

MY HOME

Compact B1 Preliminary for Schools Unit 6

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CLASS PROJECT: A FACT FILE

Step 1: Plan

THE PROJECT

In groups, you're going to research one of the New Seven Wonders of the World, seven incredible buildings and monuments you can visit around the world today. You will then create a fact file about it. The fact file will include important and interesting information and several images. Your classmates will read your fact file and you will read theirs, then you will decide which three places you and the other members of your group would like to visit.

1 Read the project description and answer these questions with a partner.

- 1 What kind of place is your group going to research?
- 2 After you do your research, what are you going to do?
- 3 What will the fact file include?
- 4 What will you decide at the end? Who will you decide it with?

2 Read the text and choose the correct options for 1–6.

Another seven amazing places

Most of you have probably heard of the Seven Wonders of the Ancient World, a **1** *convenient / traditional* list from the 2nd century BCE of the world's most incredible monuments and buildings at the time. You might know the names of some of them: the Hanging Gardens of Babylon, the Lighthouse of Alexandria, definitely the **2** *huge / cosy* Great Pyramid of Giza, which is the only one of the seven that still exists. But did you know that there is another, more modern list? In 2000, there was a competition to choose the New Seven Wonders of the World. Each country chose one of its most famous buildings or monuments as a possible New Wonder. These could be in the **3** *crowded / freezing* city or the **4** *peaceful / lively* countryside, in the mountains or on the **5** *space / coast*. Then in one of the biggest **6** *historical buildings / cultural events* in history, over 100 million people around the world voted online to choose the winners. Here are some of the buildings and monuments that were in the competition. Which seven do you think won?



PREPARATION

3 With a partner, discuss which of seven buildings or monuments in the box below you think won? Then go online or ask your teacher to find out the answer.

Chichen Itza, Mexico	Hagia Sofia, Turkey	Machu Picchu, Peru
Petra, Jordan	Pyramids of Giza, Egypt	Stonehenge, United Kingdom
Sydney Opera House, Australia	Taj Mahal, India	The Alhambra, Spain
The Colosseum, Italy	The Eiffel Tower, France	The Great Wall of China, China
The Kremlin and Red Square, Russia	The Statue of Christ the Redeemer, Brazil	
The Statue of Liberty, United States		



- 4** Read the fact file about the Taj Mahal. With a partner, explain what these numbers refer to. Which number is not mentioned in the text?

a 30	b 1631	c 3-4 million	d 23	e 1000
f 33	g 22	h 22,000	i 827 million	

New Seven Wonders Fact Files



Name of the New Wonder: The Taj Mahal

1 What is it? It's a mausoleum, a building with a tomb inside. A man called Shah Jahan, the Emperor of the Mughal people, built it for the tomb of his wife, Mumtaz Mahal.

2 Where is it? In the city of Agra, in India, next to the Yamuna River.

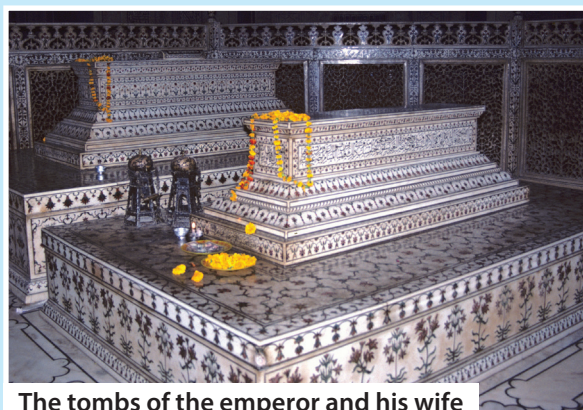
3 When was it built? Its construction started in 1631 and finished twenty-two years later.

4 How was it built? It took 22,000 workers to build it. A thousand elephants were also necessary to transport the materials from different parts of India and other countries. It cost 32 million Indian rupees at the time – today that would be 827 million US dollars!

5 What is it made of? Many materials, including stone and marble, and about thirty different kinds of gems.

6 Other information:

- Shah Jahan died twenty-three years after his wife. His tomb is also inside the building, next to his wife's.
- The building is completely symmetrical (the same shape and design in all four directions), except for the two tombs, which are different sizes.
- Each year, 3–4 million people visit this incredibly beautiful monument.
- Scientists think the Taj Mahal is slowly sinking into the Yamuna River.



The tombs of the emperor and his wife

- 5** Tell your partner two things that surprised you from the fact file. Why did they surprise you?

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CLASS PROJECT: A FACT FILE Step 2: Develop

1 In groups, choose one of the six other New Seven Wonders that you want to learn more about. Try to choose something different from the other groups.

- Chichen Itza
- Machu Picchu
- Petra
- The Colosseum
- The Great Wall of China
- The Statue of Christ the Redeemer

2 Try to find out the answers to these questions about the place you chose in Exercise 1.

- 1 What is it?
- 2 Where is it?
- 3 When was it built?
- 4 How was it built?
- 5 What is it made of?
- 6 What other interesting information can you find? Try to find at least two facts.

3 You are going to create a fact file like the one about the Taj Mahal for the place you've researched. To make your fact file clearer and more attractive, add some images. Use the *Useful Language* to choose the images together.



Useful Language: Discussing options for images

I think this image shows ... really well.
That one's a bit dark / too big / very clear etc.
How about this one?
Let's look for another one.
We need one that's clearer / prettier / more interesting etc.
I prefer this one because ...
OK, shall we use this one or not?
Is everyone happy with this one?

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CLASS PROJECT: A FACT FILE

Step 3: Present

PRESENTATION

- 1 With the information and the images you have, create your fact file. This can be on paper, as a digital presentation or as a poster.
- 2 When your fact file is ready, put the posters on the wall or make copies for the other students in class to read.
- 3 Read the other groups' fact files. Then answer these questions with the members of your own group.
 - 1 Did anybody make a fact file about the same New Wonder as yours?
 - 2 Did it include the same or different information?
 - 3 What did you learn about the other places? What surprised you? What did you already know?
- 4 Imagine you and the members of your group are going on an around-the-world holiday. You can visit three of the New Seven Wonders. Follow these steps.
 - 1 Take turn to say which three you each want to visit, based on the fact files you have read. Explain your reasons.
 - 2 Decide together which three you are going to visit.

SELF-EVALUATION

- 1 With the members of your group, answer these questions together. 1 = not very well, 6 = very well

COLLABORATION

- 1 How well did we research and write the fact file together?

1 2 3 4 5 6

CREATIVE THINKING

- 2 How well did we choose images to make our fact file clearer?

1 2 3 4 5 6

COMMUNICATION

- 3 How well did we explain our reasons to each other when we chose the three destinations?

1 2 3 4 5 6

- 2 Answer these questions about yourself. 1 = not very much, 6 = a lot

- 1 How well did I contribute to the project?

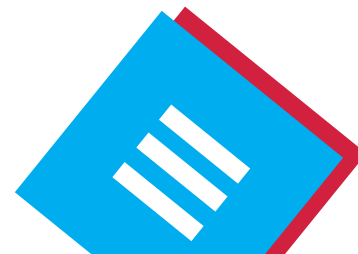
1 2 3 4 5 6

- 2 How much English did I use to do the project?

1 2 3 4 5 6

- 3 Thinking about your answers above, how could you improve the next time you do a project?

TEACHER'S NOTES



PROJECT OVERVIEW

In groups, students research one of the New Seven Wonders of the World (there is a text on Worksheet 1 that explains more about what this is). They then study a fact file about the Taj Mahal, which is one of the seven. Students then choose one of the other six, find out information about it online, and create a similar fact file. Finally, students decide with the members of their group which three places they would most like to visit.

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

COLLABORATION

Takes personal responsibility for own contributions to a group task.

COMMUNICATION

Presents points clearly and persuasively.

CREATIVE THINKING

Produces a persuasive poster or webpage using creative ideas.

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CLASS PROJECT: A FACT FILE Step 1: Plan

Estimated time: 60–90 minutes

- 1** Ask students to do the exercise in pairs. This will help them to understand what the project involves and how they will do it.
[AK: 1 a very special building or monument; 2 create a fact file; 3 important and interesting information and several images; 4 which three places you would like to visit. The other members of your group.]
- 2** Ask students to complete this exercise individually. Then ask them to compare answers with a partner. Then go through the answers together.
[AK: 1 traditional; 2 huge; 3 crowded; 4 peaceful; 5 coast; 6 cultural events]
- 3** Ask students if they know any of the buildings in the list. Then ask them to tell each other which seven they think were the winners of the New Seven Wonders competition that they have just read about. Then, ideally, have them go online to check the answers. Alternatively, you can tell them yourself. Ask if they are surprised by any of the choices. Also, if your country is not represented in the list, ask students which building or monument would have been a good choice.
[AK: The Great Wall of China, Petra, the Colosseum, Chichen Itza, Machu Picchu, Taj Mahal, Christ the Redeemer. The Great Pyramid of Giza has special honorary status as an 'eighth' wonder, as it is the only one surviving from the original list.]
- 4** Before starting Exercise 4, ask the students to tell each other what they remember about the Taj Mahal from the text they read on page 49 of the Student's Book. Elicit some feedback. Get students to do the exercise in pairs. Then go through the answers.
[AK: a) 30: there are about 30 different types of gems used in the Taj Mahal; b) 1631 is the year that construction of the Taj Mahal started; c) 3-4 million is the number of visitors each year; d) The Shah died 23 years after his wife; e) 1000 is the number of elephants that were necessary to transport the materials from India and other countries; f) 33 isn't mentioned in the text; g) 22 is the number of years it took to build the Taj Mahal; h) 22,000 is the number of workers who built the Taj Mahal; i) 827 million is how much it would cost to build the Taj Mahal today, in US dollars. NOT mentioned: 23]

Extra pairwork exercise: If you have time and want to do an extra pairwork exercise, get students to test each other on what they remember. One student turns the worksheet over so that they cannot see the fact file and tells their partner what they remember about questions 1 to 3. The partner checks how much they can remember. Then they swap and do the same for questions 4 to 6. You can introduce an element of competition by asking them to see who has the better memory.

- 5** Get students to do this exercise in pairs and then elicit some feedback from the class.

Note: This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson.

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CLASS PROJECT: A FACT FILE Step 2: Develop

Estimated time: 60 minutes

- 1** Put students into groups. Tell them they are going to create a fact file like the one they saw earlier about the Taj Mahal. Ask the groups to choose one of the six places. Try to ensure that not every group chooses the same place, and that there is at least one group for each place.
- 2** Give students time to find out the information they need to create their fact file. Encourage them to use English language websites, but at the same time discourage them from simply copying what they read.
- 3** Remind students that they need to include several images on their fact file. These are not simply for decoration but should help the reader understand more about the building or monument in question. Therefore, make sure they choose their images carefully. Explain that they are going to do this in English and point out the *Useful Language* for them to use.

Note: This is the end of Stage 2 of the project: Develop. You can continue now or in a future lesson.

CLASS PROJECT: A FACT FILE
Step 3: Present**PRESENTATION**

- 1** Give students time to create their fact files. Ideally, these will be done as posters that can be displayed around the room.
- 2** Give students time to read the fact files of the other groups. They may not have time to read all of them, but they should at least read one for each of the other five New Wonders that were on the list for them to choose from.
- 3** Get students to answer the questions with the other members of their group. Elicit some feedback from the whole class.
- 4** Get students to do this exercise in their group. Elicit some feedback from the whole class to find out which of the New Seven Wonders are the most 'popular' with your students.

SELF-EVALUATION

- 1** Explain that students are going to think about how well they did the project as a group, as this will help them to understand their strengths and their areas for improvement in future projects. Students discuss the questions together and give their group a score from 1–6 for each question. Ask for some examples as feedback for the entire class.
- 2** Explain that students are going to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Students consider the questions individually and give themselves a score from 1–6 for each question. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 3** Students reflect on their answers in Exercises 1 and 2 and discuss as a group how they feel they could improve for the next project.