CLII. Activities

2. Sample text and comments for history

The main purpose of this text is to recount and explain the reasons for pilgrimage to Mecca. It also describes the characteristics of people and the objects they used.

Past and past perfect tenses to recount past events:

- The Hajj
- Linking word: before
- 'Would' to talk about past habits

Phrases to place events in time:
- in the thirteenth/seventeenth century,
- in 977/384

First person accounts, using past tense and evaluative language:
- incandescent, first, est., provided

SOURCE 10 Description of the Ka'bah pilgrimage made by
- the thirteenth/seventeenth century, in 977/384

SOURCE 9 A Laurence confirmation of the Ka'bah pilgrimage made by
- the thirteenth/seventeenth century, in 977/384

SOURCE 8 A description of the thirteenth/seventeenth century

Specialist vocabulary:
- The Hajj, Mecca
- Linking word: before
- 'Would' to talk about past habits

Multimodal input: primary sources, visuals

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3. Sample language and content aims for history

Speaking

<table>
<thead>
<tr>
<th>Learners’ CEFR level</th>
<th>Sample aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Learners can name the main features of a medieval castle at the start of an audio tour recording.</td>
</tr>
<tr>
<td>A2</td>
<td>Learners can explain a poster showing how to defeat a Roman Legion to Asterix and Obelix.</td>
</tr>
<tr>
<td>B1</td>
<td>Learners can describe a day in the life of a soldier in a WWI trench in a documentary on the horrors of the trenches.</td>
</tr>
<tr>
<td>B2</td>
<td>Learners can present the reasons for and against using gas in WWI to a German general.</td>
</tr>
</tbody>
</table>

Writing

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<thead>
<tr>
<th>Learners’ CEFR level</th>
<th>Sample aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Learners can label the main events on a timeline leading up to the Russian Revolution for a poster for next year’s learners.</td>
</tr>
<tr>
<td>A2</td>
<td>Learners can describe the basic living conditions of a Roman soldier in a letter home to his family.</td>
</tr>
<tr>
<td>B1</td>
<td>Learners can explain Martin Luther King’s contribution to the African-American civil rights movement in an obituary for a newspaper.</td>
</tr>
<tr>
<td>B2</td>
<td>Learners can explain the five most important factors in Hitler becoming chancellor in 1933 in an essay for the school magazine.</td>
</tr>
</tbody>
</table>

Grammar

Learners understand how the past perfect tense is used to describe an event in the past before another event (e.g. events leading up to the outbreak of a war).

Learners recognise the difference between regular (annexed, invaded, influenced) and irregular past tenses (told, withdrew, took over).

Learners can use regular and irregular verbs in the simple past tense when describing a historical figure.

Vocabulary

Learners can recognise words relating to the features of a medieval castle (ramparts, moat, tower, portcullis). Learners can pronounce and spell specialised words correctly when they explain how to defeat a Roman legion (formation, discipline, flanks, infantry, cavalry).

Learners can use words which explain causes and effects of the discovery of America appropriately (as a result of, due to, because, as, so, therefore).