
INVENTIONS

Type of modul	Project work
Level	A2+
Target group	16–19-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sul Nova 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	In this module Ls will learn about some specific inventions of the past and present through authentic texts. They will discuss the importance of some great inventions of the 20th century. They will revise and learn vocabulary to be able to describe objects. They will prepare a project task with the help of a text (or project guide) and they will present it to each other.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to read about inventions; ■ to carry out a discussion about the importance of inventions; ■ to expand useful vocabulary to describe objects; ■ to practice the passive voice; ■ to express probability and possibility in the past; ■ to analyze a text in order to prepare for their own project; ■ to develop Ls' organisation and cooperation skills; ■ to develop Ls' presentation skills
TIMEFRAME	3 lessons
TARGET GROUP	16-19-year-old learners
LANGUAGE LEVEL	A2+
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can</p> <ul style="list-style-type: none"> ■ understand the essence of authentic texts on inventions; ■ guess the meaning of some unknown words from contexts; ■ express their opinions about different inventions; ■ use language to describe objects; ■ create short texts.
LINKS OF THE MODULE	
Cross-curricular links	History and Science
Links with other modules	<p>Nobel Prize</p> <p>This module has a similar topical focus as the Nobel Prize module. Both can be used independently, but they can also be used as a sequence. If so, it is suggested that the Inventions module is used as the second part of the sequence following the Nobel Prize module.</p>

Links with the school leaving exam	Science and technology
FOCI OF SKILLS DEVELOPMENT	
Communicative language skills	<ul style="list-style-type: none"> ■ reading for information; ■ carrying out discussions; ■ describing objects; ■ giving a short presentation
General educational skills	<ul style="list-style-type: none"> ■ developing cooperative skills; ■ developing and building on Ls' real life knowledge; ■ developing and building on Ls' creativity; ■ developing organisation skills; ■ developing presentation skills; ■ evaluating peer performance
EVALUATION	Learners evaluate each other's performance with the help of an evaluation sheet.
SUGGESTIONS	The teacher's role during the lessons is that of an organizer and facilitator. (S)he monitors pairwork and group work and provides help if necessary. (S)he prepares task sheets, provides learners with materials, and stationery. Differentiation can be achieved by carefully forming groups and pairs giving them an opportunity to use language at different levels. The teacher can also vary the vocabulary according to learners' needs. The teacher also builds on learner's previous knowledge and creativity.
BACK UP SYSTEMS	<p>It is useful to know:</p> <ul style="list-style-type: none"> ■ how to download and edit files from the Internet <p>Suggested websites on the Internet:</p> <p>www.cbc.ca/kids/general/the-lab/history-of-invention/default.html (Possible access through Google search engine: type in 'inventions' and you will find it in <i>CBC Kids – History of Inventions, a timeline from Pottery...</i>)</p> <p>www.totallyabsurd.com</p> <p>www.johnny-light.com</p> <p>www.bakglo.com</p> <p>www.enchantedlearning.com/inventors/</p> <p>www.enchantedlearning.com/report/invention/</p>

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Reading to find missing key information</p> <p>Reading for global understanding</p> <p>Discussing priorities</p> <p>Cooperation</p>	<p>Skim-reading gapped texts on inventions</p> <p>Discussing the importance of a list of inventions</p>	<p>Learning new vocabulary to describe inventions</p> <p>Expressing opinions</p> <p>Agreeing / disagreeing</p>	<p>1.2 Inventors-inventions cards;</p> <p>1.3 ‘Guess-the-invention’ handout</p>
2	<p>Understanding the main message in an authentic text</p> <p>Cooperating to share the task</p> <p>Organizing the project task</p>	<p>Describing objects</p> <p>Reading and analyzing a text</p> <p>Planning and preparing a project task</p>	<p>Activating passive vocabulary and learning new vocabulary to describe objects</p> <p>Expressing probability and possibility in the past</p>	<p>2.1 Small objects from everyday life; canvas bag;</p> <p>2.2 Picture cards; 2.3/A Crazy inventions handout; 2.3/B ‘Serious invention’– handout; 2.4/B ‘Project guide’– handout; stationery; A3 size sheets of paper</p>
3	<p>Giving an oral presentation</p> <p>Cooperating</p> <p>Peer evaluation</p> <p>Giving a critical opinion of peer performance</p>	<p>Giving a presentation about an invention</p> <p>Evaluating peer performance</p>	<p>Vocabulary to describe an invention</p> <p>Expressing opinions</p>	<p>3.1 Evaluation sheets; Blu-Tack</p>

PROCEDURE

LESSON 1: GETTING INTO THE WORLD OF INVENTIONS

Aims of the lesson:

- to introduce the new topic
- to familiarise learners with some of the vocabulary used in describing inventions
- to encourage learners to discuss the importance of inventions

Materials and resources: 1.2 Inventors – inventions cards, 1.3 ‘Guess the invention’ handout

Before the lesson: Cut up the 1.2 Inventors inventions cards, make one photocopy of 1.3 ‘Guess the invention’ handout for each group.

STAGE 1	Warmer – Playing the guessing game with the teacher
TIME	3-5 mins
SKILLS AND COMPETENCIES IN FOCUS	Brainstorming vocabulary Narrowing down vocabulary items based on alphabetical order
ORGANISATION	Whole class
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

Tell Ls that they will find out the topic of the next 3 lessons if they guess the word you have thought about. Draw a line in the middle of the blackboard and explain to Ls that it is meant to indicate the place of that word. Ask Ls to say English words, which you will write on the blackboard either above this line or below the line according to their place in alphabetic order. You write all their suggestions in strict alphabetic order thus narrowing down the possibilities until they guess the word: “invention”.

LEARNERS' ACTIVITIES

Ls suggest words, which the T writes on the board e.g.:

L1: *apple*

T: (writes 'apple' at the very top of the blackboard)

L2: *mouse*

T: (writes 'mouse' at the very bottom of the blackboard)

L3: *popcorn*

T: 'Popcorn' comes after 'mouse' so there's no point in writing in down.

L4: *idea*

T: (writes 'idea' below 'apple')

L5: *iron*

T: (writes 'iron' above 'mouse' and writes a letter 'I' on the line) Now you know the first letter. Try to say more words with 'i'.

STAGE 2 Lead-in activity

TIME 5 mins

SKILLS AND COMPETENCIES IN FOCUS Matching information building on Ls' knowledge of science and technology

ORGANISATION Whole class

AIDS AND MATERIALS 1.2 Inventors – inventions cards

TEACHER'S ACTIVITIES

1. Give each L a card with either the name of an invention or an inventor. Get them to mingle, read out the words on their cards and find their partners. Encourage them to rely on their previous knowledge of science. E.g.:

Alexander Fleming – penicillin

Robert Fulton – steamboat

Isaac Merrit Singer – sewing machine

Levi Strauss – jeans

Karl Benz – car

Thomas Edison – lightbulb

Samuel Morse – telegraph

Denes Gabor – holography

Johannes Gutenberg – printing press

John Pemberton – Coca-Cola

2. When ready, ask Ls to sit down with their new partners. Get them to read out their cards. Check whether they matched the cards in the right way. Encourage Ls to tell the class if they disagree and give a reason.

LEARNERS' ACTIVITIES

1. Ls walk about and tell each other what is on their cards. E.g.:

L1: *I've got Samuel Morse. Or: I'm Samuel Morse.*

L2: *I've got 'lightbulb'. I don't think we are partners.*

L3: *I've got the telegraph.*

L1: *I'm Samuel Morse. I think you're my invention.*

L3: *Yes, I think so.*

2. Ls read out their cards. They correct each other if necessary.

STAGE 3 Reading about inventions – a group competition

TIME 12-15 mins

SKILLS AND COMPETENCIES IN FOCUS Reading authentic texts for global understanding
Guessing the missing key words from the context
Making decisions in groups

ORGANISATION Groupwork

AIDS AND MATERIALS 1.3 'Guess the invention' handout

TEACHER'S ACTIVITIES

1. Put pairs together to make groups of 4, making sure that the strongest students are equally distributed in the groups. Hand out one copy of 1.3 'Guess the invention' handout for each group. Ask them to read the texts and guess the inventions. Explain that the names of the inventions and some other related words are left out. Tell them that it is a competition, each group has to decide on their final answers together and the winner will be the group that first guesses all the five inventions correctly or the group that collects the most number of points in 10 minutes. When Ls are ready with all the five texts, they can raise their hands to call the teacher and check their solutions. If it is correct, they get their points.

2. In the end check the task together and count the scores of each group.

Key:

text 1: pencil – 2 points

text 2: traffic light – 3 points

text 3: toothpaste – 3 points

text 4: post-it notes – 5 points if they know the English word, 3 points if they can describe it

text 5: television – 2 points

NOTE: It is nice to give some small prize, (e.g. some sweeties or a small pack of post-it notes) for the winners.

NOTE: Explain to Ls that they should not worry if there are a lot of words or even whole sentences that they do not understand. They should try to help each other and they will hopefully be able to get the main idea of each text.

LEARNERS' ACTIVITIES

1. Ls read the text in groups. They make suggestions for the names of the inventions and other missing words. They discuss ideas before they make decisions.

2. Ls tell the class the suggested names of the inventions. They can also say what helped them guess the inventions. If they do not know the exact name of the invention (e.g. post-it notes) they should be able to paraphrase it.

STAGE 4	Discussion about their importance of some inventions
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Brainstorming ideas Compiling a list, making priorities Discussing and justifying opinions
ORGANISATION	Small groups and whole class
AIDS AND MATERIALS	-

TEACHER'S ACTIVITIES

1. Organize Ls into groups of 3 or 4. (They can either stay in their original groups or if you wish, you can put them into new groups.) Ask them to compile a list of the five most important inventions of the past 100 years in 1 minute.
2. Collect the ideas from the groups and write all of them on the board. You should have a list of at least 10 different inventions. If there are too many, reduce the number by asking Ls to vote for the more important inventions. If there are too few, try to elicit more from the class.
(E.g.: *mobile phone, washing machine, computer, hair dryer, television, CD player, air-conditioning, microwave oven, Internet, car*)
3. Tell the class that they will be asked to discuss and agree on the three most important inventions. Before they start the task, revise the most commonly used expressions to express agreement and disagreement. Divide the board into three parts. Use the following symbols and try to elicit some expressions like:
+ (*meaning agreement*)
I absolutely/totally agree with you.
I think you're right.
I couldn't agree with you more.
+/- (*polite disagreement*)
I take/see your point but ...

LEARNERS' ACTIVITIES

2. Each group reads out their own list of 5 inventions.
3. Ls tell each other which inventions they find very important and why. Encourage Ls to use expressions from board.

I know what you mean but ...

You may be right but ...

- (meaning strong disagreement)

I don't think you're right.

In my opinion you're wrong.

I don't agree with you.

I totally disagree with you.

Ask the groups to discuss and agree on the three most important inventions that they could not imagine their lives without. Ask them to give reasons for their choices. Monitor the discussions of the groups. Make sure they reflect on each other's ideas and use the right language to express opinions, to agree and disagree or to persuade each other.

4. Ask groups to report the result of their discussions. If groups have different opinions it may lead to a whole class discussion.
4. Each group reports their list of the most important inventions to the whole class. They continue the argument in the form of a class discussion.

NOTE: If there is time, Ls can be asked to have a debate about the 3 least important inventions, which they could very well imagine their lives without.

Homework: Ask learners to choose an everyday object from the kitchen or from their school bags and describe it in writing. Give them the following questions to consider: *What is it made of? (Is it made of wood, metal, plastic, leather?) What shape is it? (Is it square, rectangular, triangular or round?) What does it feel like? (Does it feel hard, soft, rough, smooth, cold, warm?) How big is it compared to other objects? What colour is it? What is it used for?*

LESSON 2: OUR INVENTIONS FROM A FUTURE PERSPECTIVE; CRAZY INVENTIONS

Aims of the lesson:

- to activate vocabulary that Ls learnt and revised in the previous lesson
- to identify the main points of a text
- to help Ls to start preparing their own projects

Materials and resources: 2.1 Small objects in a canvas bag (8-10), 2.2 Picture cards, 1 for each pair, 2.3/A 'Crazy inventions' handout for each pair, 2.3/B 'Serious invention' handout, 2.4/B 'Project Guide' handout for each pair, A3 size sheets of paper, markers or coloured pencils, a Hungarian-English dictionary for each group

Before the lesson: Collect small objects of different materials that we can find in a schoolbag (e.g.: pencil, rubber, liquid paper, eraser, scissors, pencil sharpener, Post-its notes, packet of paper hankies, pocket calculator, ruler, exercise-book, mobile phone.) Put them in a canvas bag. Make sure you have one for each pair.

STAGE 1	Warmer – Guess the object
TIME	3-5 mins
SKILLS AND COMPETENCIES IN FOCUS	Describing objects (shapes, materials, sizes and functions)
ORGANISATION	Pairwork
AIDS AND MATERIALS	2.1 Objects of different shapes and materials in a canvas bag

TEACHER'S ACTIVITIES

Tell Ls that in your bag you have some objects taken out of a schoolbag, which they will have to describe to each other. (Shapes, materials, sizes, colours first and the functions should be left last.) Ask Ls A from each pair to turn their backs to their partners. Ask Ls B to come out to you and pick an object from the bag and then go back to their places and describe the object to their partners until they guess it. Get Ls A to help with questions. (Remind them of the questions they had to answer in their homework tasks.)

In the end you can ask each pair to tell the class what object they picked, and whether LA managed to guess *uti* not.

NOTE: Instead of this exercise you can use the homework as a warmer. Get Ls to read out their homework to their partners and get them to guess each other's objects.

LEARNERS' ACTIVITIES

LB: *It's quite long and narrow and very thin.*

LA: *What shape is it?*

LB: *It's rectangular.*

LA: *Is it soft?*

LB: *No, it's quite hard.*

LA: *Is it warm.*

LB: *No, not really. uti t's not cold either.*

LA: *What is it made of?*

LB: *Plastic.*

LA: *Is it for drawing straight lines?*

LB: *Yes it is.*

LA: *So it's a ruler.*

LB: *Yes, it is.*

STAGE 2 Scientists of the 31st century: Describing objects

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS Describing objects: shapes, materials, and functions
Creativity

ORGANISATION Whole class

AIDS AND MATERIALS 2.2 Picture cards

TEACHER'S ACTIVITIES

Get the picture cards ready and ask a L from each pair to draw a card from your hands and tell them not to show it to other Ls. Tell Ls to imagine that they are scientists from the 31st century and they have just discovered these funny objects from the past. Ask them to prepare how they would describe these objects in detail and also to make suggestions what they could have been used for. They will have 2 minutes for describing their object. Tell them to be as imaginative as possible and never suggest the real use of these objects but something completely different. Encourage them to be inventive and funny. The rest of the class will have to try and guess the object.

Monitor the pairs while they are preparing. Provide them with the appropriate vocabulary if it is necessary.

Help them to use the following structures by giving an example description and/or putting them on the board:

I think it was a... / Perhaps it was used for... or with more advanced Ls:

It could have been a... / It might have been used for ...

NOTE: Make sure both Ls from each pair have a chance to speak.

LEARNERS' ACTIVITIES

Ls1 and 2: (About a corkscrew): *This is a small object. It's about 8 or 10 cm long. It's T-shaped. It's got two parts: a wooden part, a kind of handle and a thinner and longer metal bit, which is spiral and very sharp in the end. Perhaps it was something for eating. Or it could have been used for piercing people's ears. Or maybe women used it to curl their hair.*

L3: *I think I know. You've got a corkscrew.*

Ls 1, 2: *That's right.*

STAGE 3 A Crazy inventions (invention showcase: BakGlo, Automatic Toilet Night Light)

TIME 15 mins

SKILLS AND COMPETENCIES IN FOCUS Understanding the main message of authentic texts which describe objects
Guessing words from the context
Discussing the usefulness of the two inventions
Identifying the main points of the texts
Writing comprehension questions to a text

ORGANISATION Pairwork and whole class

AIDS AND MATERIALS 2.3/A 'Crazy inventions' handout

TEACHER'S ACTIVITIES

1. T: *Now we're going to have a look at some very unusual inventions of our times.*
Give each pair a handout with the two crazy inventions. Ask them to read the texts to get the main idea of these two inventions. Tell them that they will be asked to summarize with their own words what these two inventions are good for. To help them understand the text as a whole, get them to guess the underlined words from the context. (They have about 10 minutes to do this task.)
When they have finished, check together whether their guesses were correct.
2. Give them 3 or 4 mins to discuss whether they think these inventions are useful. Would they want to buy them? Why or why not?
In the end you can call a vote on which of the two inventions they would like to buy.
3. Get them to underline the most important information in the texts.

LEARNERS' ACTIVITIES

1. Ls read the text in pairs, discuss what the two crazy inventions are used for and make guesses about vocabulary items and check their guesses with their partners.
2. L1: *I think the Automatic Toilet Night Light is quite useful. My Dad and my brothers always leave the toilet lid and seat turned up and if I forget to check it in the dark I can even fall into the toilet, which is really awful. I think I would like to buy one.*
L2: *Well, you are right. In my family we don't have this problem. But I think I'd be more interested in the BakGlo. We often go camping and my back is always cold when I'm sitting at a campfire.*

4. Check what Ls have underlined and get them to form questions about each important point. Tell them that these questions should serve as a guide for their own projects. Write their best questions on the blackboard.

Suggested questions based on the BakGlo text:

What is this invention?

Who was it invented by?

What is it used for?

What is it made of?

What is it like? (Description)

What are the advantages of using it?

How can you use it?

Who is it ideal for?

NOTE: It is advisable to have the pictures of these crazy inventions available for Ls to see, otherwise it is difficult to understand these inventions.

STAGE 3 B	An invention of the past
TARGET GROUP	For Ls who need more guidance and help, and are less creative and feel more comfortable with a more traditional task. This version is suitable for Ls who have access to the Internet.
TIME	15 mins
SKILLS AND COMPETENCES IN FOCUS	Reading an authentic text for the main message Guessing words from the context Identifying the main points of the text Writing comprehension questions to the text
ORGANISATION	Groupwork, whole class
AIDS AND MATERIALS	2.3/B 'Serious invention' handout

TEACHER'S ACTIVITIES

1. Introduce the topic. E.g.: *Now we're going to read about an invention of the past.*
Give out 2.4/B 'Serious invention' handout and organize Ls into groups of four.
Ask them to read the text. Ask them to find the most important paragraph in the text, which describes how this invention works, and get them to guess the underlined words from the context.
2. Check whether Ls found the key part of the text, and check the meanings of the underlined words as well.
3. Ask them to underline the most important pieces of information in the text.
4. Check what they have underlined. Elicit questions from them to each important point and put these questions on the board. Tell them that these questions should serve as a plan for writing their own project about an invention.
E.g.: *What's the invention?*
What would life be like without this invention?
What was the earliest form of this invention?
How did it develop through the centuries?
Who was it invented by?
When was it invented?
How does it work?
When and why did it become popular?
What did the first fridges look like?

LEARNERS' ACTIVITIES

2. Ls try to find the paragraph in the text, which describes how the invention works and they also try to guess the meanings of the underlined words.
3. Ls underline the most important information in the text.
4. Ls suggest questions.

STAGE 4 A Planning and preparing the project task

TIME 15 mins

SKILLS AND
COMPETENCIES IN FOCUS Organising the task
Cooperating

ORGANISATION Groupwork

AIDS AND MATERIALS A3 size sheets of paper and markers, a Hungarian-English dictionary for each group

TEACHER'S ACTIVITIES

1. Put Ls into four groups. Give each group an A3 size sheet of paper and some markers and a dictionary in case they need it. Tell them that they are young inventors preparing for a conference where they will have to present their inventions. Ask them to discuss what they would like to invent. Get them to work out in detail what their inventions would look like: size, shape, colour, material and function. Tell them to use the previously compiled list of questions as a guideline. Ask them to prepare a picture of their invention, – which they will use to illustrate their presentation.
2. Monitor the groups. Help them to organize the task.

Homework: Ask the groups to finish off their project tasks for the following lesson.

LEARNERS' ACTIVITIES

- 1.1. Ls discuss what they would like to invent. They agree on function first.
- 1.2. Then they discuss what their invention will look like and how it will work.
- 1.3. They divide up the task: Some can work on the drawing, some others on describing the invention's shape, size, material and the others how it works and what is it used for.

STAGE 4 B Preparing and planning the project task

TARGET GROUP For Ls who need more guidance and help, and are less creative and feel more comfortable with a more traditional task. This version is suitable for Ls who have access to the Internet.

TIME 15 mins

SKILLS AND COMPETENCES IN FOCUS Organising groupwork and cooperating

ORGANISATION Groupwork

AIDS AND MATERIALS 2.4/B 'Project Guide' handout

TEACHER'S ACTIVITIES

Give out the 2.4/B Project Guide handout to each group. Tell Ls that they will have to start planning and preparing a presentation about an invention of the past. So ask them to choose an invention and brainstorm ideas for their presentation. Advise them to start describing the invention (shape, size, material, function). Encourage them to use their own questions as well as the ideas of the 2.4/B Project guideline handout.

Homework:

Ask Ls to complete their project tasks at home. Get them to find information from the Internet or other books, and encyclopedias. Ask them to find and bring in pictures, illustrations about the invention or perhaps also its inventor.

LEARNERS' ACTIVITIES

LESSON 3: PRESENTATION OF PROJECTS

Aims of the lesson:

- to give an oral presentation either on their own ‘inventions’ or on an invention of the past
- to motivate learners to ask each other questions about presentations
- to encourage learners to evaluate each other’s presentations

Materials and resources: Numbers on pieces of card on a plate, Blu-Tack for posters, 3.1/A or 3.1/B Evaluation sheets

Before the lesson: Photocopy the appropriate evaluation sheet.

Classroom arrangement: Arrange chairs/desks in the shape of a conference room as much as possible (presenters’ stand, audience, etc.).

STAGE 1 A	Welcoming Ls to the Young Inventors’ Conference
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Cooperation, and organisation of the task within the group
ORGANISATION	Whole class
AIDS AND MATERIALS	Blu-Tack, 3.1/A Evaluation sheets

TEACHER’S ACTIVITIES

1. Give out the 3.2 Evaluation sheets and tell Ls that they will have to give points to each other’s presentations. Discuss the points of the evaluation sheet so that they know what they have to pay attention to.
2. Give Ls some time to get ready for their presentation. Ask them to divide up the task equally, and agree on who is responsible for which part of the presentation.
Monitor the groups and give them help if it is needed.

LEARNERS’ ACTIVITIES

2. Ls divide up the task and discuss who is going to do what.

3. Get Ls to imagine that they are at the Conference of Young Inventors. E.g.:
Welcome to our Conference of Young Inventors. We have here 16 young inventors who are going to introduce their absolutely fascinating inventions very soon. In order to decide the order of your presentations, let me ask a representative from each group to come here and draw a number from this plate which will tell you your turn to give your presentation. Presentations should not exceed 3 minutes. After each presentation the audience are very welcome to ask the presenters some questions.

STAGE 1 B	Welcoming Ls to the Conference of the History of Inventions
TARGET GROUP	Less creative Ls who need more guidance and help and feel more comfortable with a more traditional task.
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Cooperation and organisation of the task within the group
ORGANISATION	Whole class
AIDS AND MATERIALS	Blu-Tack for posters (any other aids that Ls may need), 3.1/B Evaluation sheet

TEACHER'S ACTIVITIES

1. Give out the evaluation sheets and tell Ls that they will have to give scores to each other's presentations. Discuss the points of the evaluation sheet so that they know what they have to pay attention to.
2. Give Ls some time to get ready for their presentation. Ask them to divide up the task equally, and agree on who is responsible for which part of the presentation. Monitor the groups and give them help if it is needed.

LEARNERS' ACTIVITIES

1. Ls study the evaluation sheet. They ask questions if they have some problems or suggestions.
2. Ls divide the task and discuss who is going to do what.

3. Get Ls to imagine that they are at the Conference of the History of Inventions. E.g.:
Welcome to the Conference of the History of Inventions. Our presenters are going to give us talks on some very fascinating inventions of the past. In order to decide the order of your presentations ...(Continue like in Stage 1 A and then like in Stage 2 A.)
3. Ls draw their numbers and sit down in the rows of the audience. They have their evaluation sheets ready.

STAGE 2	Presentations
TIME	30 mins (about 7-8 mins per presentation with question time and evaluation)
SKILLS AND COMPETENCES IN FOCUS	Presentation skills Cooperation, sharing a task Asking and answering questions about the presentations
ORGANISATION	Whole class
AIDS AND MATERIALS	Blu-Tack, 3.1/A Evaluation sheets

TEACHER'S ACTIVITIES

1. Call the presenters in groups to give their presentations.
2. Make sure presenters do not exceed the time limit too much. Allow the audience to ask a few questions after each presentation.

LEARNERS' ACTIVITIES

1. Ls give their presentations in groups sharing the task.
2. They answer the questions from the audience.

STAGE 3	Evaluating presentations and closing the conference
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluating peer performance
ORGANISATION	Whole class
AIDS AND MATERIALS	Board

TEACHER'S ACTIVITIES

1. Ask two Ls from two different groups to volunteer to add up the scores of the evaluation sheets.
2. Thank all the presenters for their talks. Tell how much you have enjoyed the talks and how much you have learnt from them.
3. In the end, announce the scores and give special praise to the first presentation but praise all the others as well.

NOTE: It is advisable to have some prizes ready for the best group.

4. Close the conference. E.g.: *Thank you very much for all your hard work and for your enthusiasm. I think I can say on behalf of the whole audience that we very much enjoyed all the presentations and we are looking forward to next year's conference.*

NOTE: It would be interesting to ask Ls how they felt about the conference as presenters and as members of the audience. Perhaps some time can be spared for this at the beginning of the following lesson.

LEARNERS' ACTIVITIES