
CITY LEGENDS

PUBLISHING A LOCAL LEGEND

Type of module	Using the Internet
Target group	14–17-year-old learners
Level	A2
Written by	Csibi Erzsébet, Hunya Márta

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

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

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

Szakmai vezető: Kuti Zsuzsa

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

Szakértő: Tartsayné Németh Nóra

Szakmai lektor: Sillár Barbara

Idegen nyelvi lektor: Debbie Goretity, Doug Allen

Alkotó szerkesztő: Sákovics Lília

Felelős szerkesztő: Burom Márton

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Szerzők: Csibi Erzsébet, Csíky Anna, Fehér Judit, Hunya Márta, Prievara Tibor

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INFORMATION TABLE

TYPE OF MODULE	Using the Internet
DESCRIPTION OF MODULE	In this module Ls will first learn about the legends of some cities and regions in Europe and create a PowerPoint presentation about one of them. Then they will create a “local legend” of their own place of living and make an illustrated word document or presentation (alternatively a webpage) with the story. The files will then be published on the school’s website.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ To develop students’ skills through different activities ■ To encourage cooperative learning and giving positive feedback, to foster cultural awareness ■ To incorporate new knowledge into existing knowledge ■ To build on and develop learners’ creativity and writing skills ■ To encourage learners to learn responsibly ■ To encourage learners to use English as the means of communication
TIMEFRAME	4 x 45 min lessons
TARGET GROUP	14–17-year-old learners
LANGUAGE LEVEL	A2
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can:</p> <ul style="list-style-type: none"> ■ work in pairs and groups ■ ask questions and make short comments ■ write short compositions ■ use the Internet for searching for information ■ use a word processor ■ use PowerPoint ■ use a simple webpage editing program (e.g. FrontPage)
LINKS OF THE MODULE	
Cross-curricular links	Geography, Literature

**FOCI OF SKILLS-
DEVELOPMENT**

**Communicative language
skills**

- Taking part in an interaction
- Writing a story
- Describing events
- Writing a short composition
- Exchanging information

General, educational skills

- Developing co-operative skills
- Developing and building on learners' creativity
- Evaluating self performance
- Taking responsibility for own learning

EVALUATION

Learners self-evaluate their progress using a self-evaluation form; Teacher initiates a conversation about Ls' achievement (in mother tongue if necessary); Ls take responsibility for their own learning;

SUGGESTIONS

Before the fourth lesson (or the whole module) it is a good idea to talk to the colleague who teaches IT to the class to make sure the Ls are able to use word processor and PowerPoint to make simple presentations. Also, if you want them to make webpages, make sure Ls can use the some kind of a webpage editor program (perhaps the easiest choice is FrontPage, but it could be something else, too).

BACK UP SYSTEMS

Suggested literature and other materials:

Dudeny, G. *The Internet and the Language Classroom* (2000) Cambridge: CUP Poór Z. *Nyelvpedagógiai technológia*(2001) Budapest:

Nemzeti Tankönyvkiadó

Teeler, D. Gray, P. *How to Use the Internet in ELT* (2000) Harlow:

Pearson Education Ltd

Windeatt, S. – Hardisty, D. – Eastment, D. *The Internet* (2000) Oxford: OUP

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Vocabulary Reading Speaking Using a dictionary Skimming Taking notes</p>	<p>Myth or legend? Legendary roundabout Legendary dictionary Homework</p>	<p>Asking questions and giving answers Vocabulary of stories, legends</p>	<p>Postcards/pictures of different cities cut up in 3 or 4 pieces, monolingual dictionary(ies), 1.2 City legends, 1.2 Questionnaire, large wrapping paper, felt pens, Blu-Tack, (word processor and e-mail for homework)</p>
2	<p>Reading Reading maps Skimming Speaking Taking notes Searching the Internet Selecting information Discussion Creating a presentation Responsibility for own learning</p>	<p>Checking homework Places with legends Searching for information Creating presentations Homework</p>	<p>Making comments Facts about cities Geographical vocabulary Vocabulary of legends Asking questions and giving answers</p>	<p>Homework, computers, Internet, wall map of Europe (from Geography lessons) or Ls' own standard Geography atlas, word processor, PowerPoint, 2.4 Legend.ppt, floppy discs or memory sticks (if needed)</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	Presentation skills Computer skills Dealing with time Discussion Negotiation Taking notes Imagination Organization skills Taking responsibility for own learning	Legends presentations Local legend Legendary dictionary 2 Homework	Vocabulary of stories, legends Presentation techniques	PowerPoint presentations (homework), 1 computer, projector, (digital cameras for homework)
4	Computer skills Negotiation Dealing with time Creativity Taking responsibility for own learning	Create an illustrated story Evaluation of the module	Asking questions and giving answers Vocabulary of stories, legends	Digital pictures and parts of the stories (homework), floppy discs or memory sticks, word processor or PowerPoint, alternatively FrontPage (or other) webpage editor, computers, (Internet), email, 4.2 Evaluation sheet

PROCEDURE

LESSON 1: GETTING TO KNOW CITIES

AIMS OF THE LESSON	<ul style="list-style-type: none">■ To get to know the aims and objectives of the module■ To learn about city legends■ To raise cultural awareness■ To learn some history of European cities■ To start compiling a personal dictionary
MATERIALS AND RESOURCES	Postcards/pictures of different cities cut up in 3 or 4 pieces, monolingual dictionary(ies), 1.2 City legends, 1.2 Questionnaire, large pieces of wrapping paper, felt pens, Blu-Tack, (Word processor and e-mail for the homework)
STAGE 1	Myth or legend?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none">■ Vocabulary■ Reading■ Speaking■ Using a dictionary
ORGANISATION	Group work, whole class
AIDS AND MATERIALS	Postcards/pictures of different cities cut up in 3 or 4 pieces, monolingual dictionary(ies)

TEACHER'S ACTIVITIES

1. To find pictures of cities use the Images search function of Google. Print them and cut them in 3 or 4 pieces.
Tell Ls they are going to work in small groups. Give one piece to each L.

LEARNERS' ACTIVITIES

1. Ls get a piece of a bigger picture of a city, go around the classroom and find the other pieces that match their picture pieces. When they can put together a whole picture, they sit down together in groups of 3-4. This is the group they are going to work in throughout the module.

TEACHER'S ACTIVITIES

2. Tell Ls you are going to learn about legends of different cities in Europe but before you start you would like to see if they know the meaning of the word “legend” and “myth”. Tell them to write words and expressions they associate with these two words.
3. When they are ready, ask them to read their words aloud. As they are reading, write the key words on the board (e.g. story, not true, etc.).
When all the groups have read what they have written, look at the words on the board together and discuss the similarities and differences between them.
4. Choose two Ls to look up the two words in the dictionary(ies) and write them on the board. Compare them to the words previously written on the board. Discuss the meanings in their mother tongue, if you feel it necessary.

According to the Merriam-Webster Online Dictionary for Kids (Word Central)
<http://www.wordcentral.com/>

legend = a story coming down from the past whose truth is popularly accepted but cannot be checked

myth = a story often describing the adventures of superhuman beings that attempts to describe the origin of a people's customs or beliefs or to explain mysterious events (as the changing of the seasons)

urban legend = an often lurid story or anecdote that is based on hearsay and widely circulated as true

At this point you might want to point out the right ways of using a dictionary. You can find information and a lesson plan in about using a dictionary at
http://esl.about.com/library/lessons/bl_dictionary.htm
<http://www.wikihow.com/Use-a-Dictionary>

VARIATION

AIDS AND MATERIALS

Monolingual dictionaries

DESCRIPTION

If there are several monolingual dictionaries available, tell groups to look them up by themselves and copy the definitions into their notebooks. Make sure Ls understand the definitions and discuss them in their mother tongue if necessary.

LEARNERS' ACTIVITIES

2. Ls write words and expressions they associate with the two words “legend” and “myth”.
3. Ls read their words and discuss the similarities and differences between the words on the board.
4. Two Ls (separately) look up the words in a monolingual dictionary and write them on the board. The whole class together compares them to the words previously written on the board. Ls write the definitions in their notebooks.

STAGE 2	Legendary roundabout
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Skimming ■ Using dictionaries ■ Taking notes
ORGANISATION	Group work
AIDS AND MATERIALS	1.2 City legends, 1.2 Questionnaire, dictionaries

TEACHER'S ACTIVITIES

- Put the 1.2 City legends information sheets on separate tables in the classroom. Give out a 1.2 Questionnaire to each group. Put a/some dictionary(ies) on the T's table or where it is easily reachable.
- Tell Ls to stay in their groups and go around the classroom to the tables where the information sheets are and fill in their questionnaires. They may use a dictionary if it is necessary. Point out that they should only use the dictionary if they cannot make out the meaning of the whole text without it.

LEARNERS' ACTIVITIES

- Ls in groups go to each table and fill in their questionnaires. Whenever they feel it necessary they can look up words in the dictionary(ies).

TEACHER'S ACTIVITIES

2. Tell groups to sit down and check the answers with the whole class.
You might want to give out small prizes to groups who find the most answers.

LEARNERS' ACTIVITIES

2. When the groups are ready, they sit down and share their findings

Legend	King Sigismund...	Lajkonik	Ralph's Cupboard	Ghost of Old Bawn House
Where?	Warsaw, Poland	Cracow, Poland	Cornwall, UK	Dublin, Ireland
When?	1634-44	During the Tatar invasion	?	1635
Who?	(Column of) King Sigismund	Tatar Khan	Wrath, the giant	Archdeacon William Bulkeley
What	Cut the clouds with his sword to make rain	One defender of the city rode into Cracow in the Khan's clothing.	Captured ships and ate people	Each year a coach with 6 headless horses and 2 passengers drives up to the house.
Other	If his sword touches the ground, the world will come to an end.	Every summer there is a festival of the Lajkonik in the city.	He threw large rocks at the ships sailing in the distance.	Those who look at the coach will die within a year and a day's time.
Your questions				

STAGE 3	Legendary dictionary
TIME	13 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Vocabulary ■ Taking notes ■ Using dictionaries
ORGANISATION	Group work
AIDS AND MATERIALS	Large wrapping paper (one to each group), felt pens, Blu-Tack

TEACHER'S ACTIVITIES

1. Tell groups to choose at least 20 words and expressions from the texts and their notes and write them on a large piece of wrapping paper and encourage them to use the dictionaries to find out their meanings.
2. When all the groups are ready, put the papers on the wall and tell Ls to go around the classroom and look at each others' "dictionaries" and take notes for themselves. Make sure they understand they will have to learn the words they have chosen for themselves.

LEARNERS' ACTIVITIES

1. Ls go over the notes taken previously and the texts and pick out at least 20 words and expressions.
They write at least 20 words and expressions on a large wrapping paper and use the dictionaries to find out their meanings.
They copy the words into their notebooks, too.
2. Ls go around the classroom, look at each others' poster-dictionaries and copy the ones they like in their notebooks.

STAGE 4	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	<input type="checkbox"/> Vocabulary <input type="checkbox"/> Composition writing
ORGANISATION	Individual
AIDS AND MATERIALS	1.2 Questionnaire, notes from the lesson, word processor, e-mail,

TEACHER'S ACTIVITIES

1. Tell Ls to choose the city legend they liked the best and write a question about it for themselves in 1.2 Questionnaire (if they haven't written anything during Stage 2).
At home, they search the Internet, books, etc. to find out the answer.
Set a deadline and tell them to send the question and the answer by e-mail to you.
Print out the questions and answers for the next lesson.

LEARNERS' ACTIVITIES

1. Ls choose the city legend they liked the best and write a question about it for themselves in 1.2 Questionnaire (if they haven't written anything during Stage 2).
At home, they search the Internet, books, etc. to find out the answer.
They send the homework to the T by e-mail.

LESSON 2: PLACES AND LEGENDS

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ Making comments on each others' work ■ Learning about five places in Europe which have legends ■ Reading about the legends and collecting texts about them ■ Creating a PowerPoint presentation with the illustrated story of the legends ■ Learn new vocabulary
MATERIALS AND RESOURCES	Homework, computers, Internet, wall map of Europe (from Geography lessons) or Ls' own standard geography atlas, word processor, PowerPoint, 2.4 Legend.ppt, floppy discs or memory sticks (if needed)
STAGE 1	Checking homework
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Making comments
ORGANISATION	Whole class
AIDS AND MATERIALS	Homework

TEACHER'S ACTIVITIES

1. Before the lesson print out the homework papers and leave some space under each of them. Put the sheets on the walls of the classroom. Tell Ls to go around and read some of the questions and answers and make written comments on them. These comments may be smilies or other kinds of signs.
2. Give about 5 minutes for the activity, the tell Ls to sit back to their places and give oral feedback on what they have read.

LEARNERS' ACTIVITIES

1. Ls go around and read 3-4 questions and answers and make written comments on them. These comments may be smilies or other kinds of signs.
2. Ls give their opinions, feelings about the questions and answers and make comments on them.

STAGE 2	Places with legends
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Reading maps ■ Skimming ■ Speaking ■ Taking notes
ORGANISATION	Group work, whole class
AIDS AND MATERIALS	Computers, Internet, wall map of Europe (from Geography lessons) or Ls' own standard geography atlas

TEACHER'S ACTIVITIES

1. Tell Ls to get into their groups (from the previous lesson), open Wikipedia http://en.wikipedia.org/wiki/Main_Page and search for information about Bled, Brno, Cornwall, Cracow and Warsaw. They need to collect general information about the places, just to know where they are and what their main features are. Give them about 5 minutes for searching.
2. After about 5 minutes ask groups to report on what they have found out. They can show the places on the geography map and can give any information they think is useful.
Finally, ask them which of these four places is the odd one out.
Answer: Cornwall, because it is not a city but a region.
3. Tell Ls these places have lots of legends and myths which they are going to learn about.

LEARNERS' ACTIVITIES

1. Ls with their groups search Wikipedia for information about the four places. They may want to take notes in their notebooks.
2. Groups report on their findings, show the places on the wall map or in their map album, etc.

STAGE 3	Searching for information
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Searching the Internet ■ Taking notes ■ Selecting information, discussion
ORGANISATION	Group work
AIDS AND MATERIALS	Computer, Internet, word processor

TEACHER'S ACTIVITIES

1. Write the links on the board:

The legends of Warsaw

<http://www.skyeuropeinflight.com/cl.asp?cl=341>

Legends of Crakow

<http://www.skyeuropeinflight.com/cl.asp?cl=225>

Bled

<http://www.bled.si/EN/default.asp?id=837>

Cornish myths and legends

<http://www.connexions.co.uk/culture/html/legends.htm>

Brno

<http://www.brno.cz/toCP1250/index.php?lan=en&nav01=2222&nav02=5&nav03=86>

and tell Ls to choose a place from the previously discussed five and search for information about them. They should choose ONE legend of the place and find the text about it.

The aim of this activity is to make a PowerPoint presentation (using 2.4_Legend.ppt as a starting point) on the legends of one of these places. Tell them they are supposed to collect information they understand.

LEARNERS' ACTIVITIES

1. Ls in groups choose a place they want to know more about and search for information about one legend of the place and save the information in Word. They may want to use online dictionaries to get to know words and expressions.

TEACHER'S ACTIVITIES

To help understanding tell them to use online dictionaries:

<http://www.wordcentral.com/>

<http://dict.sztaki.hu/english-hungarian>

<http://www.mobidictionary.com>

2. When they have found enough information and copied them into Word, tell them to read them through and select the most important information for their presentation. Point out that the presentations should NOT contain the same texts as they found on the websites. It should be simplified and highlighted, so that the others understand the presentation as well.

LEARNERS' ACTIVITIES

2. Groups read through their information and select the most important pieces.

STAGE 4	Creating presentations
TIME	18 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Searching the Internet ■ Selecting information ■ Discussion ■ Creating a presentation
ORGANISATION	Group work
AIDS AND MATERIALS	Computer, Internet, word processor, PowerPoint, floppy discs or memory sticks (if needed), 2.4 Legend.ppt

TEACHER'S ACTIVITIES

1. Before the lesson copy 2.4_Legend.ppt to each computer so that Ls will be able to use them immediately.
Tell groups to open PowerPoint and show them the example presentation. Tell them to start creating a presentation about the place they have chosen (using 2.4_Legend.ppt as an example). They can use the selected information they have saved in Word and look for images to illustrate their stories.
NB. It is not a problem if Ls don't finish their PowerPoint presentations during the lesson, as they may finish their work as homework. But make sure they understand they will have to have their presentations ready by the next lesson.
Tell them that the presentations should not take more than 3-4 minutes.
It might be a good idea to tell Ls to share the work – e.g. one person makes one slide and at the end they put the whole slideshow together using floppy discs, memory sticks or email to send the files to each other. Stress the importance of cooperation.

LEARNERS' ACTIVITIES

1. Ls in groups discuss who does what in the group (e.g. who handles the mouse and keyboard, who searches for images, etc.)
If they want to save and transfer images and files from one computer to the other, they may want to use floppy discs or memory sticks.
Groups start creating a PowerPoint presentation about the legend they found out about (using 2.4 Legend.ppt as a starting point). The ppt file is to help Ls to start their presentations. With this help even those who have not used PowerPoint before are able to make a simple presentation.

STAGE 5	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Creating a presentation ■ Discussion ■ Negotiation
ORGANISATION	Group work
AIDS AND MATERIALS	The PowerPoint file started during the lesson, PowerPoint, e-mail

TEACHER'S ACTIVITIES

1. Tell Ls to finish the presentations at home, illustrate them, etc. Groups should also decide on how they will present their chosen legend at the next lesson (e.g. who is going to say what, handle the computer, etc.)
Tell them that the presentations should not be more than 3-4 minutes.
Set a deadline and tell them to send the presentations by e-mail to you.
Collect the files for the next lesson and copy them onto the T's computer.

LEARNERS' ACTIVITIES

1. Ls finish the presentations at home, illustrate them, etc.
Groups also decide on how they will present their chosen legend at the next lesson (eg. who is going to say what, handle the computer, etc.) and perhaps even rehearse the presentation.
They send the homework to the T by e-mail.

LESSON 3: FOREIGN LEGENDS, LOCAL LEGENDS

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ To give a presentation about the chosen foreign legends ■ To create a “local legend” ■ To prepare ideas and materials for the next lesson ■ To learn new vocabulary
MATERIALS AND RESOURCES	PowerPoint presentations (homework), 1 computer, projector, (digital cameras for homework)
STAGE 1	Legends presentations
TIME	Depending on the number of groups – one presentation should not take more than 3-4 minutes
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Presentation skills ■ Computer skills ■ Speaking, listening ■ Dealing with time
ORGANISATION	Group work
AIDS AND MATERIALS	PowerPoint presentations (homework), 1 computer, projector

TEACHER’S ACTIVITIES

1. Give Ls 4-5 minutes to prepare for their presentations, discuss the roles in their presentation and finalize them.
For giving a presentation, you can find some useful tips at <http://www.academic.marist.edu/alcuin/ssk/present.ppt#1>

LEARNERS’ ACTIVITIES

1. Ls discuss who does what during the presentations, and prepare for them.

TEACHER'S ACTIVITIES

2. Prepare the PowerPoint presentations on the T's computer before the lesson so that groups can start their presentations immediately.

Choose an order for the presentations – the legends from one place should follow each other.

Tell Ls to listen to each others' presentations and be prepared to ask one question about the legend. At the end of each presentation choose 1-2 Ls and tell them to ask questions of the presenters. Allow 1-2 minutes for the presenters to answer the questions.

During the presentations watch the time and don't let them exceed the time limit you have set for them.

During the presentations take notes and write short feedback to the presenters.

LEARNERS' ACTIVITIES

2. Ls in groups present their chosen legend with illustrations and comments. They take turns to speak, handle the computer, etc.

While Ls listen to each others' presentations and prepare one question about the legend. At the end of each presentation 1-2 Ls are chosen to ask questions from the presenters. 1-2 minutes are allowed for the presenters to try to answer the questions.

At the end of each presentation Ls take short notes for the presenting group about their impressions. They give their notes to the presenters as a feedback.

STAGE 2	Local legend
TIME	Depending on how much time remains from the previous activity
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Discussion ■ Negotiation ■ Taking notes ■ Imagination ■ Organization skills
ORGANISATION	Group work
AIDS AND MATERIALS	Notebooks

TEACHER'S ACTIVITIES

1. Tell Ls to stay in their groups and think of an important object/place of their own place of living. This thing can be a statue, a building, part of the town, etc. Tell Ls to brainstorm their ideas and choose one of them.
2. Ls should create a legend of their own about the chosen object/place. At this stage they should brainstorm their ideas and take notes on them for later use. In the next lesson they are going to create a webpage about this legend so they should create the story, use digital cameras (eg. a mobile phone with camera will do) to illustrate their "legend" and write the whole story shortly.
Make sure that by the end of the lesson each group has at least the outline of their "legend".

LEARNERS' ACTIVITIES

1. Ls get in groups brainstorm ideas on the places/objects and choose one of them.
2. Ls brainstorm their ideas and take notes about them for later use. They discuss their ideas for the story, illustrations, roles in the group, etc.

STAGE 3 **Legendary dictionary 2**

TIME 3 mins

**SKILLS AND COMPETENCIES
IN FOCUS**

- Vocabulary
- Selecting words
- Taking responsibility for own learning

ORGANISATION Group work

AIDS AND MATERIALS Legendary dictionaries (posters from the previous lesson), felt pens

TEACHER'S ACTIVITIES

1. Tell groups to choose at least 10 words and expressions they have learnt or heard in this lesson (they may ask the members of the other groups to help them collect the words) and write them on the large piece of wrapping paper on the wall and encourage them to find out their meanings at home.
Make sure they understand they will have to learn the words they have chosen for themselves.

LEARNERS' ACTIVITIES

1. Ls talk to members of the other groups and write down at least 10 words and expressions from their presentations.
They write at least 10 words and expressions on a large piece of wrapping paper and copy the words into their notebooks, too.

STAGE 4	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	<input type="checkbox"/> Taking photos <input type="checkbox"/> Writing stories
ORGANISATION	Group work
AIDS AND MATERIALS	Digital camera, Word processor floppy discs or memory sticks, e-mail

TEACHER'S ACTIVITIES

1. Tell Ls to take pictures at home to illustrate their "local legends".
Tell them that the size of the picture should not be too big as they are going to use them on a webpage.
They also have to write parts of the text of the story. They **MUST** use the vocabulary learnt during the previous lessons.
Set a deadline and tell them to send the pictures by e-mail to you, but make sure there is someone in each group who will have them on a floppy disc or memory stick.
Collect the files for the next lesson and copy them onto the T's computer.

VARIATION

AIDS AND MATERIALS	Internet, floppy discs or memory sticks or email
DESCRIPTION	<p>Alternatively, if Ls do not have digital cameras at home or cannot borrow one from the school, they may want to use the Internet for searching images for illustrating their local legends.</p> <p>The drawback of this solution is that the pictures will not be very personal and may not illustrate the stories exactly.</p>

LEARNERS' ACTIVITIES

1. Ls take pictures at home to illustrate their "local legends". (They may also use mobile phone cameras.) They also write parts of the text of the story.
They send the photos to the T by e-mail. Someone in each group will have the images on a floppy disc or memory stick at the next lesson.

LESSON 4: LET THE WORLD KNOW

AIMS OF THE LESSON	<ul style="list-style-type: none">■ Writing and illustrating the legends■ Evaluation of the module
MATERIALS AND RESOURCES	Digital pictures and parts of the stories (homework), floppy discs or memory sticks, word processor or PowerPoint, alternatively FrontPage (or other) webpage editor, computers, (Internet), e-mail, 4.2 Evaluation sheet
STAGE 1	Create an illustrated story
TIME	35 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none">■ Creating word document or PowerPoint presentation■ Negotiation■ Dealing with time■ Creativity
ORGANISATION	Group work
AIDS AND MATERIALS	Digital pictures and parts of stories (homework), floppy discs or memory sticks, word processor or PowerPoint, computers, (Internet), e-mail

TEACHER'S ACTIVITIES

1. Before the lesson (or the whole module) it is a good idea to talk to the colleague who teaches IT to the class to make sure the Ls are able to use Word or PowerPoint. Tell Ls to create Word a document or PowerPoint presentation using their “local legend” stories and pictures they have made. Go around the classroom and give help if necessary, eg. correct mistakes, etc. Set a time limit (e.g. 25-30 minutes) for the activity and make sure everyone is ready by that time.

LEARNERS' ACTIVITIES

1. Ls create a Word document or PowerPoint presentation. They use their stories written and pictures taken/collected as homework.

TEACHER'S ACTIVITIES

2. When the groups are ready they should save their work and send them to you by e-mail as an attachment.
3. When they have done that, tell Ls to go around the classroom and look at the screens to see each other's work. Allow some time (e.g. 5-10 minutes) for them to look at all the documents and give oral feedback to each other.
Tell the class you are going to publish the files on the website of the school (and after the lesson arrange that with the system administrator of the school).

LEARNERS' ACTIVITIES

2. Ls save their work and send them to the T by e-mail. (It is a good idea to save the files on floppy discs or memory sticks in case something happens to the e-mail...)
3. Ls go around the classroom and look at the screens to see each other's work. They look at all the documents and give oral feedback to each other.

STAGE 2	Evaluation of the module
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	<ul style="list-style-type: none"> ■ Evaluation ■ Taking responsibility for own learning
ORGANISATION	Individual
AIDS AND MATERIALS	4.2 Evaluation sheet

TEACHER'S ACTIVITIES

1. Tell Ls to fill in the 4.2 Evaluation sheet, make comments on the module and write reflections on their own work and progress.
2. Ask for oral feedback, too.

LEARNERS' ACTIVITIES

1. Ls fill in the 4.2 Evaluation sheet, make comments on the module and write reflections on their own work and progress
2. Ls discuss their own feelings about their work and progress.