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# MYSTERIES

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## TV mystery programme

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

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

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# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Project work</b>
<b>DESCRIPTION OF MODULE</b>	In this module, Ls in groups of 4, produce a 5-8 minute TV programme on the theme of mysteries. Ls choose their own topic. Each programme has three news items – introduction to the mystery (see Lesson 1), newspaper report (Lesson 2) an interview (Lesson 3). Some groups make one extra item for their programmes but this is optional (see Suggestions below). Ls watch each others’ programmes in the final lesson and these can be videoed if possible.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ To develop Ls’ reading, speaking, listening, writing skills through communicative activities while producing a mystery TV programme</li> <li>■ To teach words and phrases to do with TV mystery programmes</li> <li>■ To develop Ls’ skills in planning and managing tasks related to this project</li> <li>■ To foster Ls’ research skills</li> <li>■ To develop Ls’ co-operative skills through co-writing and producing a TV programme</li> <li>■ To develop Ls’ presentation skills</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>■ Give short simple descriptions (oral and written) of past and present events concerning people, places, activities and personal experiences</li> <li>■ Spell words in English</li> <li>■ Deliver short rehearsed texts of learnt content</li> <li>■ Use social English (greetings, farewells, give thanks etc.)</li> <li>■ Interact in short conversations and structured situations</li> <li>■ Exchange information and ideas, ask and answer questions in simple situations</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	<p>History – Ls learn about Ancient Egypt and King Tutankhamen</p> <p>Media studies – Ls learn how to make a TV mystery programme</p>

## Links with other modules

### FOCI OF SKILLS DEVELOPMENT

#### Communicative language skills

- Scan reading and reading for specific information a newspaper report
- Listening for gist and for specific information from a TV programme
- Writing a newspaper report, TV mystery programme script, an interview
- Developing these vocabulary areas – TV English, talking about mysteries, expressing disbelief and surprise, using exclamations
- Interacting in short conversations and structured situations

#### General educational skills

- Developing research skills
- Planning, managing, evaluating a group task
- Developing co-operative skills

#### EVALUATION

T's assessment of presentations using 5.2 Presentation assessment sheet

#### SUGGESTIONS

- Timing of project lessons. This particular project should be dealt with over four-five weeks i.e. one lesson a week. This is for two reasons. Firstly, this allows 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.
- Length of each TV programme. The length of each TV programme depends on the number of project groups you have in your class. All presentations take place in the last lesson, so they need to fit into the allocated time. If you have a lot of project groups (five - six), Ls produce short programmes of 5 minutes. If you have fewer groups (three-four), Ls can produce longer programmes of eight minutes long. For the longer programmes, ask Ls to prepare an extra item drawing on what they have learnt from the other modules in the 12 – 15 age group i.e.write a mystery poem/rap (from Play with English); make a mystery quiz (Blind exhibition); write a mystery story with sound effects (Big Book/Blind Exhibition), mime a mystery (Communication), a role play (Money).
- Recommended age group. 14 – 15 years

#### BACK UP SYSTEMS

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# MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Developing vocabulary and ideas needed for a TV mystery programme</p> <p>Listening for gist and specific information</p> <p>Developing Ls' planning skills</p> <p>Fostering research skills</p> <p>Developing co-operative learning</p>	<p>Information exchange – Ls share ideas about mystery TV programmes.</p> <p>Listening – Ls listen to TV mystery programme about Tutankhamen.</p> <p>Vocabulary – Ls teach each other TV words and phrases through information gap activity.</p> <p>Introduction to project – Ls start planning for project.</p>	<p>Words and phrases related to mysteries and TV programmes – Presenter, reporter, mysterious music, Hello and welcome to; for our first report we go to; Our mystery today is about..; mysterious, strange, weird etc.</p>	<p>Big sheets of paper</p> <p>Marker pens</p> <p>1.3 Introduction to mystery recording</p> <p>1.4. TV Talk Worksheet A</p> <p>1.4. TV Talk Worksheet B</p> <p>1.5 Planning our Project form</p> <p>A reference book/object/ picture of Tutankhamen or the pyramids</p> <p>CD player/tape recorder</p>
2	<p>Scan reading and reading for specific information</p> <p>Writing creatively – a newspaper report and a TV mysteries programme script</p> <p>Fostering research skills</p> <p>Developing co-operative learning</p>	<p>Reading – Ls read newspaper report about the curse of Tutankhamen.</p> <p>Writing – Ls write newspaper report.</p> <p>Writing – Ls write introduction to a mystery TV programme.</p>	<p>Words and phrases for a newspaper report – headline, paragraph, column etc.</p> <p>Organising content of mystery story into paragraphs</p>	<p>Stories (A, B, C, D, E),</p> <p>GOOD STORIES poster</p> <p>2.2 The hand A – cut up notes</p> <p>2.2 The hand B – gap fill</p> <p>“Help Desk” sign</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Listening for gist and specific information</p> <p>Expressing belief/disbelief, astonishment</p> <p>Fostering research skills</p> <p>Developing co-operative learning</p>	<p>Listening – Ls listen to interview about Tutankhamen’s Curse.</p> <p>Writing – Ls write an interview.</p> <p>Speaking – Ls practise their interviews.</p>	<p>Words and phrases for TV Interviews – For our next report we go to / Can I ask you some questions about / That’s an interesting question / Can I think about that for a moment? Etc.</p> <p>Making exclamations – Amazing! Cool idea! It was awesome! It’s unbelievable! Wow, very strange! It’s weird! It’s incredible etc.</p> <p>Expressing belief/disbelief – Do you believe in ...? No I don’t. Not at all. That’s a ridiculous idea / Well I’m not sure...perhaps it’s true / Yes, absolutely</p>	<p>3.1 Interview recording 3.1 Interview worksheet 1.3 Introduction to mystery recording</p> <p>2.2 Newspaper report</p>
4	<p>Developing Ls’ presentation skills</p> <p>Fostering Ls’ planning and task management skills</p> <p>Developing co-operative skills</p>	<p>Task completion – Ls finish preparing for TV mystery programmes.</p> <p>Rehearsals – Ls plan and rehearse their presentations of TV mystery programme.</p>	<p>Ls use language provided throughout project so far.</p>	<p>2 CD players/cassette recorders</p> <p>1.3 Introduction to mystery recording</p> <p>3.2 Interview recording, Props the Ls have brought in</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	Developing Ls' presentation skills  Talking about mysteries	Presentations – Ls present their TV mystery programmes.  Speaking – Ls mingle and talk about the TV programmes they have seen.	Ls use language provided in project so far.	Materials/props Ls have prepared for their presentations 5.2 Presentation assessment sheets

# PROCEDURE

## LESSON 1: THE MUMMY'S CURSE

### Aims of the lesson:

- to listen for gist and specific information
- to develop vocabulary and ideas needed for a TV programme
- to develop Ls' planning skills
- to foster research skills
- to develop Ls' ability to work as a group

**Materials and resources:** Big sheets of paper (one for each project group & one for you), marker pens, 1.3 Introduction to mystery recording, 1.4 TV Talk Worksheet A (one copy each for half the Ls), 1.4 TV Talk Worksheet B (one copy each for the other half of Ls), 1.5 Planning our Project form (one copy per project group), A reference book/object/picture about Tutankhamen or the pyramids, CD player

**Before the lesson:** Nothing needs preparing.

**Classroom arrangement:** Ls work in groups of four in this lesson. Arrange your classroom accordingly.

<b>STAGE 1</b>	<b>What's a Mystery programme? – Brainstorm</b>
<b>TIME</b>	14 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Sharing information in groups
<b>ORGANISATION</b>	Group work, whole class
<b>AIDS AND MATERIALS</b>	Big sheets of paper – one for each project group & one for you, marker pens

### TEACHER'S ACTIVITIES

1. Put Ls into groups of 4 and ask them to stay in these groups for the rest of this project. Ask them to give themselves a name.

### LEARNERS' ACTIVITIES

1. Ls get into groups of 4 and name themselves i.e. *The Gangster rappers, Chelsea, Slytherins etc.*

## TEACHER'S ACTIVITIES

2. Ask the class *What's a mystery?*
3. Blu-tack a big sheet of paper on the board. At the top in big letters write MYSTERIES. Ask *What mysteries do you know about?* and give Ls 1 minute to quickly brainstorm this question in their project groups.
4. Discuss their ideas as a whole class and write them up on the MYSTERIES paper. Make sure you have examples of different types of mysteries i.e. unsolved mysteries (Loch Ness Monster, Big Foot), things you can't explain (ghosts, telepathy), crime mysteries etc..
5. Give each project group a big sheet of paper and a big marker pen. Ask them to write at the top "A mystery programme".
6. Ask the whole class? *Have you seen a TV programme about a mystery? Where? What happens?* and elicit a few ideas about contents with the whole class. Don't go into details at this point as Ls will discuss the contents of mystery programmes next.
7. Ask groups to write down more ideas on their "A mystery programme" sheet. Tell them if they want help with words in English to quietly raise their hands and you will come to them. Set a time limit of 5 minutes for this.
8. Ask the groups to blu tack their sheets on the wall and say *Walk around the room and read the other posters. When you see new ideas on another group's poster, write them on your own.* In this way, Ls share their knowledge about TV Mystery programmes.

## LEARNERS' ACTIVITIES

2. Ls respond. *Mystery is something that you can't explain.*
3. Ls brainstorm mysteries they know about in groups.
4. Discuss mysteries as a whole class. Ls responses might include – *Loch Ness Monster, Marie Celeste, Big Foot, UFOs, murder mysteries, telepathy, ghosts, palm reading etc.*
5. Ls do as teacher asks.
6. Ls answers might include:
  - ~ *You can see mystery programmes on.. Scooby Doo (Cartoon Network) Fókusz (RTL Klub), & Aktív (TV2), the X-Files, The History Channel, BBC Prime, Discovery Channel etc.*
  - ~ *A mystery programme is about a mystery. There's spooky music and good sound effects, etc.*
7. Ls complete task. Sample answers are:
  - A mystery programme is about a mystery. There's – spooky music; good sound effects, a presenter who introduces the topic & says what's coming up, reports and information about the mystery, often on location; interviews with eye witnesses or experts etc.; role-plays (reconstructions) of what happened; films of the mystery, a narrator tells some events and people role-play them.*
8. Ls mingle and read each others' posters, adding new information to their own.

### TEACHER'S ACTIVITIES

9. Allow 4 minutes for this then ask Ls to return to their seats. Check Ls know this vocabulary: *A presenter, an introduction, a reporter, an interview, a report about the mystery, role-play, mysterious music, a role-play of the story (reconstruction of events)*
10. Tell Ls that in this project they will make a mystery programme and they can use the ideas they have just collected above. However, avoid detailed explanation of the project at this stage – this comes later in the lesson.  
NB: Keep these posters on the walls of the classroom throughout the 5 project lessons as Ls will need to refer to them now and again.

### LEARNERS' ACTIVITIES

9. Ls respond.
10. Ls listen.

<b>STAGE 2</b>	<b>Let's ask questions – Pre-listening</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Predicting a listening text Writing questions
<b>ORGANISATION</b>	Whole class, group work
<b>AIDS AND MATERIALS</b>	-

### TEACHER'S ACTIVITIES

1. Tell Ls *We're going to listen to a mystery programme about pyramids. What do you know about the pyramids?* Elicit information and vocabulary about the pyramids to help Ls understand the listening. Ls will come up with different answers but make sure they know the following:
  - ~ Pyramids are in Egypt, in the Valley of the Kings. They are tombs for the dead pharaohs.
  - ~ The Ancient Egyptians buried their dead there.
 Tell Ls that all the information they will read and hear about pyramids in the next three project lessons, is true.

### LEARNERS' ACTIVITIES

1. Ls call out suggestions ...*They're in Egypt, they're tombs, dead Kings are buried there, there's a lot of sand.. etc.*

### TEACHER'S ACTIVITIES

2. Tell Ls that before the listening, they are going to play a game. On the board write these 6 words – *Mr Carter, 21, a curse, tomb, die, Tutankhamen*, and tell Ls that these words are from the listening. Pre-teach the word *Curse*, explain that *Mr Carter* and *Tutankhamen* are peoples' names.
3. Explain the rules of the game.
  - ~ Ls work in project groups, they need a pencil and a piece of paper.
  - ~ Each group writes down a Yes/No question connected to the 6 words on the board. They can either make links between the words or ask questions they want to be answered about the words. For example *Was Mr Carter 21?* Or, *Are Mr Carter and Tutankhamen friends?*
  - ~ One learner brings you the question. You write the answer *Yes* or *No* next to their question (you need to be familiar with the 1.3 Introduction to mystery recording) i.e. *Is Tutankhamen a place? No.*
  - ~ The L returns to her group with the answer and together they quietly craft another question which either builds on from the original question or is completely different from it. i.e. *Is Tutankhamen a person? Yes.*

NB: In this way, the Ls try to work out the contents of 1.3 Introduction to mystery recording before they actually hear it. This makes it easier to understand while listening.
4. Start the activity. If the group's question is grammatically incorrect, write your answer and correct their mistakes in pencil so Ls have a correct model to follow for the next question. Don't comment on the mistakes, however.
5. After you have answered 4-5 questions for each group, stop the activity. Ask Ls what they think the listening is about and list their ideas on the board.

### LEARNERS' ACTIVITIES

2. Ls listen.
3. Ls listen to instructions.
4. Ls complete task.
5. Ls predict what the listening is about.

**STAGE 3** Up 'n Down! – While Listening

**TIME** 8 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Listening for gist and specific information

**ORGANISATION** Whole class, pair work

**AIDS AND MATERIALS** 1.3 Introduction to mystery recording

**TEACHER'S ACTIVITIES**

**LEARNERS' ACTIVITIES**

1. Play the 1.3 Introduction to mystery recording and ask Ls to check their predictions.
  2. On the board write these 4 questions A) What is the mystery? B) Where is the mystery? C) Who are the people in the mystery? D) What do we learn about the mystery? Ask Ls to discuss these in pairs but reassure them that they will listen again and can answer more thoroughly later – all they have to do now is share information on what they DO understand.
  3. Tell Ls that they are now going to listen again and on the board write these 5 words *Curse / tomb / Tutankhamen / "die" words (including death, dead) / "number" words*.  
NB: "Die" words means "die, death, dead". "Number" means any number they hear on the tape – 1922, first, 9 years old.  
Give each L one of these words. So, in a class of 20, you will have four *Curses*, four *tombs etc*.
  4. Explain *When you listen again, stand up sit down when you hear your word. Do it quickly and quietly or else you can't hear the dialogue*. Call out a couple of the words to let Ls practise, for example, *Tomb, 21*.
  5. Play 1.3 Introduction to mystery recording. If necessary, pause now and then to give Ls time to stand up, sit down.
1. Ls listen & check predictions.
  2. Ls discuss the 4 board questions, sharing with each other, as much information as they can.
  3. Each L gets one of the 5 words.
  4. Ls listen to instructions.
  5. Ls listen for their word and stand up, sit down when they hear it.

**TEACHER'S ACTIVITIES**

**LEARNERS' ACTIVITIES**

6. When 1.3 Introduction to mystery recording has finished, ask Ls to check their answers to the 4 board questions again from Stage 2, Step 2. Then discuss the answers together. Solution:  
 The Mummy's Curse B) Egypt – the Valley of the Kings  
 C) Tutankhamen, Carter & Carnavon D) Various answers acceptable, for example – about Tutankhamen (king at 9, murdered at 18) and about the “Mummy’s Curse”
6. Ls discuss answers to the 4 board questions.

<b>STAGE 4</b>	<b>Let's dictate – Information gap</b>
<b>TIME</b>	9 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Dictating TV Talk vocabulary
<b>ORGANISATION</b>	Pair work
<b>AIDS AND MATERIALS</b>	1.4 TV Talk Worksheet A, 1.4 TV Talk Worksheet B

**TEACHER'S ACTIVITIES**

**LEARNERS' ACTIVITIES**

Before this stage of the lesson on the board write these examples from 1.4 TV Talk Worksheets A & B.

Worksheet A

(1) (2)

Hello and welcome \_\_\_\_\_ the “Mystery” programme.

Worksheet B

(1) (2)

Hello and \_\_\_\_\_ to the “Mystery” programme.

1. Tell Ls that now they're going to practise some TV Talk words and phrases from 1.3 Introduction to mystery recording, because they will need them later. 1. Ls listen.

### TEACHER'S ACTIVITIES

2. Put Ls into pairs, one learner is learner A and the other B. Give to learners A, 1.4 TV Talk Worksheet A, and to learners B 1.4 TV Talk Worksheet B. Ask Ls to keep these sheets secret from their partners.
3. Explain what Ls have to do. *You each have 7 sentences. Each sentence has some missing words. Look at the board (point to your examples on the board), A has got word (1) "welcome" but B hasn't and B has got word (2) "to" and A hasn't. So A and B should ask each other for the missing words like this. ...and demonstrate what to do with one learner to make the task clear.*
4. Remind Ls to speak English while doing the task and they have the Word Box on the 1.4 TV Talk Worksheets A & B to help them. Monitor and help as necessary. Start the task.
5. After 5 minutes, let Ls check their answers with each other.
6. To practise the pronunciation of the sentences on 1.4 TV Talk Worksheets A & B, ask Ls to turn their 1.4 TV Talk Worksheets A & B face downwards and listen and repeat the sentences after you. Exaggerate your intonation with phrases like *It was awesome! It's unbelievable!* to make it fun.

### LEARNERS' ACTIVITIES

2. Ls get into pairs, A and B and get 1.4 TV Talk Worksheets A & B.
3. Ls listen to instructions and watch the model.
 

You as learner B	<i>What's word number 1?</i>
Learner A	<i>"Welcome"</i>
You	<i>Can you spell that please?</i>
Learner A	<i>W-E-L etc..</i>
You	<i>Cheers. It's your turn now.</i>
Learner A	<i>What's word number 2?</i>
You	<i>"To"</i>
Learner A	<i>Thanks.</i>
4. Ls complete task in pairs.
5. Ls check answers.
6. Ls listen and repeat.

#### STAGE 5 What's the project?

**TIME** 8 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Planning  
Co-operating in groups

**ORGANISATION** Group work, whole class

**AIDS AND MATERIALS** 1.5 Planning our Project form

### TEACHER'S ACTIVITIES

1. Tell Ls about their project. Each project group produces a 5-8 minute TV programme about a mystery. They choose the mystery and can use ideas from the posters they made in Lesson 1 Step 1. But, they should have:
  - An introduction to the mystery
  - A newspaper report
  - An interview
  - An extra item about a mystery (This is optional – see *Suggestions* in Label of Module for further information.)
 In the final lesson, they will observe each other's broadcast and you will video the programmes if possible.
2. Hand out 1.5 Planning our Project form to the groups and ask them to write their project group names and the date on the forms – they chose a name at the start of the lesson. Then, they start thinking about their projects by answering questions 1, 2 and 3 on the 1.5 Planning our Project forms *What's our mystery* and *What do you want in your programme? Who does what, when?* Reassure Ls that this is just an initial plan and they can change their minds later.
 

NB: If your Ls are unfamiliar with Planning our project form, you might like to discuss questions 1 & 2 as a whole class, then brainstorm question 3 together and write Ls ideas onto the board. Possible replies to *Where will she get information from?* include – my own ideas, talking to parents, family, neighbours, teachers, Internet, books, magazines, getting information from chat rooms etc.
3. After 7 minutes, collect these in and put them in the project files.

### LEARNERS' ACTIVITIES

1. Ls listen.
2. Ls discuss questions 1 & 2, 3 in groups.

<b>STAGE 6</b>	<b>Homework – Doing research</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Fostering research skills
<b>ORGANISATION</b>	Whole class

**AIDS AND MATERIALS** -**TEACHER'S ACTIVITIES**

1. Ask Ls for homework to collect information to do with their mystery for the next project lesson. Tell Ls that you will start the lesson with a “Show & Tell” session so they must have something concrete to bring in like a book, an object, papers from the Internet, notes from talking to family members, a video, CD, newspaper, magazine etc., anything that contains some information about the topic.

**LEARNERS' ACTIVITIES**

1. Ls listen.

**VARIATION FOR LS WHO HAVE NOT DONE “SHOW & TELL” BEFORE****AIDS AND MATERIALS**

A reference book/object/picture about Tutankhamen or the pyramids

**DESCRIPTION**

If your Ls have not done “Show & Tell” before, demonstrate so Ls know what they will have to do to focus their search for materials. You should – hold up a book, object, picture etc.; say what it is, where you got it, what information it has; point to pictures etc. as you talk. For example, *This is information about Tutankhamen and it's from the Internet. It's in Hungarian and it says who died in the tomb. It says the Mummy's Curse is not true. There are four pictures about the Valley of the Kings.*

NB: This “Show & Tell” has two aims: to start Ls using the words and ideas they need for their projects & to teach Ls how to present their written newspaper reports in their TV programmes.

## LESSON 2: NEWSPAPER REPORT

### Aims of the lesson:

- to practise talking about mysteries
- to practise scan reading and reading for specific information
- to write creatively – a newspaper report and a TV mysteries programme script
- to foster research skills

**Materials and resources:** Materials and information that Ls have collected from home, 2.2 Newspaper Report (one copy per L), “Report” poster (one for whole class), “Introduction to the Mystery” poster (one for whole class), 1.5 Planning our Project form, script of 1.3 Introduction to mystery recording (4 copies), 1.4 TV Talk Worksheets A & B

**Before the lesson:** Prepare the “Report” and “Introduction to the Mystery” posters as shown below. You need one copy of each per class and they should be big enough for all Ls to see. You need the posters in Stage 3.

Blutack 4 copies of 1.3 Introduction to mystery recording on the classroom walls, for Ls to refer to in Lesson 2, Stage 3.

**Classroom arrangement:** Ls work in groups of four in this lesson. Arrange your room accordingly. ?

<b>STAGE 1</b>	<b>Show &amp; Tell – Warmer</b>
<b>TIME</b>	6 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Giving a short talk
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Materials and information that Ls have collected from home

### TEACHER'S ACTIVITIES

1. Ask Ls to get into their project groups and sit around two desks pushed together. Ask them to get out the information and materials they have brought from home.

### LEARNERS' ACTIVITIES

1. Ls arrange desks.

**TEACHER'S ACTIVITIES**

2. Ask them to “Show & Tell” their information. Each L should say at least four sentences. You might want to briefly demonstrate again what you want them to do (see Lesson 1 Stage 6 for information on this).
3. Allow 5 minutes for this task.

**LEARNERS' ACTIVITIES**

2. Ls “Show and Tell” what they have brought from home.
3. As above.

**STAGE 2 Let's read – pre & while reading****TIME** 10 mins**SKILLS AND COMPETENCIES IN FOCUS** Scan reading and reading for specific information**ORGANISATION** Whole class, individual work, pair work**AIDS AND MATERIALS** 2.2 Newspaper Report**TEACHER'S ACTIVITIES**

1. Ask Ls *Can you remember the listening last lesson? At the end, Mehmet wanted to show Ádám the reporter something. What was it?*  
If Ls can't guess give them a clue by rustling a newspaper.
2. Tell Ls *Now you're going to read this newspaper report.* On the board write the headline from 2.2 Newspaper Report – Curse Strikes Again. Explain the word “Strikes” and ask Ls to guess what the report is about. Write their guesses (predictions) on the board. Then pre-teach the words mosquito, weird, blood.
3. Give out 2.2 Newspaper Report, one to each L face downwards. Tell Ls that they have 1 minute to read the report to see if their predictions were right. Remind them to read very quickly, NOT every word.
4. Check predictions together.

**LEARNERS' ACTIVITIES**

1. Ls respond *An old newspaper report about a tomb death.*
2. Ls predict contents of 2.2 Newspaper report from headline i.e. *Someone dies, a ghost in Tutankhamen's tomb etc.*
3. Ls scan read 2.2 newspaper report.
4. Ls respond.

### TEACHER'S ACTIVITIES

5. Ask Ls to read the article more slowly and in pairs, answer questions 1-6 on 2.2 Newspaper Report. Explain that question 4, *What happened before?* means they should explain the background to the report. For question 2, Ls may not know all these words (headline, picture, caption, column, paragraph) but encourage them to guess.

NB: *Death Shall Come on Swift Wings To Him Who Disturbs the Peace of the King* is the English translation of the actual curse and means *If you open the tomb, you will die*.

6. Allow Ls 5 minutes for this detailed reading (the text is short with only 176 familiar words), then check answers together. Solution:

1.a) Ahmed Reis – worker at King Tutankhamen's tomb.

Carnarvon – opened the tomb, died in 1922 c) Sarah – Ahmed's wife.

2. For question 2, ask Ls to point to – headline, picture, caption, column, paragraph. You should also point on your copy so they can check

3. a) Where did this happen – Luxor, Egypt b) When? – October 10 1929 c) Who to? – Ahmed Reis

4. What happened before? Ahmed saw the curse in 1922 in tomb, was afraid. 1922-1929 11 people died. Carnarvon died from a mosquito bite and Tutankhamen had a mark in the same place.

5. What was the end? – Ahmed died in his sleep.

6. Who says what in the last paragraph? – Sarah said “Ahmed was asleep .....The curse killed my Ahmed!”

NB: With question 6, highlight that when we write people's words, we put them in inverted commas“...”. Remind Ls to use inverted commas the English ( “...” ) and not the Hungarian way ( „...” ).

### LEARNERS' ACTIVITIES

5. Ls read article and complete questions 1-6 in pairs.

6. Ls check answers with teacher.

<b>STAGE 3</b>	<b>Let's write – Writing</b>
<b>TIME</b>	28 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing a newspaper report Writing a TV script Developing team work skills
<b>ORGANISATION</b>	Whole class, group work, pair work
<b>AIDS AND MATERIALS</b>	“Report” poster, “Introduction to the Mystery “ poster, 1.5 Planning our Project form, 3 copies of 1.3 Introduction to mystery recording, 1.4 TV Talk Worksheets A & B

#### TEACHER'S ACTIVITIES

1. Ask Ls *What's the difference between the Introduction to the mystery in Lesson 1 and the newspaper report in this lesson?* The thing to establish is that the 1.3 Introduction to mystery recording functions as a general introduction to the mystery. 1.3 Introduction to mystery recording also includes a short interview but this too just gives background information (Ls learn how to write and perform a longer interview in Lesson 3). The report is more specific and describes a particular event.
2. Blotack the “Report” and “Introduction to the Mystery” posters onto the board and talk Ls through them. For example, with “Introduction to the Mystery” say *In a few minutes you're going to write a TV programme and introduce your mystery. When you write it, answer these questions. A) What is the mystery? B) Where is the mystery? C) Who are the people in the mystery? D) What information do we learn?* (point to the questions as you speak). *Your answers to these questions will make up your introduction.*

#### LEARNERS' ACTIVITIES

1. Ls answers might include *1.3 Introduction to mystery is a TV programme, there's a little interview, it's general and gives background information etc. Newspaper report is from a newspaper, is written, has pictures, is more specific etc.*
2. Ls listen to teacher's explanation. When they write an “Introduction to the mystery” for their own TV programmes in a few minutes, they answer the questions on the board. The answers to the questions make up the introduction.

### TEACHER'S ACTIVITIES

3. Read through the information on the “Report” poster in a similar way and highlight that we write these things in these paragraphs:

**Paragraph 1:** Where, when and who did this happen to?

**Paragraph 2 & 3:** What happened ?

**Paragraph 4:** What was the end? What did someone say?

**You need** – a headline, a picture, a caption, columns

Highlight too that when Ls write the report, their answers to these questions will make up the reports.

Inform Ls that they “Show & Tell” this newspaper report in their programmes. They hold it up and either read it aloud word for word, pointing to the headlines and pictures, or talk about it (not read word by word) – just as they did at the start of the lesson.

NB: When Ls practise their presentations in Lesson 4, encourage the less confident speakers to read their reports aloud and the more confident speakers to improvise a little.

Leave these posters on the wall next to the board for Ls to refer to later on in the lesson.

4. Check Ls are seated in their project groups and give them their 1.5 Planning our Project form from the project file. Ask them to get out the information and materials they have brought from home. Tell them that now they are going to use these materials and write the first part of their programmes – introduce the mystery and write a report about it.

### LEARNERS' ACTIVITIES

3. Ls listen to teacher’s explanation. When they write a report for their own TV programmes in a few minutes, they answer the questions on the board. The answers to the questions make up the report.

4. Ls are in project groups.

## TEACHER'S ACTIVITIES

5. Tell Ls that for the rest of the lesson they will be working by themselves on their programmes. On the board write this information to organise this learning period. *Let's write!*

a) *Plan who writes what - two of you write the first part of the TV programme Introduction to the mystery & two of you write a newspaper report.*

b) *Write.*

Practise speaking what you write.

Tell Ls that they don't have to have an interview in their Introduction to the mystery (they'll learn about and write one in Lesson 3), but they can have a short one if they want.

6. To help them plan, ask them to discuss in more detail questions 2, 3 on 1.5 Planning our Project form (they started doing this in Lesson 1, Stage 5) and also question 4.

7. When project groups have decided what to do, ask them to start work. Tell them they have this help:

~ the "Report" & "Introduction to the Mystery" posters

~ 4 copies of 1.3 Introduction to mystery recording are blutacked on the walls of the classroom – show Ls where they are.

~ Ls can use their 1.4 TV Talk worksheets.

~ You will come and help through "Call the Teacher". For this, on the board write "Call the Teacher". Explain that if groups need help with words and ideas, they sign their group's name on the board, three only at a time. You can only see one group at a time, so they should wait for their turn in their places, quietly working on something else until you come to them. When you have seen one group, they wipe their name off the board and a new group can sign up.

8. When you have organised the Ls and everyone knows what she should be doing and how, ask Ls to start working by themselves and let them work until the end of the lesson.

## LEARNERS' ACTIVITIES

5. Ls listen and watch.

6. Ls plan what to do by discussing questions 2,3,4, on 1.5 Planning our Project form – *What do we want in our programme? Who does what when? How can we use our information?* (they collected this from home).

7. Ls complete tasks. 2 Ls write an introduction to the mystery, 2 Ls write a newspaper report.

8. Ls complete tasks.

**STAGE 4 Homework**

**TIME** 1 minute

**SKILLS AND  
COMPETENCIES IN FOCUS** Research skills

**ORGANISATION** Whole class

**AIDS AND MATERIALS** -

**TEACHER'S ACTIVITIES**

1. Ask Ls to complete what they have started and hand it in to you to be corrected before the next project lesson. Also, ask Ls to do research about a person connected to their mystery – next lesson they produce an interview with someone connected to their mystery.

**LEARNERS' ACTIVITIES**

1. Ls listen.

### LESSON 3: THE INTERVIEW

#### Aims of the lesson:

- to listen for gist and specific information
- to learn and practise TV Talk – the language used in TV programmes
- to learn and practise words and phrases for – expressing disbelief and amazement and interviewing in English (ask and answer questions; conduct greetings, farewells, introductions, thanking people using simple everyday polite forms of address)
- to develop Ls' ability to work as a group

**Materials and resources:** 3.1 Interview recording, 3.1 Interview worksheet (one copy per L), 1.3 Introduction to mystery recording (3 copies), 2.2 Newspaper report (3 copies)

**Before the lesson:** Blotack 3 copies of 1.3 Introduction to mystery recording and 2.2 Newspaper report onto the classroom walls. Also, at Stage 2 you need to blotack up 3 copies of 3.1 Interview Recording.

**Classroom arrangement:** For the first part of the lesson, Ls work in their regular places but in the second part of the lesson (lesson 3, stage 2), Ls work in their project groups, so arrange seating accordingly.?

<b>STAGE 1</b>	<b>Tomb Toxins! – Listening</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening for gist and specific information
<b>ORGANISATION</b>	Whole class, pair work
<b>AIDS AND MATERIALS</b>	1.3 Introduction to mystery recording, 2.2 Newspaper report, 3.1 Interview recording, 3.1 Interview worksheet

#### TEACHER'S ACTIVITIES

1. Tell Ls that they are now going to hear the next part of the TV programme about Ls listen. Tutankhamen, an interview with someone about the Mummy's Curse.

#### LEARNERS' ACTIVITIES

**TEACHER'S ACTIVITIES****LEARNERS' ACTIVITIES**

2. On the board write these questions a) How many people can you hear? b) Who are they? c) What are they talking about? ...and tell Ls to listen and answer the questions. Reassure them that they don't need to understand every word, just enough to answer the questions. 2. Ls listen.
3. Play 3.1 Interview recording once. Ls listen and answer the questions in pairs. Then discuss together as a whole class. 3. Ls listen, answer questions in pairs then as whole class.  
Solution:  
a) 3 b) Presenter, Sara Márton, Professor Gül c) the answer to the Mummy's Curse is Tomb Toxins
4. Give out the 3.1 Interview worksheet, read through with the learners section A) True or False? and explain unfamiliar words i.e. toxins, dangerous, poisons, breathe in. 4. Ls read 3.1 Interview worksheet, section A) True or False questions.
5. Ask Ls to listen again to 3.1 Interview recording and do section A) True or False? on their 3.1 Interview worksheet. Then check through answers together: 5. Ls listen and answer questions.  
1. False 2. False 3. True 4. True 5. True 6 False 7. False
6. Blotack around the classroom walls, 3 copies of 3.1 Interview Recording.

**STAGE 2 Words, words, words – Vocabulary input****TIME** 9 mins**SKILLS AND COMPETENCIES IN FOCUS** Sharing information about vocabulary for TV mystery programmes**ORGANISATION** Whole class, individual work, group work**AIDS AND MATERIALS** 1.3 Introduction to mystery recording, 2.2 Newspaper report, 3.1 Interview recording, 3.1 Interview worksheet

### TEACHER'S ACTIVITIES

1. On the board write the headings:

*Do you believe in...?*                      and                      *Wow words*

Say Sara asked Professor Gül “Do you believe in the Mummy’s Curse?” What did Professor Gül say? Elicit the answer *No, I don’t. Not at all. That’s a ridiculous idea* and write it on the board under the *Do you believe in* heading like this:

***Do you believe in...the Mummy’s Curse?***

*No, I don’t. Not at all. That’s a ridiculous idea.*

Explain that “ridiculous” means “very stupid”.

NB: If Ls can’t remember this answer, read aloud the section of 3.1 Interview recording that contains this question/answer.

2. Say *The professor said that tomb toxins killed people and Sara said “Tomb toxins! Wow!” What other Wow Words do you know?* Elicit a couple of other examples of exclamations (that is to say, Wow Words) and write them on the board like this:

***Do you believe in...***

***Wow Words***

*No, I don’t. Not at all.*

*Amazing! Interesting! Cool idea*

*That’s a ridiculous idea.*

NB: Ls can use their own ideas or Wow Words they have heard in the project so far.

3. Ask Ls to copy *No, I don’t. Not at all. That’s a ridiculous idea* onto their 3.1 Interview worksheets in section **B) Useful phrases** *Do you believe in...?* And the exclamations under *Wow Words* column on their Interview worksheets.
4. Now get the Ls to complete section **B) Useful phrases** on their 3.1 Interview worksheets as follows. Divide Ls into pairs within their project groups. Name one pair, pair A, and the other, pair B.

### LEARNERS' ACTIVITIES

1. Ls respond *No, I don’t. Not at all. That’s a ridiculous idea.*

2. Ls suggest possible answers. *Amazing! Interesting! Cool idea.*

3. Ls copy words and phrases on the board onto their 1.3 Interview worksheets.

4. Ls get into pairs within their project groups, pair A and pair B.

## TEACHER'S ACTIVITIES

5. Ask pairs A to complete sections *Do you believe in ...?* & *Wow Words* on their 3.1 Interview worksheets by walking round the room, reading the wall texts (1.3 Introduction to mystery recording, 2.2 Newspaper report, 3.1 Interview recording) and finding the answers in the texts. Ask pairs B to complete the interview phrases on 3.1 Interview worksheet – they put the words in order. They stay in their seats for this.

6. Allow Ls 4 minutes to complete the tasks then ask them to return to their project groups.

7. Rearrange the pairs in the project groups so you have a learner A working with a learner B. Ask them to complete section **B) Useful phrases** on their 3.1 Interview worksheets by sharing the words and phrases they have found. You, meanwhile check the answers as you go round. Solution: ***Do you believe in ...?*** *No, I don't. Not at all. That's a ridiculous idea.* (3.1 Interview recording)  
*Well I'm not sure...perhaps it's true.* (1.3 Introducing the mystery)  
*Do I believe in the curse? Yes, absolutely.* (2.2 Newspaper report **Wow words**)  
*It was awesome! It's unbelievable! Wow very strange!* (1.3 Introducing the mystery)  
*It's weird! It's all very strange!* (2.2 Newspaper report)  
*Cool idea! Amazing! It's incredible! Interesting!* (3.1 Interview recording)

### **Interview phrases**

- 1) *For our next report we go to Sara Márton at Cairo University.*
- 2) *Here I am at Cairo University and with me is Professor Gül.*
- 3) *Can I ask you some questions about the Mummy's cures?*
- 4) *That's an interesting question.*
- 5) *Can I think about that for a moment?*
- 6) *Well, thank you very much for your help.*
- 7) *So, perhaps this is the answer to our mystery of "The Mummy's Curse".*
- 8) *That's all from me. Now, back to the studio.*

8. Tell Ls that now they're going to write interviews and that they can use these useful phrases in their interviews. If you feel you want to give your Ls pronunciation practice, ask them to listen and repeat the phrases after you. However, Ls are given opportunity to do pronunciation practice like this in Lesson 4.

## LEARNERS' ACTIVITIES

5. Pairs A walk around the classroom, read the wall texts and complete "Do you believe in ...?" & "Wow Words" on their 3.1 Interview worksheets. Bs stay in their seats and complete the Interview phrases.

6. Ls return to project groups.

7. Learner A now works with learner B. They tell each other/dictate the words and phrases they have found – for example,

*Learner A*     *The "Do you believe in...?" words I found are "Well, I'm not sure. Perhaps it's true" and...*

*Learner B*     *Thanks. Can you spell "perhaps"?*

8. Ls listen.

**STAGE 3** The interview – Producing an interview

**TIME** 21 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Writing a TV interview  
Co-operative learning

**ORGANISATION** Group work

**AIDS AND MATERIALS** 3.1 Interview worksheet

**TEACHER'S ACTIVITIES**

1. Explain that now Ls are going to prepare an interview for their mystery programme like the one they listened to earlier. The interview should be with anyone connected to their mystery and can be a real, imaginary, funny, serious interview. BUT they must have a Do you believe in..? question in their interviews and some Wow Words too.
2. Ask Ls in their project groups to get the materials they have brought from home and to discuss these questions – write them on the board. Who do we want to interview? Why? What do we want to know? Where will the interview fit into our mystery programme?
3. Once Ls have decided the above, ask them to prepare questions for their interview in two steps.
  - a) Ls individually write 3 questions. Remind them to ask *what, when, where, how* and *why* questions as these get interesting answers.
  - b) Ls put their questions together, as a group select the best 8 questions. Everybody writes these down in their exercise-books.

**LEARNERS' ACTIVITIES**

1. Ls listen.
2. Ls discuss interview in groups.
3. Ls prepare questions.

**TEACHER'S ACTIVITIES**

4. Ask Ls to prepare answers for their questions (in writing). Two Ls prepare answers 1-4 and the other two, 5-8. When preparing the answers, Ls may find that:
  - ~ some of their questions are inappropriate. In this case, they should change the question.
  - ~ they need to use the materials they have brought to find out answers.
 Monitor and help as necessary.
5. Ask Ls to now write the interview. Remind them to use the language from their 3.1 Interview worksheets, Section **B) Useful Phrases**. Monitor and help as necessary.
6. When Ls finish the writing, ask them to start rehearsing.

**LEARNERS' ACTIVITIES**

4. Ls to prepare the answers for the questions in pairs.
5. Ls write the interview in project groups.
6. Ls practise the interview.

<b>STAGE 4</b>	<b>Homework</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Planning Co-operative learning
<b>ORGANISATION</b>	Whole class, group work
<b>AIDS AND MATERIALS</b>	1.5 Planning our project form

**TEACHER'S ACTIVITIES**

1. Before setting the homework, ask Ls to discuss questions 5 & 6 on their 1.5 Planning our project form. Remind Ls that they will need props for their TV programmes i.e. special clothes, microphones, cardboard box for a TV screen etc.

**LEARNERS' ACTIVITIES**

1. Ls discuss 5) *What have we got so far?* 6) *What else do we need?*

### TEACHER'S ACTIVITIES

2. If your class is preparing an extra item for their programmes, encourage them to use ideas on the “A mystery Programme” posters they made in Lesson 1, or ideas they have met in the other year 8 modules. For example, write a mystery poem/rap (from Play with English); make a mystery quiz (Blind exhibition); write a mystery story with sound effects (Big Book/Blind Exhibition); mime a mystery (Communication); a role-play (Money). But they prepare this completely independently from you. As this is the only part of the project where you give Ls complete autonomy to choose and do something on their own, be flexible and accept any ideas they come up with.

NB: Omit this extra item if you have a class with a lot of project groups.

3. For homework the groups should:

- ~ finish writing the interview if they have not done so, and give to you before the next project lesson so you can correct it.
- ~ prepare one other item for their TV Mystery programme.
- ~ collect props that they need.

Exactly who does what and when is up to the groups themselves to decide. Stress though that this homework needs to be done before next lesson.

### LEARNERS' ACTIVITIES

2. Ls listen and plan for an extra item.

3. Ls decide in their project groups, who does what homework.

## LESSON 4: PUTTING IT ALL TOGETHER

### Aims of the lesson:

- to develop Ls' oral skills – presenting a TV mystery programme
- to develop Ls' presentation skills
- to help Ls manage a task

**Materials and resources:** 2 cassette recorders/CD players, 1.3 Introduction to mystery recording, 3.2 Interview recording, props the Ls have brought in

**Before the lesson:** Arrange the classroom according to instructions below?

**Classroom arrangement:** Arrange your classroom so each project group has its own learning area and call these areas, “Studio Spaces”. Each studio space should be roomy enough for groups to work in, rehearse and perform their TV programmes next project lesson. Use the whole room (i.e. at the front of the room, the middle, the back and at the sides).

<b>STAGE 1</b>	<b>Putting it all together</b>
<b>TIME</b>	43 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Managing a task Practising speaking
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	2 cassette recorders, a tape of 1.3 Introduction to mystery recording, a tape of 3.2 Interview recording, any props the Ls have brought in

### TEACHER'S ACTIVITIES

1. Make sure you have arranged your room according to the “Classroom arrangement” above.
2. Send each group to a studio space and tell groups that this is where they will work today and perform their TV programmes next project lesson.

### LEARNERS' ACTIVITIES

1. Ls arrange classroom.
2. Project groups go to their studio spaces.

### TEACHER'S ACTIVITIES

3. Tell Ls that today they will work by themselves and finish preparing their TV mystery programmes. Return the corrected TV interviews if necessary and hand out the 1.5 Planning our project form. Tell Ls that today they'll answer questions 5, 6, 7 *What have we got so far, What else do we need? How should we present our work?*.
4. On the board write this information and tell Ls that this is what they have to do this lesson. *You should:*  
Read and correct your work.
  - b) Discuss questions 5, 6, 7.
  - c) Finish doing your extra item (this is for groups doing an extra item). Put your introduction, report, interview & extra item into a TV *Mystery programme. Link them together.*
  - e) *Add props.*
  - f) *Practise and act it.*If your Ls need more structured help with these instructions, talk through each step with them to clarify what they should do. For example you (the teacher) could say *Look at d). It says "Put your introduction, report, interview extra item into a TV programme" But..what do you have to do exactly?*.
5. Remind Ls that they "Show & Tell" their newspaper reports (see Lesson 2, Stage 1 for further information). Ls can either read their written reports aloud word for word or can explain the report showing and pointing at the same time.
6. Inform Ls that they have this help if they need it.
  - ~ You will come and help through **Call the Teacher** (see Lesson 2, Stage 4, Step 4 for information on this).
  - ~ At the front of the room you will put a cassette player & 1.3 Introduction to mystery recording and at the back a cassette player and 3.1 Interview recording. Groups can check pronunciation by themselves if they want – they can listen and repeat.

### LEARNERS' ACTIVITIES

3. Ls watch and listen.
4. Ls watch and listen.

Ls respond and answers might include... *We should...look through our materials again, put them in order, perhaps change some things, add the TV Talk, link everything together, decide where each one takes place, who is doing what etc.*

5. Ls listen.
6. Ls listen.

**TEACHER'S ACTIVITIES****LEARNERS' ACTIVITIES**

- |   |  |
|---|--|
| <p>7. Tell Ls that they can work at their own speed but that you will clap your hands (or give some other sign) after 25 minutes and all groups <b>MUST</b> start practising if they haven't started doing so already.</p> <p>8. Start the groups working. Help through Call the Teacher as required.</p> <p>9. After 25 minutes, clap your hands and check that all groups start practising their TV programmes.</p> | <p>7. Ls listen.</p> <p>8. Ls work in project groups.</p> <p>9. Ls practise their TV programmes.</p> |
|---|--|

**STAGE 2 Homework****TIME** 2 mins**ORGANISATION** Whole class**TEACHER'S ACTIVITIES****LEARNERS' ACTIVITIES**

- |   |                      |
|---|----------------------|
| <p>1. Ask Ls to complete anything that they need for their programmes that they have not completed already.</p> | <p>1. Ls listen.</p> |
|---|----------------------|

## LESSON 5: THE PRESENTATIONS

### Aims of the lesson:

- to develop Ls’ oral skills – presenting a TV mystery programme, talking about mysteries
- to develop Ls’ presentation skills

**Materials and resources:** all materials/props Ls have prepared for their presentations, 5.2 Presentation assessment sheets

**Before the lesson:** Write the names of the project groups in alphabetical order – this is the order in which TV programmes will be presented.

**Classroom arrangement:** Set up the same “Studio Spaces” as in lesson 4 – see “Classroom arrangement”, lesson 4 for instructions.

<b>STAGE 1</b>	<b>Setting up the programmes</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Presentation skills
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	-

### TEACHER’S ACTIVITIES

1. Ask project groups to go to the studio space they were allocated last lesson. Ask them to set up their studio space ready for their presentation of their TV mystery programme. Tell Ls they have 10 minutes to set up and have a final practice of the TV programme. In 10 minutes the presentations will start.
2. Tell project groups that for the presentations, the class will visit one studio space in turn and watch the TV programme in that studio space.

### LEARNERS’ ACTIVITIES

1. Ls prepare for presentation of news broadcasts.
2. Ls listen.

**STAGE 2 Let's present – Presentations****TIME** 30 minutes**SKILLS AND COMPETENCIES  
IN FOCUS** Presentation skills  
Practising speaking**ORGANISATION** Whole class**AIDS AND MATERIALS** All materials/props Ls have prepared for their presentations, 5.2 Presentation assessment sheets**TEACHER'S ACTIVITIES**

1. For the presentations, the presenting group stays in its studio space. The rest of the class stands around that studio space and watches the presentation of the TV mystery programme. When one presentation has been completed, move the class onto the second studio space for the second presentation.
2. Repeat this procedure until all presentations have been seen.
3. While Ls are performing, fill in the 5.2 Presentation assessment sheets, one sheet per project presentation.

When presentations are over, show the assessment sheets to the relevant groups, commenting on them as necessary. Then, place these completed forms into the project file for safe keeping. The Ls have access to the files whenever they want.

**LEARNERS' ACTIVITIES**

1. Groups in turn, present their TV mystery programmes. Ls not presenting stand and watch.
2. As above.

**STAGE 3 Walk 'n Talk****TIME** 5 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Practising language presented throughout the project  
Giving opinions about the presented mysteries**ORGANISATION** Whole class**AIDS AND MATERIALS** 3.1 Interview worksheet

### TEACHER'S ACTIVITIES

1. Finish the project with a Walk 'n Talk activity. On the board write Do you believe in...The Mummy's curse? and ask Ls to make this question with their own mysteries.
2. Ask Ls to mingle round the classroom asking each other their questions. In their replies, they should use language from the project i.e. Wow Words. Encourage them to use information from the presentations they have just seen. Demonstrate with a learner what to do.
3. Start the activity and let Ls walk and talk for 4 minutes.

### LEARNERS' ACTIVITIES

1. Ls questions depend on the mystery they have presented i.e. *Do you believe in... ghosts? UFOs? Etc...*
2. Learner  
You  
Learner  
*Do you believe in UFOs?*  
*Yes, I do. Absolutely because I think there is life in Space and I believe the UFO mystery programme.*  
*Yes, me too.*