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# OUR WONDERFUL 20<sup>TH</sup> CENTURY

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## See the 20th century with us!

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Type of modul	Project work
Level	A2+
Target group	12-15-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Project work</b>
<b>DESCRIPTION OF MODULE</b>	<p>Learners in project groups research and produce materials about the twentieth century. This project has two products</p> <ol style="list-style-type: none"> <li>1. A time line</li> <li>2. A class quiz on the time line</li> </ol> <p><u>The time line</u> is a thick black horizontal line about 10 meters long, drawn on white paper and stuck all around the classroom walls. 1901 is written at one end and 2000 at the other. 9 short vertical lines divide the time line into decades. Each project group produces 10 items about important events for a different decade. Each item consists of a description &amp; illustration of some sort - a picture, object, model, other types of writing (poem, letter, ticket, stamps, advert etc). Ls then stick their work on the time line in chronological order so that by the end of the project there is a time line telling the story of the twentieth century in words and pictures, around the classroom walls.</p> <p><u>The class quiz:</u> at the end of the project the class will have a quiz about the twentieth century. They write their own questions on their own materials for the rest of the class to answer.</p>
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ To develop Ls ability to write short descriptions of historical events and people by providing input of relevant vocabulary and opportunities for free writing appropriate to A2/A2+ level</li> <li>■ To give Ls opportunities to exchange simple information (oral and written) about historical events by revising past tense questions and providing question/answer practice through reading, listening, written and spoken activities</li> <li>■ To develop Ls ability to read for specific information through reading comprehension activity</li> <li>■ To develop Ls abilities to plan, manage and assess a task by providing guidance &amp; opportunities to practise these strategies</li> <li>■ To develop Ls abilities in displaying written materials by providing opportunities to do so.</li> <li>■ To develop Ls abilities to search for and use information from various sources by providing guidance &amp; opportunities to do so</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	12-15-year-old learners
<b>LANGUAGE LEVEL</b>	A2+
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Ls can</p> <ul style="list-style-type: none"> <li>■ write descriptions</li> <li>■ use Past tenses</li> <li>■ use past tense questions but still need extensive practice</li> </ul>

## LINKS OF THE MODULE

### Cross-curricular links

- History – Mankind and society
- Art and design

### Links with other modules

A day in the life of ...

## FOCI OF SKILLS DEVELOPMENT

### Communicative language skills

- Reading for specific information from short simple descriptions. Picking up names words and basic phrases; getting an idea of the content of simple informative material and short descriptions
- Understanding short simple texts that contain high frequency words. Being able to find specific information in simple written materials such as short descriptions of events.
- Writing a simple description (using simple linkers such as “and”, “or”, “because”). Needs to follow a model.
- Writing longer texts without the support of a model.
- Understanding longer texts with wider use of English.
- Exchanging information about historical events of the twentieth century

### General educational skills

Problem solving; Personal and social skills; Life long learning/ learning strategies

### EVALUATION

Learner self assessment through self assessment form  
Teacher assessment of time line

## SUGGESTIONS

Timing of project lessons. We suggest that this particular project should be dealt with over four/five weeks i.e. one lesson a week. This is for two reasons. Firstly, to allow Ls time between project lessons to do the necessary out of class research and secondly, to give the teacher time to correct and return Ls written work between project lessons. Feel free to include an extra project lesson after Lesson 4 if you think your Ls need further language practice.

You need: card, coloured paper, scissors, glue, cardboard boxes etc.. to make models for the time line; collection of reference books for Ls to use in class – ask Ls to bring in some from home for class use; a Project file which is a binder file and all Ls project forms should be kept here. Ls also need a Project work exercise book for notes

Time line. Prepare a blank time line before the start of the project. Stick sheets of paper horizontally around the classroom wall. Draw a thick black line on it – your line should be about 10 meters in length. At one end write 1901 in big letters, at the other 2000. Divide the line into decades by drawing 9 short vertical lines through the time line at one meter intervals and write on the decade years 1910, 1920, 1930 ...2000

Fact File texts In lesson 1 stage 2 learners read *Fact Files* about the twentieth century. Before you use these, decorate the texts. The visual support helps Ls understanding and models what they have to do when they produce their own materials. For example, “Let’s win a prize” – copy of *Sorstalanság* by Kertész Imre (Nobel Prize for Literature); “Let’s drink tea” - a tea bag; “Let’s clean” - a Hoover bag; “Let’s fly” - model plane; “Let’s draw” - Crayola crayon; Let’s race” - racing car; “Let’s play” – a yo yo; “Let’s fight” – toy tank

Different Text types. The main writing that Ls will do is written descriptions of past events. But, some Ls may include other types of writing i.e. cartoons, tickets, adverts, letters, stamps, paper money etc. So, collect and bring in examples of these from magazines, newspapers etc.. in either Hungarian or English. Ls can then use these as models for their own work. In the Fact Files there are examples of letters, poems and advertisements.

### Mixed ability

Mixed levels in this module are catered for in two ways: by the Fact Files texts and by the individual help Ls get in the form of tutoring.

Follow up activity: After the project has finished, keep the time line on the walls and invite other classes and teachers to look at it. You could have an open class for your next lesson where Ls act as hosts and explain, or translate to those, who do not understand the texts. Visitors can be encouraged to contribute to the time line, too.

The project question wall poster should be permanently up on the wall.

## BACK UP SYSTEMS

*The Usborne Book of World History* by Jenny Tyler and Gee Robyn (editor) published by Usborne  
<http://history1900s.about.com/library/time/bltime1900.thm>  
<http://enchantedlearning.com>

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Describing historical events</p> <p>Reading for specific information</p> <p>Assessing and monitoring own work more effectively</p> <p>Planning for a task more effectively</p>	<p>Ls order events of 20th century then do reading activity about events of 20th century. Ls learn what their project is about, and then start planning for it.</p>	<p>Vocabulary related to past events – Grand Prix, the First World War, revolution, flying machine, vacuum cleaner, coronation, crayon, etc.</p> <p>Questions – Why are they famous?, When did Binney and Smith invent crayons? Etc.</p>	<p>Time line</p> <p>1.1. Important event cards</p> <p>1.2. Fact File texts</p> <p>1.2. Question sheet A</p> <p>1.2. Answer sheet A</p> <p>1.2. Let's Fight Fact File B</p> <p>1.2. Question sheet B</p> <p>1.2. Answer sheet B</p> <p>1.4. Project questions wall poster</p> <p>1.4. Planning our project form</p>
2	<p>Asking past tense questions (in writing &amp; orally)</p> <p>Listening for specific information</p> <p>Writing short descriptions of historical events and people</p> <p>Managing a task more effectively</p>	<p>The first part of the lesson revises past tense questions through 3 fun activities. Then Ls start producing materials for their time lines.</p>	<p>Past tense question formation – When did the first man step on the moon?, Where was the first World Cup?, Who wrote ....? etc.</p>	<p>2.3. Question practice sheet A</p> <p>2.3. Question Practice sheet B</p> <p>2.3. Question practice sheet C</p> <p>2.3. Question practice sheet D</p> <p>1.4. Planning our project form</p> <p>Materials brought by Ls</p> <p>Examples of text types you have collected from home</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Writing short descriptions of historical events and people</p> <p>Planning and monitoring tasks more effectively</p>	<p>Ls play a dice game, then plan what they want to achieve by the end of the lesson.</p> <p>Ls work individually on materials for the time line. Lesson ends with Ls' evaluation on what they achieved during the lesson.</p>	<p>Language of describing past events – he invented....., it was....., etc.</p> <p>Language of self-evaluation – my problem was....., I managed to.... etc.</p>	<p>Dice – one for each group of 4 learners</p> <p>Tutorial sign</p> <p>1.4. Project question wall poster</p> <p>1.4. Planning our project form</p> <p>1.2. Fact File texts</p> <p>Different types of writing you have collected from home</p> <p>A4 sheets for each group</p> <p>Ls' materials for project work, paper, glue etc.</p>
4	<p>Writing short descriptions of historical events and people</p> <p>Writing past tense questions</p> <p>Planning more effectively</p> <p>Displaying information more effectively</p>	<p>Class discusses different general knowledge quizzes then they make up rules for their own general knowledge quiz for the next project lesson.</p> <p>Ls complete all materials for their time lines then write questions about their own section of the time line for other Ls to answer when they read the time line &amp; general knowledge questions about the 20th century for next lesson's class quiz.</p>	<p>Vocabulary related to rules for reading/quiz questions – we will have....., time limit of ....., whole group can answer... etc.</p> <p>Accuracy (writing questions) – When did .....?, Who invented ....? etc.</p>	<p>Big sheet of paper</p> <p>Tutorial sign</p> <p>4.4. Our Questions sheet</p> <p>1.4. Project Questions wall poster</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	<p>Reading for specific information more effectively</p> <p>Using orally some of the vocabulary and grammar from the project</p> <p>Evaluating own learning more effectively through the self-assessment form and the class quiz</p> <p>Presentation skills</p> <p>~ give practice in displaying information</p>	<p>Ls decorate their time line, then read &amp; answer questions on it. Next is a general knowledge quiz on the twentieth century. Finally Ls evaluate their own learning in this module by completing a Self-assessment form.</p>	<p>Asking/answering questions – Who wrote....?, When was....?, Gárdonyi Géza, In ....., etc.</p>	<p>Time line</p> <p>Glue, pens etc. for decorating the time line</p> <p>Question sheet of Ls “Reading” questions.</p> <p>About 20 – 25 “Quiz” questions</p> <p>5.2. Time line assessment sheet</p> <p>1.4. Project questions wall poster</p> <p>5.4. Self-assessment form</p> <p>Newspaper pages, Blu-Tack</p>

# PROCEDURE

## LESSON 1: WHAT IS OUR PROJECT?

### Aims of the lesson:

- to teach vocabulary for describing historical events
- to develop Ls abilities in reading for specific information
- to help Ls assess and monitor themselves more effectively
- to help Ls to plan for a task more effectively

**Materials and resources:** Time line, 1.1. Important event cards (one set), 1.2. Fact File texts (one set) 1.2. Question sheet A (as many as there are Ls who have poorer reading skills), 1.2. Answer sheet A (as many as there are Ls who have poorer reading skills), 1.2. Question sheet B (as many as there are Ls who have better reading skills), 1.2. Answer sheet B (as many as there are Ls who have better reading skills), 1.4. Project questions wall poster (one copy) 1.4. Planning our project form (as many copies as there are groups)

**Before the lesson:** Put the blank time line around the classroom walls – see “suggestions” in the information table for ideas on how to make the time line.

<b>STAGE 1</b>	<b>Warm up – contextualising the topic</b>
<b>TIME</b>	6 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading for specific information Identifying key vocabulary of past events
<b>ORGANISATION</b>	Whole class, pair work
<b>AIDS AND MATERIALS</b>	Blank time line, 1.1. Important events cards

### TEACHER'S ACTIVITIES

1. On board write “*Our wonderful twentieth century: 1901 – 2000*” and ask, “*What happened in the twentieth century?*” Write Ls ideas on bb.

Write up these years - 1914, 1939, 1956, 1972. Put up the first 4 Important Event cards on board and ask 4 Ls to come out and match the event card with the year – the rest of the class can help.

Blu tack the remaining 7 important event cards onto the board, write up the years 1906, 1912, 1927, 1930, 1946, 1969, 1993 and ask Ls in pairs, to match the events to their dates. Ask Ls to copy the dates down & write a key word from the appropriate important event next to them. Encourage Ls to guess – they probably will not know the answers. After a few minutes check answers together.

2. Ask Ls to guess when the events they brainstormed at the start happened. Then ask Ls to stick Important Event cards on the class time line

### LEARNERS' ACTIVITIES

1. Ls brainstorm on what happened in the twentieth century.

Ls match events and dates. Solution

*The First World War started in Europe (1914)*

*The Second World War started in Europe (1939)*

*The Hungarian revolution was in (1956)*

*People started using pocket calculators (1972)*

Ls match events and dates by copying the dates down and writing a key word from the important event next to them. e.g. 1906 – Kellogg’s; 1912 – Titanic etc..

Solution: *1906 - Kellogg’s started selling Kellogg’s cornflakes;*

*1912 - The ship the “Titanic” sank; 1927 - Americans invented bubble gum; 1930*

*- There was the first World Cup in Uruguay; 1946 - Two Americans Mauchly and*

*Eckert built the first computer; 1969 - The first man (Neil Armstrong) stepped onto*

*the moon; 1993 - People started using the Internet at home and work*

2. Ls guess when the events they brainstormed at the start happened. Then, Ls stick Important Event cards on the line in the correct places chronologically.

#### STAGE 2 Let’s read – Reading

TIME 18 mins

SKILLS AND COMPETENCIES  
IN FOCUS Reading for specific information  
Monitoring own learning

ORGANISATION Individual work, whole class

AIDS AND MATERIALS 1.2. Fact File texts (except for Let’s Fight), 1.2. Question sheet A, 1.2. Answer sheet A.

## TEACHER'S ACTIVITIES

1. Place the 1.2. Fact File texts around classroom walls (see “Suggestions” in INFORMATION TABLE above for ideas on decorating these) and tell Ls that they are going to read about some important events from 1900 – 1910.

Before starting the activity, you may want to pre-teach these vocabulary items:

~ Westminster Abbey (the church in London where English Kings and Queens are crowned; The Nobel Foundation & Nobel Prizes (the organisation that gives out the Nobel prizes); paraffin wax; horse and cart; coronation; a tyre; an argument; to advertise.

2. Give 1.2. Question sheet A. to Ls and ask them to individually answer the questions by reading the texts on the classroom walls. Monitor and help.
3. After ten minutes stop the activity. Give out 1.2 Answer sheet A and ask the Ls to check their own answers.  
NB: On Fact File Let's Play there are 3 questions. Check solutions with Ls. Close activity by asking Ls what they found most interesting etc...

4. Ask Ls to place each Fact File + its illustration on the time line.

By the end of this part of the lesson, 1900-1910 should be decorated with descriptions of great events (the Fact Files), illustrated by objects, different text types or pictures and placed in chronological order along the time line.

## LEARNERS' ACTIVITIES

- 1.

Ls listen and respond.

2. Ls read and complete question sheets.

3. Ls mark own work.

### Solution to Let's play questions

Who wrote the “Kukorica” song? - Bartok

Which toy is the oldest? - Marbles. The Romans used to play this

Which 2 toys were weapons? - Bows and arrows and the yo yo. Yo yo means “come back” and was a weapon in the Philippines made from a piece of rock tied to a strip of leather.

4. Ls put Fact Files on time line. The Fact Files refer to 4 years - 1901, 1903, 1906, 1908 so Ls should:
  - Draw 4 short vertical lines crossing through the 1900-1910 section of the (horizontal) time line. These lines represent the 4 years so Ls should draw them chronologically accurately - 1901 is near 1900, 1908 near 1910, with 1906 just past the middle of the decade etc..
  - Write the appropriate year along each line
  - stick the right Fact Files + illustrations on/ near that yearNB: To avoid crowding, Ls can stick *Fact Files* on, above and below the time line and attach them to it with coloured string or by drawing lines.

**VARIATION FOR LS WHO HAVE MORE VOCABULARY AND BETTER READING SKILLS (THEY HAVE MORE MATERIAL TO READ AND THE READING TASK IS MORE COMPLEX).**

<b>AIDS AND MATERIALS</b>	1.2. Fact File texts (+ Let's Fight), 1.2. Question sheet B, 1.2. Answer sheet B
<b>DESCRIPTION</b>	<p>Follow instructions as described in step 1,2, and 3 above.</p> <p>You may want to pre-teach these vocabulary items in addition to those mentioned above:</p> <ul style="list-style-type: none"> <li>- fight a war</li> <li>- army officers</li> </ul> <p>Give 1.2. Question sheet B. to Ls to complete the reading activity.</p> <p>Give 1.2. Answer sheet B to Ls to check their answers.</p> <p>Continue as described in step 4.</p> <p>NB: You can use these two sets of materials within the same lesson with one mixed ability class with two different levels, or in classes on different occasions. In the former case tell Ls who work with 1.2. Question sheet A and 1.2. Answer sheet A not to read the Let's fight card and Ls who work with 1.2. Question sheet B and 1.2. Answer sheet B to read it as well as the others.</p>

<b>STAGE 3</b>	<b>What's our project? – Introduction to the project</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Planning
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Time line

**TEACHER'S ACTIVITIES**

- NB: Before introducing the project, calculate how to divide up the twentieth century for your class. Ls work in groups of 4 and each group works on one "time period" of 1 or 2 decades. So, divide the century into time periods according to the number of project groups i.e. if you have 6 groups, allocate 6 time periods, 5 groups - 5 periods etc. Double up the decades if necessary. This ensures that you cover the whole century.

Do not allocate 1900-1910 as this was covered in the reading activity.

To introduce the project, start a short discussion on TV quiz shows.

**LEARNERS' ACTIVITIES**

- Ls discuss quiz programmes - i.e. their favourite/least favourite ones, the prizes, types of questions, the formats, the presenters etc..

### TEACHER'S ACTIVITIES

Tell Ls that at the end of the project the class will have a quiz about the twentieth century and for this they have to do 2 things.

Complete the class time line on the twentieth century

Write questions about their work for the end of project class quiz.

For the time line, each project group produces 10 items about important events for a different decade. Each item consists of a description & illustration of some sort - a picture, object, model, other types of writing (poem, letter, ticket, stamps, advert etc.). So Ls can bring in, make, draw & write anything they want, but they have to explain in writing, each item they include. Ls then stick their work on the time line in chronological order so that by the end of the project, around the classroom walls there is a time line telling the story of the twentieth century in words and pictures.

Point to the newly decorated 1900-1910 decade (see step 2 above) to show what you mean.

To demonstrate the different types of illustration, show the “Let’s fly” fact file (1.2. Fact File texts) and elicit different ways they can illustrate this.

For The Quiz, they will decide what sort of quiz they want, make up the rules and then write questions about their work for other learners to answer.

They have four lessons for this and will work at school and at home.

Show the project file and remind Ls that they will keep project records here.

Divide the Ls into project groups and ask them to name their groups. Then allocate the time periods - write them on slips of paper i.e. 1920 – 1930/1930-1950, put them in a hat and ask each group to “Draw a decade from the hat”.

### LEARNERS' ACTIVITIES

Ls give ideas for illustrating the “Let’s Fly’ fact file i.e. a plane ticket, a travel advertisement, a model plane, a picture/photo, a poem, a letter from someone who flew.

Ls get into project groups and name their group. Then they draw a time period from the hat.

<b>STAGE 4</b>	<b>Let's plan – Planning the project in groups</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Planning and monitoring
<b>ORGANISATION</b>	Group work, whole class
<b>AIDS AND MATERIALS</b>	1.2. Project Questions” wall poster, 1.4. Planning our project form

#### TEACHER'S ACTIVITIES

1. Give one 1.4 Planning our project form to each group and ask Ls to start planning their time line by discussing questions 1,2,3 from the 1.4. Project Questions wall poster and completing their 1.4. Planning our project forms. Reassure Ls that this is just a first plan, with general ideas and things may change. The important thing is that every L has something to do.

Monitor and help with the form filling. If necessary, remind Ls where they can get information from e.g. reference books, their own ideas, talking to parents, family, neighbours, teachers, Internet, etc....

Go around the groups noting down what Ls want to produce i.e. letters, advertisements, tickets, cartoons etc... If necessary, for the next lesson, bring in examples of these as models for Ls to refer to when they come to write their own.

Collect in forms for project file.

#### LEARNERS' ACTIVITIES

1. Ls plan the time line by working through the 1.4. Planning our project form and 1.4. Project Questions wall poster.

<b>STAGE 5</b>	<b>What's the homework – Setting homework</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Collecting information
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	none

### **TEACHER'S ACTIVITIES**

1. Tell Ls that in the next project lesson, they will start writing for their time lines, so for homework they should collect materials and information for the next project lesson. Ask them to bring in reference books that might be useful.

### **LEARNERS' ACTIVITIES**

1. Ls discuss where they can find materials and who will bring in what and by when.

## LESSON 2: LET'S ASK QUESTIONS, LET'S WRITE

### Aims of the lesson:

- to help Ls form past tense questions in controlled situations (written & oral)
- to practise listening for specific information
- to develop Ls' ability to write short descriptions of historical events and people by providing opportunities for creative writing appropriate to A2 level
- to help Ls to manage their task more effectively

**Materials and resources:** 2.3. Question practice sheet A (as many as there are Ls who are slow at forming questions), 2.3. Question Practice sheet B (as many as there are Ls who are slow at forming questions), 2.3. Question practice sheet C (as many as there are Ls who are confident at forming questions), 2.3. Question practice sheet D (as many as there are Ls who are confident at forming questions), 1.4. Planning our project form, examples of text types you have collected from home.

<b>STAGE 1</b>	<b>Quiz with a Difference – Warm up</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening to specific information
<b>ORGANISATION</b>	Whole class, group work
<b>AIDS AND MATERIALS</b>	none

### TEACHER'S ACTIVITIES

1. Tell the Ls they are now going to have a “Quiz with a Difference” on what they remember from last project lesson. This is a question race.

First, put two chairs marked A & B side by side somewhere in the classroom that Ls can run to easily. Then explain the rules (see opposite). Read out the questions.

1. *When did Binney & Smith invent crayons? Was it (A) 1908 or (B) 1903?*
2. *Who built the first plane? Was it (A) The Wrights or (B) Herbert Booth?*
3. *When did the Wrights brothers fly the first plane? Was it (A) 1908 or (B) 1903?*
4. *Who invented dynamite? Was it (A) Herbert Booth or (B) Alfred Nobel?*
5. *When was the first Grand Prix? Was it (A) 1908 or (B) 1906?*
6. *Where was the first Grand Prix Was it (A) New York City or (B) Le Mans in France*
7. *Who wrote The Wonderful Wizard of Oz? Was it (A) L. Frank Banm or (B) Harold Smith*
8. *Which toy was a weapon before it was a toy? Was it (A) a yo yo or (B) toy soldiers?*
9. *Which toy is the oldest? Is it (A) bows and arrows or (B) marbles?*
10. *Where did Thomas Sullivan live? Was it (A) New York or (B) Chicago?*
11. *Who wrote Egri Csillagok? Was it (A) Gardonyi Géza or (B) Jókai Mór*
12. *When did America invent bubble gum? Was it (A) 1945 or (B) 1927*
13. *How long was the first flight? Was it (A) 12 minutes or (B) 12 seconds*
14. *How many cars started the first grand Prix? Was it (A) 23 or (B) 32*
15. *How far was the first flight? Was it (A) 37 meters, (B) 77 ms*

### LEARNERS' ACTIVITIES

1. Ls are in groups of 6 - 8 at the back of the room. Chair A & Chair B are somewhere in the classroom. Each group chooses a runner and when the teacher asks a question, the runner answers it by running and sitting on the correct chair. So, for *When did Binney and Smith invent crayons? Was it (A) 1908 or (B) 1903*, the runner sits on Chair B because B 1903 is the correct answer. The groups help their runners by whispering the answers. The runner that sits on the correct chair first gets a point for the group. The group changes the runners after each question.

#### Solution

B – 1903; 2. A – the Wrights; 3. A – 1903; 4. B – Nobel; 5. B – 1906; 6. B. Le Mans; 7. A – Banm; 8. A – a yo yo; 9. B – marbles; 10. A – New York; 11. A – Gardonyi Géza; 12. B – 1927; 13. B – 12 seconds; 14. B – 32; 15. A – 37 meters

**STAGE 2** What's the question? – Practice / revision with whole class

**TIME** 4 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Making past tense questions

**ORGANISATION** Whole class

**AIDS AND MATERIALS** None

### TEACHER'S ACTIVITIES

1. Tell Ls that they are going to quiz each other about 1900-1910 but first they need to revise their questions.

Write prompts on board and together form some questions.

- ~ Who/wrote Egri Csillagok?
- ~ When / America / invent bubble gum?
- ~ How long / (be) / the first flight?
- ~ How many cars / start / the first grand Prix?
- ~ How far /(be) / the first flight?

Relevant grammar points you need to highlight are:

- ~ meanings of question words
- ~ when to use or leave out “did” in past tense questions
- ~ word order of questions

### LEARNERS' ACTIVITIES

1. Ls respond.  
Who wrote Egri Csillagok?  
When did America invent bubble gum?  
How long was the first flight?  
How many cars started the first grand Prix?  
How far was the first flight?

#### **STAGE 3** What can you remember? – Information gapped question practice

**TIME** 8 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Writing (sentence level) accurately - making past tense questions

**ORGANISATION** Pair work

**AIDS AND MATERIALS** 2.3. Question practice sheet A, 2.3. Question practice sheet B

### TEACHER'S ACTIVITIES

1. Divide Ls into two groups A and B.

Give to A Ls, 2.3. Question practice sheet A.

Give to B Ls, 2.3. Question practice sheet B.

Ask Ls in pairs to write questions from the prompts on their sheets. Tell them to find out the answers they do not remember by checking with the time line.

Monitor and check that they form the questions correctly.

After 5 minutes, rearrange the pairs and put A and B Ls together.

Tell the pairs to ask each other their questions. Remind them that they know the answers from the last project lesson. For each correct answer they get one point. The person with the most points is the winner.

Monitor and help as appropriate.

### LEARNERS' ACTIVITIES

1. Ls form into 2 groups.

Ls write questions from prompts.

Ls ask and answer their questions.

### VARIATION FOR LS WHO ARE ACCURATE AND GOOD AT FORMING QUESTIONS (THE MATERIAL HAS MORE QUESTIONS TO FORM AND IS FREER)

#### AIDS AND MATERIALS

2.3. Question practice sheet C, 2.3. Question practice sheet D

#### DESCRIPTION

Follow instructions as above. However, remember to give 2.3. Question practice sheet C to A Ls and 2.3. Question practice sheet D to B Ls.

NB: You can use 2.3. Question practice sheet A, B, C, D within the same lesson with one mixed ability class. Either Ls with 2.3. Question practice sheet A, B and Ls with 2.3. Question practice sheet C, D work separately for the whole activity or, after Ls have formed questions, put them together to ask/answer questions. Also, you can use these two sets of questions with two different level classes on different occasions.

<b>STAGE 4</b>	<b>Let's plan – Planning the project</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Managing a task
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	1.4. Planning our project form, materials brought by Ls

#### TEACHER'S ACTIVITIES

- Put Ls into project groups and give out their 1.4.Planning our project forms from last lesson.

Ask Ls to look over the reference books and materials they have got and plan what to do for the rest of the lesson. Ask them to do writing in class so you can help them.

#### LEARNERS' ACTIVITIES

- Ls look at materials in groups.

<b>STAGE 5</b>	<b>Let's Write – Task completion, writing</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing creatively
<b>ORGANISATION</b>	Pair work, individual work
<b>AIDS AND MATERIALS</b>	Examples of text types you have collected from home

### TEACHER'S ACTIVITIES

1. Put Ls into pairs. Get out the examples of different types of writing for Ls to use as models for their own work (see “Suggestions” in Information table for more information on this).

Remind Ls that they will be working by themselves for the rest of this lesson. However, they have three types of help:

1. They can ask you for help through “Tutorial Time”. This means
  - ~ you will put out a sign “Tutorial” on your desk to show that learners can come for help
  - ~ you can only see one L at a time
  - ~ Ls have to sign up on board, only 3 at a time, and they have to wait for their turn in their place. When one learner finishes, they wipe their name off the board and a new learner can sign up.
2. They can find examples of writing they need in the Fact Files. There is a description, a letter, a poem and an advertisement. You have brought in examples of different types of writing for Ls to use if they want.

Ask Ls to work alone.

### LEARNERS' ACTIVITIES

1. Ls discuss writing in pairs.

Ls write and ask for help through “Tutorial time” as necessary.

<b>STAGE 6</b>	<b>What's the homework? – Homework</b>
<b>TIME</b>	3 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	None
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	None

### TEACHER'S ACTIVITIES

1. Tell Ls that next project lesson, they will continue writing for their time lines but start making things too. Ask Ls to:
  - ~ continue at home the writing they have started. You need to correct this first version before the next project lesson.
  - ~ start collecting objects to decorate the time line with
  - ~ continue researching materials and bring these to the next project lesson

### LEARNERS' ACTIVITIES

### LESSON 3: LET'S WRITE MORE

#### Aims of the lesson:

- to develop Ls ability to write short descriptions of historical events and people by providing opportunities for creative writing appropriate to A2 level
- to enable Ls to plan and monitor tasks more effectively

**Materials and resources:** Dice – one for each group of 4 learners, Tutorial sign, 1.4. Project Questions wall poster, 1.4. Planning our project form, 1.2. Fact File texts, Different types of writing you have collected from home, A4 sheets for each group, Ls' materials

<b>STAGE 1</b>	<b>Let's play – Warm up</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking - making sentences about present state/habit/routine
<b>ORGANISATION</b>	Group work, whole class
<b>AIDS AND MATERIALS</b>	Dice, A4 sheets for each group

#### TEACHER'S ACTIVITIES

1. Tell Ls that they are going to play a game. On the board draw two big circles. Write **A** in one circle and **B** in the other and write the numbers 1 – 6 at even intervals around the edges of both circles.

Put Ls into groups of 4, ask them to copy down the two circles and for circle **B** write a country next to each number (they should know something about the countries they choose).

With circle **A** on the board, write a category next to each number i.e. 1 – History; 2 – Music; 3 – Sport; 4 – Inventions; 5 – Food; 6 – Film/TV/ books.

#### LEARNERS' ACTIVITIES

1. Ls get into 4s, draw 2 circles, number them and for circle **B**, write a country next to each number i.e. 1 – Hungary; 2 – the UK; 3 – Austria; 4 – the USA; 5 – Germany; 6 – China.

### TEACHER'S ACTIVITIES

Give one dice to each group and explain the rules (see opposite).

Tell Ls that when they make a sentence connecting circles **A** & **B**, they should use their general knowledge, what they have learnt from this project, what they learn at school etc.

Stop the activity after 10 minutes

**STAGE 2** What do I need to do? – Planning

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Planning & on task monitoring

**ORGANISATION** Whole class, group work

**AIDS AND MATERIALS** 1.4. Project Questions wall poster, 1.4. Planning our project form, Ls' materials for project work, paper, glue etc.

### TEACHER'S ACTIVITIES

1. Tell Ls that in their project groups today they are going to continue writing for the time lines.

Ask Ls to plan their work by discussing questions 5 – 8 on 1.4. Project Questions wall poster.

Ask Ls to write down for themselves “*Today I'm going to..*” statements. This practises goal setting.

Ask Ls to get out the reference books, paper, glue etc. that they might need.

### LEARNERS' ACTIVITIES

L1 throws the dice. The number shown on the dice corresponds to the number/category shown on circle **A** on the bb – so if the dice number is 3, the category is “Sport”.

L1 throws the dice again. The number on the dice corresponds to the number/category shown on the group's circle **B** – so if the dice number is 5, the country is the one written next to number 5 on their circle **B**, “Germany”.

L1 now has to make a sentence connecting sport (3) and Germany (5) i.e. *The 2006 World Cup was in Germany* . The group can help if L1 has difficulties. Then, L2 repeats the procedure.

### LEARNERS' ACTIVITIES

1. Ls in their project groups, assess their work so far by answering *How can we use the information? Have I got the information I need? Do we need to change anything? What else do we need?*

Ls write “*Today I'm going to..*” statements i.e. *Today I'm going to make a paper model of Concord and finish writing about it.*”

<b>STAGE 3</b>	<b>Let's write – Task completion, writing</b>
<b>TIME</b>	25 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing creatively
<b>ORGANISATION</b>	Individual work, group work
<b>AIDS AND MATERIALS</b>	Tutorial sign, 1.2. Fact Files texts, Different types of writing you have collected from home, Ls' materials

#### TEACHER'S ACTIVITIES

1. Tell groups that they will be mainly working by themselves this lesson but that they can ask for help through: "Tutorial Time". See lesson 2..5. for information on how this works. The Fact Files. Examples of different types of writing that you have brought in.

Ask Ls to work by themselves within their project groups.

#### LEARNERS' ACTIVITIES

<b>STAGE 4</b>	<b>What did I achieve – Self evaluation</b>
<b>TIME</b>	4 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Monitoring
<b>ORGANISATION</b>	Individual work, whole class
<b>AIDS AND MATERIALS</b>	None

#### TEACHER'S ACTIVITIES

1. Just before the end of the lesson, ask Ls to compare what they have actually achieved with what they wrote for their *Today I'm going to..* statements and discuss if necessary why goals were not met.

Ask the Ls who did achieve their goals to explain to the rest of the group what they did and how – this models good practice.

#### LEARNERS' ACTIVITIES

1. Ls compare what they have achieved with what they planned to achieve and discuss reasons for underachievement e.g. over ambitious goals, not having the information they need, too much time spent chatting etc..

Ls discuss "good practice" with teacher.

<b>STAGE 5</b>	<b>What's the homework? – Homework</b>
<b>TIME</b>	1 min
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	None
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	None

#### **TEACHER'S ACTIVITIES**

1. Ask Ls to finish written work and hand it in before next project lessons. You need to correct and return work to Ls before next project lesson.

#### **LEARNERS' ACTIVITIES**

## LESSON 4: LET'S FINISH WRITING

### Aims of the lesson:

- to develop Ls ability to write short descriptions of historical events and people by providing opportunities for creative writing appropriate to A2 level
- to give Ls written practice of past tense questions
- to enable Ls to plan more effectively
- to enable Ls display information more effectively

**Materials and resources:** Big sheet of paper, Tutorial sign, 4.4. Our Questions sheet, 1.4. Project Questions wall poster

<b>STAGE 1</b>	<b>Let's write – Task completion, writing</b>
<b>TIME</b>	13 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing creatively
<b>ORGANISATION</b>	Group work, individual work
<b>AIDS AND MATERIALS</b>	Tutorial sign, Ls' materials

### TEACHER'S ACTIVITIES

1. Give corrected materials back to Ls, discuss possible problems and allow time for Ls to correct and change things if necessary.  
Ask project groups to finish and check over materials, pictures etc. for the time line. Tell them you can help through the "**Tutorial time**" system (see lesson 3).

### LEARNERS' ACTIVITIES

1. Ls check and correct their mistakes.  
  
Ls finish and check over materials, pictures etc. for time line.

<b>STAGE 2</b>	<b>Quiz programmes – Revision</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	None
<b>ORGANISATION</b>	Group work, whole class
<b>AIDS AND MATERIALS</b>	None

### TEACHER'S ACTIVITIES

1. Remind Ls that next lesson, they are going to:
  - Decorate the time line
  - Read the time line
  - Have a quiz on the time line

..and that this lesson they will prepare for this.

Ask project groups to write down as many TV quiz programmes they can think of in one minute. Start them off with “Ready Steady, GO!”

Discuss answers together.

### LEARNERS' ACTIVITIES

- 1.

#### **STAGE 3** What's our quiz? – Preparing quiz rules

**TIME** 12 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Making rules

**ORGANISATION** Group work, whole class

**AIDS AND MATERIALS** Big sheet of paper for quiz rules

### TEACHER'S ACTIVITIES

1. Remind Ls of the class quiz next lesson on the time line. Tell them that they have to:
  - ~ write the questions about their own work for the quiz – they will do this later
  - ~ make up the rules of the quiz – they do this now.

Discuss ideas together and agree on one list of about 7 rules. Write these up on a big sheet of paper and display on the wall.

### LEARNERS' ACTIVITIES

1. Ls create rules in groups i.e. types of questions, scoring, time limits, who answers the questions, seating arrangements etc..

Ls give ideas and these are written up in a big sheet of paper i.e.

#### OUR RULES

We will have 4 answers to each question – like on “Who wants to be a millionaire”

We will have a time limit of 20 seconds for each question

The whole group can answer the question together

Etc...

#### **STAGE 4** What's the question? – Writing questions

**TIME** 14 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Writing accurately – past tense questions  
Using vocabulary for historical events/people

**ORGANISATION** Group work

**AIDS AND MATERIALS** 4.4. Our Questions sheet

### TEACHER'S ACTIVITIES

1. Explain that Ls have to write 2 types of questions about their work.

Reading questions for other class members to answer when they read the time line.

Quiz questions to answer in the quiz.

NB: You will need about 15 – 20 “Reading” questions and 20-25 “Quiz” questions altogether. The number of questions you ask each project group to write depends on the number of groups you have.

Give out one 4.4. Our Questions sheet to each project group. Ask Ls to read over their time line materials and write 3-5 questions in the “Reading Questions” section for other class members to answer when they read the time line. You will collect these questions and put them together in one question sheet for next lesson.

To speed up the activity, suggest each group member write one question, before putting them altogether onto the “Our Questions” sheet. Set a time limit of 4 minutes and monitor.

Next, ask groups to write “Quiz” questions about their work for other groups to answer in the class quiz. Remind them to write the sort of questions they agreed upon in previous stage, and stress that the questions should be different in the “Reading” and “Quiz” sections. So, if a “Reading” question is *When did Concord first fly?* this same question cannot be used as a “Quiz” question.

Again, to speed up the activity, suggest each group member write one question, before putting them altogether (e.g. 3-4 questions per group with 3-4 alternative answers) onto the “Quiz” section of sheet. Set a time limit of 6 minutes and monitor.

Collect questions in.

### LEARNERS' ACTIVITIES

- 1.

Ls look over materials and write “Reading” questions i.e.  
*When did Concord first fly?*

Ls write “Quiz” questions i.e.  
*Who invented Concord and where?*

<b>STAGE 5</b>	<b>Let's plan – Planning how to display the time line</b>
<b>TIME</b>	4 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Displaying information Planning
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	1.4. Project Questions wall poster

#### **TEACHER'S ACTIVITIES**

1. Ask Ls to discuss question 9 1.4. Project Questions wall poster.

Remind them that they decorate the time line at the start of next lesson and all written materials and illustrations/objects should be ready by then.

Encourage Ls to draw a plan of what they want.

Just before the end of the lesson, remind Ls to bring in all materials they need for the time line.

#### **LEARNERS' ACTIVITIES**

1. Ls discuss question 9 1.4. Project Questions wall poster.

Ls draw a plan of what they want to have to decorate the time line at the start of the next lesson.

## LESSON 5: LET'S PRESENT OUR PROJECT

### Aims of the lesson:

- to help Ls read for specific information more effectively
- to enable Ls to use orally some of the vocabulary and grammar from the project
- to enable Ls to evaluate their own learning more effectively through the self-assessment form and the class quiz
- to give practice in displaying information

**Materials and resources:** Time line, Glue, pens etc. for decorating the time line, Question sheet of Ls “Reading” questions (on A4 sheet – as many copies as there are Ls in the group), About 20 – 25 “Quiz” questions (one copy on OHT. if Ls have made multiple choice questions). 5.2. Time line assessment sheet (as many as there are project groups), 1.4. Project questions wall poster, 5.4. Self-assessment form, newspaper pages, blu-tack

**Before the lesson:** Make a question sheet of the “Reading” questions (about 15 – 20) that Ls wrote in lesson 4. Write Ls’ “Quiz” questions on OHT, if they have decided on long question types (i.e. the “Who wants to be a millionaire” types with 3 incorrect and one correct answer), so that they can see and hear the questions.

<b>STAGE 1</b>	<b>Making the time line – Displaying written information</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Displaying information
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Time line, glue, pens, etc.

### TEACHER'S ACTIVITIES

1. Give out glue, string etc. that Ls need for decorating the time line.

Remind them to use the plans they made last lesson.

Ask them to stick their materials on the time line.

### LEARNERS' ACTIVITIES

1. Ls stick their materials on time line and decorate time line.

<b>STAGE 2</b>	<b>Walk &amp; Read – Reading</b>
<b>TIME</b>	12 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading for specific information
<b>ORGANISATION</b>	Individual work, whole class
<b>AIDS AND MATERIALS</b>	Time line, Question sheet of Ls reading questions, 5.2. Time line assessment sheet

#### TEACHER'S ACTIVITIES

1. Give out question sheets of Ls' "Reading" questions.

Ask Ls to answer the questions by reading the time line either individually or in pairs. Set a time limit of 10 minutes.

During the reading activity, complete the time line assessment sheet for each project group.

Check answers to the reading questions together.

#### LEARNERS' ACTIVITIES

1. Ls read the time line and answer the questions.

<b>STAGE 3</b>	<b>Class Quiz – General knowledge quiz on time line</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding vocabulary from project Self-evaluation
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Ls' "Quiz" questions (OHT), newspaper pages, Blu-Tack

### TEACHER'S ACTIVITIES

1. Before you start, ask Ls to cover up the timeline e.g. with newspaper.

On board write up and go over the classroom language the Ls need for the quiz.  
Encourage them to use it during the quiz.

Put Ls into project groups, put up the “Quiz Rules” from Lesson 4 stage 3, and organise the class accordingly.

Role-play the function of quiz master/mistress to set the tone of the event i.e. Greet the Ls formally, open the quiz, go over quiz rules etc....

Play the quiz for 13 minutes or so. Make sure:  
~ you don't ask the project groups their own questions  
~ you use the same number of questions that each group has drawn up.

### LEARNERS' ACTIVITIES

1. Ls check the quiz classroom language  
*It's our/your turn! Time's up! One point to us! They cheated! They spoke Hungarian! Start the clock!*

Ls organise themselves according to the “Quiz Rules”.

Ls play the quiz.

#### STAGE 4 What have we learnt? – Evaluation

TIME 8 mins

SKILLS AND COMPETENCIES  
IN FOCUS Self-assessment

ORGANISATION Individual work, whole class

AIDS AND MATERIALS 1.4. Project questions wall poster, 5.4. Self-assessment form

### TEACHER'S ACTIVITIES

1. Give positive oral feedback on the project – time line, reading activity and quiz.  
Use the time line assessment form to help you.

Tell Ls they are going to answer question 10 on 1.4. Project questions wall poster  
(*What have we learnt*). Hand out 5.4. Self assessment forms.

Collect the forms to include in project file.

### LEARNERS' ACTIVITIES