates and then using the cards. Play the recording once and tell Ls to listen for the years, draw a line on the board, then ask them to come out to the board and write the dates in chronological order. Leave enough space between the numbers, so that Ls can put their cards in the appropriate place  
Play the recording for the second time and tell Ls to put up their cards on the board in the appropriate places (or more if necessary).
3. Tell Ls to read out their sentences and correct them if necessary.

#### LEARNERS' ACTIVITIES

1. Ls read the cards and make sure they understand the sentences by asking questions from the T, or looking up words in the dictionary. They fill in the sentences with the right form of the word given on the card.
2. Ls listen to the recording once and write down the years for themselves. When they are ready, they come to the board one by one and write the numbers on the timeline. Ls put the cards in chronological order on the board while listening to the recording for the second time.
3. Ls look at the sentences on the timeline. If there is something wrong with the chronological order, they help each other to put them in order. Ls read out their sentences in chronological order, one by one (each of them reads out their own sentence). If there is an error in the grammar, they try to give the right form of the verb and the L to whom the sentence belongs, corrects it on the paper.

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|---|--|
| <p>4. Tell Ls to take notes for themselves into their notebook about the life of Nobel.<br/>Show an example<br/><i>1833 – Nobel born, Stockholm</i></p>         | <p>4. Ls take their notebooks to the timeline and make notes of at least 5 dates.</p>  |
| <p>5. Tell Ls to write full sentences from their notes in their notebooks. Show them an example:<br/>In 1833 Alfred Nobel was born in Stockholm, Sweden.</p>    | <p>5. Ls go back to their places and write at least 5 full sentences in their notebooks using the passive voice. At the end they share it with their partners.</p> |
| <p>6. Play the 1.2 Nobel’s life recording again and tell Ls to tick the sentences if they are exactly the same.<br/>Check how many sentences were the same.</p> | <p>6. Ls listen to the recording again and tick their sentences if they are exactly the same as what they had written.</p>   |

<b>STAGE 3</b>	<b>Homework – crossword puzzle</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Grammar Vocabulary
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	1.3 Nobel crossword (electronic or printed version), e-mail

#### TEACHER’S ACTIVITIES

Tell Ls to check their e-mails for the 1.3 Nobel crossword and solve it.  
After the lesson, e-mail the 1.3 Nobel crossword to the Ls. (It is a single .htm file which is easy to attach to an e-mail, you do not need anything else to attach to the e-mail.)

#### LEARNERS’ ACTIVITIES

Ls solve the crossword puzzle and come with the printed solution for the next lesson.

#### VARIATION

<b>AIDS AND MATERIALS</b>	Printed copies of 1.3 Nobel crossword
<b>DESCRIPTION</b>	If Ls do not have easy access to computers, give out the printed version of 1.3 Nobel crossword.

## LESSON 2: HUNGARIAN NOBEL PRIZE WINNERS

### Aims of the lesson:

- to get information about Hungarian Nobel Prize winners
- to give examples of quizzes to Ls for later use
- to prepare for a presentation on the basis of information obtained from the Internet
- to start preparing a quiz

**Materials and resources:** 1.3 Nobel crossword, computers, projector, 2.2 Hungarian Nobel Laureates, Internet connection

**Before the lesson:** Make sure that 2.2 Hungarian Nobel Laureates quizzes are available for all the Ls from all the computers. You can do this by sending the file to Ls by e-mail, putting the file in a shared folder on the school's server, putting it on your or the school's website, or copying them to the computers one by one.

**Classroom arrangement:** There should be a computer with projector in the classroom, and enough computers for pairs or groups of 3-4, depending on the size of the class.

<b>STAGE 1</b>	<b>Checking homework</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Grammar (active and passive voice)
<b>ORGANISATION</b>	Frontal
<b>AIDS AND MATERIALS</b>	1.3 Nobel crossword, computers, projector

### TEACHER'S ACTIVITIES

Open 1.3 Nobel crossword on the teacher's computer and project it on the screen, so everyone can see it.  
Ask Ls one by one to come out and type the solutions into the appropriate places.  
Discuss any questions that come up during the activity.

### LEARNERS' ACTIVITIES

Ls, one by one go to the teacher's computer and type in the solutions. They may ask questions and check their own solutions on their printed versions.

<b>STAGE 2</b>	<b>Hungarian Nobel Prize winners – games</b>
<b>TIME</b>	25 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Searching the Internet Reading for information Cooperation in a pair/group Discussion Sharing a task
<b>ORGANISATION</b>	Pairwork
<b>AIDS AND MATERIALS</b>	2.2 Hungarian Nobel Laureates, computers for each pair with Internet connection

#### TEACHER'S ACTIVITIES

1. Tell Ls to get into pairs and start 2.2 Hungarian Nobel Laureates on their computer. These are a series of activities in which they can find out information about Hungarian Nobel Prize laureates by searching the Internet. Give them a time limit (20 minutes). Go around the classroom and give help if necessary.
2. When the pairs are ready or time is up, check what percentage the pairs could make and discuss the answers with them.

#### LEARNERS' ACTIVITIES

1. Ls get into pairs and start doing 2.2 Hungarian Nobel Laureates on their computers. They search the Internet for information when necessary and answer the questions. It is important to know that if Ls make wrong guesses, the program will automatically note it and their score will be lower at the end.
2. Ls share their results with the whole class and discuss the answers.

#### VARIATION

<b>AIDS AND MATERIALS</b>	2.2 Hungarian Nobel Laureates
<b>DESCRIPTION</b>	If there are not enough computers for pairs, do the task in groups of 3-4.

<b>STAGE 3</b>	<b>It's our turn – forming groups and preparing for a presentation and quiz</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Sharing work Discussion Organisation Creativity Searching the Internet
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Computers with Internet connection

#### TEACHER'S ACTIVITIES

Tell Ls they are going to work in pairs or groups of 3-4 (depending on the size of the class). They can choose their partners and their topic they are going to work on. Give them the topics (of course, they can choose another topic in connection with the Noble Prize). Note that these topics are only samples. If Ls can come up with their own ideas, let them develop those. Give Ls website addresses to help them start their work. These are:

The Nobel Foundation

<http://nobelprize.org/>

The Noble Prize Internet Archive

<http://www.nobelprizes.com/nobel/>

Wikipedia – Nobel Prize

[http://en.wikipedia.org/wiki/Nobel\\_Prize](http://en.wikipedia.org/wiki/Nobel_Prize)

List of Nobel Prize winners

<http://history1900s.about.com/library/misc/blnobel.htm>

Hungarian Nobel Prize winners

<http://www.hungarianhistory.com/nobel/nobel.htm>

Alfred Nobel

[http://en.wikipedia.org/wiki/Alfred\\_Nobel](http://en.wikipedia.org/wiki/Alfred_Nobel)

Short biography

[http://nobelprize.org/alfred\\_nobel/](http://nobelprize.org/alfred_nobel/)

#### LEARNERS' ACTIVITIES

Ls get into groups of 2-4 and choose a topic for themselves to work on. Their task is to create a 2-4 minute presentation about their chosen topic, as well as make a quiz for the other groups on the basis of their presentation.

Suggested topics:

1. *The history of the Nobel Prize*

2. *The award ceremonies*

3. *Choosing the Nobel Prize Laureates*

4-9. *Nobel Prize laureates in Physics/Chemistry/Medicine/Economics/Literature/Peace*

10. *Interesting facts about the Nobel Prize*

Their quiz can be any form (multiple choice quiz, crossword puzzle, matching exercise, etc.), but has to be based on their presentation, as the other groups will solve the quizzes while (or after) listening to their presentations.

Ls start discussing their ideas and agree on roles. They might want to use the Internet to start their search which they can finish at home.

For the next lesson they arrive with the ready-made presentations and a printed copy of their quiz for each group.

Give Ls time to start developing their ideas and tell them it is their homework to make the presentation and the quiz for the others.

Homework

They might want to choose a person in their group who will take care of “administration” and organisational work instead of presenting. (This might be helpful for Ls who are more shy.)

Ls finalize the presentations at home and the quiz, and send it to the T by e-mail.

### LESSON 3: OUR NOBEL PRIZE

#### Aims of the lesson:

- to give presentations on Nobel, the Nobel Prize and Nobel laureates
- to fill in quizzes while listening to presentations
- to do self-evaluation by reflection
- to evaluate the module

**Materials and resources:** computer, projector, presentations and quizzes (appropriate number of copies!) prepared by Ls

**Before the lesson:** Make sure the computer and the projector work. You might want to ask the Ls to send their presentations to you beforehand to check if they work and to copy them onto the computer.

**Classroom arrangement:** One computer with a projector is necessary in the room.

<b>STAGE 1</b>	<b>Preparation</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Organisation skills
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Computer, projector

#### TEACHER'S ACTIVITIES

In the beginning of the lesson give some time for groups to prepare for their presentations. Decide the order of the groups (for example, they can draw numbers) and help them to prepare their presentations.

#### LEARNERS' ACTIVITIES

Groups decide the order of the presentations and prepare for the presentations. They spread out the quizzes, too. It is advisable to upload all the presentations onto the T's computer beforehand, so they only have to open when it is their turn.

<b>STAGE 2</b>	<b>Presentations and quizzes</b>
<b>TIME</b>	30 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Presentation skills Listening Reading Speaking Cooperation Sharing a task
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Presentations and quizzes prepared by the Ls, computer, projector

#### TEACHER'S ACTIVITIES

Conduct the presentations. Time them and let Ls know when they should finish.  
Help groups if necessary.  
At the end, collect the quizzes from the Ls and check them for the next lesson.

#### LEARNERS' ACTIVITIES

Groups give their presentations. Depending on the number of groups, they may have 3-6 minutes for their presentations, while the others are filling in their quizzes according to what they hear.

<b>STAGE 3</b>	<b>Evaluation</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Self-evaluation Speaking
<b>ORGANISATION</b>	Frontal
<b>AIDS AND MATERIALS</b>	-

### TEACHER'S ACTIVITIES

Ask Ls about their experiences and feelings during the module. Make a list of useful information (e.g. grammar points) on the board and keep them for later reference. To help the discussion, you might want to ask the Ls the following questions:

*Can you name 3 things you learnt during the module?*

*What could have been better?*

*What was the most interesting thing for you in the team work?*

*How would you rate your work you have done throughout the module?*

### LEARNERS' ACTIVITIES

Ls discuss their experiences during the module. They might want to ask questions about grammar, or the topic of the module, too. They evaluate their own work orally and discuss the roles they had and work they have done.