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# TRAVELLING IN TIME

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## ‘TRAVEL WITH US’

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|                |                              |
|----------------|------------------------------|
| Type of module | Project work                 |
| Level          | A1                           |
| Target group   | 10–13-year-old learners      |
| Written by     | Faragó Lívía, Poór Zsuzsánna |

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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**Educatio Kht. 2008**

# INFORMATION TABLE

|                                      |  |
|--------------------------------------|--|
| <b>TYPE OF MODULE</b>                | <b>Project work</b>  |
| <b>DESCRIPTION OF MODULE</b>         | In this project children act as workers of a special travel agency that organizes trips to past times. Children are to organize and sell holidays to travellers interested in exploring different periods of history. During the project they work in groups and design plans and inviting programmes for their customers as well as present their offers.   |
| <b>AIMS AND OBJECTIVES OF MODULE</b> | <ul style="list-style-type: none"> <li>■ to encourage cooperation in the group</li> <li>■ to enhance creativity by personalising language use</li> <li>■ to develop self-esteem</li> <li>■ to learn new vocabulary</li> <li>■ to use English as the means of communication</li> <li>■ to activate background knowledge and use it in a different context</li> <li>■ to present projects</li> </ul> |
| <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>■ describe themselves and others</li> <li>■ introduce themselves and others</li> <li>■ express possessions</li> <li>■ express likes and dislikes</li> <li>■ understand and express vocabulary of daily routine activities</li> </ul>   |
| <b>LINKS OF THE MODULE</b>           |  |
| <b>Cross-curricular links</b>        | People and Society (orientating in time and space), Art and crafts (designing labels, applying elements of advertisements)   |

## FOCI OF SKILLS-DEVELOPMENT

### Communicative language skills

- developing vocabulary
- planning, brainstorming, agreeing, disagreeing, decision making in teams
- presenting work carried out by the teams

### General, educational skills

- sharing tasks and responsibility
- developing cooperation skills
- building on learners' creativity
- evaluating self and peer performance

### EVALUATION

Formative and summative evaluation: Learners self-evaluate their progress on achievements charts (see attachment). Groups evaluate their own and each other's work. Teacher and learners evaluate posters and poster presentations based on previously agreed criteria.

### SUGGESTIONS

Teacher's role during the lessons is that of organizer and facilitator. She monitors group-work and provides help when needed. She prepares task sheets and provides learners with materials and stationery needed. Basic materials are: pictures of vehicles, brochures of travel agencies (children collect them from travel offices), photocopiable handout, poster paper, felt tip pens, scissors, glue, maps, time line on the classroom wall (if available), history books (course book grade 5), library books, books brought by students, background music, cassette recorders, blank cassette(s)

There are few tasks in the module designed for differentiation specifically. Differentiation can be achieved by forming groups carefully and giving groups an opportunity to use language at different levels. More advanced groups can be encouraged to put more detailed information on the posters and use complex language when presenting. Teacher can also vary the vocabulary load according to the learners' needs.

### BACK UP SYSTEMS

See appendix for suggested literature and materials.

Branigan, Keith: *Atlas of Ancient Civilizations* Aldus Books Ltd, London, 1976.

Chisholm, Jane: *The Usborne Illustrated World History Dates* Novotrade Publishing, 1990/ Usborne Publishing Ltd, 1987.

Evans, Humphrey: *The Mystery of the Pyramids* Marshall Cavendish Ltd, London, 1979.

Llewellyn, Claire: *Children's Picture Encyclopaedia* Dorling Kindersley Ltd, London, 1997.

Martell, Hazel Mary: *Over 900 Years Ago: With the Vikings* Zoe Books Ltd, Winchester, 1993.

Martell, Hazel Mary: *Hidden Worlds: The Vikings and Jorvik* Zoe Books Ltd, Winchester, 1993.

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.

All other children's books that deal with the chosen parts of history.

# MAP OF THE MODULE

| LESSON | FOCI OF SKILLS DEVELOPMENT   | MAIN ACTIVITIES   | LANGUAGE INPUT  | MATERIALS AND RESOURCES  |
|--------|--|---|---|--|
| 1      | <p>Activating background language resources</p> <p>Cooperating effectively in group work</p> <p>Making decisions</p> <p>Pronouncing new words accurately</p> <p>Note-taking</p>                  | <p>Forming travel agencies and creating their identities</p> <p>Starting planning the journey</p> <p>Designing the logo for the travel agency</p> | <p>Means of transport (coach, boat, train, aeroplane, etc.)</p> <p>Talking about travelling</p> <p>Where did you travel last summer?</p> <p>How did you travel?</p> <p>Planning</p>   | <p>travelling brochures</p> <p>holiday photos</p> <p>1.4 Our travel agency</p>   |
| 2      | <p>Expressing likes and dislikes</p> <p>Revising and extending language</p> <p>Information exchange: requesting and giving information</p> <p>Cooperating effectively in pair and group work</p> | <p>Planning the offers of the travel agency</p> <p>Filling in a chart</p> <p>Recording words in vocabulary book</p>                               | <p>Talking about plans</p> <p>Travel packs (compass, note-book, plastic boat, first-aid kit, ball-point pen, leather shoes, sleeping bag, history book, map, digital camera, travel guide, etc.)</p> <p>Agreeing and disagreeing</p> <p><i>I think taking a digital camera is a good idea.</i></p> <p><i>I think so, too.</i></p> <p><i>I agree. / I don't agree.</i></p> <p><i>I don't want to take a digital camera.</i></p> <p>Giving opinion</p> <p><i>I like this one because...</i></p> <p><i>My favourite logo is...</i></p> <p><i>I like the first pack best.</i></p> | <p>1.4 Our travel agency task 2.2A Other agencies</p> <p>2.3 Survival kit</p> <p>Learners' artwork,</p> <p>books on the chosen historical eras (any book is good which was written for children and contains short texts as well as coloured pictures about the given periods of history, e.g. 'Szem-tanú sorozat: Így éltek a ...')</p> |

| LESSON | FOCI OF SKILL DEVELOPMENT   | MAIN ACTIVITIES   | LANGUAGE INPUT   | MATERIALS AND RESOURCES                                       |
|--------|---|---|--|---|
| 3      | <p>Discussing, taking notes</p> <p>Revising, extending and consolidating language</p> <p>Cooperating effectively in group work</p> <p>Information exchange: requesting and giving information</p> | <p>Playing a word game</p> <p>Designing a poster</p> <p>Evaluating work</p>                       | <p>Giving information<br/>(<i>name, address, e-mail address, telephone number of the travel agency, details of its website, logo, programme, slogan etc.</i>) Requests, suggestion<br/><i>Come with us! Travel with us! Please bring with you...Enjoy the summer in....., Contact us at...</i></p> <p>Giving opinion<br/>I really like the colours here. They make the poster very bright.</p> | <p>poster paper</p> <p>crayons, felt-tips, coloured paper</p> |
| 4      | <p>Writing draft, improving writing skills</p> <p>Planning and managing a task</p> <p>Designing a poster, drawing</p> <p>Rehearsing spoken performance</p>  | <p>Finalizing the poster</p> <p>Preparing for poster presentations</p> <p>Playing a word game</p> | <p>Presenting posters<br/><i>This poster was made by .....<br/>Let us introduce our travel agency.....<br/>Look! You can .....<br/>If you travel with us, you can see/ go/ do!...</i></p> <p><i>Don't miss this chance. Etc.</i></p> <p>Giving opinion<br/><i>I really like...<br/>The best work...<br/>I think...<br/>The pictures...<br/>The size...<br/>The colours...</i></p>              | <p>poster paper</p> <p>crayons, felt-tips, coloured paper</p> |

| LESSON | FOCI OF SKILL DEVELOPMENT   | MAIN ACTIVITIES   | LANGUAGE INPUT   | MATERIALS AND RESOURCES                         |
|--------|---|---|--|---|
| 5      | <p>Listening for information</p> <p>Cooperating effectively in groups</p> <p>Developing speaking skills</p> <p>Evaluating self and peer performance</p> | <p>Drama</p> <p>Presenting the posters</p> <p>Evaluating the posters and poster presentations</p> | <p>Advertising journeys</p> <p><i>We work for .....agency.</i></p> <p><i>We've got a special offer for you. Don't miss this chance.</i></p> <p><i>Special discount for .... It costs...</i></p> <p><i>You can find us...</i></p> <p><i>Our address is....</i></p> <p><i>Please visit our website at ....</i></p> <p>Talking about travelling</p> <p><i>You can go to...</i></p> <p><i>You can visit/you can meet.... You need to bring along....</i></p> <p>Giving opinion, contrasting views</p> <p><i>I like this because it is exciting/interesting/funny.</i></p> <p><i>I like travelling by... I want to meet...</i></p> <p><i>I want to see...I want to make friends with...</i></p> <p>I'd like to go to...</p> | <p>posters</p> <p>5.5 Self-evaluation chart</p> |

# PROCEDURE

## LESSON 1: LET'S SET OFF!

|   |   |
|---|---|
| <b>AIMS OF THE LESSON</b>               | <ul style="list-style-type: none"><li>■ to arouse learners' curiosity towards the topic, tuning in</li><li>■ to build vocabulary</li><li>■ to develop co-operation within a group</li></ul> |
| <b>MATERIALS AND RESOURCES</b>          | travelling brochures, holiday photos, 1.4 Our travel agency   |
| <b>STAGE 1</b>                          | <b>Leading into the topic – Let's share our travel experiences</b>  |
| <b>TIME</b>                             | 5 mins  |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Listening<br>Interacting  |
| <b>ORGANISATION</b>                     | Whole class   |
| <b>AIDS AND MATERIALS</b>               | Brochure of a travelling company, photos from holidays  |

### TEACHER'S ACTIVITIES

1. Teacher shows a brochure of a travel agency to learners and elicits learners' background experience about travelling to different places. Learners tell where they travelled on holiday last summer.  
(This can be done in the mother tongue if necessary.)

### LEARNERS' ACTIVITIES

1. Learners follow the teacher's words and join in telling their own travelling experiences. They can use key words or short sentences.  
(It is acceptable to switch to Hungarian if necessary. This phase is very important to arouse their curiosity and motivation towards the project.)



|   |  |
|---|--|
| <b>STAGE 2</b>                          | <b>Vocabulary building – Brainstorming means of transport</b>  |
| <b>TIME</b>                             | 10 mins  |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Speaking<br>Writing  |
| <b>ORGANISATION</b>                     | Pairwork, whole class  |
| <b>AIDS AND MATERIALS</b>               | Exercise-book, board, pictures of different means of transport |

#### TEACHER'S ACTIVITIES

1. The teacher helps learners form pairs and monitors pairwork. When pairs finish brainstorming words (s)he writes everybody's ideas on the board using the technique of mind-mapping. (S)he provides learners with extra vocabulary using pictures.

#### LEARNERS' ACTIVITIES

1. Learners brainstorm names of vehicles and in pairs write them down in their exercise-books. They then share their ideas with others. They add the new items to their lists. First learners can simply make a list of vehicles, then organize the vocabulary items into a mind-map structure.

**STAGE 3** Organizing group work – Forming travel agencies and creating their identities

**TIME** 10 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking  
Decision-making

**ORGANISATION** Group

**AIDS AND MATERIALS** Exercise-book

**TEACHER'S ACTIVITIES**

1. Teacher helps learners form groups. (S)he explains that groups will represent special travel agencies that take travellers back to past times. (S)he asks groups to choose a name for their agencies and decide which era they want to take their travellers to.

**LEARNERS' ACTIVITIES**

1. Learners discuss possible names for their travel agencies and decide on the era they want to take travellers to. Each group reports back to class.

**STAGE 4** Describing things – Starting planning the journey

**TIME** 17 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking  
Writing

**ORGANISATION** Group work, class

**AIDS AND MATERIALS** 1.4 Our travel agency

**TEACHER'S ACTIVITIES**

1. Teacher explains to learners that groups can decide on details of the journey. (S)he initiates discussion about the following questions:  
(S)he gives out 1.4 Our travel agency sheet and asks learners to fill in the first three lines of the chart (Name of travel agency, Destination, Means of transport). (S)he helps with vocabulary.

**LEARNERS' ACTIVITIES**

1. Learners interact with the teacher, then in groups fill in the chart.

**STAGE 5** Homework – Design a logo for your travel agency

**TIME** 3 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Art skills  
Imagination

**ORGANISATION** Individual

**AIDS AND MATERIALS** A separate sheet of paper

**TEACHER'S ACTIVITIES**

1. Teacher asks learners to think of a visual representation for their travel agencies.  
(S)he asks learners to design and draw a logo for their travel agencies.

**LEARNERS' ACTIVITIES**

1. Learners listen and do their homework.

## LESSON 2: WHAT'S ON OFFER?

|   |   |
|---|---|
| <b>AIMS OF THE LESSON</b>               | <ul style="list-style-type: none"> <li>■ to build vocabulary (travel pack, programmes for tourists)</li> <li>■ to describe the details of the journey based on notes</li> <li>■ to get and process information about the other travel agencies</li> <li>■ to study books about the chosen historical era</li> </ul> |
| <b>MATERIALS AND RESOURCES</b>          | 1.4 Our travel agency, 2.2A Other agencies, 2.3 Survival kit, learners' artwork, books on the chosen historical eras (any book is suitable which was written for children and contains short texts as well as coloured pictures about the given periods of history e.g. 'Szem-tanú sorozat: Így éltek a ...')       |
| <b>STAGE 1</b>                          | <b>Checking homework: Looking at logos</b>  |
| <b>TIME</b>                             | 10 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Speaking<br>Expressing likes  |
| <b>ORGANISATION</b>                     | Whole class, individual   |
| <b>AIDS AND MATERIALS</b>               | Learners' artwork   |

### TEACHER'S ACTIVITIES

1. Teacher asks learners to show homework and puts the designs on the board or the classroom wall.

### LEARNERS' ACTIVITIES

1. Learners look at each other's work and express opinion:  
*I like this one because...*  
*My favourite logo is....*

**STAGE 2. A Vocabulary building, organizing ideas – Plan your offer!****TIME** 25 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Getting and selecting information  
Listening for specific information  
Filling in a chart,  
Describing plans orally**ORGANISATION** Group, individual**AIDS AND MATERIALS** Resource books, 1.4 Our travel agency, 2.2A Other agencies**TEACHER'S ACTIVITIES**

1. Teacher asks learners to look at the last two lines on the chart from previous lesson (1.4 Our travel agency). She asks learners to think about possible programmes for travellers and objects they find important to take along with them for the journey. To find suitable and specific programmes she gives out resource books for learners to study. When groups finish, they present their plans while other teams listen and complete boxes for other groups in 2.2A Other agencies.

**LEARNERS' ACTIVITIES**

1. Learners study resource materials, discuss and decide on programmes and fill in the chart.

|                          | group2 | group 3 | group 4 | group 5 |
|--------------------------|--------|---------|---------|---------|
| Name of Travel Agency    |        |         |         |         |
| Destination              |        |         |         |         |
| Means of transport       |        |         |         |         |
| Items in travel pack (5) |        |         |         |         |
| Programmes               |        |         |         |         |

E.g. *Programmes*: visiting a Roman family, watching a carriage race and a gladiator fight, swimming in a Roman public bath, enjoying a theatre performance

*Travel pack*: see App.2.2B for ideas

**STAGE 2. B****TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Expressing opinion**ORGANISATION** Group, individual**TEACHER'S ACTIVITIES**

1. Teacher initiates discussion about the usefulness of different items in the travel pack. (S)he introduces needed vocabulary.

*I like the first pack best.*

*I think taking a digital camera is a good idea.*

*I think so, too.*

*I agree. / I don't agree.*

*I don't want to take a digital camera.*

**LEARNERS' ACTIVITIES**

1. Learners comment on items in different travel packs. They give their opinions and justify them.

|   |  |
|---|--|
| <b>STAGE 3</b>                          | <b>Homework – Recording new words in vocabulary books, doing an extension activity</b> |
| <b>TIME</b>                             | 5 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Writing<br>Learning to learn<br>Justifying choice                                      |
| <b>ORGANISATION</b>                     | Individual   |
| <b>AIDS AND MATERIALS</b>               | Exercise-book, 2.3 Survival kit  |

#### TEACHER'S ACTIVITIES

1. Teacher asks learners to study task sheets from this lesson at home and write the words having emerged in their vocabulary books.  
Teacher asks learners to complete 2.3 Survival kit.

#### LEARNERS' ACTIVITIES

1. Learners listen and write the words in their exercise-books at home.  
Learners complete 2.3 Survival kit.



### LESSON 3: ADVERTISE YOUR JOURNEY!

|   |  |
|---|--|
| <b>AIMS OF THE LESSON</b>               | <ul style="list-style-type: none"><li>■ to build vocabulary: elaborating on the details of the journey</li><li>■ to discuss and make decisions about the content and the form of the poster advertising the journey</li><li>■ to design the layout of the poster</li><li>■ to select and write information on the poster</li></ul> |
| <b>MATERIALS AND RESOURCES</b>          | poster paper, crayons, felt-tips, coloured paper   |
| <b>STAGE 1</b>                          | <b>Revising vocabulary – Chain game</b>  |
| <b>TIME</b>                             | 10 mins  |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Recalling words from memory<br>Speaking  |
| <b>ORGANISATION</b>                     | Whole class  |

#### TEACHER'S ACTIVITIES

1. Teacher calls out learners one by one and asks them one after the other to say the name of an item from their group's travel pack. The next pupil repeats it and adds an extra item from their group's pack. The more children are involved, the longer the list gets.  
*Zsuzsi's group has got sunglasses, they've got a tent and we've got a compass in our travel pack.*

#### LEARNERS' ACTIVITIES

1. A learner starts the game and names one item from their travel pack. The next learner repeats it and adds a new item. The game goes on till the last learner finishes it by repeating all the words and adds their own.  
*Zsuzsi's group has got sunglasses, they've got a tent and we've got a compass in our travel pack.*

|   |  |
|---|--|
| <b>STAGE 2</b>                          | <b>Project work – Start designing the poster</b>                 |
| <b>TIME</b>                             | 30 mins  |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Activating previous knowledge<br>Discussing<br>Taking notes      |
| <b>ORGANISATION</b>                     | Groups   |
| <b>AIDS AND MATERIALS</b>               | Exercise-books, poster paper, felt-tips, crayons, coloured paper |

#### TEACHER'S ACTIVITIES

1. Teacher explains to learners that they prepared the programmes and details of the journey taking people back to a past era, so they should start advertising it. They are to design a poster that can attract travellers. Teacher asks learners to brainstorm different types of information they find useful on the poster.  
Teacher monitors and helps with language. Teacher initiates discussion about the features of a 'good and efficient' poster. Record the brainstormed criteria on a piece of wrapping paper for later reference

#### LEARNERS' ACTIVITIES

1. Learners jot down all information they want to put on the poster. When they finish they start discussing how they place information on the poster. They use crayons, felt-tips, coloured paper to make their poster informative and eye-catching.  
Name, address, e-mail address, telephone number of the travel agency, details of its website, logo, programme, slogan etc.  
Teacher monitors and helps when needed. Learners first put information in their exercise-books.  
Expressions: *Come with us! Travel with us! You can ....*  
*Please bring with you...Enjoy the summer in....., Contact us at....*

|   |  |
|---|--|
| <b>STAGE 3</b>                          | <b>Evaluating project work – Things to be done</b> |
| <b>TIME</b>                             | 5 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Discussing   |
| <b>ORGANISATION</b>                     | Whole class  |
| <b>AIDS AND MATERIALS</b>               | Posters  |

#### TEACHER'S ACTIVITIES

1. Teacher asks learners to put their partially prepared posters on the floor for other groups to see. Learners gather around them. They look at the poster and the teacher invites learners to identify good points, parts in each of them. Ask them how they could improve them. Use and teach expressions like:  
*I like the font letter size on this poster. It is big and easy to read.*  
*I really like the colours here. They make the poster very bright.*

#### LEARNERS' ACTIVITIES

1. 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.  
*We want to add...*  
*I'd like to see a ... here.*

## LESSON 4: OUR POSTER IS READY!

|   |  |
|---|--|
| <b>AIMS OF THE LESSON</b>               | ■ to finalize posters<br>■ to prepare for poster presentations |
| <b>MATERIALS AND RESOURCES</b>          | posters, crayons, felt-tips, coloured paper                    |
| <b>STAGE 1</b>                          | <b>Listening activity – Giving out posters</b>                 |
| <b>TIME</b>                             | 5 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Listening  |
| <b>ORGANISATION</b>                     | Whole class  |
| <b>AIDS AND MATERIALS</b>               | Posters  |

### TEACHER'S ACTIVITIES

1. Teacher describes the posters one by one. When learners recognize their work they get their posters.

### LEARNERS' ACTIVITIES

1. Learners listen and try to identify their poster by the description.

**STAGE 2** **Completing project work – Finalizing the posters**

**TIME** 20 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Drawing  
Writing

**ORGANISATION** Group

**AIDS AND MATERIALS** Posters, stationery

**TEACHER'S ACTIVITIES**

1. Teacher monitors and helps when needed.

**LEARNERS' ACTIVITIES**

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

**STAGE 3** Preparing for poster presentations – Sharing the job of speaking, rehearsing

**TIME** 10 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Discussing  
Speaking

**ORGANISATION** Group

**AIDS AND MATERIALS** Posters

**TEACHER'S ACTIVITIES**

1. Teacher helps groups to prepare for poster presentations. She teaches expressions like:

*This poster was made by .....*

*Let us introduce our travel agency....*

*Look! You can ....*

*If you travel with us, you can see/ go/ do!...*

*Don't miss this chance. Etc.*

**LEARNERS' ACTIVITIES**

1. Learners share the job of speaking and write linking sentences. They **rehearse** for the presentations.

*This poster was made by .....*

*Let us introduce our travel agency....*

*Look! You can ....*

*If you travel with us, you can see/ go/ do!...*

*Don't miss this chance. Etc.*

**STAGE 4** End of lesson activity – Noughts and crosses game

**TIME** 10 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Speaking

**ORGANISATION** Groups (teams)

**AIDS AND MATERIALS** Noughts and crosses board with unfinished sentences (giving opinion)

#### TEACHER'S ACTIVITIES

1. Teacher splits class into two groups and explains how to play the game. The aim is to collect three 'noughts' (Team A) or three 'crosses' (Team B) in a horizontal, vertical or diagonal line on the board. They take turns to complete the sentences on the board and to get their noughts and crosses. The winner is the team with the first three signs in a line.

#### LEARNERS' ACTIVITIES

1. Learners try to occupy the squares on the board by completing the sentences.

|                  |                   |                 |
|------------------|-------------------|-----------------|
| I really like... | This poster is... | My favourite... |
| The colours...   | The best work...  | It's a good...  |
| The size...      | I think...        | The pictures... |

## LESSON 5: TRAVEL WITH US!

|   |   |
|---|---|
| <b>AIMS OF THE LESSON</b>               | <ul style="list-style-type: none"><li>■ to present the posters</li><li>■ to evaluate project work, the posters language development</li></ul> |
| <b>MATERIALS AND RESOURCES</b>          | posters, 5.5 Self-evaluation chart  |
| <b>STAGE 1</b>                          | <b>Preparation – Welcome to our office</b>  |
| <b>TIME</b>                             | 5 mins  |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Co-operation  |
| <b>ORGANISATION</b>                     | Whole class, group  |
| <b>AIDS AND MATERIALS</b>               | Posters, background music   |

### TEACHER'S ACTIVITIES

1. Teacher asks learners to decorate the classroom with their posters. They suggest ways of organizing classroom furniture to make it appropriate for the poster presentations. Teacher plays some nice background music.

### LEARNERS' ACTIVITIES

1. Learners decorate the classroom with their posters and arrange the classroom furniture to be suitable for a travel display.



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| <b>STAGE 2</b>                          | <b>Warm-up activity – The opening ceremony</b> |
| <b>TIME</b>                             | 5 mins   |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Listening                                      |
| <b>ORGANISATION</b>                     | Whole class                                    |
| <b>AIDS AND MATERIALS</b>               | Posters  |

**TEACHER'S ACTIVITIES**

1. Teacher opens the display in a semi-official way. Then, she asks learners to walk around and look at the posters on the walls.

**LEARNERS' ACTIVITIES**

1. Learners listen to the teacher opening the travel display and walk round to have a look at the posters.

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| <b>STAGE 3</b>                              | <b>Main activity – Present your poster</b> |
| <b>TIME</b>                                 | 15 mins                                    |
| <b>SKILLS AND COMPETENCIES<br/>IN FOCUS</b> | Speaking                                   |
| <b>ORGANISATION</b>                         | Group                                      |
| <b>AIDS AND MATERIALS</b>                   | Posters                                    |

#### TEACHER'S ACTIVITIES

1. Teacher introduces each group that is their travel agency.

#### LEARNERS' ACTIVITIES

1. Learners introduce their travel agencies and present their journeys based on the posters.

*Let us introduce ourselves. We're..... We work for .....agency. We've got a special offer for you. Come with us to ..... you can go to.../you can visit/you can meet.... You need to bring along....You can find us.../ Our address is.../Please, visit our website at ..../Don't miss this chance. Special discount for .... It costs...*

**STAGE 4 Reflection and discussion – Make your choice**

**TIME** 10 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Giving opinion  
Contrasting views

**ORGANISATION** Group, pair, individual

**AIDS AND MATERIALS** Posters

**TEACHER'S ACTIVITIES**

1. Teacher asks learners to decide which holiday they want to go on and form new groups of passengers. (S)he gives them time to talk about their choices.

**LEARNERS' ACTIVITIES**

1. Learners discuss which journey they found the most interesting and where they would like to go.

Useful phrases: *I like this because it is exciting/interesting/funny.*

*I like travelling by... I want to meet... I want to see... I want to make friends with...*

*I'd like to go to ....*

|   |  |
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| <b>STAGE 5</b>                          | <b>Evaluation of the project – What have I learnt?</b> |
| <b>TIME</b>                             | 10 mins  |
| <b>SKILLS AND COMPETENCIES IN FOCUS</b> | Reading<br>Discussing<br>Forming an opinion            |
| <b>ORGANISATION</b>                     | Individual   |
| <b>AIDS AND MATERIALS</b>               | 5.5 Self-evaluation chart                              |

**TEACHER'S ACTIVITIES**

1. Teacher encourages learners to consider what they have learnt during the project and asks them to fill in the 5.5 Self-evaluation chart.

**LEARNERS' ACTIVITIES**

1. Learners think back on the tasks they carried out during the project and evaluate their work as members of the group.  
(5.5 Self-evaluation chart)

| INDIVIDUAL LANGUAGE RECORDS                      | ☹ | ☺ | 😊 |
|--|---|---|---|
| I can talk about my favourite way of travelling. |   |   |   |
| I can name 10 things I need for a journey.       |   |   |   |
| I can invite people to travel with us.           |   |   |   |
| I can introduce our travel agency.               |   |   |   |
| I can say why I like our poster.                 |   |   |   |