

# Module 3: International Day

Project  
Activity Bank



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# Project

# International Day

**Time:** Approx. 4 hours

## Project learning outcomes

Learners will be able to:

- produce a poster about different countries for the school's international day
- use language from the module, i.e. food and traditional clothes from different countries
- research online to find specific, relevant information
- develop fluency, listening and writing skills
- develop life skills of cooperation, communication, respect for diversity, participation, critical thinking, decision-making and creativity
- evaluate and reflect on the project.

## Life skills

Build positive associations with other cultures and understand the importance of respecting cultural differences

Respect other people, with particular regard to race, cultural and religious background, and gender

Compare and share information about different nationalities, cultures, faiths and identity.

Identify similarities and differences, and dispel national stereotypes.

## Teacher reference resources

An article about **webquests**, or inquiry-based learning using internet sources: [www.teachingenglish.org.uk/professional-development/teachers/integrating-ict/articles/webquests](http://www.teachingenglish.org.uk/professional-development/teachers/integrating-ict/articles/webquests)

If Ls do not have access to the Internet on computers or mobile devices, a non-tech **webquest** can be devised (see below).

## Suggested learner materials

Suggested links to find out about traditional food and clothes from selected countries. For example:

- Fact Monster helps Ls research different topics: [www.factmonster.com/](http://www.factmonster.com/)
- Kiddle.co is a safe visual search engine for kids. Here are its pages on different foods around the world: [kids.kiddle.co/Global\\_cuisine](http://kids.kiddle.co/Global_cuisine)
- Videos based on your own web searches showing different clothes in different countries
- If no access to the Internet is available, you will need texts with information about national food and clothes on sheets of paper.
- A3 card/paper, coloured pencils and markers for the poster. Ls can bring in images to cut out and stick on their posters.



## Suggested group roles

**Group leader:** responsible for telling people who does what; makes sure everyone is on task and making notes of what they find out

**Communication assistant:** responsible for timing and deciding whose turn it is to speak; makes sure everyone is speaking English

**Research expert:** responsible for reading their classmates' notes and choosing what to include in the poster

**Creative designer:** responsible for deciding on the design of the poster and who will write what.

## Gender balance

Change **Group leaders** for every project. Ensure female Ls and male Ls have equal opportunities to lead projects and take on additional leadership roles.

## Introductory video

A short animated video featuring characters from SB 7, Module 3, e.g. Aly and his teacher, Samira, talking about an international school party. Ls watch to find out what they will need to do to complete the project. The video task also explores the idea of the advantages of cultural exchange.

## Transcript

Aly: Ms Samira, can I talk to you about something?

Ms Samira: Of course, Aly. What's on your mind?

Aly: Well, you know my friend Peter? He's leaving for the UK soon. I want to do something special before he goes.

Ms Samira: That's a lovely idea, Ali. What were you thinking?

Aly: I was thinking... maybe we could have an international day at the school?

Ms Samira: An international day? That sounds fun! Students could find out about other countries, make a poster and do some presentations. What do you think?

Aly: That's a great idea!

Ms Samira: Where do you think we could hold it?

Aly: Hmm... Maybe in the school hall? It's big and has lots of space. Or maybe outside if the weather is nice.

Ms Samira: Yes, the school hall is a good choice. We'd need tables and chairs, right? What about food?

Aly: Mmm...Everyone could bring something! We can serve Tunisian food and food from other countries.

Ms Samira: That's a great idea! What kind of Tunisian food do you think we should have?

Aly: We could have couscous and brik. They're really tasty and everyone likes them.

And maybe pasta from Italy, sushi from Japan, and tacos from Mexico. We can find out about other food from the countries we will present about and cook it!

Ms Samira: That sounds delicious! Peter could bring some curry from the UK.

Aly: I thought curry was from India and Pakistan?

Ms Samira: Yes, originally. But now there are lots of people in the UK who eat it too. How about the students? Can they wear something special?

Aly: Yes! We can wear national clothes of the countries we will present about... We'll need to do some research first.

Ms Samira: That will be wonderful. It will be like a cultural exchange. We could ask the teachers to help.

Aly: I think so. It's fun to show everyone about other places in the world. I'm so excited! Peter will love it.

Do you think we can have music too?

Ms Samira: Yes, we can play music from the different countries. It will make the party even more fun!

Aly: That's a great idea. I can bring some Moroccan music!

Ms Samira: Perfect! Let's write that down. Now, let's make sure we don't forget anything.

Aly: Alright, let's do it!

## Viewing tasks

Use the Module 3 video. Work through the tasks below.

### Before viewing

1. Ask Ls if they have ever had a special event at school. What was it? What happened?
2. Explain that Aly is talking to his teacher, Samira, about an idea for an event at the school. Ask Ls to predict what it might be, and what kind of things they will talk about. Write their ideas on the board.

## While viewing

1. Ask Ls to watch and find out what event they are talking about (Answer: International day) and check their predictions (Answer: planning for the event).
2. Write the points below on the board. Ls watch again for detailed information and make notes about:
  - what the students will do (Answer: find out about other countries, make a poster and do some presentations)
  - where the international day will be and what furniture they will need (Answer: in the school hall, tables and chairs)
  - what food will be served (Answer: Tunisian and international food, e.g. tacos, sushi, curry, etc.)
  - what clothes students will be wearing (Answer: national/traditional clothes).

Note: You may need to play the video more than once.

## After viewing

Discuss with Ls:

What would you bring to eat and wear at the international day?

Why is having an international day a good idea?

Where could you find people from different countries and religions in the community to invite to an international day?

Feed in language for countries and religions as needed, e.g. Christian, Buddhist, Muslim, Hindu, etc., as well as places to find people in the community, e.g. church, temple, mosque, gurdwara.

## Question and plan

1. Tell Ls they will produce and present a poster to invite other students from their school to an international day. The poster will contain information about food and traditional clothes from different countries.
2. Put Ls into groups of four. Tell them to choose a country they would like to research. Make a note of all the countries chosen. Make sure that they all choose different countries.

**Optional:** to motivate groups to choose their countries quickly, the first group to choose a country gets it, and no other group can have that country.

3. Write the project roles on the board: **Group leader, Research expert, Communication assistant, Creative designer**. Clarify the roles: read out the following descriptions and ask Ls to guess which role it refers to:

- You are responsible for timing and deciding whose turn it is to speak. You make sure everyone is speaking English. (Answer: [Communication assistant](#))
- You are responsible for deciding on the design of the poster and who will write what. (Answer: [Creative designer](#))
- You are responsible for telling people who does what tasks. You make sure everyone is on task and making notes of what they find out. (Answer: [Group leader](#))
- You are responsible for reading your classmates' notes and choosing what to include in the poster. (Answer: [Research expert](#))

4. Ask groups to decide who will take each role. Remind them that they should take a different role from the previous project.

### **Classroom management tip**

Allowing Ls to decide the roles might potentially cause conflict. If this is the case, write the roles on bits of paper, fold them up and put

them in a bag or box. You can also get each group to do this. Then ask Ls to choose a paper at random, and unfold it to find out their role. Ensure gender equity and balance where possible.

5. If Ls can use mobile phones or computers/laptops, prepare these for the next lesson or ask them to bring their own, fully charged.

### **Life skills**

Participation: useful language for giving opinions, e.g. I think... I believe... In my opinion... For me...

Respect for diversity: learning about countries and the benefits of multiculturalism. Learning about religions different from ours.

### **Homework (optional)**

Ask Ls to ask family and friends what they know about their chosen country. They could look out for mentions of this country in the news or on TV travel shows.

## Research

### Preparation

Choose the websites Ls will visit to find out about food and clothes from their selected countries. Write the names of the resources and some keywords to help Ls search for the resources, e.g. Kiddle.co, food around the world. If you're not using the Internet, prepare some texts containing the information on the websites onto sheets of A4 – one copy per group or put them up on the classroom walls. Include pictures or images if possible.

### Procedure

1. If applicable, go over the homework and elicit the rules for responsible mobile device use on the board.
2. Tell the class they will do some research to find out about traditional food and clothes in their groups. **Elicit** what they already know/what they will find out, and write their predictions on the board.
3. Ask **Group leaders** what they are going to do. **Elicit** ideas, e.g. tell others what to do, use phones responsibly, decide who researches what, make sure everyone takes notes.



They decide who will research food and who will research clothes.

4. If Ls are using mobile phones, give them the keywords to find the websites online. If they're using paper resources, give Ls the information on A4 paper or tell them they will do a **gallery walk** to find out information and write it down in their notebooks. Ls should scan and make notes, not copy the text – you can ask them some **instruction-checking questions** to make sure they understand what to do.
5. Give Ls about 25 mins. **Monitor** the groups and help them find information, take notes and understand difficult vocabulary. Remind **Group leaders** to encourage the others to keep on task if you notice they are not.
6. Ask Ls to share what they found with their group and to make notes. Ask **Communication assistants** what their role is.
7. Compare with their predictions on the board – which ideas were the same and which were different? Remind Ls they have found out information about traditional clothes/food. Pre-teach stereotype and ask Ls:

Did you find any stereotypes online/ in the texts?

Can you give me an example of a national stereotype?

Do you think everyone in the country dresses like that or eats this food?

Why do people form stereotypes of other countries?

Why do you think stereotypes are dangerous?

### Life skills

**Participation:** useful language for predictions, e.g. I think... They probably eat... They might wear...

**Critical thinking:** learning about the disadvantages of national stereotypes

**Self-management (if applicable):** learning how to use mobile devices responsibly.

## Produce and improve

### Preparation

- Think about how to re-group Ls for this stage. Ensure there is a mix of abilities. You should also have a **Communication assistant** in each new group.
- Decide which useful language you will pre-teach for each part in this stage to encourage Ls to communicate in English.
- Have all the material for poster-making ready.

- Before giving instructions for the activity, regroup Ls so there's one person from each country group in the new group (see Classroom management tip). Assign or ask for volunteers to be the **Communication assistants**.

### Classroom management tips

1. Ask Ls to sit in the same groups as last time. Ask **Communication assistants** in each group to raise their hands.
2. Give the **Communication assistant** in each group a different number corresponding to the number of groups you have. So if there are seven groups, number them 1 to 7. Starting with the group with the highest number, count off all other Ls from 1 to 7. Ask them to raise their hands when you ask, 'Who's number 1?' etc. Tell them that **Communication assistants** don't move.
3. Then indicate that all the number 1s should sit with **Communication assistant 1**, number 2s with **Communication assistant 2**, etc. The other Ls move to sit with the **Communication assistant** with the same number. In the new groups, each group member knows about a different country.

Note: You can find more **grouping** methods in the Technique Toolbox. You could also use a classroom timer on the board: [www.online-stopwatch.com/classroom-timers/](http://www.online-stopwatch.com/classroom-timers/)

### Procedure

1. Tell Ls they are sitting with people from different groups. They will take it in turns to talk about food and clothes in their chosen country using their notes. The others must listen and make notes about the other countries. Tell **Communication assistants** they will be responsible for choosing who speaks next and timing each turn, e.g. 5 mins each. They must also remind everyone to speak in English.
2. Give them a time limit, e.g. 20 mins. **Monitor** to make sure everyone is making notes, as they will need them later.
3. When they have finished, ask Ls to go back to their original groups. They should choose three countries to feature in their poster, and information should include both food and clothes. Ask **Research experts** to read through the notes and select the most relevant information to include in the poster. The **Group leader** can help, too, but **Research experts** have the final say on what will be included.

1. In the meantime, give **Creative designers** two pieces of A3 card and ask them to decide where each country will go on the poster, both the text and images/drawings. The **Communication assistants** can help, too, but **Creative designers** have the final say on design. Give them a time limit.
2. Groups now use the selected notes to design their international day poster, with text and images/pictures. **Creative designers** must decide who writes/draws which country. Remind **Communication assistants** to ensure everyone speaks English while doing this.

### Life skills

**Communication:** useful language for turn-taking and checking understanding, e.g. Shall I go first? It's your/my turn. Sorry, can you repeat that, please?

**Decision-making:** useful language for making suggestions to select the most relevant information, e.g. Let's include this. How about we choose...? Shall we include...? Yes, I think so. Why not? Yes, that sounds good. Mmm... not sure that's useful.

**Cooperation and Creativity:** designing a poster collaboratively.



## Perform

1. Give Ls some time to finish their posters and write their names at the bottom.
2. Ask Ls to put up their posters on the classroom walls. **Creative designers** and **Research experts** stand by their poster while **Group leaders** and **Communication assistants** walk around. Their task is to identify one thing they didn't know or is different from their own poster and write it down, along with the names of the poster owners. Ls rotate and ask at least one question about each poster they visit. **Monitor** to make sure they are interacting.
3. Plenary: Ls share with the class one thing they liked, found interesting or is new for them and the poster where it came from.

### Classroom management tips

Play some background music while Ls walk around the classroom.

Remind **Group leaders** to check everyone is on task, writing down at least one thing they didn't know/find interesting.

**Optional: Creative designers** and **Research experts** can explain their posters to the visitors. They should do this without notes.

4. Write the words multicultural and advantages on the board. **Elicit** the meaning

5. Put Ls in groups of three. **Dictogloss** the questions below. Read out each question three times. Leave a 10-second gap between each time. One L in each group takes it in turns to write one question. The rest of the group help them. Between each question, they tear a strip of paper with the question out of their notebook and put it face down on the desk. (You may want to ask the questions starting from the bottom of the list, so that the first question on the list is the first one asked.)

What did you find out that was new/surprising/didn't know before?

What did you learn about other countries in this project?

Which of these countries would you like to visit? Why?

Are these countries similar to or different from Tunisia? In what ways?

Do you think everyone in the country dresses like this or eats this food?

Which of the countries do you think are multicultural?

What are the advantages of people from different cultures or religions living together?

6. After all the questions are written, one L takes the question on the top and reads it to the others. They all discuss their answers. Continue until all questions are answered. Make sure Ls take notes on their answers during the discussion. Also make sure there is more than one answer per question. Ask Ls to think of as many answers as possible to each question. **Monitor** and support Ls with language or concepts.
7. **Whole class feedback:** Make sure you include some discussion about stereotypical language, e.g. Italians eat pasta every day. All Scandinavians are blond. Britain is a Christian country. Explore the reasons for these misperceptions.

### Life skills

**Communication:** useful language for agreeing and disagreeing, e.g. I think so. That's right. Yes, I agree. I don't really agree because... I'm not sure about that.

**Critical thinking:** learning about the difference between stereotypes and individual differences within cultures

**Respect for diversity and Empathy:** learning about the benefits of multiculturalism and different religions within countries.

## Evaluate and reflect

1. Write the self-evaluation statements below on the board or a PowerPoint for Ls to copy.
2. Set the **AfL traffic lights** task. Ls colour in the traffic light for each statement.
3. Set the **AfL stars and wishes** task. Ls write three things that helped them learn (stars) and something they found difficult (wishes). Monitor and help as needed.

**Assessment for Learning (AfL)** - See **Self-check, Quizzes** and **Rubrics**

**Green** = I feel confident      **Orange** = I feel OK      **Red** = I need more time

I watched the video and completed the video task.	
I researched a country and made notes.	
I shared my notes with other groups and made notes about other countries.	
I produced a well-designed poster about different countries.	
I discussed what I learned from the project with my partners and teacher.	

**Activities that helped me learn best:**

- ★ \_\_\_\_\_
- ★ \_\_\_\_\_
- ★ \_\_\_\_\_

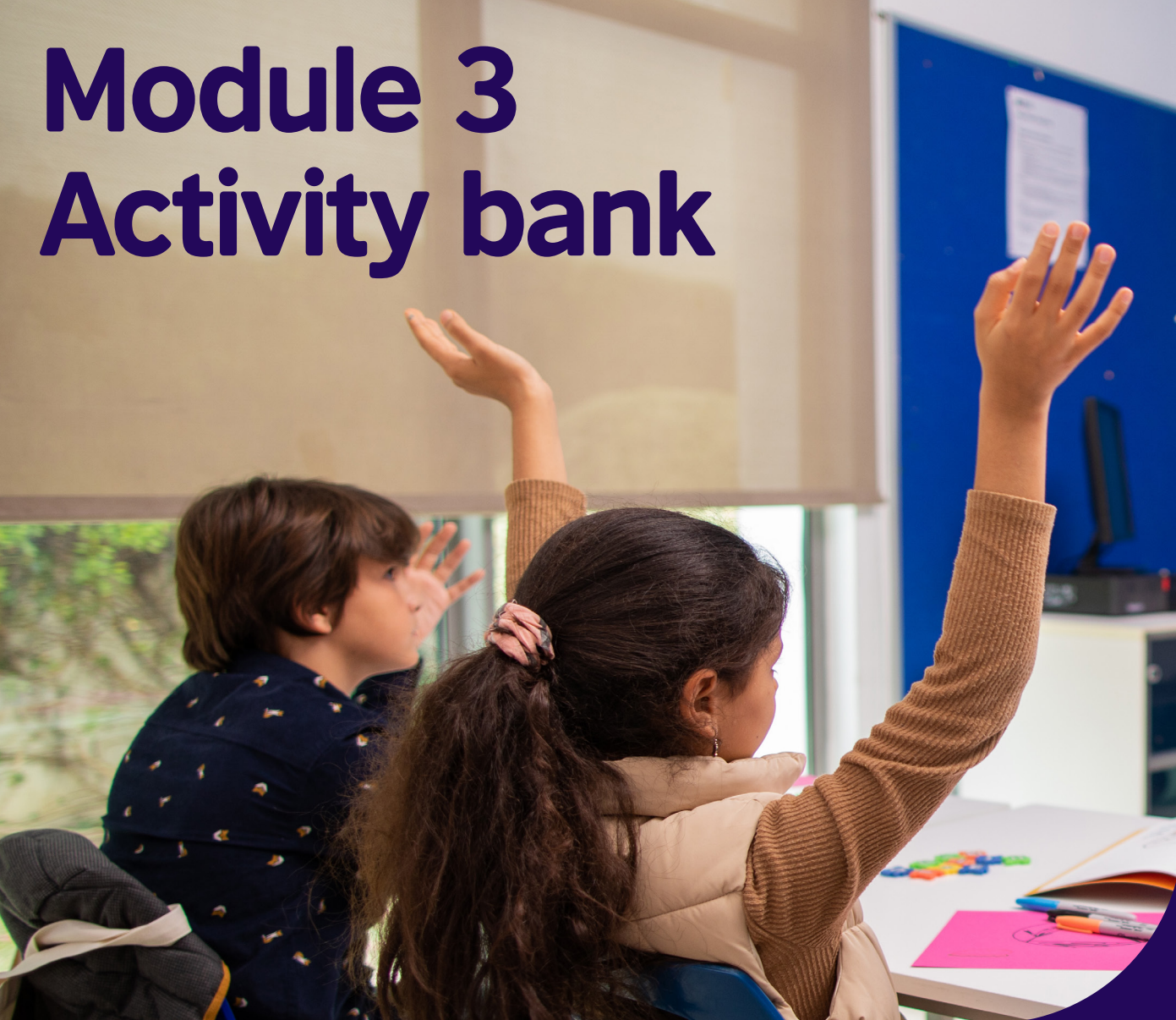
**Something I found difficult:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Module 3

## Activity bank



### Section 1

#### Picture dictation

**Time:** Approx. 25–30 mins

#### Language/Skills outcomes

Ls will be able to:

- build vocabulary by matching pictures with English lexis, i.e. furniture, house parts
- use the structures: There's.../ There are and prepositions of place, e.g. next to, between, on the left, etc.
- describe a room in our house
- develop listening and speaking skills
- check understanding and seek clarification.

#### Life skills

**Effective communication:** listening to and drawing each other's rooms

**Collaboration:** completing the final activity

**Respect for diversity:** learning about differences in the places where we live.

#### Preparation

- Prepare a PowerPoint presentation, first slide showing the title and the following slides showing a house + a house plan/design and then different house parts/rooms and furniture.
- See an article about the housing crisis in the UK [www.bigissue.com/opinion/uk-housing-crisis-analysis-cih/](http://www.bigissue.com/opinion/uk-housing-crisis-analysis-cih/)

## Procedure

1. Get Ls to see the title as a word 'Aly's house' to mentally match it with the topic of the day. Show them the picture of the house and raise their expectations and curiosity to know more.
2. Show them the pictures of the rooms and elicit the room names.
3. Show them Aly's house plan and discuss different house parts/rooms in Aly's house plan. Ask: Where's the kitchen? Where's Imene's bedroom? Etc. to elicit prepositions of place. Write the prepositions on the board.
4. Encourage Ls to name and discuss whatever they can; only interfere when you create a need for the word/idea and they fail to recall/say it in English.
5. Ask simple questions to recycle furniture and prepositions of place, e.g. How many rooms are there...? Do you have a bedroom? Have you got a ...? What is there in your bedroom? Where's your bed? Etc.
6. You can introduce as many house-part words and furniture as Ls are willing to know (e.g. garden, garage, veranda, balcony, hall and sofa, lamp, wardrobe, carpet, fridge, etc.).
7. **Picture dictation:** Tell the class you are going to describe a room in a house. Describe the picture to them. Ask them to draw the room you describe.
8. Ask Ls to compare pictures and tell each other what they got right and what they could improve.
9. Tell Ls: The next activity is a secret and you cannot show or look at your partner's picture. Give Ls a piece of A4 and tell them to draw a plan of a room in their own, or an imagined house, e.g. bedroom or living room and the objects and furniture in the room. They should draw and write the words.
10. **Monitor** and help Ls with any lexis they're not familiar with.
11. Write: There's... and There are... on the board. Put Ls in pairs. Ls take it in turns to describe their rooms and the furniture in their room and where it is without looking at their partner's picture. Ls listen and draw their partner's room. They then change roles.
12. When the first L has finished describing, they compare their pictures to see if they're the same. Repeat for the second L.

## Classroom management tips

The activity suits any seating arrangement as long as Ls can see the projection of the PowerPoint presentation.

Vary conversation-models from T-Ls to L-L as soon as Ls are ready to ask each other about their houses, e.g. Do you have...? How many... do you have? Have you got a garden?

It is best for Ls to use their notebooks so their partner cannot see their picture or put the paper on a textbook and hold the picture in front of them.

### **Differentiation**

Vary the questions according to Ls' language level and confidence, from yes/no questions to wh- questions until Ls take the lead and start asking each other.

### **Extension**

Ask Ls if our houses are similar or different from other people's. **Elicit** different kinds of places to live (e.g. one-bedroom, flat, tent, country home, etc.). Discuss if they think Peter's house is the same as or different from Aly's. Ls may be inclined to think it's very different. Explain some people in the UK and other European countries may also be homeless or live in shared accommodation or in one-room flats, e.g. bedsits.

### **Tech option**

Data projector or a tablet/PC (computer) to show Ls images on PowerPoint

## **My dream house**

**Time:** Approx. 30–40 mins

### **Language/Skills outcomes**

Ls will be able to:

- use in / on the right / on the left / in the middle / between / in front of / next to / near, etc.
- describe rooms in a house using adjectives
- practise writing questions to find out about similarities and differences in each other's houses
- develop fluency and personalise the target language.

### **Life skills**

**Communication:** language for talking about similarities and differences, e.g. Me too! My bedroom is different...

**Respect for diversity:** learning about similarities and differences between our houses.

### **Preparation**

PowerPoint presentation of pictures of a house design and furniture.

### Procedure

1. Show the house design and discuss simple facts: number of rooms and what they are. Ask: Is it a small or a big house? Is it like yours? (You can personalise and add more.)
2. Ask about the location of each room to create the need for the targeted expressions which may be initiated by leading Ls or introduced by T after miming them and no one answers, e.g. on the right/left, in the middle, next to.
3. Discuss with Ls what is in each room. Start with easy items like chairs, etc. and use the expressions in/on/next to/in front of/between, etc.
4. Personalise the questions by asking confident leading Ls about their houses and where their bedrooms are.
5. Ask Ls: What's your bedroom/living room/kitchen like? and **elicit** adjectives on the board to describe rooms, e.g. big, small, comfortable, sunny, etc.
6. Write the following prompts on the board and ask Ls to write full questions to ask their classmates.  

What / living room / like?  
What / there / bedroom?  
Where / kitchen / your house?



What / bedroom / like?

Where / parents' / bedroom?

7. Feedback: check answers with the class and **choral drill**:

Answers:

What's your living room like?

What is there in your bedroom?

Where's the kitchen in your house?

What's your bedroom like?

Where is your parents' bedroom?

8. Give Ls 5 mins to answer the questions in their notebooks individually. **Monitor** and help where needed.
9. Ask Ls to **mingle** and ask their partners the questions to find one person with the same answers as them. When they find someone, they write their name next to the question.
10. Ask Ls what they found out. Whose house is similar to theirs?

### Classroom management tips

The activity suits any seating arrangement as long as Ls can see the projection of the PowerPoint presentation.

Demonstrate the **mingle** with two strong Ls in front of the classroom. **Elicit** some expressions to talk about similarities and differences on the board.

### Differentiation

Challenge: Ls may describe their house orally (speaking) before assigning the writing task.

### Extension

Conversation models can vary from T-L to L-L (pair work).

### After the activity

Gap-filling task: Ls are given a gapped paragraph and a picture of a house plan and they are asked to fill in the blanks based on the house design.

Writing: Ls write a paragraph to describe their houses and what they have in each room, or just their bedrooms.

### Tech options

Data projector or a tablet/PC (computer) to show Ls the PowerPoint

Ls draw a house plan and record an audio or video describing their house on **Seesaw**.

## Section 2

### Find someone who

**Time:** Approx. 40 mins

#### Language/Skills outcomes

Ls will be able to:

- revise vocabulary about international dishes
- revise the formulaic language chunks: Have you (ever) tried...? and Would you like to...? to talk about past and future experiences
- express likes and dislikes about food
- develop fluency and listening skills.

#### Life skills

**Communication:** language for expressing likes and dislikes about food, e.g. I love it! It's really nice. It's OK. I hate it!

**Respect for diversity:** learning about food from other countries that is different from ours.

#### Preparation

PowerPoint with visuals of different dishes from Arabic and other countries, e.g. falafel, ramen, sushi, baba ganoush,

fish and chips, spaghetti bolognese, etc.

#### Procedure

1. Ask Ls what their favourite dishes are. **Elicit** the names or show visuals, elicit the country they're from and the ingredients for the dish, e.g. sushi – Japan, fish and rice.
2. Pre-teach, recycle and consolidate expressions for expressing likes and dislikes, and adjectives to describe food, e.g. sweet, sour, tasty, salty, delicious, disgusting, etc. Ask Ls if they like the dishes in the pictures and how they would describe them.
3. Draw a grid on the board for Ls to copy and ask them to complete it with eight dishes from the pictures or any others they know. They should include a combination of Arabic food and international food.

Example grid

Have you tried...?	
Dish	Name
Ramen	
Kapsa	
Spaghetti bolognese	
Kubbeh	
?	
?	
?	
?	

### Classroom management tip

Demonstrate the activity in front of the class before you begin the 'Find someone who...' activity:

- Ask two volunteers to come to the front of the class. **Model** the question: Have you tried ramen? and **elicit** the short answers: Yes, I have or No, I haven't on the board (speech bubbles are very effective).
- **Model** a follow-up question with each L (depending on the L's answers). Examples:

Yes – Do you like it? Why?/Why not?

No – Would you like to?

Example dialogue:

T: Have you tried kubbeh?

L1: Yes, I have.

T: Do you like it?

L1: I love it! It's very tasty!

- If Ls say 'yes', write their names in the column 'Name'.
- Then ask Ls to ask you the questions:

Example dialogue:

L2: Have you tried sushi?

T: No, I haven't.

L2: Would you like to?

T: I don't know... it looks salty.



- Ask for two more volunteers. Get the whole class to ask the volunteers the question Have you tried...? and the follow-up questions: Do you like it? or Would you like to...? all together with a different dish. Again, write their names next to the dish if they say 'yes'.
  - Repeat with two different Ls, this time they ask each other in front of the class. Prompt them to use the language for likes and dislikes and the adjectives to describe food. Repeat as many times as necessary until they feel confident about what they need to do and the language they need to use.
4. Ask Ls to **mingle** and ask the question Have you tried...? until they find one person who has tried each dish. When they do, they write their name down. Ask Ls to do this as quickly as possible.
  5. **Monitor** and prompt Ls to ask follow-up questions and use the language for likes and dislikes. Stop the activity when most Ls have finished. They may not find someone for every dish and that's OK.
  6. Ask Ls what they found out, e.g. Mohammed has tried... He likes it a lot. He thinks it's delicious!

### Extension

Ask Ls which dishes they haven't tried, which they would like to try, and why. Discuss which foods from other countries they have tried and which are the tastiest.

### Interviewing Uncle Hedy

**Time:** Approx. 45 mins

### Language/Skills outcomes

Ls will be able to:

- build vocabulary related to farm animals and vegetables
- use present simple tense question forms
- develop speaking and listening skills for negotiation.

### Preparation

- Data projector and loudspeakers
- PowerPoint presentation with pictures of Uncle Hedy, farm animals and vegetables, e.g. beef, lamb, chicken, dates, carrots, potatoes, etc.

### Procedure

1. Show Ls a picture of a farm. Show pictures of some farm animals and vegetables and **elicit** what we feed farm animals, e.g. We feed chickens grain. We feed cows grass.

2. Show a picture of Uncle Hedy. Lead a discussion about farm life and how difficult or pleasurable it might be for Uncle Hedy. **Elicit** key vocabulary, e.g. it's hard work / look after animals / get up early, etc.
3. **Elicit** problems Uncle Hedy may have farming. Discuss what Ls think the causes and effects are.
4. Put Ls into groups of four, then two pairs. One pair is A, the other is B. Pair A will be Uncle Hedy, pair B a journalist. Pair B write six questions to ask Uncle Hedy about the problems he has and what he does to prevent/reduce them. The questions should be in the present simple, e.g. Do you have problems with wildfires? What do you do to prevent droughts? Pair A make notes about what they do to be more environmentally friendly, e.g. don't use too much water, eat local vegetables, etc. **Monitor** and help Ls with language and question forms.

#### **Classroom management tip**

Make groups as mixed-ability as possible so that Ls can support each other with lexis, question forms, etc.

5. Regroup Ls into new pairs: A + B or you could put two pairs together, depending on the level of the Ls. Journalists ask Uncle Hedy their questions and Uncle Hedy answers them.

6. **Monitor** and support.
7. Feedback: ask journalists which of Uncle Hedy's ideas were interesting or helpful for the environment.

#### **Extension**

Ls can act out their interviews in front of the class.

#### **After the activity**

If there is time, you could do some **cold error correction** on the board

#### **Tech option**

Data projector and speakers

## Section 3

### Role play at a souvenir shop

**Time:** Approx. 40 mins

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

Ls will be able to:

- practise listening for gist and specific information
- learn vocabulary related to markets and shops
- focus on language used for shopping
- develop spoken transactional skills in a shop.

**Life skills**

**Communication:** useful transactional language for shopping

**Respect for diversity:** learning about traditional souvenirs and gifts from our country and the UK.

**Preparation**

- PowerPoint presentation (with pictures of a market in Tunisia, different shops in a market and UK souvenirs) and Module 3, Section 3 audio file
- Strips of paper: 7 per L
- Write the following sentence stems from the dialogue between Peter and the shopkeeper below on the board or PowerPoint:
  1. Here you go.
  2. How much is it?
  3. Can you give me a discount if...?
  4. OK, I'll take it
  5. I'm looking for some....
  6. Can I get two for...?
  7. That's a bit expensive.

**Procedure**

1. Show Ls the picture of a market place. Ask them how often they go to the market and what they usually buy. Get them to speak about market days in their regions/places, e.g. What day is market day in...?

2. Show visuals, **elicit** different shops in a market and write them on the board, e.g. shoe shop, souvenir shop, clothes shop, etc.
3. Tell Ls Peter and Aly are visiting the local market because Peter wants to buy things to take back for his family in the UK. Ask them to predict what Peter will buy.
4. Ask Ls to listen to the dialogue in the market and say which shop Peter and Aly are shopping in. Play the recording. (Answer: souvenir shop)

**Transcript**

- Narrator: Module 3, Section 3, Listening 1. Listen to Aly and Peter talking to a shopkeeper at a local market in Tunis.
- Aly: Here we are, Peter. This shop has what you're looking for.
- Peter: Great! I hope I can find something nice for my family.
- Shopkeeper: Welcome! How can I help you today?
- Peter: Uh, hi. I'm looking for some traditional gifts. Can you help me?
- Shopkeeper: Of course! What kind of things are you looking for?
- Peter: Hmm, I need something for my mum, my dad, and my sister. Do you have any suggestions?

- Shopkeeper: Sure! For your mum, how about a beautiful, hand-painted plate?
- Peter: Oh, that's nice. How much is it?
- Shopkeeper: It's 30 dinars.
- Peter: Hmm, 30 dinars... That's a bit expensive. Can you lower the price a little?
- Shopkeeper: For you, I can make it 25 dinars.
- Peter: OK, I'll take it. And, uh, what about my dad?
- Shopkeeper: For your dad, maybe a traditional Tunisian hat? They're very popular.
- Peter: Sounds good. How much is the hat?
- Shopkeeper: It's 20 dinars.
- Peter: Hmm... Can you give me a discount if I buy more things?
- Shopkeeper: Alright, if you buy more, I'll give you a good price. How about 15 dinars for the hat?
- Peter: That's better, thanks. Now, I need something for my sister.
- Shopkeeper: We have beautiful bracelets. Look at these! They're very colourful.
- Peter: Wow, they're pretty! How much for one?
- Shopkeeper: Each bracelet is 10 dinars.
- Peter: Hmm... Can I get two for 15 dinars?
- Shopkeeper: OK, two for 15 dinars.
- Peter: Great! I'll take two bracelets.
- Aly: You got good deals, Peter!
- Peter: Yeah, thanks! So, that's 25 for the plate, 15 for the hat, and 15 for the bracelets... That's 55 dinars in total, right?
- Shopkeeper: Yes, 55 dinars.
- Peter: Here you go.
- Shopkeeper: Thank you! I'll wrap everything for you.
- Peter: Thanks a lot!
- Aly: You did well, Peter. Your family will love these gifts!
- Peter: I hope so. Thanks for your help, Ali.
- Shopkeeper: Have a nice day!
5. Ask Ls what Peter bought. Were their predictions correct? (**Answers: a plate, a hat and two bracelets**) Ask Ls if they can remember how much the souvenirs cost.
6. Ask Ls to copy the 7 sentence stems on the board onto 7 strips of paper and mix them up.
7. Tell them that the sentences on the board are not in the correct order. They listen again and put the stems in the order that they hear them.
- Answer/correct order:**
- 1 = 5. I'm looking for some....
- 2 = 2. How much is it?
- 3 = 7. That's a bit expensive.

4 = 4. OK, I'll take it

5 = 3. Can you give me a discount if...?

6 = 6. Can I get two for...?

7 = 1. Here you go.

8. Ask Ls to imagine Aly is in a souvenir shop in the UK and wants to bring things back for his family when he returns. Show visuals and elicit things we can buy as souvenirs in the UK, e.g. T-shirt, fridge magnets, umbrella, Big Ben, mug, etc.
9. Put Ls in pairs: one is Aly, one is the shopkeeper. They act out the conversation, using the sentence stems on the strips to help them. When they finish, they swap roles. **Monitor** and help with language as needed.
10. Ask Ls what they would buy in the UK to take back home for their families.

### Classroom management tip

Put Ls in pairs to compare their answers after each listening before doing **whole class feedback** to give everyone a chance to get the correct answers.

### Extension

Ls act out their conversation for the class.

### After the activity

Ask Ls if Peter can stay in Tunisia as long as he wants. Elicit the word visa and explain that it isn't legal for visitors to stay after their visa runs out. Ask Ls what might happen if he overstays his visa (a fine, deportation, possibly prison depending on how long he overstays). This could lead to a wider discussion of the causes and consequences of long-term overstay, more commonly called illegal immigration.

Ls are Aly and write a thank-you email to Peter after they arrive back in Tunisia.

### Tech option

Data projector

### Fashion show

**Time:** Approx. 40 mins

### Language/Skills outcomes

Ls will be able to:

- use vocabulary about clothes, accessories and adjectives to describe clothes
- use language for making suggestions and expressing likes and dislikes
- develop speaking and listening skills for negotiation and decision-making.

### Life skills

**Creativity:** designing an outfit and choosing the best creation

**Negotiation and Decision-making:** learning to collaborate to produce a joint design. Useful language: How about...? What do you think about...? Let's have a... Good idea! I like that. OK.

### Preparation

- LearnEnglish article on adjectives and adjective order: [learnenglish.britishcouncil.org/grammar/english-grammar-reference/adjective-order](https://www.learnenglish.britishcouncil.org/grammar/english-grammar-reference/adjective-order)

### Procedure

1. **Elicit** or pre-teach key vocabulary, e.g. fashion show, fashion designer, models, catwalk, etc. and ask Ls what they think the lesson will be about.
2. Ask Ls what fashion shows are about, e.g. fashion designers show their creations, models wear the designs and walk on the catwalk, etc. and if they would like to participate in a fashion show for children or teenagers' clothes.



3. **Elicit** or pre-teach adjectives to describe clothes, e.g. colourful, striped, comfortable, fashionable, soft, etc. Ask individual Ls what the clothes they're wearing are like using these adjectives.
4. Pre-teach 'outfit' and tell Ls they will watch a show-and-tell fashion show (where the models speak!). Show the video and stop at various stages to elicit what the children are wearing and what the clothes are like. At the end, ask Ls to vote for the best outfit.
5. Put Ls in pairs. Tell them they are fashion designers and will design, draw and label two outfits for children or teenagers. They must include accessories and label the clothes with a colour and an adjective, e.g. a fashionable, purple skirt. **Monitor** and help with functional language to ensure they're speaking English.
7. Put each pair with two other pairs (groups of six). In turns, they act out a show-and-tell in front of their group. Watchers clap after each show-and-tell.
8. Ask Ls to say which design they liked and why. You can hold a vote for the best designs.

### **Differentiation**

Depending on the level of the L, they can either just say what they're wearing, e.g. I'm wearing a shirt. or say what they're wearing including the colour and adjective, e.g. I'm wearing a soft, green jumper and comfortable jeans.

### **After the activity**

Ls write a short text about their outfit, e.g. I'm wearing...

### **Classroom management tip**

Pre-teach language for negotiation and decision-making before Ls begin.

**Elicit** and write this on the board. Then **drill** chorally and individually.

6. Tell pairs that they are each wearing one of their outfits. Invite one strong pair to come up to the front and demonstrate. Make sure they say what they're wearing and what the clothes are like. Alternatively, if Ls are struggling, you can model the activity yourself.

### **Tech options**

Ls record an audio or video describing the outfit on **Seesaw**.

## Section 4

### Activity: Birthday card

**Time:** Approx. 40 mins

#### Language/Skills outcomes

Ls will be able to:

- practise making suggestions for an upcycled birthday present for Jane
- develop speaking and listening skills to make a decision
- use linkers: first, then, but, because, and in context
- practise writing a birthday card for Jane.

#### Life skills

**Creativity and critical thinking:** learning about upcycling and designing an upcycled gift

**Decision-making:** useful language for making suggestions, e.g. How about...? Let's have... We could give...

#### Preparation

- You can bring realia (real items) to brainstorm ideas for an upcycled present, e.g. magazines, plastic bottles, old T-shirts, etc.
- Pictures on a PowerPoint of upcycled gifts and sentence stems (see Classroom management tips)
- A4 card, scissors, coloured pencils and glue.

#### Procedure

1. Show Ls the pictures of Jane's birthday party on SB p. 97 and elicit what she's organising (a birthday party).
2. Pre-teach upcycle and elicit why it's environmentally friendly (we use things we no longer need instead of throwing them away). **Elicit** things we can upcycle to make a gift for someone, and use realia if possible, e.g. magazines, plastic bottles, old T-shirts etc.
3. Show Ls the visuals of upcycled gifts and explain how the person made them, **eliciting**/pre-teaching key vocabulary on the board, e.g. cut, tie, sew, stick, fold, etc.
4. Tell them they're guests at Jane's party and they will give her an upcycled present. Put them in pairs and ask them to decide and draw their present. **Monitor** and help with language and vocabulary.
5. Explain that they will now write a birthday card for Jane, telling her about the gift they made for her. Remind them which words we use to link phrases, e.g. first, then, but, because, and, so.
6. Give them some card to fold, to make a birthday card and write on. **Monitor** and help as needed.

**Classroom management tip**

Give Ls the first sentence of the card and some stems on PowerPoint/board to help them write, e.g.

Dear Jane

Happy birthday! Thank you for inviting me to your party. I made a gift for you!

First, I...

Then... and...

I really like it because... but...

Lots of love, xxx

**Differentiation**

**Support:** Ls can write fewer sentences with one or two linkers.

**Challenge:** Ls can be pushed to write sentences using all the linkers.

**Extension**

Encourage Ls to give **peer feedback**.

Ls can colour their drawing of the upcycled gift, cut it out and stick it on the card.

The cards can be displayed on the classroom walls.



**Tech option**

A set of pictures using PowerPoint or any other software

**Jane's birthday dialogue**

**Time:** Approx. 40 mins

**Language/Skills outcomes**

Ls will be able to:

- recycle and use vocabulary related to birthdays
- practise writing skills to contextualise the vocabulary
- listen for specific information.

**Life skills**

**Creativity and Cooperation:** learning to work together to write a dialogue to contextualise the vocabulary learned in previous lessons. Useful language for exchanging ideas e.g. What does...say? How about...? Then Jane says... what do you think? OK!

**Preparation**

- Put vocabulary pictures from SB, p. 91 on a PowerPoint without the words. You can use a snipping tool on your device.
- Module 3, Section 4 audio file.

**Procedure**

1. Ask Ls to look at the pictures on p. 97 in the SB and elicit what happens at the end of the story and why. (Answer: Jane falls asleep during the party because she is tired from all the preparations.)
2. Tell Ls they will listen to how Jane planned for her birthday party. Ask them to note down all the jobs Jane did to prepare that made her so tired – clue: there are six!
3. Play the audio. Then ask Ls to check their ideas in pairs before checking as a class. (Answers: shops for food, tidies up, vacuums the floor, arranges the furniture, dusts the shelves, makes a birthday cake)

**Transcript**

Narrator: Module 3, Section 4, Listening 2

Narrator: Jane is planning her birthday party. She wants everything to be perfect. Today, she is shopping for food.

Narrator: Jane walks through the supermarket, choosing some vegetables, drinks, and ingredients for a cake. She picks up some carrots, crisps, and fresh strawberries.

Jane: Let's see... I need flour, sugar, eggs, and butter for the cake. Oh, and chocolate chips!

Narrator: Jane goes to the till to pay for her groceries.

Cashier: That will be 35 pounds, please.

Jane: Here you go. Thank you!

Cashier: Have a great day!

Jane: Thanks, you too!

Narrator: Back at home, Jane starts tidying up. She vacuums the floor, dusts the shelves, and arranges the furniture. Everything needs to look just right for her guests.

Jane: [sighing] There! All clean and tidy.

Narrator: Next, Jane begins to make her birthday cake. She mixes the ingredients carefully and pours the mixture into a cake tin.

Jane: Oh dear! It's getting a bit late. I'd better hurry up!

Narrator: She puts the cake in the oven and waits patiently.

Narrator: When the cake is ready, Jane decorates it with chocolate frosting and places colourful candles on top.

Jane: One, two, three... I hope I have enough!

Narrator: Soon, the doorbell rings. Jane's friends have arrived.

Jane: Hi everyone! Come on in!

Friends: Happy birthday, Jane!  
Happy birthday, Jane!  
Happy birthday, Jane!

Narrator: The party has started.

Jane's friends are chatting and dancing, enjoying the snacks and cake. As the night goes on, Jane starts to feel very tired. She sits down on the sofa, and before she knows it, she falls asleep.

Her friends smile and laugh, knowing she had a wonderful birthday.

4. Show Ls visuals from SB p. 91 and **elicit** birthday vocabulary that they can remember. You can play a **review** game such as **What's missing**.
5. Put Ls in pairs and ask them to write down any six words they like in their notebook. Tell them not to show other pairs. It's a secret!
6. Ask them to imagine they're at Jane's party. L1 will be Jane and L2 a guest/friend. They should write a dialogue between Jane and her friend using the vocabulary they chose. Pre-teach some useful language for cooperation. **Monitor** and make sure they're including it in the dialogue.

### Classroom management tips

You may want to give Ls the first two lines of the dialogue on the board or PowerPoint to help them get started, e.g.

Jane: Oh hello (friend's name).  
Thanks for coming!

Ahmed: Thanks Jane! Happy birthday! How are you?

Jane: ...

Have mixed-gender pairs where possible.

7. Ask Ls to stand up and practise their dialogue in pairs.
8. Put Ls into groups of four. In their pairs, Ls perform for the other pair. They listen and identify the six words they chose. When one pair finishes, they swap roles. **Monitor** and make notes for **whole class feedback** later.

### Differentiation

**Challenge:** Ls could use a bigger range of vocabulary and/or act without the script.

### After the activity

You could do some **peer correction** on grammar or **pronunciation** errors.

### Extension

If there is time, Ls can perform their dialogue in front of the class and the class guesses the six words.

### Tech option

Dialogues can be video-recorded by the T on their phone and uploaded to **Seesaw** (with parental permission).

## 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.

### Let's review 1

**Time:** Approx. 25 min

### Language/Skills outcome

Ls will be able to:

- recycle there's/there are, and prepositions of place and furniture vocabulary.

### Life skills

**Creativity:** drawing a house plan and developing drawing skills

**Self-management:** language for asking for clarification, e.g. Sorry, can you repeat that, please? Sorry, did you say...?

### Preparation

Coloured pencils, sheets of paper; a correct drawing or slide of the house plan (answer key).

### Procedure

1. Project (high-tech) or copy the following house plan on the board (low-tech) for Ls to copy on a piece of paper.
2. Pre-teach against the wall and the difference between in front of (opposite of behind) and opposite.
3. Tell Ls this is a plan of your house. You will describe each floor and they should listen, draw and colour the furniture in the right place.

### Classroom management tip

Tell Ls this is an opportunity to assess how they are progressing (**Assessment for learning**), so they should do their best to work alone.

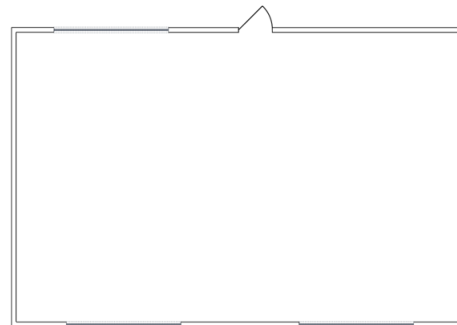
4. Pre-teach some language for self-management and ask Ls to put up their hand and ask you the questions if they need help.
5. Read out the house plan description below and repeat each sentence twice. Ask Ls to ask for help in English if they need more repetitions. Do not give help until they ask in English.

House plan description:

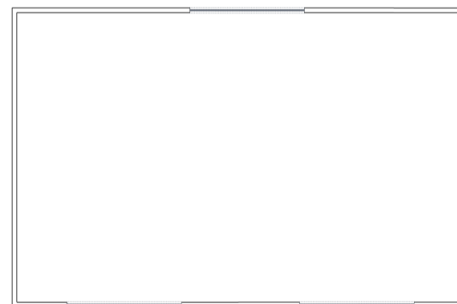
On the ground floor there is a pink sofa against the wall between the two windows.

In front of the sofa, there is a yellow rug.

Opposite the sofa, between the door and the window, there is a TV set.



Ground floor



First floor

Between the sofa and the window, there is a blue lamp.

On the left of the door, near the wall, there is a table.

On the first floor:

Between the back and the right wall, there is a bed.

Next to the bed, there is a brown bedside table.

Against the wall, between the window and the left wall, there is a big cupboard.

Under the back window, there is a black desk.

In front of the desk, there is a purple chair.

6. **Peer feedback:** ask Ls to compare their drawings with a partner. Are they the same or different? What do they think is correct? What are they not sure about?
7. Go through the description again, inviting Ls to the board to draw, or **elicit** and project the answer on a slide.
8. **Reflection:** ask Ls to think about how well they did the task. Ask: What did you do well? Was anything difficult? Do you think you need to review anything? What can you improve? Ask them to make a note in their notebooks. Alternatively, use the **Suitcase, (fridge) Freezer, Magnifying glass AfL** technique.



## Let's review 2

**Time:** Approx. 30 mins

### Language/Skills outcome

Ls will be able to:

- recycle vocabulary related to clothes, possessive adjectives (his/her) and possessive 's'.

#### Life skills

**Creativity:** developing drawing skills

**Problem solving:** language for finding differences, e.g.

L1: In my picture, Ameera's dress is red.

L2: In my picture, her dress is blue.

#### Preparation

Find a boy and girl paper doll image with accompanying cut-out clothes to project on a PowerPoint. Give each child a name, e.g. Ameera and Ahmed.

#### Procedure

1. Show Ls the visuals and tell them to draw Ameera and Ahmed wearing any clothes they like (from the visual or any others they know). When they finish, they colour in the clothes. Tell them this is an assessment so they must not speak or look at/show their drawings to their partner. It's a secret! Use **instruction-checking questions**.

2. Put Ls in pairs. In turns, they describe what their children are wearing and what colour the clothes are, and then find as many differences as they can. When they find one, they mark it on their drawing with a cross or a circle.
3. **Monitor** and make a note on Ls' accuracy for **whole class feedback** later.

#### Classroom management tip

Demonstrate the activity in front of the class before they do it in pairs to ensure they are using possessive adjectives and possessive 's'.

#### After the activity

Give Ls some feedback on their speaking and highlight any errors that need correcting, using **peer correction**.