
OUR WONDERFUL 20TH CENTURY 2

SAVE WHAT WE HAVE LEFT

Type of module	Project work
Target group	12–15-year-old learners
Level	A2
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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 címen.

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INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	<p>In this module Ls learn about the environment and the impact of people on it. They develop a sense of responsibility through participation and action as individuals, or members of groups.</p> <p>The module includes six project ideas, out of which the sixth is linguistically the most demanding. Ls will carry out various activities (e.g. make a survey, organise a green disco, collect newspaper cuttings, make a green T-shirt, make a green newsletter etc.) related to green issues.</p>
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to develop Ls' knowledge and understanding of environmental issues ■ to develop Ls' problem-solving skills ■ to familiarise Ls with terms related to environmental protection ■ to help Ls read for specific information, and understand written instructions ■ to give Ls (oral) practice of problem-solution patterns ■ to help Ls write various texts ■ to develop Ls' skills in interpreting, planning, monitoring a task and self/peer-assessment ■ to enable Ls to search for and use information from various sources
TIMEFRAME	5 lessons
TARGET GROUP	12–15-year-old learners
LANGUAGE LEVEL	A2
SUGGESTED LANGUAGE COMPETENCE	<p>Ls can:</p> <ul style="list-style-type: none"> ■ understand simple written information, and instructions ■ understand grammar structures such as Simple Present, and Past, Passive construction, quantities, fractions, percentages, and 'should' for advice
LINKS OF THE MODULE	
Cross-curricular links	Man and nature, The Earth and the environment
Links with other modules	<p>Module: 1 (wall-chart/poster)</p> <p>Module: 6 (news article, survey, letter, advertisements, horoscope)</p>

**FOCI OF SKILLS-
DEVELOPMENT****Communicative language skills**

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

General, educational skills

- life long learning/learner training
- developing Ls' understanding of health-related issues
- developing Ls' awareness of the need for Earth conservation

EVALUATION

Peer evaluation through peer evaluation form that Ls prepare
Learner self-assessment through self-assessment form

SUGGESTIONS

Use background information as appropriate for your class (use materials selectively).
Out of the six project ideas you may want to offer your class the ones that you find appropriate.
Use Project questions 1.2 Save the Earth all through the five project lessons to help develop Ls' thinking strategies (interpreting, planning, monitoring, assessing).
Encourage Ls (if you find appropriate) to choose an idea of their own for project work and make the description of the project (the project descriptions can help).
Help Ls with making the evaluation form (give ideas, organise discussions carefully).
Leave at least one week between Lesson 2 and 3, Lesson 3 and 4, and Lesson 4 and 5, so that Ls can have enough time to do the work described in their project.

BACK UP SYSTEMS

E-misszió, Nyíregyháza (<http://www.e-misszio.hu>)
Eco Counselling Network (<http://www.okoszolgalat.hu/kot.php>)
Reflex. Győr (<http://reflex.gyor.hu>)
Független Ökológiai Központ (FÖK), Budapest (<http://foek.hu>)
Regional Environmental Centre for Central and Eastern Europe (<http://www.rec.org>)
Eco Service Hungary (<http://www.okoszolgalat.hu>)

Greenpeace UK 30-31 Islington Green London N1 8XE
Friends of the Earth 26-28 Underwood Street London N1 JU
London Wildlife Trust 80 York Way London N1 AG

Rabley, S. *'The Green World Dossier'* Macmillian Dossiers. Macmillian Publishers Limited, Singapore 1990

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Familiarising Ls with terms related to environmental protection</p> <p>Reading for specific information</p> <p>Understanding written instructions</p> <p>learner training</p> <p>Interpreting task, developing planning skills</p>	<p>Ls familiarise themselves with various problems related to the environment.</p> <p>Then read bits of information + transfer it into given categories.</p> <p>Ls learn what their project is about, and then start planning for it.</p>	<p>Problems of the Earth – endangered animals, cutting down forests etc.</p> <p>Solutions – recycling, using public transport etc.</p>	<p>1.1 Events in the history of our planet</p> <p>1.1 What's the problem?</p> <p>1.2 Matching key vocabulary with their definitions</p> <p>1.2 Planet report</p> <p>1.2 Worksheet A/B</p> <p>1.2 Key to worksheet A/B</p> <p>1.2 What can YOU do?</p> <p>1.3 Project questions Save the Earth</p> <p>1.3 Project ideas (1.A)</p> <p>1.3 Planning our project form</p> <p>A4 sheets, world map</p>
2	<p>Developing knowledge and understanding of environmental issues</p> <p>Helping Ls contextualise their projects</p> <p>Developing Ls' problem-solving skills</p> <p>Presenting projects</p> <p>Managing a task</p> <p>Practising of problem-solution patterns</p>	<p>Ls learn more about environment related issues (by matching data with given categories)</p> <p>Ls learn and practise problem-solution patterns.</p>	<p>Facts about the environment – In 1981 there were..., today there are only...</p> <p>Describing problems</p> <p>Suggesting solutions – should/should not...</p> <p>quantities, fractions, percentages</p> <p>Formal letter</p>	<p>2.2 Data file</p> <p>2.2 Data file-Solution</p> <p>2.3 Sample problem – Solution text</p> <p>1.2 What can YOU do?</p> <p>1.3 Planning our project form</p> <p>2.4 Model letter</p>
3	<p>Publicising problems, persuading others</p> <p>Managing a task</p>	<p>Ls learn the features of good posters, advertisements and articles and make either a poster or an advertisement or write an article.</p>	<p>Language of posters, advertisements, articles – we must, we need, please send..., say no to... etc.</p>	<p>3.1 T/F statements</p> <p>3.2 How to advertise</p> <p>3.2 Let's protest</p> <p>3.2 Protest poster – questions OHP</p> <p>3.3 How to do a survey 3.3. How to write an article 1.3 Planning our project form</p> <p>1.3 Project questions Save the Earth</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Writing various texts</p> <p>Developing planning skills</p> <p>Developing presentation skills</p> <p>Practising displaying/ presenting information</p>	<p>Ls complete their projects and get some ideas for their evaluation form.</p>	<p>List of evaluation points – Was the ... nice, clearly organised etc., Did the speakers ...?, Things I liked...</p>	<p>1.3 Project questions Save the Earth</p> <p>4.4 List of evaluation points</p>
5	<p>Presenting projects</p> <p>Assessing one's own and other's performance</p>	<p>Ls agree on 6 evaluation questions they want to use for evaluating their peers' projects. Next they set the scene for presentations (organise a Green lesson), do their presentations + evaluate their peers' project + presentation. Finally they evaluate their own learning in this module by completing a self-assessment form.</p>		<p>1.3 Project questions Save the Earth</p> <p>5.3 Self-assessment form</p>

PROCEDURE

LESSON 1: WHAT IS THE PROBLEM? / WHAT IS OUR PROJECT?

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to familiarise Ls with terms related to environmental protection■ to help Ls read for specific information■ to help Ls understand written instructions■ to help Ls interpret their task, develop planning skills
MATERIALS AND RESOURCES	1.1 Events in the history of our planet (cut up sentences, as many sets as there are groups), 1.1 What's the problem?, 1.2 Matching key vocabulary with their definitions (one copy per L), 1.2 Planet report, 1.2 Worksheet A/B, 1.2 Key to worksheet A/B, 1.2 What can YOU do?(one copy per group), 1.3 Project questions Save the Earth (A1), 1.3 Project ideas, 1.3 Planning our project form, blank A4 sheets
BEFORE THE LESSON	Collect some rubbish in a plastic bag (e.g. plastic bottles, plastic bags, batteries, mobile phones, cans, video/audio cassettes, hair sprays, deodorants, etc.) and display it on your desk Put world map on the wall. Cut up the events (1.1 Events in the history of our planet), make as many sets as there are groups. Cut up 1.2 Planet report and Blu-Tack the 5 pieces around the classroom walls. (If there are more than 10 Ls in your classroom, make 2/3 sets.)
STAGE 1	Warmer – Sequencing events, brainstorming
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Familiarising with vocabulary for describing events
ORGANISATION	Group work, whole class
AIDS AND MATERIALS	1.1 Events in the history of our planet, World map, 1.1 What's the problem?, blank A4's

TEACHER'S ACTIVITIES

- 1 Write the lesson aims on the board to model goal setting.

Tell Ls that today they will answer:

What do we know about the problems of the Earth, and what can we do? What is our project?

Cut up the events (1.1 Events in the history of our planet), put Ls into groups and give each group one set of events. Tell Ls to put the events in the life of the planet in order.

Solution:

1. life began in oceans
2. dinosaurs appeared
3. modern man evolved
4. mankind learnt how to farm
5. mankind started inventing machines and developing industry
6. mankind made atomic bombs
7. mankind has used most of the Earth's fossil fuels
8. mankind has completely killed more than 500 kinds of animals, birds and plants
9. mankind has grown in numbers from 1 billion to 6 billion

NB: the order of last 3 events are interchangeable.

Check answers together.

LEARNERS' ACTIVITIES

- 1 Ls in groups put events in order.

TEACHER'S ACTIVITIES

- 2 Show pictures of 1.1 What's the problem?, and ask Ls which of today's problems they think the pictures illustrate.

With Ls find some of the places on the world map where these problems happen. Refer Ls to rubbish on your desk, empty it from the plastic bag onto your desk and ask Ls:

What do the objects have in common?

How long can we use them for?

What happens to them when we throw them away?

Get Ls to realise that man is destroying the Earth. Tell them that today many scientists, world leaders and green organisations realise this too, and are trying to stop the destruction. Ordinary people – both young and old – can help to stop the destruction of the Earth.

- 3 Brainstorm ideas of things we can do to save our earth. Write down Ls responses on board (Ls suggestions will be used later in Stage 2).

Tell Ls each to trace their hand on a blank A4 sheet and write one thing they can do to save the earth in the centre of their hand. Then place hands on the board under the title: "For the Love of Our Earth We Will..." – this motivates Ls to do project work later.

LEARNERS' ACTIVITIES

- 2 Ls' suggested answers may include:
hunting (pollution) – endangered animals
people want more land for farming – cutting down forests
people dump rubbish into waters – polluted rivers/seas
overgrazing, over-cultivation – eroded land

Ls (with help) may show places on map: e.g.

Australia – panda

black rhino – Africa

African elephant – Africa

deforestation – Central/South America, West Africa, South East Asia, Pacific Islands

eroded land – Ethiopia, Burkia Faso

Ls' answers may include:

they are „throw away” products, we use them once/for a short time and then throw them away. These things stay in the earth for a very long time.

- 3 Ls suggest ideas: e.g.
recycle paper
use public transport more
collect rubbish selectively
do not buy drinks in plastic bottles
give help to third world countries
do not buy a fur coat

STAGE 2 Getting to know more about the topic – Reading and transferring information**TIME** 20 mins**SKILLS AND COMPETENCIES
IN FOCUS** Reading for specific information
Transferring information into given categories**ORGANISATION** Individual work, pair work, whole class, group work**AIDS AND MATERIALS** 1.2 Matching key vocabulary with their definitions, 1.2 Planet Report, 1.2 Worksheet A/B, 1.2 Key to worksheet A/B
OHT, OHP, 1.2 What can YOU do?**TEACHER'S ACTIVITY**

- 1 Pre-teach some of the key vocabulary by a matching activity. Give each L a copy of the 1.2. Match the words with their definitions, and ask them to complete the task.

Check answers with whole class.

Solution:: a-5, b-3, c-1, d-6, e-4, f-8, g-2, h-7

- 2 Refer Ls to sections of 1.2 Planet Report around the classroom walls. Put Ls into pairs. You can do this in two ways:

- pair up Ls with stronger/weaker reading and writing abilities
- make mixed ability pairs

Give a copy of 1.2. Worksheet A to pairs (one per pair) with stronger reading/ speaking abilities, and a copy of 1.2. Worksheet B to pairs with weaker abilities (or distribute copies among pairs evenly).

NB: 1.2 Worksheet B is easier because only 2 texts have to be read and more grids are filled in.

Tell pairs to read the relevant texts (pairs can share the task the way they want) and sort out the rest of the information into relevant categories in the table (they leave out the "What can you do?" column and do it later).

After about 10 minutes stop the activity and put pairs A together and pairs B together. Tell them to go through the answers.

Go round, monitor and help, if necessary.

LEARNERS' ACTIVITIES

- 1 Ls match definitions with key vocabulary.
- 2 Ls make pairs and read relevant texts, sort out the information into relevant grids in table. They may share the reading first and then discuss the answers, or together they can read and write at the same time.

TEACHER'S ACTIVITY

- 3 Put Ls into new pairs (A and B) and tell them to exchange information and fill in the other 2/3 grids.
- 4 Put 1.2. Key to worksheet on OHP (cover the "What can you do column?") and let Ls compare their answers with the solution.
- 5 Ask Ls in the same pairs as above to look at their suggestions for solutions on the board from stage 1. And sort them out in the relevant grids.
Discuss answers in whole class.
- 6 Put Ls into groups of 3/4 and give a copy of the 1.2. What can YOU do? to each group. Ask groups to sort out the ideas from the list, writing the numbers in the relevant grids.
Go through the answers on OHP, (some suggestions can go to more places) point out that 4, 10, 11 are possible starting points for project work.

LEARNERS' ACTIVITIES

- 3 As and Bs go through the answers together.
- 4 Pairs discuss answers and fill in remaining grids.
- 5 Ls compare their answers with the solution.
- 6 Ls in pairs sort out their suggestions into relevant grids, e.g. recycle paper - under wildlife, etc.

Ls do as above but in groups.

STAGE 3 Introduction to project – Reading**TIME** 12 mins**SKILLS AND COMPETENCIES
IN FOCUS** Planning skills
Understanding written instructions**ORGANISATION** Individual work, group work**AIDS AND MATERIALS** 1.3 Project ideas, 1.3 Planning our project form, 1.3 Project questions Save the Earth**TEACHER'S ACTIVITIES**

- 1 Put up 1.3 Project questions Save the Earth on board, put Ls into groups of 4, ask them to discuss questions 1, 2, 3 (*What do we have to do? Which project do we want to do? Where can we get information?*). Elicit a few ideas and write them on board.
- 2 Ask Ls to quickly read the 1.3 Project ideas. Help Ls to choose the ones appropriate to their level of skills, abilities, learning style etc. Ask Ls to make project groups + give themselves a project name (make sure each project is chosen by at least two/three students). Tell Ls that these are possible project ideas only, and that they can do 3 things:
 1. choose one of the ideas and carry out project as described
 2. choose one of the ideas and change it as they want
 3. choose an idea of their own and write a description

NB: Project A will be carried out by individual Ls, but in lesson 4, Ls have to compare their data in groups.

Project A suits Ls whose preferred learning style is mathematical-logical. Project F, E, B suit Ls who can read and write in English quite well. C is for Ls who like hands on activities, but may have problems with reading and writing.

D is for Ls who are good at organising.

Project F is the most demanding in terms of language.

LEARNERS' ACTIVITIES

- 1 Ls in groups discuss questions, their suggestions may include:
– survey, posters, etc.; from the media, books, internet, parents, friends etc.
- 2 Ls read and discuss 1.3 Project ideas. They make project groups and choose a project. They give themselves a name (this can be the same as the project idea, or the letter).

TEACHER'S ACTIVITIES

Ask Ls to complete the 1.3 Planning our project form, and the Who does what when sections. Make it clear to 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.

NB: Ls who choose Project A do not have to fill in the Who does what when section of the form. Monitor and help form filling. Remind Ls to use the internet addresses as sources for information and tell them that they can also ask their parents, family neighbours, teachers etc. for information. Encourage them to identify problems they feel strongly about in their own town/village/region. Tell Ls that the last project lesson will be a 'Green Lesson', when they have to do two things:

- 1 Raise other groups' awareness of the problem(s) their project focuses on.
- 2 Convince other groups to take actions to stop/avoid the problem. If a group chooses the 'Green disco' project, it can be held after school.

Collect in form for project file.

Just before the end of the lesson point to the lesson aims (from Stage 1) on board and get Ls to answer:

What do we know about the problems of the Earth, and what can we do? What is our project?

This helps Ls assess and think about their own learning.

LEARNERS' ACTIVITIES

Ls fill in form.

Ls respond.

Ls listen.

STAGE 4 Homework

TIME 3 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Researching information

ORGANISATION Whole class

TEACHER'S ACTIVITIES

- 1 Ask Ls to collect materials and information for the next project lesson. Ask them to bring in information booklets/leaflets, etc. that might be useful.

LEARNERS' ACTIVITIES

- 1 Ls listen.

LESSON 2: WHAT CAN WE DO TO SOLVE THE PROBLEM?

AIMS OF THE LESSON

- to further develop Ls' knowledge and understanding of environmental issues
- to help Ls contextualise their projects
- to develop Ls' problem-solving skills
- to prepare Ls for their project presentations
- to help Ls manage their task
- to give Ls (oral) practice of problem-solution pattern

MATERIALS AND RESOURCES

2.2 Data file (2 sets of cut up sentences), 2.2 Data File – Solution (OHP), 2.3 Sample problem-solution text (OHP), 1.2 What can YOU do?, 1.3 Planning our project form, 2.4 Model letter, OHP, Blu-Tack

STAGE 1

Warmer – Scrabble (variant)

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Revising vocabulary

ORGANISATION

Whole class

AIDS AND MATERIALS

Board

TEACHER'S ACTIVITIES

- 1 Write lesson aims on board:
How can I speak about a problem?
How can my argument be convincing?

Write on board 'greenhouse' and ask Ls to write any words related to this topic so that one letter of greenhouse is used.

LEARNERS' ACTIVITIES

- 1 Ls go to board and add more words.
e.g.

e
x
t
rainforest
greenhouse
c
t

STAGE 2	Competition – Matching information with topic
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading out long sentences
ORGANISATION	Group work, pair work
AIDS AND MATERIALS	2.2 Data File, 2.2 Data File – Solution, OHP

TEACHER'S ACTIVITIES

- Write Wildlife, Pollution, Health, Energy, Land on a large piece of paper (wrapping/ cardboard paper) and put it on board. Photocopy the slips from 2.2 Data file – one set on red, the other on blue paper. Cut sentences up.
Put out 2 chairs in the front of the classroom and place one set of red slips on one of the chairs and one set of blue slips on the other. Put Ls into 2 groups: red and blue. Groups then are allocated an area that should be as far away both from the board and the chairs with the slips on as possible. Tell them it's a competition and that they have to, taking turns in their group, pick one slip of their colour, run back to their group, read out the sentence and together they have to decide under which heading to put the slip. The pupil then has to run to the board and Blu-Tack the slip under the relevant heading. The winner is the group that places more slips under the appropriate heading in 5 minutes.
Put 2.2 Data File – Solution on OHP and check answers together. Then put chart on wall and leave it on for the entire duration of the project.
NB: Some of the sentences can go with more than one heading, accept Ls' answers if they can give an explanation. This will show how problems are interrelated.
- Write the following numbers on board:
15,000 1.3 million 85,000
6 to 7 billion tonnes 4,500 50
5 times more 4,000 20 times more
one-third 200 tonnes

Put Ls in pairs and ask them why these numbers are significant, and what they refer to. Check answers with whole class.

LEARNERS' ACTIVITIES

- Ls do activity. They make 2 groups, and taking turns run to the chair, pick up a slip, go back to their group, read out sentence, and decide with group where to put it on the large piece of paper.

Ls check their answers.
- Ls in pairs make sentences with the numbers (they can refer to chart on wall), e.g. *In 1981 there were 15.000 black rhinos in Africa. Today there are only 4.500.*

STAGE 3 Presentation – Oral practice**TIME** 7 mins**SKILLS AND COMPETENCIES
IN FOCUS** Problem-solving**ORGANISATION** Pair work**AIDS AND MATERIALS** 2.3 Sample problem-solution text on OHT, OHP**TEACHER'S ACTIVITIES**

- 1 Explain problem-solution pattern to Ls. Tell them that we use this pattern when we narrate an event, and when we have to solve problems. Write following pattern on board:
 1. Situation (problem) – we describe the situation (put problem into context, i.e. give background information)
 2. Problem – describe the problem (support ideas by facts, statistical data)
 3. Solution – offer solution to problem
(evaluation of solution – is solution good or bad)
- 2 Show Sample problem-solution text to Ls on OHP, put them in pairs and ask them to identify:
situation
problem (examples, data)
solution

LEARNERS' ACTIVITIES

- 2 Ls in pairs read and identify structure:
situation – 1
problem – 2–5
solution – 6
(no evaluation of situation)

STAGE 4	Oral practice – Summarising / retelling
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing a simple problem-solution text Listening Speaking
ORGANISATION	Pair work
AIDS AND MATERIALS	1.2 What can YOU do?, 2.3 Sample problem solution text

TEACHER'S ACTIVITIES

- Put Ls into pairs, give each pair a topic, i.e. Pollution, Health, Energy, Land. Tell pairs to write a summary, using above pattern, and the information on wall created from 2.2 Data File and the 1.2 What can YOU do? from Lesson 1. Make sure both Ls of the pairs write down summary. Go round and help. When they have finished, tell them to first read it out to each other, then change partners and read out summary to their new partner. The aim is to read out their summary to as many Ls as possible. They can make changes after each reading following advice they get from others.

LEARNERS' ACTIVITIES

- Ls in pairs write a summary of their topic, then read it out in pairs (changing their partners).

VARIATION FOR LS WHO ARE ABLE TO SUMMARISE A TEXT ORALLY AFTER SOME REHEARSING

AIDS AND MATERIALS	Same as above
DESCRIPTION	Same as above, but when pairs have finished writing, they memorise/ learn the text and then tell it to their partner. Then they change partners and retell the text to their new partner. They tell their summary to as many Ls as possible. NB. Ls can swap texts too, i.e. retell the text of their partner to a new partner. The aim is to tell summaries to/ swap summaries with as many Ls as possible.

STAGE 5	Planning the project – Checking ideas, materials
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Managing task
ORGANISATION	Group work
AIDS AND MATERIALS	1.3 Planning our project form, 2.4 Model letter

TEACHER'S ACTIVITIES

- 1 Put Ls into project groups and give out their 1.3 Planning our project forms from the previous lesson.

Ls discuss the information, materials they have collected from home/ internet and compare them to their *Who does what and when* form to check that group members have done what they were supposed to do. Groups will probably need to modify their 1.3 Planning our project forms and set new goals.

NB: If some of the Ls want to do their own project, they make the project description now.

If some of the Ls are doing an individual project (A), they make a project group, and compare the data they have so far.

If Ls want to write to international organisations to get information, give them the 2.4 Model letter, and tell them to write the letter.

Tell Ls to continue collecting materials and data for their projects and bring them to the next project lesson.

NB: leave at least one week before the next project lesson, so that Ls can do the work they have planned.

LEARNERS' ACTIVITIES

- 1 Ls look at materials in project groups.

Ls make their project descriptions.

Ls compare their data.

Ls write their letter, if they want to.

LESSON 3: HOW CAN WE PERSUADE OTHERS?

AIMS OF THE LESSON

- to give Ls a model of how to publicise/persuade
- to develop Ls ability to manage their task

MATERIALS AND RESOURCES

3.1 T/F statements, 3.2 How to advertise, 3.2 Let's protest, 3.2 Protest poster – questions OHP, 3.3 How to do a survey, 3.3 How to write an article, 1.3 Planning our project form, 1.3 Project questions Save the Earth, OHP

STAGE 1 Revision – T/F statements

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Reading for information

ORGANISATION

Pair work, individual work

AIDS AND MATERIALS

3.1 T/F statements

TEACHER'S ACTIVITIES

- 1 Write Lesson aims on board:
How can I publicise my project? How can I persuade others?
How can I manage my task?

Give Ls each a copy of the T/F statements, tell them to correct the sentences that are false. Ls at first do the task on their own, then in pairs compare their answers. Check answers in whole class.

Solution:

- 1 F – it's attacking many famous buildings such as Notre Dame in Paris, St. Paul's Cathedral in London
- 2 T
- 3 F – it stays radioactive for hundreds of years
- 4 F – it's not easy to stop gases and chemicals from getting into the air
- 5 T
- 6 T
- 7 T

LEARNERS' ACTIVITIES

- 1 Ls do T/F statements.

STAGE 2	Writing/drawing – Writing advertisements, making posters
TIME	30 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing various texts
ORGANISATION	Whole class but Ls doing project F, group work
AIDS AND MATERIALS	3.2 How to advertise, 3.2 Let's protest, 3.2 Protest poster – questions, 3.3 How to do a survey

TEACHER'S ACTIVITIES

- 1 Tell Ls that for the last project lesson each project group will have to make an advertisement or a protest poster for their project.

Show Ls the 3.2 How to advertise. Tell Ls that some adverts persuade us to buy products, but some persuade us to do other things. Elicit what this one is trying to do. Ask Ls if they would do what the advertisement wants them to do, i.e. give money.

Why? Elicit features of good advertisements.

LEARNERS' ACTIVITIES

- 1 Ls listen, and suggest features, e.g.
upper case letters
picture to attract attention
some facts (fewer and fewer tigers)
special words to impress reader (unique)
exaggerated claim (we need YOUR help)

Other features are:
easy to remember slogan
colourful, interesting layout

TEACHER'S ACTIVITIES

- 2 Explain to Ls that when people protest, they sometimes state their point of views in a poster.

Tell Ls that you will show 3 protest posters (3.2 Let's protest) one by one. They can look at each one for 10 seconds, then they have to tell you what they remember of the poster + what helped them remember. Through this, elicit features of good posters.

Put 3.2 Protest poster – questions on OHP, put Ls into pairs and ask them to answer the questions.

- 3 Tell Ls, in their project groups, to make either a persuasive advertisement or a protest poster for their project.

Collect Ls ads/posters for correction.

Correct Ls' work before the next project lesson. Make sure Ls get their corrected work back before the next project lesson, so that they can make the corrections at home.

LEARNERS' ACTIVITIES

- 2 Ls look at posters one after the other, say what they remember and why. Their answers may involve:

1. Difficult to remember – small letters, too much text, no picture

2. Better – not much text, use of statistics, NO – big size letters, but no picture

3. The best – very big upper case letters, question + eye catching picture, interesting layout

Ls in pairs answer the questions, their answers may include:

1. The new road.

2. Because it would lead through/in place of the park.

3. To make poster more persuasive.

- 3 Ls in project groups make advert/protest poster.

STAGE 3. A	Semi-guided writing – How to write a newspaper article
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing an article
ORGANISATION	Group work
AIDS AND MATERIALS	3.3 How to write an article, 3.3 How to do a survey

TEACHER'S ACTIVITIES

- 1 Explain to group F that sometimes we try to persuade other people in an article. We can also invite people to protest against something. Give each pupil a copy of the 3.3 How to write an article and ask them to read text and do task below text.

Explain to Ls how to collect statistical data, i.e. by doing a survey, show 3.3 How to do a survey.

Tell Ls in their project groups, to make a plan of a similar article about a problem their project focuses on. If time allows, they can start writing it, and then finish it at home.

Tell Ls when you want them to hand in their article for correction.

Make sure Ls get back their corrected article before the next project lesson, so that they can correct what they have written at home.

LEARNERS' ACTIVITIES

- 1 Ls read and complete task:
 - 1 situation: 1st paragraph problem; 2nd and 3rd solutions: last
 - 2 No, using statistics is more convincing

Ls in their project group make a plan, then start writing article.

STAGE 3. B**TARGET GROUP** All groups except F**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Managing a task**ORGANISATION** Group work**AIDS AND MATERIALS** 1.3 Planning our project form, 1.3 Project questions Save the Earth**TEACHER'S ACTIVITIES**

- 1 Give out the 1.3 Planning our project form, and put up 1.3 Project questions Save the Earth. Ask Ls to discuss questions 5-8. Ls modify "Planning our project form" according to new plans.

NB: leave at least one week before the next project lesson, so that Ls can do the work they have planned.

LEARNERS' ACTIVITIES

- 1 Ls listen and check what they have got and decide what they still need to do.

LESSON 4: LET'S PUT IT ALL TOGETHER

AIMS OF THE LESSON

- to develop Ls' writing skills
- to develop Ls' planning skills
- to develop Ls' presentation skills
- to give practice in displaying information

MATERIALS AND RESOURCES

1.3 Project questions Save the Earth, 4.4 List of evaluation points, glue, Blu-Tack, scissors

STAGE 1

Task completion – Finalising materials for the projects

TIME

15 mins

SKILLS AND COMPETENCIES IN FOCUS

Writing various texts

ORGANISATION

Individual work, group work

AIDS AND MATERIALS

1.3 Project questions Save the Earth

TEACHER'S ACTIVITIES

1 Write aims on board:

What have we got so far?

How can we present our work?

How can we make a convincing presentation?

Put up 1.3 Project questions Save the Earth.

Give back Ls' corrected writings/posters/ads, give them a little time to clarify possible problems.

Ask Ls to get out all the materials/data etc. they have collected.

Put Ls into project groups and tell them that they are going to complete their projects now.

Quickly ask Ls to discuss questions 6, 7, 8 from 1.3 Project questions Save the Earth, and make final decisions about contents, materials, layout of their projects.

Tell Ls to complete written work they still need for their projects:

Project A: Ls prepare the family fact files

Project B: Ls finalise the captions, reports, headlines etc.

Project C: Ls prepare the design for T-shirt

Project D: perhaps write invitations

Project E: Finalise what writing they need for their Newsletter

Ls' own project (if there is one): what is relevant here

LEARNERS' ACTIVITIES

1

Ls listen and clarify things if necessary.

Ls finalise the contents etc. of their project.

STAGE 2 Planning – Putting everything together**TIME** 15 mins**SKILLS AND COMPETENCIES
IN FOCUS** Presenting information
Planning skills**ORGANISATION** Group work**AIDS AND MATERIALS** Ls' materials, 1.3 Project questions Save the Earth, glue etc. for putting project together**TEACHER'S ACTIVITIES**

- 1 In project groups, Ls discuss question 9 of 1.3 Project questions Save the Earth.
Encourage Ls to draw a plan of what they want and finalise project.
A: how to compare their results (if done individually)
B: what to put where etc.
C: sew/paint things on
D: prepare a scenario
E: plan + finalise what they want
F: plan + finalise what they want

LEARNERS' ACTIVITIES

- 1 Ls discuss question 9, plan and finalise their project.

STAGE 3	Planning the ‘Green Lesson’ – Practising presentation
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Presentation skills
ORGANISATION	Group work
AIDS AND MATERIALS	Ls’ materials

TEACHER’S ACTIVITIES

- 1 Tell Ls that next lesson they are going to
 - 1 Present their project
 - 2 Display their project/decorate the classroom for the ‘Green Lesson’
 - 3 Evaluate/Judge each others’ project – i.e. how convincing the project is

And now they will practise 1, and plan 2 in their project group.

For 1, elicit from Ls what they learnt in Lesson 2 Step 4 about the problem-solution pattern.

Give Ls a little time to plan and practise their presentations, go round, monitor and help.

For 2 suggest ideas – e.g. what to put and where, play ‘green music’ (e.g. Don’t kill the world, Heal the world etc.)

LEARNERS’ ACTIVITIES

1

Ls listen.

Ls’ suggestions may include:

– *summarise the problem (including facts + statistics) and offer solution (We should/ should not...)*

STAGE 4	Input – How to evaluate projects?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Making questions
ORGANISATION	Individual work
AIDS AND MATERIALS	4.4 List of evaluation points

TEACHER'S ACTIVITIES

- 1 Give each pupil a copy of the 4.4 List of evaluation points. Discuss the questions in whole class, and encourage Ls to add more ideas to the list. Tell them to tick two of the questions they find the most important. Collect Ls' copies.

Before the next project lesson write down each of Ls' ideas/questions – the ones they ticked – avoiding repetitions.

Add 2 more of your own.

Write the list of questions on slips of paper, this will help you create ONE set of six evaluation points at the beginning of the next lesson.

Leave at least one week before the next project lesson, so that Ls can do the work they have planned.

LEARNERS' ACTIVITIES

- 1 Ls read list, discuss questions, add more ideas to the list, and tick two questions.

LESSON 5: THE GREEN LESSON

AIMS OF THE LESSON

- to give Ls practice in presenting their project
- to give Ls practice in self-assessment through self-assessment form
- to enable Ls to evaluate their own and others performance

MATERIALS AND RESOURCES

1.3 Project questions Save the Earth, 5.3 Self-assessment form, A4 sheets (as many as there are project groups)

STAGE 1 Project presentation – Speaking

TIME 25 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Presenting information
Evaluation

ORGANISATION Group work

AIDS AND MATERIALS Ls' projects

TEACHER'S ACTIVITIES

- 1 Put on board (on slips, under relevant categories) the list of questions you have created from Ls' suggestions, and organise a quick pyramid discussion to create a consensus list of evaluation questions, as follows:

First, each pupil has to choose 6 questions from the list (they have to write down the number of the question only). Then, they have to make pairs and agree on 6 questions (both Ls have to write down the numbers of the questions they have agreed on).

Next, 4 Ls have to choose 6 and do as above. Continue like this until the whole class agrees on 6 questions. Leave these 6 questions on board and take off the rest. These are the evaluation questions Ls have to use with their peers' projects.

LEARNERS' ACTIVITIES

- 1 Ls listen and carry out tasks.

Ls carry out pyramid discussion and agree on 6 questions for project evaluation.

TEACHER'S ACTIVITIES

- 2 Set the scene for presentations. (Green Lesson – Write on board:
'For the love of our Earth we will...' Put up Ls' hands from first lesson play green music, put up green decoration etc.)
- 3 Then Ls do their presentations. 3/4 project groups form a presentation group. Groups do their presentations simultaneously.
Each pupil in a project group has to evaluate the performance of the other project groups.

To do this, each L has to write down in their note book the names of the project groups they work with, the number of the evaluation questions and the rating scheme. As they listen to their peers' presentation they fill in the evaluation sheets by circling/ writing down the number next to each evaluation point.

LEARNERS' ACTIVITIES

- 3 Ls form presentation groups and prepare evaluation sheets for the other project groups (each L writes down in their note book the names of the project groups they work with, the number of the 6 evaluation questions + the rating scheme). They do presentations, and evaluate their peers' project/ presentation.

STAGE 2	Discussion of evaluation – Giving feedback
TIME	13 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving feedback
ORGANISATION	Project groups, group work
AIDS AND MATERIALS	Ls' evaluation forms, A4 sheets

TEACHER'S ACTIVITIES

- 1 Tell Ls in project groups to look at the evaluation sheet they completed for the project groups they worked with, compare their marks and agree on ONE set of marks. Appoint a pupil, in each project group, to lead the discussion.
The group leader has to record on an A4 sheet what the group has agreed on. Each project group does the same for the remaining groups (i.e. if there were 3 project groups in a presentation group, each group comes up with 2 consensus evaluation sheets, if 4 groups worked together – 3).
Each project group collects the evaluation sheet from the other 3/4 groups (so one group will have 3/4 evaluation sheets). Groups look at how their peers evaluated their projects, identifying areas they managed well + discussing why they were successful, and areas they need to improve on + how to improve.

LEARNERS' ACTIVITIES

- 1 Ls in project groups agree on ONE set of marks for each group they worked with.

Ls look at the evaluation forms they got from their peers and discuss why they were successful and what they need to improve.

STAGE 3	Self-assessment
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Self-assessment
ORGANISATION	Individual work
AIDS AND MATERIALS	1.3 Project questions Save the Earth, 5.3 Self-assessment form

TEACHER'S ACTIVITIES

- Put out 1.3 Project questions Save the Earth, ask Ls to look at the last question (What have I learnt?).

Give a copy of the 5.3 Self-assessment form to each pupil and ask them to fill it in.

Collect in forms for project files.

LEARNERS' ACTIVITIES

- Ls fill in forms.