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# TRAVELLING IN TIME 1

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## ‘Explore Our History!’

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Type of modul	Project work
Level	A1
Target group	10-13-year-old learners
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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](http://www.educatio.hu) címen.

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# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Project work</b>
<b>DESCRIPTION OF MODULE</b>	In this project children will travel in time with the help of a board game. They will study life in 5 different historical periods. In groups, they will learn about people’s clothing, homes and weapons of the chosen era. In the end, they will present the result of their studies in the form of a poster.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<p>Educational aims:</p> <ul style="list-style-type: none"> <li>■ to develop students’ skills through task-based, communicative activities</li> <li>■ to encourage cooperation in the group</li> <li>■ to build on learners’ previously acquired knowledge and past experience</li> </ul> <p>Language aims:</p> <ul style="list-style-type: none"> <li>■ to learn new vocabulary</li> <li>■ to build learners’ confidence in using the target language as a means of communication</li> <li>■ to use different sources for getting information</li> </ul> <p>to present projects in groups</p>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	10-13-year-old learners
<b>LANGUAGE LEVEL</b>	A1
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can</p> <ul style="list-style-type: none"> <li>■ understand and use familiar everyday expressions and very basic phrases</li> <li>■ introduce themselves and others</li> <li>■ ask and answer questions about personal details such as where they live, things they have, clothes they are wearing</li> </ul> <p>name and describe places inside a home</p>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	<ul style="list-style-type: none"> <li>■ People and Society</li> <li>■ Art</li> <li>■ Mathematics</li> </ul>
<b>Links with other modules</b>	TRAVELLING IN TIME 2 ‘Travel with us!’

## FOCI OF SKILLS DEVELOPMENT

### Communicative language skills

- Developing vocabulary
- Brainstorming, discussing in groups
- Using authentic material
- Presenting work carried out by the teams
- Providing feedback and evaluation

### General educational skills

- developing co-operative skills
- building on learners' creativity
- evaluating self and peer performance

### EVALUATION

Formative and summative evaluation:

- Learners self-evaluate their progress on achievements charts
- Groups evaluate their own and each other's work
- Teacher and learners evaluate posters and poster presentations based on previously agreed criteria

### SUGGESTIONS

Teachers should have initial knowledge of basic principles of project work and be open to experiment in their classrooms. Teacher's role during the lessons is that of organizer and facilitator. (S)he monitors group-work and provides help when needed. (S)he prepares task sheets and provides learners with materials and stationery needed.

### BACK UP SYSTEMS

Suggested literature:

- Horváth Andrea-Horváth Levente Attila: *Történelem – Az őskor és az ókor története*, Mozaik Kiadó, Szeged, 2004.
- Millard, Anne: *Az ókori világ atlasza*, Gulliver Kiadó/Dorling Kindersley Ltd, London, 1994.
- Vickers, Michael: *A római világ/The Roman World*, Helikon Kiadó/Elsevier Publishing Projects SA, Lausanne, 1977
- Any other children's books that deal with the chosen periods of history.

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Introducing a new topic</p> <p>Revising previously acquired language material: talking about everyday activities, telling the time, sharing personal information</p> <p>Creating the atmosphere for team work with the help of a board game</p>	<p>Revising telling the time</p> <p>Practising learnt structures and vocabulary with the help of a board game</p>	<p><b>Telling the time</b></p> <p><b>Talking about free time activities</b></p> <p><i>What do you usually do at 4 o'clock?</i></p> <p><i>I play basketball.</i></p> <p><i>Where do you play?</i></p> <p><i>In the playground.</i></p> <p><i>Who do you play with?</i></p> <p><i>With my friends.</i></p> <p><b>Vehicles</b></p> <p><b>Historical periods</b></p> <p><i>Stone Age, mammoth hunter, Iron Age, Celtic people, Ancient Egypt, the Egyptians, the Romans; Middle Ages, the Vikings</i></p> <p><b>Following instructions</b></p>	<p>1.1.A Time cards-What's the time?</p> <p>1.1.B Time cards-What's the time?</p> <p>1.2 Picture cards- Actions</p> <p>1.3 Boardgame - 'Travelling in time'</p> <p>1.3 Boardgame rules - How to play?</p> <p>1.3 Spinner for the game</p> <p>4 counters and a coin</p> <p>Blu-Tack</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
2	<p>Revising and extending vocabulary: describing people</p> <p>Practising vocabulary items using realia and paper cut-outs</p> <p>Learning through listening to each other</p>	<p>Playing a guessing game</p> <p>Identifying clothes and dressing up paper dolls</p> <p>Describing people living in the given historical era</p>	<p><b>Talking about travelling</b>  <i>Do you want to travel to...?</i></p> <p><b>Clothes, jewellery, weapons</b>  <i>(dress, shoes, sandals, boots, trousers, shirt, belt, waistcoat, skirt, tunic, collar, headdress, helmet, sword, necklace, shield, pipe)</i></p> <p><b>Introducing people</b>  <b>Describing people</b>  <i>This is...</i>  <i>He/she has got...</i>  <i>He/she is wearing...</i>  <i>He/she can...</i></p> <p><b>Giving opinion</b>  <i>I like this doll best.</i></p>	<p>2.2 Picture cards – Clothes, jewellery</p> <p>2.3 Cut-outs- People</p> <p>2.3A Gapped text- Description</p> <p>2.3B Gapped text- Description_advanced</p> <p>2.3A Key to activity- People</p> <p>2.3B Key to activity_advanced- People</p> <p>2.5 Task sheet-Clothes</p> <p>Big envelope for pictures</p> <p>Envelopes for cut-outs</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Revising and extending vocabulary eg. describing homes</p> <p>Finding information in authentic materials</p> <p>Selecting and writing information on a poster</p> <p>Practising dictionary skills with teacher's help</p> <p>Starting to design a poster in groups</p>	<p>Identifying pictures, matching words to meaning</p> <p>Getting and selecting information from resources</p>	<p><b>Describing people</b></p> <p><b>Describing a home</b>  <i>(Rooms, places in and round the house, furniture)</i></p> <p>Phrases useful during project work</p> <p><i>Can I have a pair of scissors?</i></p> <p><i>Can you help me, please?</i></p>	<p>2.2 Picture cards – Clothes, jewellery</p> <p>2.5 Task sheet-Clothes</p> <p>2.3 Cut-outs- People</p> <p>2.3 Gapped text- Description</p> <p>2.3 Gapped text- Advanced description</p> <p>2.3 Key to activity- Description</p> <p>2.3 Key to activity- Advanced description</p> <p>A collection of resource books that give both pictorial and written information about the 5 periods of history. (Books can be in Hungarian as well.)</p> <p>Dictionaries</p> <p>Poster paper, stationery</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Activating learners' vocabulary</p> <p>Finalising posters about people and homes</p> <p>Preparing for poster presentation</p> <p>Practising the descriptions of posters</p>	<p>Finalizing posters about people and homes</p> <p>Planning for poster presentations and sharing speaking tasks.</p> <p>Plying a TPR game</p>	<p>Phrases useful during project work</p> <p><i>Can I have a pair of scissors?</i></p> <p><i>Can you help me, please?</i></p> <p><i>Look! I've finished.</i></p> <p><b>Introducing people</b></p> <p><i>Who are you?</i></p> <p><i>Where are you from?</i></p> <p><i>What do you wear?</i></p> <p><i>Where do you live?</i></p> <p><i>What have you got in your homes?</i></p>	<p>Word cards with vocabulary items from previous lessons</p> <p>A collection of resource books that give both pictorial and written information about the 5 periods of history. Books can be in Hungarian as well.</p> <p>Posters started last lesson, stationery</p>
5	<p>Presenting the posters</p> <p>Evaluating project work and the posters</p>	<p>Poster presentations</p> <p>Evaluating group work and individual work by filling out an achievement record sheet</p> <p>Doing a quiz</p>	<p>Talking about people and places</p> <p>Giving opinion</p>	<p>Posters</p> <p>5.3 Achievement record – Project group</p> <p>5.3 Achievement record – Individual</p> <p>5.4 Tasksheet- Quiz questions</p>



# PROCEDURE

## LESSON 1: LET'S PLAY A BOARD GAME!

### Aims of the lesson:

- to introduce a new topic
- to revise previously acquired language material (talking about everyday activities, telling the time, sharing personal information)
- to create the atmosphere for teamwork with the help of a board game

**Materials and resources:** 1.1.A Time cards-What's the time?, 1.1.B Time cards-What's the time?, 1.3 Boardgame - 'Travelling in time', 1.2 Picture cards- Actions, 1.3 Boardgame rules - How to play?, 1.3 Spinner for the game  
4 counters and a coin, Blu-Tack

**Before the lesson:** cut up

**Classroom arrangement:**

<b>STAGE 1A</b>	<b>Warm-up – Time BINGO</b>
<b>TIME</b>	5 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Listening
<b>ORGANISATION</b>	Individuals, whole class
<b>AIDS AND MATERIALS</b>	1.1.A Time cards-What's the time, exercise books, board, Blu-Tack

### TEACHER'S ACTIVITIES

1. Place 1.1.A Time cards-What's the time on the board. They show times on the hour only. Ask learners to tell the time on the cards.
2. Ask learners to choose 6 of them and draw them in their exercise books. Then, tell the time shown on the time cards one by one in random order.

### LEARNERS' ACTIVITIES

1. Learners tell the time shown on the time cards.
2. Learners draw 6 of the time cards in their exercise books. As they listen to the teacher telling the time, they tick their clock faces. When they have 6 ticks, they have to say BINGO. The winner is the L who has got all six clock faces ticked first.

<b>STAGE 1. B</b>	<b>Warm-up – Time BINGO</b>
<b>TARGET GROUP</b>	Learners who are familiar with halves, quarters and minutes
<b>TIME</b>	5 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Listening
<b>ORGANISATION</b>	Individuals, whole class
<b>AIDS AND MATERIALS</b>	1.1.B Time cards-What’s the time?, exercise books, board, Blu-Tack

**TEACHER’S ACTIVITIES**

1. Place 1.1.B Time cards-What’s the time? on the board. They show times on the hour only. T asks learners to tell the time on the cards.
2. Ask learners to choose 6 of them and draw them in their exercise books. Then, tell the time shown on the time cards one by one in random order.

**LEARNERS’ ACTIVITIES**

1. Learners tell the time shown on the time cards.
2. Learners draw 6 of the time cards in their exercise books. As they listen to the teacher telling the time, they tick their clock faces. When they have 6 ticks, they have to say BINGO. The winner is the L who has got all six clock faces ticked first.

<b>STAGE 2</b>	<b>Vocabulary building – Free time activities</b>
<b>TIME</b>	7 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Listening Composing sentences based on clues Activating vocabulary
<b>ORGANISATION</b>	All
<b>AIDS AND MATERIALS</b>	1.1. A Time cards-What’s the time?, or 1.1.B Time cards-What’s the time? 1.2 Picture cards- Actions

### TEACHER'S ACTIVITIES

1. Put 1.1.A Time cards-What's the time?, or 1.1.B Time cards-What's the time on the board. Put 1.3 Picture cards- Actions on the board, too.

Ask learners to choose a time card from the board and relate the time on it to one of the 1.3 Picture cards- Actions. Invite learners to say sentences including the chosen time and action.

### LEARNERS' ACTIVITIES

Learners chose a time card and an action card from the board, put them next to each other and using them as prompts make sentences with them.

*L1: I read a book at 7 o'clock every day.*

*L2: I take the dog for a walk at half past 6.*

*L3: I go to the library at 4 pm.*

<b>STAGE 3</b>	<b>Board game – Travelling in time</b>
<b>TIME</b>	25 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Reading Playing together Co-operation
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	1.1.A Time cards-What's the time?, 1.1.B Time cards-What's the time?, 1.2 Picture cards- Actions, 1.3 Boardgame - Travelling in time, 1.3 Boardgame rules - How to play?, 1.3 Spinner for the game, 4 counters and a coin,

### TEACHER'S ACTIVITIES

1. Tell learners that with the help of a board game they will travel back in time. Ask them to pull some desks together to form a larger surface for playing. Place 1.3 Boardgame – 'Travelling in time' in the middle and explain how they can get to Time Hill. Give examples of tasks they need to carry out when moving on the board.

See 1.3 Boardgame rules - How to play?

2. Help learners form 4 groups for playing. These groups will stay together throughout the whole project. That is why it is very important these groups should be formed of Ls who are able to play and work together, help and accept each other.

3. Monitor the activity.

### LEARNERS' ACTIVITIES

1. Learners follow teacher's explanations.

2. Learners form 4 groups and arrange the board for playing.

3. They play the game according to the rules.

<b>STAGE 4</b>	<b>Speaking activity – Where do you want to travel?</b>
<b>TIME</b>	5 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Summarizing
<b>ORGANISATION</b>	Groups
<b>AIDS AND MATERIALS</b>	-

#### TEACHER'S ACTIVITIES

1. Ask learners to tell the others about their destinations. You can help learners by putting sentence patterns on the board.  
*We've got.../ We want to go to...*
2. Ask learners to put the new words in their vocabulary books.  
*(Suggested vocabulary: Stone Age, mammoth hunter, Iron Age, Celtic people, Ancient Egypt, the Egyptians, Ancient Rome, the Romans; Middle Ages, the Vikings)*

#### LEARNERS' ACTIVITIES

1. Learners tell the others about their destinations.  
*We have got aeroplane tickets. We want to go back to the Stone Age. We want to meet some mammoth hunters.*
2. Learners put the new words in their vocabulary books

<b>STAGE 5</b>	<b>Homework – Describing people</b>
<b>TIME</b>	3 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing
<b>ORGANISATION</b>	All
<b>AIDS AND MATERIALS</b>	-

### TEACHER'S ACTIVITIES

1. Ask learners to collect words describing people's face, hair, body and clothes in their exercise books at home.

You can draw a mind map on the board and give some examples:

e.g. face – eyes, nose, ears, etc

hair – long, short, dark, etc.

*body – strong, tall, etc.*

*clothes – shoes, shorts, dress, etc.*

### LEARNERS' ACTIVITIES

1. Learners listen to the instructions and try to add some more examples to the mind map.

## LESSON 2 : PEOPLE FROM THE PAST

### Aims of the lesson:

- to revise and extend vocabulary eg. describing people
- to practise vocabulary items using paper cut-outs
- learning through listening to each other

**Materials and resources:** 2.2 Picture cards – Clothes, jewellery, 2.3 Cut-outs - People, 2.3A Gapped text- Description, 2.3B Gapped text-Description\_advanced, 2.3A Key to activity- People, 2.3B Key to activity\_advanced- People, 2.5 Task sheet-Clothes, Big envelope for pictures, Envelopes for cut-outs

**Classroom arrangement:** arrange chairs in a semi-circle in front of the board

<b>STAGE 1</b>	<b>Speaking activity – Where do you want to travel?</b>
<b>TIME</b>	3 minutes
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Asking questions
<b>ORGANISATION</b>	All
<b>AIDS AND MATERIALS</b>	-

### TEACHER'S ACTIVITIES

1. Revise the destinations of the groups from Lesson 1. Start guessing where the groups travel.

*T: Do you want to travel to the Stone Age?*

*L1: No, we don't.*

*T: Do you want to travel to Ancient Times?*

*L1: No we don't.*

*T: Do you want to meet Egyptian people?*

*L1: Yes, we do.*

2. Then, encourage members of Group 1 to guess where the other groups want to travel.

### LEARNERS' ACTIVITIES

1. Learners listen to the teachers and answer the questions.

*T: Do you want to travel to the Stone Age?*

*L1: No, we don't.*

*T: Do you want to travel to Ancient Times?*

*L1: No we don't.*

*T: Do you want to meet Egyptian people?*

Ls ask questions to find out where their teacher wants to travel:

2. Ls from Group 1 ask questions to find out where the other groups want to travel in time.

<b>STAGE 2</b>	<b>Vocabulary building – What’s in the envelope?</b>
<b>TIME</b>	15 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Memorizing new vocabulary Speaking
<b>ORGANISATION</b>	All
<b>AIDS AND MATERIALS</b>	2.2 Picture cards – Clothes, jewellery in an envelope

#### TEACHER’S ACTIVITIES

1. Invite learners to sit in a semi-circle in front of the board. Put 2.2 Picture cards with pictures of clothes, jewellery and weapons on the board one by one. Name them and ask learners to repeat the words.
2. Name the objects shown in the pictures again and ask learners to identify them by giving instructions to Ls.  
*Point to the helmet and shoes. Turn the sword and shield over. Turn the dress back etc*
3. Teacher asks learners to go to the board one after the other, take off a picture and put it in a big envelope.

#### LEARNERS’ ACTIVITIES

1. Learners watch and listen. They try to memorise new words by repeating them after their teacher.
2. Learners go to the board and carry out the instructions.
3. Learners put the pictures back into the envelope one by one saying:  
*L1: There’s a belt in the envelope.*  
*L2: There’s a belt, waistcoat and boots in the envelope.*

<b>STAGE 3. A</b>	<b>Practising vocabulary: Dressing-up paper dolls</b>
<b>TIME</b>	15 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading Writing Composing a description Co-operating
<b>ORGANISATION</b>	Groups from lesson 1
<b>AIDS AND MATERIALS</b>	2.3 Cut-outs- People, 2.3A Gapped text- Description, 2.3A Key to activity- People,

### TEACHER'S ACTIVITIES

1. Ask learners to say to form their travellers' groups from Lesson 1. Then, hand out 2.3 Cut-outs- People with paper dolls, clothes, jewellery and weapons to each group, matching their destinations  
Ask learners to dress up the paper dolls and then to complete 2.3A Gapped text- Description found in the envelopes about the characters  
Monitor the activity and help when necessary.

NOTE: There are 4 groups but 5 ages corresponding with the destinations on the board of the game. The teacher can use the 5<sup>th</sup> era as an example of how to carry out the activity.

Check learners' work.

#### 2.3A Key to activity- People

<b>Stone Age</b>	<b>Stone Age</b>
Hi! I'm a mammoth hunter. (boy) I'm wearing my shirt, trousers and boots now. I have got a necklace and a pipe.	Hi! I'm a mammoth hunter. (girl) I'm wearing my shirt, trousers and boots now. I have got a necklace and a pipe.
<b>Iron Age</b>	<b>Iron Age</b>
Hi! I'm a Celtic boy. I live in Europe. I'm wearing my shirt, waistcoat, trousers and shoes now. I have got a helmet, a shield and a sword.	Hi! I'm a Celtic girl. I live in Europe. I'm wearing my dress, belt and shoes now. I have got a bat and a ball.
<b>Ancient Times</b>	<b>Ancient Times</b>
Hi! I'm a Roman boy. I'm wearing my tunic, belt, and sandals now. I have got a sword, a shield and a helmet.	Hi! I'm a Roman girl. I'm wearing my tunic and shoes now. I have got a cat.
<b>Ancient Times</b>	<b>Ancient Times</b>
Hi! I'm an Egyptian boy. I'm wearing my white kilt and sandals now. I have got a nice collar.	Hi! I'm an Egyptian girl. I'm wearing my long dress and sandals now. I have got a nice necklace.
<b>Middle Ages</b>	<b>Middle Ages</b>
Hi! I'm a Viking boy. I'm wearing my blue trousers, red shirt, belt and shoes now. I have got a fur hat.	Hi! I'm a Viking girl. I'm wearing my yellow dress and brown shoes now. I have got a puppy.

### LEARNERS' ACTIVITIES

1. In the envelopes learners find 2.3 Cut-outs- People, clothing items and objects characteristic of the given period of time and a short gapped text. They dress up the paper dolls. Then they complete 2.3A Gapped text- Description together about one of their dolls.



**STAGE 3. B Practising vocabulary – Dressing up paper dolls****TARGET GROUP** Classes where learners can express possibility and use basic adjectives when describing people**TIME** 15 min**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking  
Reading  
Writing  
Reconstructing a text**ORGANISATION** Groups from Lesson 1**AIDS AND MATERIALS** 2.3 Cut-outs- People, 2.3B Gapped text-Description\_advanced, 2.3B Key to activity\_advanced- People**TEACHER'S ACTIVITIES**

1. Ask Ls to form their travellers' groups from lesson 1. Then, hand out 2.3 Cut-outs- People with paper dolls, clothes, jewellery and weapons to each group, matching their destinations.

Ask Ls to dress up the paper dolls and then to complete 2.3B Gapped text-Description\_advanced found in the envelopes about the characters.

Teacher monitors the activity and helps when necessary.

Check Ls' work.

2.3B Key to activity\_advanced- People

**LEARNERS' ACTIVITIES**

1. In the envelopes Ls find 2.3 Cut-outs- People with the cut-out of a person, clothing items and objects characteristic of the given period of time and 2.3B Gapped text-Description\_advanced . They dress up the paper dolls and describe them using their knowledge. They complete the text together about one of their dolls.

<b>Stone Age</b>	<b>Stone Age</b>
Hi! I'm a mammoth hunter. (boy) I live in a cold place. I like wearing warm clothes. Look! I'm wearing my shirt, trousers and boots now. I have got a necklace and a pipe. You can meet my friends. We can play near the huts.	Hi! I'm a mammoth hunter. (girl) I live in a cold place. I like wearing warm clothes. Look! I'm wearing my shirt, trousers and boots now. I have got a necklace and a pipe. You can meet my friends. We can play near the huts.
<b>Iron Age</b>	<b>Iron Age</b>
Hi! I'm a Celtic boy. I live in Europe. I like wearing nice clothes. Look! I'm wearing my shirt, waistcoat, trousers and shoes now. I have got a helmet, a shield and a sword. You can meet my friends. We can play catch or hide-and-seek.	Hi! I'm a Celtic girl. I live in Europe. I like wearing nice clothes. Look! I'm wearing my dress, belt and shoes now. I have got a bat and a ball. You can meet my friends. We can play ball games.

<b>Ancient Times</b>	<b>Ancient Times</b>
Hi! I'm a Roman boy. I live in Rome. I like wearing military clothes. Look! I'm wearing my tunic, belt, and sandals now. I have got a sword, a shield and a helmet. You can meet my friends. We can play together.	Hi! I'm a Roman girl. I live in Rome. I like wearing simple clothes. Look! I'm wearing my tunic and shoes now. I have got a cat. You can meet my friends. We can play with my cat.
<b>Ancient Times</b>	<b>Ancient Times</b>
Hi! I'm an Egyptian boy. I live in Egypt. I like wearing light clothes. Look! I'm wearing my white kilt and sandals now. I have got a nice collar. You can meet my friends. We can play marbles.	Hi! I'm an Egyptian girl. I live in Egypt. I like wearing light clothes. Look! I'm wearing my long dress and sandals now. I have got a nice necklace. You can meet my friends. We can play in our house.
<b>Middle Ages</b>	<b>Middle Ages</b>
Hi! I'm a Viking boy. I live in the north of Europe. I like wearing colourful clothes. Look! I'm wearing my blue trousers, red shirt, belt and shoes now. I have got a fur hat. You can meet my friends. We can play by the river.	Hi! I'm a Viking girl. I live in the north of Europe. I like wearing colourful clothes. Look! I'm wearing my yellow dress and brown shoes now. I have got a puppy. You can meet my friends. We can play with my puppy.

<b>STAGE 4. A</b>	<b>Revision – Which doll do you like best?</b>
<b>TIME</b>	8 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Reading Speaking Summarizing Describing someone
<b>ORGANISATION</b>	Groups, individuals
<b>AIDS AND MATERIALS</b>	Dressed up dolls, completed 2.3A Gapped text- Description

### TEACHER'S ACTIVITIES

1. Ask groups to introduce themselves as people living in their chosen historical era. Ask Ls to read out the completed text.
2. Asks Ls to display the dressed up dolls. Invite Ls to look at the dolls on display and choose one character they like best.

### LEARNERS' ACTIVITIES

1. Group members describe the characters, reading out the completed text.  
*e.g. Hi! I'm a Viking girl. I'm wearing my yellow dress and my brown shoes now. I have got a little puppy.*
2. Each group chooses a doll and gives a reason why they like it.  
*e.g. We like this doll best. He has got a big shield.*

#### STAGE 4. B Revision – Which doll do you like best?

**TARGET GROUP** Classes where 2.3B Gapped text-Description\_advanced was used in Stage 3

**TIME** 8 min

**SKILLS AND COMPETENCIES IN FOCUS** Listening  
Speaking  
Describing someone and their surrounding

**ORGANISATION** Groups, individuals

**AIDS AND MATERIALS** Dressed up dolls, completed 2.3B Gapped text-Description\_advanced,

### TEACHER'S ACTIVITIES

1. Ask groups to introduce themselves as people living in their chosen historical era. Ask Ls to read out the completed text and add some more information if possible.
2. Ask groups to display the dressed up dolls. Ask Ls to look at the dolls on display and choose one character they like best.

### LEARNERS' ACTIVITIES

1. Group members describe the characters using the text and their own words.  
*e.g. Hi! I'm a Viking girl. I live in the north of Europe. I like wearing colourful clothes. Look! I'm wearing my yellow dress and my brown shoes now. I have got a little puppy. You can meet my friends. We can play catch by the river.*
2. Each group chooses a doll and gives reason why they like it.  
*e.g. We like this doll best. He has got interesting clothes.*

<b>STAGE 5</b>	<b>Homework – Clothes people used to wear a long time ago</b>
<b>TIME</b>	2 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading Checking understanding
<b>ORGANISATION</b>	All
<b>AIDS AND MATERIALS</b>	2.5 Task sheet-Clothes

**TEACHER'S ACTIVITIES**

1. Hand out 2.5 Task sheet-Clothes with pictures of clothes and the corresponding vocabulary items. Ask Ls to do a matching activity at home.

**LEARNERS' ACTIVITIES**

1. Learners listen to the instructions and look at the example given on the task sheet.

### LESSON 3 – ANCIENT HOMES

#### Aims of the lesson:

- to revise and extend vocabulary eg. describing homes
- to find information in authentic materials
- to select and write information on poster
- to practise dictionary skills with teacher’s help
- to design a poster in groups

#### Materials and resources needed:

2.2 Picture cards – Clothes, jewellery, 2.3 Cut-outs- People, 2.3 Gapped text- Description, 2.3 Gapped text- Advanced description, 2.3 Key to activity- Description, 2.3 Key to activity- Advanced description, 2.5 Task sheet-Clothes,  
 A collection of resource books that give both pictorial and written information about the 5 periods of history. (Books can be in Hungarian as well.), dictionaries, poster paper, stationery

**Before the lesson:** Prepare a collection of resource books that give both pictorial and written information about the 5 periods of history. Books can be in Hungarian as well.

**Classroom arrangement:** create big enough working space for groups to work co-operatively

<b>STAGE 1</b>	<b>Warm-up – Name the items!</b>
<b>TIME</b>	5 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Identifying pictures Matching words to meaning
<b>ORGANISATION</b>	All
<b>AIDS AND MATERIALS</b>	2.2 Picture cards – Clothes, jewellery, 2.5 Task sheet-Clothes,

#### TEACHER’S ACTIVITIES

1. Show 2.2 Picture cards – Clothes, jewellery to Ls by one. Ask Ls to name the items shown. Then, show the cards once again and ask Ls to read the words on the cards and check their homework on 2.5 Task sheet-Clothes

#### LEARNERS’ ACTIVITIES

1. Learners name the items shown on the picture cards. Then, they read the labels on the picture cards and check their homework.

**STAGE 2 Practising vocabulary and structures – Describing****TIME** 10 min**SKILLS AND COMPETENCIES  
IN FOCUS** Listening for specific information  
Completing information  
Compensation strategy: asking for repetition and spelling**ORGANISATION** Whole class, groups from Lesson 1**AIDS AND MATERIALS** Completed 2.3A Gapped text- Description or completed 2.3B Gapped text-Description\_advanced depending which text the class was working in the previous lesson**TEACHER'S ACTIVITIES**

1. Give out one photocopy per child with all gapped texts and ask Ls to carry out a listening activity.

With difficult words, encourage learners to ask for clarification or spelling.

e.g. *Can you repeat it please?*

*How do you spell that word?*

NOTE: After task completion, all learners have all full descriptions about all dolls. Teacher should collect and check Ls' work.

**LEARNERS' ACTIVITIES**

1. Each group describes one of their dolls to the other groups. Learners listen to the description and complete the texts.

NOTE: Learners working on the longer version of the texts may ask questions to complete the missing information. Teacher should help with the answers.

**STAGE 3. A Learning about ancient homes****TIME** 25 min**SKILLS AND COMPETENCIES  
IN FOCUS** Getting and selecting information  
Decision making**ORGANISATION** Groups from Lesson 1**AIDS AND MATERIALS** Resource books, dictionaries, dressed up paper dolls, poster paper, stationery, markers, crayons, Blu-Tack

### TEACHER'S ACTIVITIES

1. Prepare a collection of resource books that give both pictorial and written information about the 5 periods of history. Books can be in Hungarian as well. Ask Ls to study the resources in groups and prepare a poster about people and homes in the period they travel to.  
Teacher monitors and provides help.

### LEARNERS' ACTIVITIES

1. Learners work in groups. Each group is given a book. Their task is to collect information about homes people lived in at the given period of time. They study the book and collect some key words. Dictionaries are available.
2. Learners draw a picture of a typical home on paper. They label the picture. (Dictionaries are available.)
3. Learners attach the doll and the picture of the home on a larger piece of paper with Blu-Tack to form a small poster.

<b>STAGE 3. B</b>	<b>Learning about ancient homes</b>
<b>TARGET GROUP</b>	Learners who can talk about a home using simple sentences
<b>TIME</b>	25 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Getting and selecting information Decision making Creative writing
<b>ORGANISATION</b>	Groups from Lesson 1
<b>AIDS AND MATERIALS</b>	Resource books, dictionaries, dressed up paper dolls, poster paper, stationery, markers, crayons, Blu-Tack

### TEACHER'S ACTIVITIES

1. Prepare a collection of resource books that give both pictorial and written information about the 5 periods of history. Books can be in Hungarian as well. Ask Ls to study the resources in groups and prepare a poster about people and homes in the period they travel to.  
Teacher monitors and provides help.

### LEARNERS' ACTIVITIES

1. Learners work in groups. Each group is given a book. Their task is collect information about homes people lived in during the given period of time. They study the book and collect key words. Dictionaries are available.

- Learners draw a picture of a typical home on paper. They label the picture and write a short description of it.  
Eg. *This house is made of straw/bricks*  
*It has got ..... rooms. In the rooms you can see/find....*  
*There are .....around the house.*
- Learners attach the doll and the picture of the home on a larger piece of paper with Blu-Tack to form a small poster.

<b>STAGE 4</b>	<b>Evaluating project work – Things to be done</b>
<b>TIME</b>	5 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussing
<b>ORGANISATION</b>	All
<b>AIDS AND MATERIALS</b>	Posters made by Ls

#### TEACHER'S ACTIVITIES

- Ask Ls to put their partially prepared posters on the floor for other groups to see. Learners gather around them. Ask Ls to look at the poster and identify good points and parts in each poster. Ask them how they could improve them. Take notes of important vocabulary items that appear on the posters and make word cards based on the vocabulary in pictures appearing on them for the next lesson.

#### LEARNERS' ACTIVITIES

- Learners observe each other's posters and identify strong points in each of them. They reflect on the process of their work as a group and make action points for the next lesson.



## LESSON 4 – WE KNOW A LOT!

### Aims of the lesson:

- to activate learners' vocabulary
- to finalise posters about people and homes
- to prepare for poster presentation
- to practise the descriptions of posters

### Materials and resources needed:

Word cards with vocabulary items from previous lessons, A collection of resource books that give both pictorial and written information about the 5 periods of history. Books can be in Hungarian as well. Posters started last lesson, stationery

**Before the lesson:** prepare word cards of the vocabulary items appeared in pictures on the posters during Lesson 3.

**Classroom arrangement:** create big enough working space for groups to work co-operatively

<b>STAGE 1</b>	<b>Warm-up – Guess the period</b>
<b>TIME</b>	10 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Reading
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Word cards, posters prepared last lesson

### TEACHER'S ACTIVITIES

1. Prepare word cards. Items should be based on the posters prepared by groups at the previous lesson. Make sure you have approximately the same number of items from each poster.  
Places word cards with vocabulary items from previous lessons on the wall. Put learners' posters from the last lesson on the wall.

### LEARNERS' ACTIVITIES

1. Learners guess which period of time and poster each word could be related to. They place the cards next to the corresponding poster.  
*Eg. 'Hut' I can see a hut in this poster. It goes here.  
This is from the Celtic times.*

<b>STAGE 2</b>	<b>Project work – Finalizing the posters</b>
<b>TIME</b>	20 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussing Writing
<b>ORGANISATION</b>	Groups from Lesson 1
<b>AIDS AND MATERIALS</b>	Posters, stationery

#### TEACHER'S ACTIVITIES

1. Give out posters and stationery. Monitor and provide help.

#### LEARNERS' ACTIVITIES

1. Learners discuss ideas, make decisions and finalize their poster.

<b>STAGE 3</b>	<b>Preparing for poster presentations</b>
<b>TIME</b>	10 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussing Speaking
<b>ORGANISATION</b>	Groups from lesson 1
<b>AIDS AND MATERIALS</b>	Posters

#### TEACHER'S ACTIVITIES

1. Help groups to prepare for poster presentations. Write some questions on the board to revise content:  
*Who are you?*  
*Where are you from?*  
*What do you wear?*  
*Where do you live?*  
*What have you got in your homes?*

#### LEARNERS' ACTIVITIES

1. Learners look through the questions and discuss the answers. Group members share the job of speaking. They may use some of these sentences:  
*We are mammoth hunters from the StoneAge.*  
*We live in a very cold place.*  
*We wear fur coats, warm trousers and boots. We wear necklaces, too.*  
*We live in huts.*  
*We've got a lot of spears and knives and animal skins.*

<b>STAGE 4</b>	<b>Revising language – Gossiping</b>
<b>TIME</b>	5 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Speaking Identifying parts of the posters
<b>ORGANISATION</b>	Whole class, individuals
<b>AIDS AND MATERIALS</b>	Posters

#### TEACHER'S ACTIVITIES

1. Help Ls place their posters on the wall or board.  
Then, ask learners to stand in a semi-circle in front of the posters. Whisper a true statement about one of the posters to the learner's ear who is standing on the left side. Then, ask him/her to pass on the message very quietly.  
e.g. There is a small girl near the door.  
Note: There could be several rounds and learners could take the teacher's role later

#### LEARNERS' ACTIVITIES

1. Learners pass on the message, whispering it into each other's ears. The last L to get the message points at the appropriate part of the appropriate poster.

## LESSON 5 – SHARE WHAT YOU KNOW!

### Aims of the lesson:

- to present the posters
- to evaluate project work and the posters

### Materials and resources needed:

Posters, 5.3 Achievement record – Project group, 5.3 Achievement record – Individual, 5.4 Tasksheet- Quiz questions

### Before the lesson:

#### Classroom arrangement:

<b>STAGE 1</b>	<b>Warm-up – True or false?</b>
<b>TIME</b>	5 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Posters

#### TEACHER'S ACTIVITIES

1. Provide a short time for Ls to look at each other's posters. Then, ask Ls to sit down with their backs towards the posters.  
Say true and false statements about the posters.  
*e.g. Mammoth hunters live in a very cold place.*  
*People in Egypt wear colourful clothes.*

#### LEARNERS' ACTIVITIES

1. Learners walk round and try to memorise the details of each poster.  
Then they listen to the teacher's statements and decide whether they are true. If the statement is true, they stay seated. If the statement is false, they stand up.

<b>STAGE 2</b>	<b>Presenting posters – Look and listen!</b>
<b>TIME</b>	15 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Listening
<b>ORGANISATION</b>	Groups from Lesson 1
<b>AIDS AND MATERIALS</b>	Posters

#### TEACHER'S ACTIVITIES

1. Ask groups to present their posters.

#### LEARNERS' ACTIVITIES

1. Learners imagine that they live in the past and talk about themselves and their homes:  
*e.g: We are mammoth hunters from the Stone Age.*  
*We live in a very cold place.*  
*We wear fur coats, warm trousers and boots. We wear necklaces, too.*  
*We live in huts. We've got a lot of animal skins, spears and knives.*  
*There are animals around the house.*

<b>STAGE 3</b>	<b>Evaluation of the project – What can you do?</b>
<b>TIME</b>	10 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussing Speaking
<b>ORGANISATION</b>	Individuals, groups
<b>AIDS AND MATERIALS</b>	5.3 Achievement record – Project group, 5.3 Achievement record – Individual,

### TEACHER'S ACTIVITIES

1. Encourage Ls to recall different stages of project work and consider what they have learnt during the project. Ask them to fill in the self-evaluation forms. If this is the first time Ls encounter this form of self-evaluation, it is important to introduce the activity carefully and give Ls help to make sense of the charts and fill them in. This can be done in Hungarian as well.

### LEARNERS' ACTIVITIES

1. Learners think back on the tasks they have carried out during the project and evaluate their work as members of their groups

WORKING IN A PROJECT GROUP	Rarely	Usually	Always
I can understand the tasks with a little help.			
I can concentrate on the task.			
I can cooperate with others.			
I can listen to others talking.			
I can take an active part in project work.			

Learners evaluate what they have acquired.

INDIVIDUAL LANGUAGE RECORDS	☹	☺	☺
I can talk about my free time.			
I can name 10 things I wear.			
I can name 10 things in and round a house.			
I can describe someone.			
I can speak about my poster.			

**STAGE 4** Doing a quiz – What do you remember?

**TIME** 15 min

**SKILLS AND COMPETENCIES  
IN FOCUS** Listening  
Speaking  
Memory skills

**ORGANISATION** Groups of 4 (with 1 member from each project group)

**AIDS AND MATERIALS** 5.4 Tasksheet- Quiz questions

### TEACHER'S ACTIVITIES

1. Help Ls form new groups with members from the four different project groups.
2. Ask the groups to answer some quiz questions.  
*e.g. Name three pieces of clothes the mammoth hunters had.*  
*(3 points)*
3. Provide feedback at the end of the activity.

NOTE: Teacher may want to add some more tasks to the quiz.

### LEARNERS' ACTIVITIES

1. Learners work on the task in groups.  
The winner is the group with the most points.