

# Module 2: Favourite foods

Project  
Activity Bank



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## Project

# Favourite foods

**Time:** Approx. 4 hours

### Project learning outcomes

Learners will be able to:

- brainstorm dishes they could feature in a video
- decide as a group which dish they will feature
- create a video storyboard
- make a video of how to make a favourite dish or make a video about a favourite dish or give a presentation of a favourite dish (low-tech option)
- evaluate and reflect on the project.

Note: You will need to decide which tech option is practical and achievable for your Ls. Ls will not appear in the video, only the food they are creating and perhaps their hands. Ls will film the food-making video and produce a voiceover for it.

### Life skills

Ls celebrate their own culture or other people's cultures and traditions through the food they eat.

Ls develop respect for diversity of cultures.

Ls cooperate to produce a video or presentation.

### Teacher reference resources

These British Council and onestopenglish resources contain some useful reference information about **video making**, creating **storyboards** and writing screenplays:

- Vision off – YouTube technique: [www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/intermediate-b1/vision-youtube-technique](http://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/intermediate-b1/vision-youtube-technique)

- Storyboarding and making films: [www.britishcouncil.org/programmes/creative-play/digital-media-literacy](http://www.britishcouncil.org/programmes/creative-play/digital-media-literacy)
- Using mobile phones for images, audio and video: [www.onestopenglish.com/methodology-projects-and-activities/tech-tasks-using-mobile-phones-for-images-audio-and-video-part-2/554744.article](http://www.onestopenglish.com/methodology-projects-and-activities/tech-tasks-using-mobile-phones-for-images-audio-and-video-part-2/554744.article)

### Suggested learner materials

- Useful language prompts for discussions
- Mobile phones (1 per group)
- Simple **peer feedback** form for classmates who watch the video.

### Suggested group roles

**Group leader:** responsible for general organisation, adherence to project steps, time-keeping and reflection tasks

**Research expert:** responsible for gathering ideas and data to inform group decisions, e.g. the focus of the video

**Storyboard leader:** responsible for overseeing the creation of the video storyboard

**Film producer:** responsible for overseeing the creation of the video or presentation.



## Gender balance

Ensure a male L takes the lead role in the video, especially if it is the role of the cook. This will address the gender imbalance in the textbook, where household roles like cooking feature females only.

Ensure a female L takes a lead role in the project (e.g. **Group leader**, **Storyboard leader** or **Film producer**) to create additional gender balance.

## Introductory video

A short, animated video featuring a family going to a restaurant and choosing what they would like to eat from the menu. Functional language and vocabulary from Module 2, Section 4 is recycled during the video.

## Transcript

- Imene: I'm so excited! This is going to be a great birthday treat.
- Yasmine: Well. You don't have an eleventh birthday every day, do you?
- Imene: [giggles]
- Waiter: Hello Mr Soltane and welcome. Here's your table.
- Mr Soltane: Thanks.
- Waiter: Here are the menus, and we have some special dishes on the board, too.
- Mrs Soltane: Oh, I see you have harissa fish. My favourite. I'll have that.
- Mrs Soltane: What would you like, Imene? Would you like chicken and rice?
- Imene: No. I'd like couscous with lamb. Lamb's my favourite now.
- Mrs Soltane: And you, Yasmine. What would you like?
- Yasmine: I'd like fish and chips, please, Auntie Fatma.
- Selim: And me, mama?
- Mrs Soltane: Yes, Selim. And you can have a small chicken and pasta.
- Selim: Yummy!
- Mr Soltane: I think we've decided. We'd like one harissa fish. One couscous and lamb. One fish and chips. One small chicken and pasta and I'll have the spaghetti and meatballs.
- Water: Thank you Mr Soltane. And would you like anything else?
- Mr Soltane: Oh, yes. We'll have a mixed salad to share.
- Waiter: Of course. And to drink?
- Mrs Soltane: Can I have a pomegranate juice please? And an orange juice for Selim.
- Imene: Cola for me.
- Yasmine: And me.
- Mr Soltane: Just water for me, thanks.
- Waiter: Okay. I'll bring the drinks now. And some bread and olives to start.

## Viewing tasks

Use the Module 2 video. Work through the tasks below.

### Before viewing

#### Classroom management tip

Encourage different Ls to work together by using a **grouping** technique. You can find some examples of these in the Technique Toolbox.

1. Organise Ls into groups (minimum 5) using a **grouping** technique or select and organise Ls into groups yourself. Write up project roles on the board (**Group leader, Research expert, Storyboard leader** and **Film producer**). Ask groups to decide among themselves who will take each role. Remind them that they should take a different role from their previous project.
2. Introduce the video. Ask Ls to think about the last time they went to a restaurant for a meal. Where did you go? Who did you go with? What did you eat? **Nominate** Ls to share their memory.



## Socioeconomic equity

Include and validate examples of eating out that are accessible to various socioeconomic levels, as not all Ls can afford to visit restaurants. When possible, refer to street food stalls and fast food trucks. Ensure that eating out is not portrayed as a luxury by also recognising and valuing the experience of eating at home.

## While viewing

1. Play the video for the first time. Ask Ls to volunteer what happens in the video. (Answer: a family is in a restaurant ordering food).
2. Ask Ls to watch again. Tell them to take notes on who orders what. Ask them to make a note-taking table as below. (You may have to replay the video for Ls to note all answers.)

## Answers:

Who	what
Mother	harissa fish
Imene	couscous and lamb
Yasmine	fish and chips
Selim	chicken pasta
father	spaghetti and meatballs

3. **Nominate** Ls to answer.

## After watching

Ask pairs to discuss the food the family ate and say which dish they would choose and why.

## Question and plan

1. Write the project title on the board: 'Favourite foods' and introduce the project outcomes. Explain that the first task is for groups to brainstorm some of their favourite dishes.
2. Give out slips of paper. Do the **dictation paper slips** activity, for useful language to use during the brainstorming activity. Ask group members to put their slips in the centre of the table where everyone can see them. Each person must pick up and use one phrase during the brainstorm. The aim of this activity is to ensure everyone participates.
3. Tell **Research experts** to organise their group to brainstorm. Ask them to note down the group's ideas. Tell them the aim is to generate as many ideas as possible. Tell them how much time they will have. **Project leaders** are responsible for checking the time and giving time reminders to their group, e.g. We have 5 minutes. We have 2 minutes. We have one minute.  
**Optional:** This could be done as a competition between groups to write down the most ideas.
4. Start the activity, circulate, **monitor** and support.

## Life skills

**Participation:** useful language for inviting contributions, e.g. Any ideas anyone? What do you think (name)? (Name), do you want to say something? and making suggestions, e.g. I suggest... What/How about...? Let's add...

**Creativity:** Ls come up with ideas about favourite dishes that they could feature in a video.

**Collaboration:** useful language for making a group decision, e.g. Let's decide. What do you think? Do we all agree?

## Research

1. Tell Ls what the project is about and get them to write notes in their notebooks. You could also do this as a **dictogloss**. Get Ls to read their notes and underline or circle any information they do not understand.
2. Invite Ls to come and write the words/phrases they underlined on the board, e.g. session, storyboard, script. Invite other Ls to explain what the words or phrases mean or explain yourself if necessary.
3. Tell **Research experts** that their groups must decide which dish they want to make a video/presentation about. Before they start, use a **choral drill** to introduce and practise useful language for making a group decision.
4. Start the activity, circulate, **monitor** and support.
5. When the time is up, invite **Research experts** to share their group decision with the class.

## Produce and improve

1. Write up the word **storyboard** on the board. Explain that the **Storyboard leader** will oversee this part of the project. The aim is to create a storyboard that shows what is happening in each stage of the video and what each character says. Project a storyboard example on a screen, e.g. recreate the storyboard (or part of it, e.g. the first two horizontal rows) for the introductory video. The storyboard should be missing the headings and some text from the Description and Script boxes.
2. Reveal the missing headings for the storyboard (Stage; Description; Script). Ask groups to look at the storyboard and match the headings to the correct columns. Then **nominate** a group to share their answers.
3. Reveal two missing sentences for the description boxes. Ask groups to match them to the correct description box. Then **nominate** a group to share their answers. The aim here is to familiarise Ls with the sections of the storyboard and related content.
4. Reveal two missing utterances for the script boxes. Again, ask groups to match to the correct script box, then nominate for answers (the same aim as above).

5. Draw a template for a storyboard on the board and ask **Storyboard leaders** to copy into their notebooks or onto a piece of paper.

It is their job to write down the group's ideas in each box and add a simple drawing for each stage.

**Optional:** They can ask another member who is good at drawing to add the drawings.

6. Tell Ls how long they have to create their storyboards. Tell **Group leaders** to monitor the time and give time reminders. Start the activity, circulate, **monitor** and support.
7. When groups have finished, explain that they are going to reflect on what they have just done. Choose a **reflection** activity to enable Ls to think critically, evaluate their contribution and the outcome of their storyboard. Tell the **Group leader** to oversee the activity. Then invite **Group leaders** to share their group reflection with the class.

### Life skills

**Cooperation:** Ls work as a team to co-create their storyboards. They listen to each other, respect each other's ideas and share a common goal, i.e. to create a comprehensive storyboard for the video.

## Perform

1. Explain that before groups record their videos, they must check their **storyboards** and make any final changes and corrections. Ask **Storyboard leaders** to oversee the activity and make sure everyone is happy with the final draft. Tell Ls how much time they have and ask **Group leaders** to **monitor** the time and give time reminders.
2. Start the activity, circulate, **monitor** and support.
3. Tell groups that before they record their videos, they will do a practice. First, organise a short technical support session, i.e. **video making** on a mobile phone.
4. Set up the practice stage and **monitor** and support as necessary. This practice stage may need to be spread over different time periods depending on whether you are making a video about a favourite dish or how to make a favourite dish. The aim is for Ls to practise using the technology and practise their parts. Give **Group leaders** information and instructions as necessary.
5. Explain that now it is time for Ls to make their videos. Tell **Film producers** that they will oversee this part of the project.

They need to check that everyone knows what they are doing. And they will be the ones to do the recording, and sharing – with the help of their team. Ask **task-checking** questions to ensure that all groups are confident about what they must do.

6. Groups record and share their videos with their classmates (e.g. via YouTube). Classmates give **peer feedback** using a simple feedback form.

### Evaluate and reflect

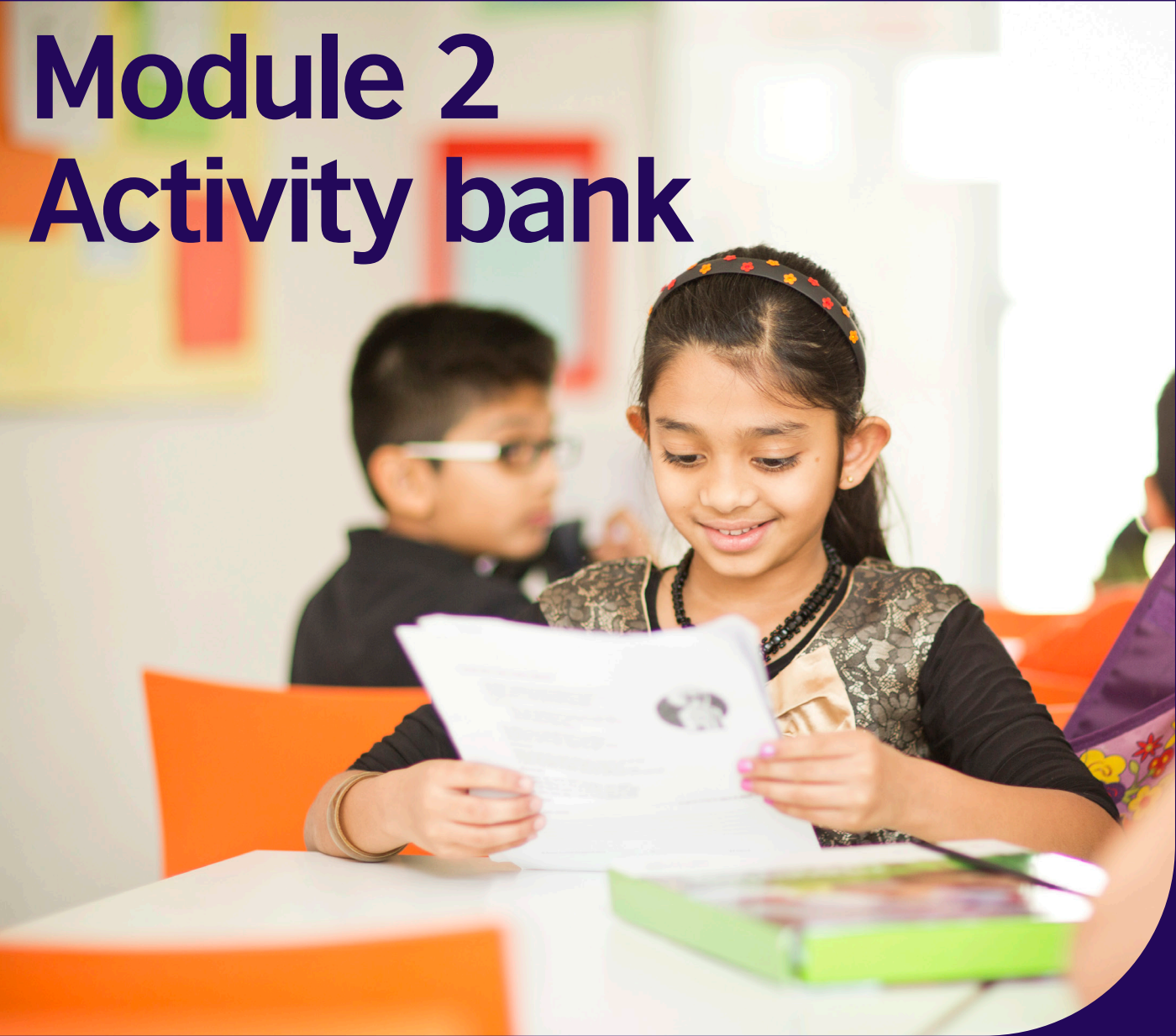
Ask Ls to evaluate and reflect on the project. See **Assessment for Learning (AfL) - Self-check, Quizzes and Rubrics**.

Tell **Group leaders** that they will oversee the activity.



# Module 2

## Activity bank



### Section 1

Find someone who

**Time:** Approx. 15–20 mins

**Language/Skills outcomes:**

Ls will be able to:

- use descriptive language related to personal activities and qualities
- develop speaking and listening skills through meaningful conversations
- recycle vocabulary related to activities, friendship and positive qualities.

#### Life skills

**Empathy:** understanding and appreciating others' differences

**Communication:** expressing thoughts and feelings effectively

**Cooperation:** respect for others.

#### Preparation

Prepare a simple table for a 'Find someone who...' survey for Ls to copy (see Example).

Example

Find someone who is good at	Name
1.	
2.	
3.	
4.	
5.	
6.	

good at helping others? If the answer is yes, write their name in the 'name' column.

6. **Model** the activity with a confident L.
7. Start the activity.

**Differentiation**

**Support:** Provide examples of activities and qualities for Ls to choose from and add to their survey sheets. Pair mixed-ability Ls to facilitate peer support during the activity.

**Procedure**

1. Draw the survey table on the board with space for six survey points (reduce or increase the number to fit time and L ability).
2. Tell Ls to copy the survey table into their notebooks.
3. Add two examples of things that people could be good at to the table on the board. Use the target form (be good at + verb + ing). Example: playing football/listening to others. **Elicit** which are activities and which are qualities.
4. Tell Ls to think of three activities and three qualities that people could be good at. When they are ready, Ls write the activities and qualities on their survey sheet. Refer them to the examples you shared earlier. Circulate, **monitor** and support as necessary.
5. Explain the activity. Ls will **mingle** and ask each other yes/no questions about the activities and qualities on their survey sheets. Example: Are you good at playing football? Are you

**Classroom management tips**

Set clear expectations for respectful listening and speaking during the activity.

Monitor L interactions to ensure everyone is participating and treating each other with kindness and respect.

**After the activity**

**Nominate** Ls to share their survey findings. Which activities/qualities got the most names? Which got the least?

Reflect on the activity as a class: What did you learn about your classmates? How can you use this knowledge to strengthen your friendships? What activities/qualities would you like to develop in future? How do you plan to do this?

## Extension

Pairs talk about one quality they admire in a friend and why it is important in building strong relationships.

Ls write a short paragraph summarising what they learned about their classmates during the activity, using the target language.

## The compliment game

Time: Approx. 15–20 mins

### Language/Skills outcomes:

Ls will be able to:

- recycle target vocabulary
- use positive adjectives.

## Life skills

You can use this activity to encourage Ls to build positive relationships and respect for others and explore the concept of identity by recognising someone's strengths and positive attributes.

**Empathy:** paying and accepting compliments to show care and respect for others.

## Preparation

- Create a list of adjectives that can be used for paying compliments. Recycle adjectives from SB 7, M2, Section 1, Activities 1 and 2, and add some new adjectives. Put the adjectives in a simple table with a lead-in phrase.



### Example

My friend X is...		
1. helpful	8. nice	15. good-looking
2. cheerful	9. patient	16. active
3. modest	10. polite	17. calm
4. ambitious	11. funny	18. kind
5. supportive	12. generous	19. lovely
6. wonderful	13. friendly	20. loyal
7. brave	14. intelligent	

- Provide pictures and synonyms (similar words) to support Ls in understanding the meanings of unfamiliar words.

### Procedure

1. Project the table of adjectives or copy the table onto the board. Tell Ls to copy it into their notebooks. If you have made photocopies, give Ls a copy of the table.
2. Tell Ls to underline the words they met in the SB (helpful, wonderful, nice, funny, friendly, intelligent, active, calm, kind, lovely).
3. Introduce new adjectives. Use pictures, synonyms or mime to explain the meaning.
4. Check for understanding by using a **nomination technique** to select Ls.
5. Put Ls into groups (a minimum of 6, according to your classroom space). Get groups to stand up and form a circle. If space is limited, form groups at their desks.
6. Explain the game: Each L will take a turn to name the person next to him, e.g. This is my friend Asma. Then use three adjectives from the table to describe their classmate, e.g. She is kind. He is generous and cheerful.
7. **Model** with a confident L.
8. Start the activity. Circulate, **monitor** and support as necessary. Note down any adjectives that Ls have difficulty pronouncing.

### Variation

The L who receives the compliment can then return a compliment, e.g. Thank you Mariam. You are very kind, generous and thoughtful.

## Differentiation

Get Ls to colour code the table of adjectives. Adjectives from the SB green; new adjectives blue. All Ls must use the green adjectives.

**Challenge:** Ls also use the blue adjectives.

## Classroom management tips

Before the activity:

- **model** the activity to ensure Ls understand what to do
- ensure groups are balanced for gender and ability.

During the activity:

- give time reminders
- note down any problems with **pronunciation**.

After the activity:

- Write the adjectives that Ls had difficulty pronouncing on the board. If Ls are familiar with phonemic symbols, write the symbols next to the adjectives. If possible, **elicit** the correct pronunciation from another L. Then, use a **drill** for Ls to practise saying the adjectives.
- If Ls have used a photocopy of the table, tell them to stick it into their notebooks.

## Section 2

### A board game

**Time:** Approx. 15 mins

### Language/Skills outcomes

Ls will be able to:

- use the present progressive to describe activities
- use action verbs in the present progressive
- recycle vocabulary.



### Life skills

**Cooperation:** working together to achieve a common aim

**Creativity:** Ls create their own game board.

### Preparation

- Use a simple grid of squares, e.g. this one from [Learn English Kids/British Council](#) or provide a template for Ls to create their own game board. Aim for a grid of between 24 squares (4 down; 6 across) and 28 squares (4 down; 7 across).
- If you are making your own game board, add some instructions in a few squares, e.g. Go back 2 squares. Go forward 3 squares. Miss your turn. Go back to the start.
- In the other squares, add pictures/drawings of activities featured in the SB and other activities Ls are familiar with. Use simple pictures that Ls can copy.

<b>Start</b>	 <b>What is she doing?</b>	<b>Go forward 3 squares</b>			
			 ....?		<b>Go back 1 square</b>
<b>Miss your turn</b>			<b>Go back 2 squares</b>		
		<b>Go to Finish</b>			<b>Finish</b>

- If Ls create the game board, provide the grid of squares with the instructions squares included. Ls add activity pictures to the remaining squares.
- You will need a dice or a spinner, and a counter for each group. (You can use recycled bottle tops, buttons, small pieces of recycled coloured card, erasers, small pencil sharpeners, or anything small that Ls can use to move on the game board.)

The L then makes a sentence using the present progressive, e.g. They are playing football.

- When they land on a square with no picture, they follow the instructions, e.g. Go back 2 squares.
- The first group to get their counter to the finish is the winner.

**Procedure**

1. Put Ls into small groups of 3–4. All Ls in the group must be able to see and access the game board.
2. Give out the game board or draw it on the board or project it. **Nominate** a L in each group to copy it into their notebook/onto a piece of paper.
3. Explain the game:
  - Ls take turns rolling the dice or spinning the spinner, and moving the game counter.
  - When they land on a picture square, the other Ls ask: What is he or she/are they doing?

**Differentiation**

**Support:** If Ls land on a square and they don't know how to say what the person/people are doing, they can say Pass. The next L takes the turn and says the sentence. Then all Ls repeat the sentence. It is important that Ls know that it is OK to pass (miss a turn).

Add questions under some of the squares to model the present progressive question form.

Write present progressive prompts on the board: What ... doing? She is ... -ing.

### Classroom management tips

Before the game starts:

- write present progressive prompts on the board: is/are + -ing and an example, She is playing football.
- give clear and concise instructions
- ensure groups are balanced for gender and ability.

### After the activity

**Nominate** Ls to come to the board and write a sentence for an activity on the game board. Encourage **peer correction** in case of spelling or grammar mistakes. If necessary, use **noticing** to support Ls and clarify understanding.

### Comic strip

**Time:** Approx. 25 mins

### Language/Skills outcomes:

Ls will be able to:

- use the present progressive
- tell a comic strip story.

### Life skills

**Creativity:** producing a picture story to contextualise target language

**Cooperation:** working together in a team to achieve a common goal

**Participation:** active listening and contributing.



## Preparation

- Create an example of a comic strip that provides images to prompt practice in using the present progressive. Example: The sun is shining brightly in the sky. The father is reading a book. The mother is swimming. The children are playing beach volleyball.
- Paper (a large sheet e.g. A3 and recycle where possible), coloured pencils and erasers.

## Procedure

1. Put Ls into small groups of three or four.
2. Show Ls the example of the comic strip you prepared before class. **Elicit** what is happening in the story, with reference to each picture.
3. Tell groups to plan a simple story and draw three or four pictures that tell the story in real time (what is happening now). Tell Ls that simple stick figures and basic shapes are fine – drawings do not need to be masterpieces.
4. Circulate, **monitor** and support as necessary.
5. Tell group members to take turns describing what is happening in each picture. Then they decide who will share their story with another group.
6. Ls nominated by the group go to another group to share their story (hold up the story pictures and describe what is happening).
7. Encourage listeners to ask questions using the present progressive, such as: What is ... + verb+ing? or Who is verb+ing ...?
8. **Nominate** a few groups to share their story with the whole class.

## Differentiation

Pair mixed-ability Ls to facilitate peer support when writing sentence cards for each picture (using the present progressive). When Ls take turns describing the story pictures to the group, they can use the cards to help them.

## Classroom management tips

Give clear and concise instructions.

Use **instruction-checking questions** to check understanding.

Form gender and level balanced groups when possible.

Give wait/think time.

## After the activity

Set up **peer feedback** using an activity like **two stars and a wish**.

## Extension

**Nominate** groups to act out different scenes. The rest of the class guess what they are doing, using the present progressive.

## Tech options

Introduce Ls to online platforms like Canva.com or Storyboard.com to create digital comic strips.

Ensure all groups have online access to create their comic strips digitally.

Guide Ls on how to incorporate the present progressive in their captions and speech bubbles.

## Pick a card

**Time:** Approx. 10–15 mins

### Language/skills outcomes:

Ls will be able to:

- use action verbs in the present progressive
- describe what is happening in a picture
- recycle vocabulary.

### Life skills

**Creativity:** using life knowledge to draw images of people doing different activities

**Communication:** observing details and sharing them with other people.

### Preparation

- Before class, cut up small pieces of paper/card – big enough for Ls to draw a simple picture on. Where possible, recycle paper/card that has one side that is still unused. You will need one piece of paper/card for each L.
- During class, give each L a piece of paper/card. Explain that they must draw a simple picture of a person doing something. Give an example from Activities 1 and 2 in the SB. Ls can recycle activities from the book or another activity for which they know the action verb (max. 5 mins).

### Procedure

1. Put Ls into groups of 6–8.
2. Tell Ls to put all their picture cards face down in a pile in the middle.
3. Explain the
  - Each L will take a turn to pick up a picture card. If they don't know the word, they can ask the person who drew the picture to whisper the answer in their ear for them to repeat.
  - When the L is ready, the other Ls in the group ask together: What are you doing? The L answers using the present progressive, e.g. I'm playing football.
  - The other Ls clap. Then another L takes a turn to pick up a picture card. The group ask: What are you doing? and the L answers using the present progressive. The game continues until everyone has had a go.
4. **Model** with a confident L to ensure everyone understands what to do.
5. Start the activity. Circulate and **monitor**.

### Variation

The L who picks up the picture card mimes the activity. Others in the group ask: Are you \_\_ing? The L performing the mime answers: Yes I am. / No I'm not. The L who guesses correctly gets a point. The L with the most points wins.

### **Differentiation**

**Support:** Ls who need help can request peer support (another L whispers in their ear). Or before groups begin the activity, Ls take it in turns to put their picture card on the table and say what is happening. Then the other Ls repeat in a mini **choral drill**. Then Ls shuffle the picture cards, put them all in the middle and start the game.

**Challenge:** Encourage Ls to say more about what is happening in the picture, e.g. I'm playing football with my friends. We're in my garden.

### **Classroom management tip**

While monitoring speaking activities, write down any common errors you hear. Then address them after the activity or in the plenary. Don't identify who made the error to ensure a supportive environment for **peer feedback**.

### **After the activity**

Write up any errors you noticed on the board, e.g. I playing football. Say the phrase with a slight pause after 'I': I (pause) playing football. **Elicit peer feedback** from the class.



### Extension

Groups stick their picture cards onto a large piece of paper or card. Each L writes under their picture what is happening, using the present progressive.

## Section 3

### Colour dictation

**Time:** Approx. 8 mins

### Language/Skills outcome

Ls will be able to:

- revise colour words and target vocabulary.

### Life skills

**Communication:** giving clear instructions

**Cooperation:** actively listening and responding to instructions.

### Preparation

- Coloured pencils or markers and paper or Ls' notebooks
- Create flashcards of target vocabulary from SB, pp. 54 and 55 (airport, customs officer, luggage, passport, plane, policeman, taxi, trolley). Low-resource option: copy images from SB page 54 onto the board.

### Procedure

1. **Elicit** some information about Peter's visit to Tunisia, e.g. Who visited Aly? (**Peter**) How did Peter travel to Tunisia? (**by plane**) Where did Aly meet him? (**at the airport**).
2. Draw a grid of eight squares on the board. Ls copy it onto a piece of paper or into their notebooks.
3. Put the flashcards on the wall so that Ls can see them or draw images for the target vocabulary on the board. Ls copy one image into each square of their grid using a pencil, no colours yet.
4. Put Ls in pairs. Name them Director and Artist. Give each pair a selection of coloured pencils or markers. Explain the Directors will tell Artists what colour to make an image, e.g. Colour the plane blue. Colour the customs officer's clothes green. Colour the trolley red. Colour the luggage purple. Colour the taxi yellow. Artists listen and follow the instructions. When they have finished, they swap roles and repeat the activity.
5. **Model** the activity with a confident L for one or two images on the board.
6. Start the activity. Circulate and **monitor**. Encourage and give positive feedback as you move around the classroom. Note down any errors in **pronunciation**.

### **Differentiation**

For kinaesthetic Ls: Create colour stations around the room, e.g. a green station, a red station, a yellow station, etc. Put corresponding coloured pencils or markers in the stations. Ls listen to the colour instructions from their partner, then walk with their grid to the correct colour station and colour in the image. When they are finished, they return to their partner for the next colour instruction.

### **Classroom management tips**

If you opt for colour stations:

- ensure the area is free of obstacles and any other items that could cause tripping
- clearly explain the rules and objectives of the activity
- ensure there is enough space at each colour station, to prevent overcrowding.

### **After the activity**

Write any words you heard mispronounced on the board. **Elicit** the correct pronunciation for each word.

Use a **choral drill** to provide **pronunciation** practice. Ensure that you contextualise each word by drilling it in a phrase or sentence, e.g. Colour the customs officer's clothes green.

### **Extension**

Revisit the meaning of target vocabulary. Point to a flashcard or picture on the board. **Nominate** volunteers to say the word or ask them to use gestures and miming to represent the word.

### Location favours

**Time:** Approx. 10–15 mins

### **Language/Skills outcomes:**

Ls will be able to:

- use polite requests
- recycle vocabulary.

### **Life skills**

**Communication:** using politeness strategies when making requests in social situations

**Participation:** building self-confidence.

### **Preparation**

- Make a list of ten items in the classroom, e.g. pencil, ruler, pencil case, table, board, pen, school bag, book, copybook, chalk, etc. Write them on small slips of recycled paper and put them in a box.
- Either create prompt cards with useful verbs, or dictate the prompts to Ls, e.g. get, give, find.

## Procedure

1. Divide the class into teams. Use a **grouping** technique.
2. Teams sit together.
3. Explain the activity:
  - One L from each team comes to the front of the classroom and takes a slip out of the box.
  - The two Ls then take turns making requests related to the object and using the object in the sentence. For example, if the object is a pencil, Ls can make requests like: Can I borrow a pencil please? Can you give me that pencil please? Can you buy me a pencil please? Can you find me a pencil please?
  - When one L can't think of any more requests, the other team scores a point.
  - The two Ls return to their team and the next two Ls come to the front of the classroom.
4. **Model** the activity with two confident Ls.
5. Start the activity and encourage team members to show support by clapping or cheering when their teammate says a request. Maintain the pace by encouraging Ls to say requests as quickly as they can.
6. When the teams have gone through all the items on the list, the team with the most points wins.

## Differentiation

**Support:** Give Ls the option to use prompt cards featuring useful verbs.

## Classroom management tips

Set the activity up to ensure Ls aren't waiting a long time to take their turn. Divide Ls into teams of ten or less.

Encourage pace to support a competitive atmosphere. Use phrases like: Come on. Quickly. The time is running out.

Ensure groups are diverse and balanced in terms of gender and ability.

## After the activity

Put Ls in smaller groups. Ask them to think about different situations when they use polite requests and note down their ideas. **Elicit** some ideas from the groups.

## Extension

**Dictate** the vocabulary items to Ls. They write the words on slips of paper and put them in a box each for their group. Ls take it in turns to take a slip out of the box and say a sentence.

## Section 4

### Board race

**Time:** Approx. 10–15 mins

#### Language/Skills outcomes:

Ls will be able to:

- recycle vocabulary (fruit/vegetables/dishes)
- increase vocabulary mastery
- spell new lexical items.

#### Life skills

**Cooperation:** working together to achieve a common goal

**Participation:** actively listening to team members' contributions.

#### Preparation

- Before class, make sure you have access to a whiteboard and different coloured marker pens.
- Make sure there is enough space for Ls to line up in teams in front of the whiteboard.



## Procedure

1. Divide the class into two teams. (With large classes, you may need to have more teams.)
2. Divide the board into two (or more) sections by drawing a vertical line down the centre: one section for each team.
3. Decide on the target vocabulary field, e.g. fruit/vegetables/dishes.
4. Each team stands in a line facing the board. Give Ls standing at the front of their line a different coloured marker pen – one per team.
5. Tell Ls how long they will have for the Board race.
6. Explain the game:
  - The L at the front of the line runs to the board and in their section writes a word from the target vocabulary category. So, if the target category is fruit, Ls might write mango, apple, banana, etc.
  - The L then runs back, passes the marker to the next L, and goes to the end of their line. The next L runs to the board and writes a new word.
  - Team members support the L whose turn it is. If they need help, others can pass a word up the line for them to write, whispering so the other teams can't hear. Ls continue to pass the pen and write words until the time is up.
7. Depending on time, choose another category and continue to play.

## Variation

Sit Ls in smaller teams. Give them paper or mini-whiteboards for them to write their answers on.

## Differentiation

**Support:** Extend or remove the time limit for the writing or Ls can draw a picture instead of writing.

## Classroom management tips

Give clear, short instructions.

Make sure groups are balanced for gender and ability.

Double-check there is enough room to move around and clear any obstructions that could get in the way.

## After the activity

Encourage **peer feedback** to foster a collaborative learning environment, e.g. teams check the words written by their team members and suggest corrections. Provide constructive feedback on each team's list of words to build L confidence.

## From writing to performing

**Time:** Approx. 25 mins

### Language/Skills outcomes:

Ls will be able to:

- recycle target vocabulary
- develop fluency and confidence in speaking
- create short dialogues reinforcing restaurant language.

### Life skills

**Communication:** communicating ideas to an audience

**Collaboration:** working as a team to achieve a common goal

**Creativity:** articulating ideas to create a dialogue to enact.

### Preparation

- **Support:** Prepare a simple dialogue with some gaps for Ls to complete (see Differentiation).
- Make sure that Ls have notebooks to write their dialogues in.



### Procedure

1. Put Ls in groups of four. Appoint **Group leaders**.
2. Tell groups to write a short, simple scene about a meal in a Tunisian restaurant. The scene can take one to two minutes to perform. Explain that first they must imagine the scenario and then write the dialogue.

**Optional:** Give a starter idea, e.g. Imene invites Peter to have lunch at a Tunisian restaurant.

3. Ask **task-checking** questions to ensure all groups know what to do.
4. Start the activity and tell Ls how long they have. Circulate, **monitor** and support as necessary. Give time reminders.
5. Tell groups to decide who will take each role and then practise their scene.
6. Groups perform their restaurant scene for another group. Circulate, **monitor** and note any common pronunciation errors across the groups.

### Classroom management tip

Encourage and praise during the writing and performing stages to build learner confidence.

### After the activity

**Elicit** corrections from other Ls where possible. If your Ls are familiar with phonemic script, write the phonemic version of target words and phrases on the board.

Use a **drill** to provide additional **pronunciation** practice. Make sure

the target words and phrases are used in a complete utterance or sentence, to mirror real use.

### Extension

1. After groups have performed their scenes, list some relevant areas of functional language on the board, e.g. greeting; inviting; likes and dislikes; appreciation.
2. Use **concept-checking** questions to make sure Ls understand the meanings.
3. Ask groups to review their dialogues and identify the functional language they used.

### Differentiation

**Support:** Ls can complete a dialogue. Make sure the gaps relate to words and phrases that are featured in Section 4. Dictate the sentence prompts for Ls to copy into their notebooks. Ls complete the sentences with their own answers.

### Example

- Peter: Thank you for inviting me for \_\_\_\_\_.
- Imeme: You are welcome! I wanted to thank you for \_\_\_\_\_.
- Peter: What kind of food are we having?
- Imeme: I thought we could try \_\_\_\_\_.
- Peter: I love \_\_\_\_\_ food. Especially \_\_\_\_\_.
- What's your favourite?
- Imene: I like \_\_\_\_\_ best.

**Challenge:** Ls can add new food words and expressions that are not in the SB.

## Review

Note: if you have used a **Word box** with your class to revisit vocabulary, you could refer to those words when preparing to review.

### Scavenger hunt

**Time:** Approx. 30 mins

#### Language/Skills outcomes:

Ls will be able to:

- explore the main themes of Module 2
- actively engage with Module 2 by using questions, taking notes and summarising key points
- link the Module 2 content to life skills.

#### Life skills

You can use this activity to:

- explore why people come to visit Tunisia, e.g. on holiday, school exchanges, etc.
- raise awareness of stereotypes and appreciate differences, e.g. when discussing food from different countries.

**Critical thinking:** using inquiry questions to make connections

**Communication:** sharing and identifying similar observations and sharing ideas

**Cooperation:** working together to identify common observations.

#### Preparation

- Prepare a list of questions to guide Ls as they explore Module 2. Make sure the questions will facilitate the final discussion that links to the themes, e.g. Who can you see on the page? Where are they? Where do they come from? What are they doing? What can you see on the page? Where is the place? What is the same? What is different?
- Provide Ls with a set of highlighters in different colours.

#### Procedure

1. Option 1: Write up the list of questions you prepared on the board. Tell Ls to skim through Sections 1 to 4 of Module 2 and use the questions to write notes about what they find.  
  
Option 2: Ls use a highlighter pen to mark information related to the questions. (This option can only be used if Ls are allowed to mark the SB.) Ls should pay attention to pictures, peoples' names, places and things. Tell Ls how long they have, e.g. 2 mins, then time them so they actually do get 2 mins.
2. Circulate, **monitor** and support as necessary.
3. Put Ls into small groups. Explain that now they can share their notes and identify:
  - anything that they all noted down
  - any other observations they want to share with the whole class.

4. Allocate roles, e.g. recorder (writes notes for the group), timekeeper (monitors the time and gives time reminders) and presenter (shares group observations during whole class feedback). Tell Ls how long they will have, e.g. 5 mins.
5. Circulate, **monitor** and support as necessary.
6. **Nominate** groups to share their observations with the class.

### **Differentiation**

**Challenge:** Ls generate 3–4 who/what/where/why questions for their group to answer, instead of the questions on the board.

### **Classroom management tips**

Before the activity starts:

- Give clear and concise instructions, e.g. what Ls should focus on while exploring the Module.
- Allocate a specific amount of time (e.g. 2 mins for individual work, 5 mins for group discussion, 5 mins for whole class feedback, 5 mins for whole class discussion).
- Ensure groups are balanced for gender and ability.

Assign roles within groups (e.g. recorder, timekeeper, presenter).

### **After the activity**

Option 1: Write on the board: Why do people come to visit Tunisia? Give groups time to discuss the question, then use a **nomination technique** to select individual Ls to share their ideas.

Option 2: Groups create a mini-presentation under headings related to the themes, e.g. Places/People/Names/Same/Different, and present to another group or the whole class. This option will require additional time.

### **Extension**

Ls create a **mind map** to summarise the main ideas, sub-topics, and connections between concepts in the Module.

Ls search for additional information about the most interesting topic/point in the Module. (Ls need access to the Internet for this option.)

### **Tech options**

Where Ls have access to relevant technology, they could:

- use online mind mapping tools like Miro or Lucidchart for groups to record information, share and summarise their ideas
- use Google Workspace (Docs, Sheets, Slides) to compile notes, create joint presentations, or work on shared documents.

## Graffiti posters

Time: Approx. 20–25 mins (depending on the number of groups)

### Language/Skills outcomes

Ls will be able to:

- recycle vocabulary and language from Module 2
- demonstrate learning of target vocabulary and language
- reflect on their performance.

### Life skills

**Critical thinking:** analysing information and creating related questions

**Cooperation:** working together to review learning

**Self-management:** self-reflection and self-awareness.

### Preparation

- One large piece of paper, e.g. flip chart paper, divided into four equal squares per group of four Ls (this will be the Graffiti poster) – use recycled paper where possible.
- Four slips of paper for each group (big enough for Ls to write a question on and for a small drawing) and coloured pens/pencils
- Ls will need access to their SB.

Example graffiti paper

1	A	2
3		4

### Procedure

1. Put Ls into groups of four. Give each group a letter, e.g. Group A, Group B, etc. Name Ls in each group L1, L2, L3, L4.
2. Give each group one graffiti paper, four slips of paper and some coloured pens/ pencils.
3. Tell each L to write their number in the top left corner of one of the squares on the graffiti paper and in the corner of one slip of paper. Ask one person in each group to write their group letter in the middle at the top of the graffiti paper.
4. Explain that Ls must write a question on their slip of paper about something they learned in the Module. They can also draw a picture if they want to. Model examples:

What is Aly doing?

**Option:** Add a stick figure of Aly doing something, e.g. running.

Who works at the airport?

What can you say when food tastes good?

- Tell Ls they can look through the Module in their SB for ideas, and each person must write a different question.

**Option:** L1s look through Section 1. L2s look through Section 2. L3s look through Section 3. L4s look through Section 4. Ask **task-checking** questions to make sure everyone knows what they must do.

- Tell Ls how much time they have to write their questions.
- Circulate, **monitor** and support as necessary.
- Explain the main activity:
  - Groups swap their four question slips with another group.
  - Ls read the question that corresponds with their own number, e.g. L1 reads questions 1. They think about their answer, and then write the answer into the corresponding numbered square on their group graffiti paper. They can also draw their answer if they want to.
- Model** on the board. Draw the four-square grid. Write a question in one of the squares, e.g. What are the family eating? Give examples of drawing and writing your answer, e.g. chicken, rice, etc.
- Tell Ls how much time they have. Start the activity. Circulate and **monitor**. Note down any common errors.
- When the time is up, groups swap question slips they are working on with another group. Repeat the activity until all groups have answered all the questions from

other groups. Or do as many question swaps as time allows.

### Differentiation

**Support:** Group mixed-ability Ls to facilitate peer support during the activity. In groups, pairs create a question for two of the numbered boxes on the graffiti poster. Groups work together to answer the questions during the swap stage.

### **After the activity**

Put the graffiti papers up on the wall – **gallery walk**. Tell Ls to read the answers in the square that matches their number, e.g. L1s look in the squares labelled 1. Can they identify any answers to their questions?

Write up some common errors you noted on the board and conduct a **peer feedback** activity.

### **Classroom management tips**

While monitoring, encourage Ls to be creative in the way they give their answers, e.g. draw a picture or use different coloured pencils to make their answers stand out.

Display the graffiti posters on the walls with sufficient space for Ls to be able to see them clearly.

## Creating a mind map

**Time:** Approx.15–20 mins (depending on Ls’ ability)

### Language/Skills outcomes

Ls will be able to:

- consolidate and synthesise key concepts and information
- reflect on their comprehension

and retention of target language and skills

- develop organising and summarising skills.

### Life skills

**Critical thinking:** questioning and evaluating progress

**Creativity:** articulating and synthesising ideas

**Cooperation:** working together to deepen the reflective process.



## Preparation

- Before class, prepare materials for the A3 paper/chart paper/recycled piece of large paper (one per group), coloured marker pens/pencils, sticky notes (if available) for the Variation activity.
- Create an example of a **mind map** for Module 1. Use individual bubbles for the Section themes, more bubbles and arrows to show sub-topics, language and skills. Make a copy on a large piece of paper to put on the wall, or project a copy on the board, or copy it onto the board before class.

## Procedure

1. Put Ls into small groups (3–5 Ls per group). Appoint Group leaders.
2. Share the example **mind map** with the class. **Elicit** the central themes, sub-topics, language and vocabulary.
3. Explain that groups must now create a mind map to review what they covered in Module 2. The idea is to see what they can remember collectively.
4. Give each group a piece of paper and coloured marker pens/pencils. If large sheets of paper (new or recycled) are not available, Ls can create the mind map in one of their notebooks.
5. Give time for groups to discuss, plan and complete their mind maps. Ensure that you allocate sufficient time according to learner needs.
6. Circulate, **monitor** and support. Encourage **Group leaders** to make sure all Ls contribute to their mind map.
7. Invite groups to present their mind maps to the class.

## Differentiation

Encourage originality and creativity, allowing each group to make their mind map unique. If materials are available, ask Ls to create their mind maps in different styles:

- Visual: Use different colours, drawings, and images.
- Auditory: Incorporate keywords that trigger discussions or oral explanations.
- Kinaesthetic: Create a more interactive mind map, perhaps using post-it notes or movable pieces.

Group mixed-ability Ls to facilitate peer support during the activity.

## Classroom management tips

Emphasise the use of colours, images and symbols to make mind maps visually engaging and easy to understand.

Circulate around the classroom to **monitor** each group's progress. Offer guidance and assistance as needed.

Encourage L questions to ensure they engage fully with the task.

Suggest additional sub-topics or connections they might consider.

### After the activity

Encourage **peer feedback** to foster a collaborative learning environment.

Ask questions to broaden the reflective process, encourage deeper thinking and **assessment for learning**, e.g. Are you confident using the present progressive to say what is happening now? Use **traffic lights** for Ls to provide their answers.

### Extension

Set up a **gallery walk** for Ls to compare their mind maps.

### Tech options

Use online mind mapping apps (subject to continued availability and online safety).

MindMeister: [www.mindmeister.com/](http://www.mindmeister.com/)

Coggle: [coggle.it/](http://coggle.it/)

XMind: [www.xmind.net/](http://www.xmind.net/)

Canva: [www.canva.com/](http://www.canva.com/)

Lucidchart: [www.lucidchart.com/](http://www.lucidchart.com/)

SimpleMind: [simplemind.com](http://simplemind.com)

MindMup: [www.mindmup.com/](http://www.mindmup.com/)

