
A LEAP IN TIME

TEN YEARS FROM NOW

Type of module	Project work
Target group	12–15-year-old learners
Level	A1+
Written by	Helen Sherwin, K. Szabó Ilona

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértők: Faragó Livia, Fehér Judit, Tartsayné Németh Nóra

Szakmai lektor: Poór Zsuzsánna

Idegen nyelvi lektor: Peter Doherty

Alkotó szerkesztő: Sákovics Lília

Felelős szerkesztő: Burom Márton

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Szerzők: Csibi Erzsébet, Fehér Judit, Helen Sherwin, Huny Márta, K. Szabó Ilona

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INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	In this module Ls imagine their future in 10 years' time. In groups of 4-5 they plan and create materials (pictures, drawings of futuristic cities/ homes etc. with written explanations, recordings, newspaper front page, interviews etc.) for their Time Box, which they bury in the fifth lesson after they have orally presented all the materials they made.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to familiarise Ls with terms related to futuristic ideas ■ to help Ls read for specific information and understand written instructions ■ to give Ls practice in speaking about their project using rehearsed phrases ■ to help Ls write various texts ■ to develop Ls' skills in interpreting, planning, monitoring a task and self-assessment ■ to enable Ls to search for and use information form various sources ■ to enable Ls to work together on a topic
TIMEFRAME	5 lessons
TARGET GROUP	12–15-year-old learners
LANGUAGE LEVEL	A1+
SUGGESTED LANGUAGE COMPETENCE	Learners can: <ul style="list-style-type: none"> ■ write various short texts, and speak about daily routines, ask and answer questions using grammar structures such as: Simple Present for habit, routine, likes and dislikes, Simple Past for describing past events , "Will" for talking about the future ■ understand simple written information, and instructions.
LINKS OF THE MODULE Cross-curricular links	Art and Craft, Life long learning/Learner training, The Earth and environment
Links with other modules	Module 2 (written diary) Module 6 (interview) Module 7 (article, horoscope)

**FOCI OF SKILLS-
DEVELOPMENT**

Communicative language skills

- giving a convincing presentation of their project
- writing simple texts about things, people, events, past activities (using simple linkers such as "and", "or", "because")
- finding main information of simple written texts (used as source of project)
- following simple written instructions related to project work

General, educational skills

- Life long learning/Learner training
- developing co-operative skills
- evaluating self and peer performance

EVALUATION

Learner self-assessment through self-assessment form.
Teacher assesses oral presentation through criterion-based feedback sheet.
Teacher assesses Ls' work habits through criterion-based observation sheet.

SUGGESTIONS

In this project Ls imagine their future. Encourage them to use their imagination and to be creative.
What you need for this project – besides glue, scissors, paper and colours, at least two cassette recorders and a quiet corner or a separate room, where Ls can make recordings.
Choose 4/5 Ls to observe (different 4/5 you observed in previous project lessons) and fill in sections of the Observation sheets in the course of the five project lessons.

BACK UP SYSTEMS

<http://rinkworks.com/said/predictions.shtm>
http://www.elon.edu/predictions/survey_04.aspx
Rabley, S. *Future Life Macmillian Dossier*. Singapore 1 0, Macmillian

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Familiarising Ls with terms related to futuristic ideas</p> <p>Reading for information</p> <p>Understanding written instructions</p> <p>Asking and answering questions in controlled situations</p> <p>Interpreting task, developing planning skills</p> <p>Searching for information from various sources</p>	<p>Imagining the future (by visualisation, by predicting about predictions, and by reading about futuristic ideas).</p> <p>Ls learn what their project is about, and start planning for it.</p>	<p>Vocabulary related to futuristic ideas – ‘Will’ for prediction, virtual classes, domestic robot, etc.</p> <p>Project ideas – instruction, e.g. design, add, include, summarise etc.</p>	<p>1.2 Predictions about predictions</p> <p>1.2 Bad predictions</p> <p>1.3 What can predictions be made about?</p> <p>1.3 Reading comprehension questions</p> <p>1.5 Project questions Life in 20..</p> <p>1.5 Planning our project form</p> <p>OHP, cassette recorder</p>
2	<p>Giving Ls practice in writing a horoscope and in writing questions</p> <p>Helping Ls plan their project, and manage their task</p> <p>Giving Ls opportunity to work collectively on a topic</p>	<p>Ls write a horoscope for one of their peer’s life in 20..</p> <p>Ls create an ideas bank for a topic they have chosen and begin to do tasks for their Time Box.</p>	<p>What things can be predicted in horoscopes - education, job, love life, children, home money success etc.</p>	<p>2.1 Whose horoscope is it?</p> <p>1.5 Planning our project form</p> <p>1.3 What can predictions be made about?</p> <p>1.5 Project questions Life in 20..</p> <p>1.3 Reading comprehension questions</p> <p>1.2 Predictions about predictions</p> <p>colours, glue, scissors etc.</p> <p>OHP</p>
3	<p>Giving Ls practice in giving opinion</p> <p>Giving Ls writing practice</p> <p>Helping Ls plan their project, and manage their task</p> <p>Giving Ls the opportunity to help each other in a group</p>	<p>Ls complete tasks for their Time Box, and learn how to give an opinion.</p>	<p>Model text + how to give Opinions – I think there will be/won’t be, I would/ wouldn’t like to..., I like/ I don’t like... etc.</p>	<p>1.5 Project questions Life in 20..</p> <p>1.3 What can predictions be made about?</p> <p>3.4 Virtual classes – giving opinions</p> <p>3.4 Robots – giving opinions</p>
4	<p>Giving Ls practice in giving opinions, and summarising opinions</p> <p>Helping Ls plan their project, and manage their task</p>	<p>Ls finish their work, and comment on their peers’ work, then discuss how to organise their work and how to present it.</p>	<p>Same as above</p>	<p>1.5 Project questions Life in 20..</p> <p>1.3 What can predictions be made about?</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	Giving Ls practice in oral presentations Giving practice in self-assessment	Ls make a map to show where their Time Box is buried. They present their Time Box in groups (+bury it). Finally they evaluate their own learning in this module by completing a self-assessment form.		5.2 Presentation assessment sheet 5.3 Self-assessment form . 5.3 Observation sheet A4 sheets 1.5 Project questions Life in 20..

PROCEDURE

LESSON 1: LET'S PREDICT OUR FUTURE

AIMS OF THE LESSON

- to familiarise Ls with terms related to futuristic ideas
- to help Ls read for information
- to help Ls understand written instructions
- to give controlled practice in asking and answering questions
- to help Ls interpret their task, develop planning skills
- to enable Ls to search for information from various sources

MATERIALS AND RESOURCES

1.2 Predictions about predictions (one copy per groups), 1.2 Bad predictions OHP, 1.3 What can predictions be made about?, 1.3 Reading comprehension questions (one copy per group), 1.5 Project questions Life in 20.. (A1 size), 1.5 Planning our project form (one copy per project group), OHP + transparency, cassette player

BEFORE THE LESSON

Write these two quotations on OHP (or on board):

- a. "Whatever will be will be.
The future's not ours to see."
(Doris Day, singer, Que Sera Sara)
- b. "The future cannot be predicted,
but futures can be invented."
(Dennis Gabor, Inventing the Future, 1964)

STAGE 1	Warm-up – Talking about the future
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Using one's imagination in speaking about the future
ORGANISATION	Whole class
AIDS AND MATERIALS	OHP, optional: background music e.g. New age music

TEACHER'S ACTIVITIES

- 1 Before lesson starts, write on board: **Life in 20..** (ten years from now) Ask Ls how old they will be in 20.. . Tell them to close their eyes and imagine their life then (the place and the house they live in, the machines/devices/vehicles they use, their job, their free time activities/ holidays etc.). Then ask them in front of the class to describe the life they have visualised.

Put the two quotations on OHP and discuss them with Ls.

Elicit that the first may mean that the future cannot be seen/predicted and somebody else may decide about our future and we have to accept it.

The second means that, although the future cannot be predicted, it can be IMAGINED.

Both mean that we may know only the past and the present but not the future, maybe because we cannot know what people in the future will know. However, the second stresses that it is up to us how we imagine the future.

Close the discussion by saying that people have always been interested in the future. Brainstorm for some possible sources of information about the future. Suggest: horoscopes, titles of science-fiction books etc.

Tell Ls that for this project they are going to IMAGINE their life in about 10 years time, and it will be fun to see how many of their predictions will come true.

LEARNERS' ACTIVITIES

- 1 Ls listen and respond – imagine, then describe:
 - the place they live in (city/village?, area?)
 - the house they live in
 - the equipment/machines in and around the house
 - the activities they pursue in and around the house
 - their job and workplace
 - how they go to work
 - what they do in their free time etc.

Ls listen and respond, saying: *We don't know our future (a), we can invent / fantasise about our future (b)*

Ls' answers may involve:

Nyolcvan nap alatt a föld körül by J. Verne, Brave New World by Aldous Huxley, Phoenix Rising by Karen Hesse etc. Harry Potter series by J. K. Rowling

STAGE 2	Clarifying the topic and aims – What’s wrong with these predictions?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading and speaking about predictions
ORGANISATION	Group work
AIDS AND MATERIALS	1.2 Predictions about predictions, 1.2 Bad Predictions, OHP

TEACHER’S ACTIVITIES

- 1 Tell Ls that we often make predictions about e.g. what we think will or won’t happen, what people will or won’t do etc. Ask them if they have ever predicted anything that did not happen the way they predicted. Listen to Ls’ bad predictions. Tell them that now, they are going to make predictions about what people in the past predicted about what will or won’t happen in the future, which by now have become past.
- 2 Put Ls in groups of /4, give each group a copy of the 1.2 Predictions about predictions. Tell them to answer the questions, considering the year in which the question was asked.
Put 1.2 Bad Predictions on OHP, and ask Ls to compare their answers with the predictions. Then discuss with the whole class why these predictions are wrong.
 - a Today 130 million personal computers are sold each year.
 - b Today there is a computer in almost every home.
 - c We all do.
 - d Margaret Thatcher was Prime Minister of Britain between 1979 and 1991.
 - e Soon (in the 40s) nuclear energy became obtainable.
 - f The Beatles were very popular for a long time and still are.

Highlight that predictions sometimes come true, sometimes not. But those that have turned out wrong can still be very interesting. Point out that it is generally a bad idea to say something cannot or won’t be done, especially when we predict about scientific and technical things

LEARNERS’ ACTIVITIES

- 1 Ls give some examples of bad predictions e.g. *‘I thought I’d be called up in English’*. Or *‘I thought I’d get a five in English.’* Etc.
- 2 Ls in groups discuss and answer the questions – expected answers: a number with the first, yes/no with the rest.

STAGE 3 Reading for information – Getting to know about possible topic areas for the project

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Reading for information

ORGANISATION Whole class, individual work

AIDS AND MATERIALS 1.3 What can predictions be made about?, 1.3 Reading comprehension questions

TEACHER'S ACTIVITIES

- 1 Write these two questions on board
What will our life be like in 20..?
What is our project?

Write these topic areas on board, give Ls 2-3 minutes, ask them to write a few predictions under each topic.

Ls' own city/town/village transport home family shops music education etc.

- 2 Put text A, B, C, D, E, F 1.3 What can predictions be made about? around the walls in the classroom covering the "Tip for your time box" part. Put Ls in groups of 3/4 again., Give each group a copy of the 1.3 Reading Comprehension questions. Tell them it is a race, and they have 5 minutes.

The aim is to find the answers to all the questions. They can organise this as they think best for their group (they can either divide the questions among themselves or read all information first and then together answer the questions, it is up to them). The group that has all the answers right first, is the winner.

NB! Play the recording first in whole class, and ask Ls to answer question number 10 of 1.3 Reading Comprehension questions.

LEARNERS' ACTIVITIES

- 1 Ls write their predictions under each topic, e.g. "*There will be no schools, there will be many computers in people's homes, electric cars, mega shops, etc.*"

- 2 Ls in groups read information on walls and find the answers.

- 3 Stop the activity when the first group has finished. Check answers together:
 - 1 Yes.
 - 2 Yes, in "virtual classes"
 - 3 The computer.
 - 4 Much smaller and cheaper.
 - 5 Three-dimensional.
 - 6 They want a cleaner and greener environment, it will be easier to work from home, it will also be easier to commute.
 - 7 TV, hi-fi, video, lights, security of the home. By the sound of your voice.
 - 8 Plan journeys, show the quickest route, give all kind of information, slow down if you're too close to the car in front.
 - 9 There will be oxygen and water under a large roof/dome.
 - 10 A domestic robot.
- 4 Ask Ls to compare their predictions (on board) with what they have read. If there are differences, discuss with Ls which – their own prediction or predictions of the texts – they think is more likely to happen in the future. Make it clear that there are no right or wrong answers.
- 5 Remind Ls of the focus of this project, tell them that they can use these ideas beside their own in their project. Tell them that each project group will prepare a TIME BOX (a large box, preferably waterproof) in which they will put their work. In the fifth lesson, they will bury the TIME BOX, and will dig it up and open it ten years later. Then they will see how many of their predictions have come true.
- 4 Ls discuss similarities and differences between their predictions and predictions of the texts.

STAGE 4 Introduction to the project – Project ideas**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Planning skills
Understanding written instructions**ORGANISATION** Individual work**AIDS AND MATERIALS** 6.3 What can predictions be made about?**TEACHER'S ACTIVITIES**

- 1 Uncover the sections Tips for your time box (B, C, D, E, F) and put up the rest of the tips (G, H, I, J). Ask Ls to go round and read the tips.
Tell them that these are possible tips only for their Time Box, and that they can have their own ideas too.

Tell Ls that, since in the fifth lesson they will bury all their work, it is important that each group photocopies what they have done and keep it in the project file.

- 2 Divide Ls into project groups with approx. 5 Ls in each group. Make sure in each group there are some stronger and some weaker learners.
Ls name their groups.

Leave both predictions and tips for the Time Box on until the end of the fourth lesson. These can help Ls with ideas and with the language they need.

LEARNERS' ACTIVITIES

- 1 Ls go round and read tips.

Ls listen.

- 2 Ls get into project groups and name their group.

STAGE 5	Planning the project – Filling in project form
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning skills
ORGANISATION	Group work, whole class
AIDS AND MATERIALS	1.5 Project questions Life in 20..., 1.5 Planning our project form

TEACHER'S ACTIVITIES

- Put up on board 1.5 Project questions Life in 20..., and give one 1.5 Planning our project form to each group.
Ask Ls to discuss questions 1, 2 and 3 on 1.5 Project questions Life in 20...
What do we have to do?
What do we want in our time box?
Where can we get information?

Ask Ls to complete the *What do we want in our time box?* And the *Who does what when* sections on their 1.5 Planning the project forms.

Reassure Ls that this is just a first plan, with general ideas, and things may change later.
Monitor and help with the form filling. Encourage stronger pupils to include some of the more difficult project tips (F, H, I, J).
Remind Ls where they can get information from e.g. internet, books, parents, teachers etc.

Collect in forms for project file.

LEARNERS' ACTIVITIES

- Ls listen and discuss questions.

Ls plan their time box, and fill in the Who does What When sections of their 1.5 Planning the project forms.

STAGE 6 Homework – Collecting ideas

TIME 3 mins

ORGANISATION Whole class

TEACHER'S ACTIVITIES

- 1 Tell Ls that in the next project lesson, they will work in topic groups (e.g. city/town/village, home, traffic etc.), so for homework they should collect ideas/materials for what they have decided to write about.

LEARNERS' ACTIVITIES

- 1 Ls listen.

LESSON 2: LET'S START OUR PROJECT!

AIMS OF THE LESSON

- To give Ls practice in writing a horoscope and in writing questions
- To help Ls plan their project, and manage their task
- To give Ls opportunity to work collectively on a topic

MATERIALS AND RESOURCES

2.1 Whose horoscope is it? (OHP), 1.5 Planning our project form, 1.3 What can predictions be made about?, 1.5 Project questions Life in 20.., 1.3 Reading comprehension questions (one per group), 1.2 Predictions about predictions (one per group), OHP, colours, glue, scissors, etc.

STAGE 1 Practice – Writing a horoscope

TIME 15 mins

SKILLS AND COMPETENCIES IN FOCUS Writing about the future

ORGANISATION Whole class, individual work

AIDS AND MATERIALS 2.1 Whose horoscope is it?, OHP

TEACHER'S ACTIVITIES

- 1 Discuss with Ls what horoscopes are, ask them where we can find horoscopes, and if they read any.
- 2 Put 2.1 Whose horoscope is it on OHP, uncover the text line by line, giving more and more clues about the person, and encourage Ls to find out whose horoscope it is.
NB: both the horoscope and its writer are fictional.
Summarise the possible topic areas we usually predict about in a horoscope.

LEARNERS' ACTIVITIES

- 1 Ls' answers may include: newspapers, magazines etc.
- 2 Ls read text line by line and make guesses.
Ls' suggestions may include: education, job, love, life, children, home, money, success, etc.

- 3 Write the names of Ls on pieces of paper (you can include your name as well if you are prepared to write a horoscope about somebody), put the pieces in a hat and ask Ls to pick a name (if someone picks their own name, they have to choose another one).
Tell Ls not to tell anyone whose name they have picked. Give each pupil a piece of paper, and ask them to compose a horoscope for the person's life in 20... . Tell Ls to base their predictions on what they know about the person (i.e. his/her interests, ambitions, hobbies, etc.) Tell them to write the name of the person at the end of the horoscope.
- 4 Quickly write the horoscope for the person you have chosen, then go round, monitor, and help as Ls are writing.
When they have finished, collect the sheets and read out horoscopes one by one, not mentioning the name of the person the horoscope is about. Ls have to guess whose horoscope has been read out and give reasons for their guesses.
- 3 Ls choose a name and write horoscope for the person they have chosen.
- 4 Ls listen and guess whose horoscope has been read out.

NB: If there are too many Ls in the class, divide them into two groups, and ask a stronger pupil in each group to read out horoscopes.

Ls can use these horoscopes as models, or write a new one for the person of their liking for the Time Box (Tip J).

STAGE 2	Planning the project – Assessing what materials we have got so far
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Managing task
ORGANISATION	Group work
AIDS AND MATERIALS	1.5 Planning our project form

TEACHER'S ACTIVITIES

- Put Ls into project groups and give out their 1.5 Planning our Project forms from last lesson.
Ls discuss the information, materials they have collected from home and compare them against their *Who does what and when* form to check that group members have done what they were supposed to do. Groups will probably need to modify their 1.5 Planning our project forms and set new goals.

LEARNERS' ACTIVITIES

- Ls look at materials in groups.

STAGE 3	Brainstorm – Collecting ideas
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Working together on a topic
ORGANISATION	Group work
AIDS AND MATERIALS	Ideas Ls have collected for HW, 1.3 What can predictions be made about?, 1.3 Reading comprehension questions, 1.2 Predictions about predictions, Ls' copy books, project tips, Blu-Tack

TEACHER'S ACTIVITIES

- Put Ls into topic groups, i.e. Bs, Cs, Ds, Es and Gs, Fs, Hs, Is. Explain that they have to make a list of possible ideas relevant to their topic.

NB:

Tips B, C, D, E, G are easier, they can suit Ls who are good at drawing/making things, but may have difficulties writing longer texts.

Tips F, H, I, are more demanding and challenging both in terms of tasks Ls have to complete and the language they have to use, therefore suit

Ls with fairly developed speaking and writing skills.

Encourage Ls to be imaginative. They can also refer to the Tips for your Time Box (What can predictions be made about?) displayed around the walls for ideas.

Give a copy of the 1.3 Reading comprehension questions, and a copy of 1.2 Predictions about predictions to Ls working on Tip H to help them make questions.

Go round, monitor and help both with ideas and the language.

LEARNERS' ACTIVITIES

- Ls in groups collect ideas. They each need to put down the ideas since they will need to share them with their project groups.

e.g.

Bs – size of the city/town/village, surroundings, transport, shops, public buildings, entertainment, source of energy etc.

Cs – size of the house, equipment, what it can do, life, activities in the house, surroundings (garden), etc.

Ds – what will streets be like, what kind of public/private vehicles will there be, how will people use them etc.

Es – what will cities be like on the Moon, how will people live, what will they do, etc.

Gs – Make a list of top ten pop groups/football teams/formula one drivers etc.

Fs – make a profile for themselves, discuss what they will do, work or study, and what it will be like, what daily routine/entertainment/activities they will have etc.

Hs – what they will ask questions about and how – write a list of possible questions

Is – what they want on their newspaper front page – collect pictures or make drawings, what about (accidents, a scientific breakthrough, an event from the past etc.)

STAGE 4	Planning – Which ideas do we want?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning
ORGANISATION	Group work
AIDS AND MATERIALS	Ls ideas bank (list of ideas), 1.5 Project questions Life in 20..

TEACHER'S ACTIVITIES

- 1 Put Ls back into their own project groups. Refer to question 5 (*How can we use the information?*) on Project questions Life in 20.. and ask Ls to first, discuss the ideas that members of the group have collected in the topic groups, then choose the ones they find most appropriate for their Time Box. Tell them to make a plan of how they want to use the ideas (design, captions, what to do first, next, etc.).

LEARNERS' ACTIVITIES

- 1 Ls listen, discuss and choose ideas.

STAGE 5	Task completion – Writing, drawing
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing (designing)
ORGANISATION	Group work, individual work
AIDS AND MATERIALS	Ls' own materials, 1.3 What can predictions be made about?, Tips

TEACHER'S ACTIVITIES

- 1 Tell Ls to begin to produce work for their Time Box – as agreed in their project groups.
Hand out paper, colours, glue etc. that Ls may need for producing materials. Encourage Ls to refer to the Tips for your Time Box and 1.3 What can predictions be made about? displayed round the walls for help with ideas, steps of instructions, and language.
Tell Ls to follow the plan they have drawn in their project group and set themselves a personal goal as well for what they want to complete in 8 minutes, Tell Ls to work individually but members of the group can help each other.
Go round giving language support as required.

LEARNERS' ACTIVITIES

- 1 Ls set goals for what they want to do and work individually
e.g. to make the design + the captions of
B– the city/town/village
C – the house and its environment
D – the traffic and vehicles
E – the city on the Moon or to make
G – the top ten pop songs/football teams etc. or to write
F – diary entries for a few days – in note form (later they can practise and record them)
H – a set of questions
I – news, short articles for their newspaper front page

STAGE 6 Homework – Finishing work and collecting more materials

TIME 2 mins

ORGANISATION Whole class

TEACHER'S ACTIVITIES

1 Ask Ls to finish their work at home, and collect more materials if necessary.

LEARNERS' ACTIVITIES

1 Ls listen.

LESSON 3: LET'S COMPLETE OUR PROJECT

AIMS OF THE LESSON

- to give Ls practice in giving opinion (speaking/ writing)
- to give Ls writing practice
- to help Ls plan their project, and manage their task
- to give Ls opportunity to help each other in a group

MATERIALS AND RESOURCES

1.5 Project questions Life in 20..., 1.3 What can predictions be made about?, 3.4 Virtual classes – giving opinion (A1 size), 3.4 Robots – giving opinion (one copy per group), min. 2 cassette recorders

STAGE 1 Planning – Checking

TIME 5 mins

SKILLS AND COMPETENCIES IN FOCUS

Managing a task

ORGANISATION

Group work

AIDS AND MATERIALS

1.5 Project questions Life in 20..., 1.3 What can predictions be made about?

TEACHER'S ACTIVITIES

- 1 Ask Ls to discuss questions 5-8 on 1.5 Project questions Life in 20.. and Tips for your Time Box of 1.3 What can predictions be made about?, and check how far they have got in completing their task, and decide what else needs to be done and by whom.

LEARNERS' ACTIVITIES

- 1 Ls discuss questions/steps of instructions and decide what needs to be done and by whom.

STAGE 2	Task completion – Writing for the Time Box, making surveys/interviews, rehearsing before recording
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing Speaking (giving opinion)
ORGANISATION	Group work
AIDS AND MATERIALS	1.3 What can predictions be made about?

TEACHER'S ACTIVITIES

- 1 Tell Ls who are doing Tips B,C,D,E,G to set new goals for themselves and continue with their work.
NB: Ls from other groups will have to suspend their work for the time they make a list of their top ten

LEARNERS' ACTIVITIES

- 1 Ls complete their task, and help each other if necessary.

Ls working on B, C, D, finalise their work.
Ls working on D – ask 4–5 pupils in the class to write their top ten songs/ football teams/formula one drivers etc. then write everybody's favourite in a long list.

VARIATION FOR LS DOING TIPS F, H, I

AIDS AND MATERIALS	Same as above + min. 2 cassette recorders
DESCRIPTION	Ls complete their task, and help each other if necessary. Ls working on I – continue making newspaper front page. Ls working on F – complete their diary notes and rehearse for recording + do recording (in a separate room) Ls working on H – give a copy of their questions to 3–4 pupils in the class and one by one (in a corner of the classroom or in a separate room) record their answers NB: Make sure before the lesson that at least two cassette recorders are available for this lesson (one for H and one for F). Ls from other groups will have to suspend their work for the time they answer the questions (do the recording).

STAGE 3 Task completion – Finalise materials

TIME 5 mins

ORGANISATION Group work

TEACHER'S ACTIVITIES

- 1 Ask Ls in their own project groups to check over and finish materials, and complete next step of their task (e.g. vote for top ten of group, etc.).

LEARNERS' ACTIVITIES

- 1 Ls finish and check over materials, and complete remaining tasks.

STAGE 4	Presentation – How to give opinions
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Writing
ORGANISATION	Whole class, small groups
AIDS AND MATERIALS	3.4 Virtual classes – giving opinions, 3.4 Robots – giving opinions

TEACHER'S ACTIVITIES

- Put Ls into groups of 3/4. Put 3.4 Virtual classes – giving opinions on board and ask groups to discuss each question at the bottom of poster.
- Go through each question with whole class, listen to Ls answers and write the most common ones on the board. By this you give a model of what Ls will have to do in the next task.
- Give a photocopy of 3.4 Robots – giving opinions to each group and ask Ls to discuss their opinions and write them on the sheet. Go round and help with the language.
Ask groups to put up their sheets with their opinions around the walls. Ls go round and read their peers comments.
Leave these sheets on the wall for the next lesson.

LEARNERS' ACTIVITIES

- Ls listen and respond. They discuss questions and dictate their opinions onto the board.
Ls' answers may include:
 - Yes, they're funny. (No, they're not funny.)*
 - Yes, but there will be traditional classes too.*
 - Yes, it's like playing computer games.*
 - No, I'd miss my classmates and the breaks.*

Ls complete the task then read other groups' opinion

STAGE 5 Homework – Finalise work

TIME 2 mins

ORGANISATION Whole class

TEACHER'S ACTIVITIES

- 1 Tell learners to finalise their work at home, H– to interview 3 more people (friends, relatives) and summarise + record their answers at home, F – to finish recording at home and to bring a photo of themselves for the next project lesson.

LEARNERS' ACTIVITIES

- 1 Ls listen.

LESSON 4: LET'S PUT EVERYTHING TOGETHER

AIMS OF THE LESSON

to give Ls practice in giving opinions, and summarising opinions (in writing)
to help Ls plan their project, and manage their task

MATERIALS AND RESOURCES

1.5 Project questions Life in 20.., board, 1.3 What can predictions be made about?

STAGE 1

Warm-up – Game

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Revising vocabulary

ORGANISATION

Group work, whole class

AIDS AND MATERIALS

Board

TEACHER'S ACTIVITIES

- 1 Write the word 'Future' in a circle on board. Put Ls into groups of 3/4 and give them 2 minutes to write down in their notebook a list of words they associate with it. Then write suggestions of the groups on the board with a line joining it to the original word, in a circle, so that you get a 'sunray' effect. If one suggestion appears on the list of more than one group, write it on the board, but the groups that have that particular word have to cross it out from their list. So groups can only leave words on their list that do not appear in any other group's list. The winner is the group that has the most words left in their list.
- 2 As a follow-up, erase everything on the board, except for the central word. Ask Ls in groups to recall as many of the brainstormed words as they can.

LEARNERS' ACTIVITIES

- 1 Ls in group make a list of words. Then dictate their suggestions:
e.g.
robots electric vehicles
moon bases Future spacesuit
solar panels hologram TV
etc.

STAGE 2	Task completion – Finalising materials
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Planning; presenting, displaying information
ORGANISATION	Group work
AIDS AND MATERIALS	1.3 What can predictions be made about?

TEACHER'S ACTIVITIES

- 1 Ask Ls in their project groups to finish their work – e.g. F – alter their photo to look older, make illustrations for their diary etc., F – summarise people's opinions, etc.

LEARNERS' ACTIVITIES

- 1 Ls in their project groups finalise their work + arrange materials on their desk.

STAGE 3 Communication – Giving opinions**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Writing opinion**ORGANISATION** Individual work**AIDS AND MATERIALS** Ls' work**TEACHER'S ACTIVITIES**

- 1 Ask Ls to arrange everything on their sheet (visuals, writing, illustrations etc.) so that it looks nice. Tell them to arrange their work on the desk so that it is easily accessible by other Ls to write their comments in the bottom right-hand corner.

Tell Ls to go round, read each other's work and write their comments in the bottom right-hand corner with their name in brackets.

NB. If there are many Ls in the class, organise the class so that you have two or three project groups working together. If the class is small, let every pupil comment on everybody's work.

LEARNERS' ACTIVITIES

- 1 Ls read others' work + write comments.

STAGE 4	Monitoring – What else do we want?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Monitoring, Speaking Writing
ORGANISATION	Group work
AIDS AND MATERIALS	1.5 Project questions Life in 20..

TEACHER'S ACTIVITIES

- 1 Refer Ls to question 8 (*What else do we need?*) of 1.5 Project questions Life in 20., and encourage them to include in their Time Box a few more things, e.g. a horoscope for one of the pupils in the class, a secret for themselves or for others, or anything they would like.

LEARNERS' ACTIVITIES

- 1 Ls discuss what else they want and prepare the things.

STAGE 5 Presentation – How shall we do it?

TIME 5 mins

ORGANISATION Group work

TEACHER'S ACTIVITIES

- 1 Ls in their project groups discuss how in the next lesson they will display their work, and how they will present it (i.e. how they will share the task – who will introduce the materials they will put in the Time Box, who will talk about which item).

Tell Ls that next lesson they will present their Time Box in small groups, i.e. two or three project groups will be put together and in turn they present their Time Box to each other in these groups.

Collect all the work Ls have done (paper and cassettes) to (photo) copy before the next project lesson.

Ask Ls to think about where they are going to bury the Time Box.

LEARNERS' ACTIVITIES

- 1 Ls discuss and decide who will do what next lesson.

LESSON 5: LET'S PRESENT OUR PROJECT

AIMS OF THE LESSON

- to give Ls practice in oral presentations
- to give practice in self-assessment

MATERIALS AND RESOURCES

5.2 Presentation assessment sheet, 5.3 Self-assessment form, 5.3 Observation sheet, A4 sheets (one per project group) + pens,
1.5 Project questions Life in 20..

STAGE 1

Warmer – Making a map

TIME

10 mins

ORGANISATION

Group work

AIDS AND MATERIALS

A4 sheets + pens

TEACHER'S ACTIVITIES

- 1 Tell Ls in their project groups to draw a detailed treasure map of the surrounding area, filling in landmarks and notes about e.g. what types of buildings there are, how far the hole is from the gate, etc.
Tell them to decide who will keep the map and where.
(A photocopy of the map can also be included in the project file.)

LEARNERS' ACTIVITIES

- 1 Ls discuss and make the map.

STAGE 2	Presentation – Presentation of Time Box
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Presenting information
ORGANISATION	Group work
AIDS AND MATERIALS	5.2 Presentation assessment sheet

TEACHER'S ACTIVITIES

- 1 Tell Ls that they are now going to present their Time Box to each other. Elicit from Ls what makes a good presentation. Remind Ls that they will present to one or two other project groups and not to the whole class. Organise class so that you have two or three project groups working together. Ask Ls to present their Time Box.

During presentations circulate and listen to the various groups presenting and fill in the Use of English and Body Language sections of 5.2 Presentation assessment sheet.

LEARNERS' ACTIVITIES

- 1 Ls listen and respond. Their suggestions may include: *eye contact, speak clearly and slowly, remain calm, use gestures to show what is important, encourage Ls to ask questions when the presentation is over*

2 or 3 project groups get together.

Project groups present their Time Box to each other (one member introduces the Time Box, each member talks about one of their items).

Ls ask and answer questions after the presentation.

STAGE 3	Evaluation – What have we learnt?
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Self-assessment
ORGANISATION	Group work, individual work
AIDS AND MATERIALS	5.2 Presentation assessment sheet, 5.3 Self-assessment form, 5.3 Observation sheet

TEACHER'S ACTIVITIES

- 1 Give positive oral feedback to the whole class using the completed 5.2 Presentation assessment sheet. Try to pick out two areas to work on and set these as goals for the next project.

Put forms in project file for future reference.

Tell Ls that they are going to answer question 10 on 1.5 Project questions Life in 20.. (*What have we learnt?*). Hand out self-assessment forms.

Collect in forms for project file.

After the lesson fill in 5.3 Observation sheets for the 4/5 Ls you have chosen for this project and give feedback to Ls the next lesson.

NB: Help Ls bury their Time Boxes in the break after the lesson (or after school).

LEARNERS' ACTIVITIES

- 1 Ls listen and set the goals to achieve for the next project.

Ls complete self assessment forms.