

Module 5: Person of the year

Project Activity Bank



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Project

Person of the year

Time: Approx. 4 hours

Project learning outcomes

Learners will be able to:

- record notes in class journals documenting actions and special moments related to people who are eligible for the award
- create their own award and list of judging criteria
- negotiate the four main criteria with their group
- create a nomination form
- use research data to select two people to receive the Person of the Year award
- present their award nominations and winners (including justification for their decisions) at an award ceremony
- evaluate and reflect on the project.

Life skills

Empowerment: Ls will understand how they can influence and participate in decision-making

Citizenship: taking part in simulations of community-based elections and nominations for awards increases Ls ability to become decision makers.

Teacher references

This British Council resource provides information about teaching skills and attributes. You could adapt some content to create a list of desirable attributes for Ls to choose from for their person of the year nominations:

www.britishcouncil.jp/sites/default/files/aux51-teaching-skills-global-standard-201204.pdf

Suggested learner materials

- notebooks
- paper for certificates.

Suggested group roles

Project leader: makes sure everyone contributes to the discussion

Research leader: oversees decision-making and nominations, making sure reasons are given

Award ceremony leaders (two: one female and one male): oversee discussion and note their group's ideas.

Gender balance

Ls will nominate both a female and a male person for their awards.

Make sure project leadership roles are divided between female and male Ls.



Introductory video

A short, animated video featuring people at a Teacher of the Year ceremony talking about their favourite teachers.

Transcript

- Reporter: Hello from the Teacher of the Year award ceremony! And hello to students and teachers who are watching from schools across the country. We have lots of teachers and students here again this year. And everyone is excited to see who will get an award. But, before the ceremony starts, let's talk to some students. Hello. What's your name and where do you go to school?
- Yasmine: Erm... Yes. My name's Yasmine and I go to Mahdi school in Tunis.
- Reporter: And have you nominated a teacher for the award?
- Yasmine: Yes. We've nominated our class teacher Mr Ben Ammar.
- Reporter: And why did you nominate Mr Ben Ammar, Yasmine?
- Yasmine: (giggles) Erm. Well, Mr Ben's very kind. Erm. He gives us lots of opportunities to talk and improve our speaking skills. And, he really makes us feel proud of what we can do.
- Reporter: Thanks, Yasmine. And what's your name and where do you go to school?
- Ahmed: Erm... My name's Ahmed and I go to the Mongi Slim Secondary school.
- Reporter: Great, thanks Ahmed. Tell me about your teacher?
- Ahmed: My teacher? My teacher is called Ms Hamila. She's great. She's always so well prepared for class. She tells us the lesson aims and always explains the activities really well. I'm so happy she's my teacher.
- Reporter: Well, thank you for telling us about Ms Hamila, Ahmed. She sounds like a wonderful teacher. I think we just have time to talk to some teachers in the audience too. Hello! What's your name and why are you here today?
- Ms Samira: Oh! Hello. My name's Ms Samira. I'm here because I nominated my friend Ms Nabli. She works in my school. She's always really helpful. She gives me lots of tips, like how to get shy students to join in group discussions. She's the best.

Reporter: Well, I hope Ms Nabli is lucky today. Hello there. What's your name and why are you here today?

Mr Hani: Hello. Yes, I'm Mr Hani, and I'm here because I nominated our teacher Mr Mejri. He's the head of English. He's such an inspiring teacher and his learners are doing very well. They all scored over 80 per cent in the last exams. We're very glad to have him in our school.

Reporter: I think the ceremony is starting now. Let's watch and listen. And good luck to all the teachers!

Host: Hello everyone and welcome. It's good to see so many of you here today.

Viewing tasks

Use the Module 5 video. Work through the tasks below.

Before viewing

1. Introduce the video to the Ls.
2. Ask Ls to think about their favourite teacher. What is special about the teacher? What adjectives would they use to describe her/him?
Nominate Ls to tell the class about their favourite teacher.

While viewing

1. Ask Ls: Where are we and what is happening? Play the introduction to the video up to But, before the ceremony starts, let's talk to some students.

Answer:

Teacher of the Year awards. A reporter is interviewing people in the audience

2. Ask Ls to take notes on who is interviewed, where they are from and who they are nominating. Play the whole video to the end.

Answers:

Yasmine: Mahdi school in Tunis
Mr Ben Ammar

Ahmed: Mongi Slim Secondary school
Ms Hamila

Ms Samira: not mentioned
Ms Nabli

Mr Hani: not mentioned
Mr Mejri

3. Ask Ls to take notes. What are the reasons for nominating each teacher? Play the video again.

Answers:

Yasmine, Mr Ben Ammar: very kind; opportunities to talk; develop speaking skills; makes Ls feel proud

Ahmed, Ms Hamila: great; well prepared for class; lesson aims; explains activities

Ms Samira, Ms Nabli: helpful; gives lots of tips; gets shy students to join in discussions

Mr Hani, Mr Mejri: very effective; learners get 80 per cent in exams

- Keep them short.
- Define the steps. Use words like first, then, next, after that, finally.
- Explain Who, What, and Why.
- Show examples and visuals to support understanding.
- Use gestures.

After viewing

1. In pairs, ask Ls to discuss what they think the criteria for the award Teacher of the year should be. What makes a good teacher?
2. **Elicit** ideas from pairs and write them up on the board.
3. Put pairs together into groups of four. Ask each group to rank the criteria, decide on their top three, and explain why they are choosing them.
4. Ask each group to tell the whole class their answers. Conduct a whole class discussion and decide on the class's top three answers. Alternatively, involve Ls in a **pyramid discussion**.

Classroom management tips

Plan how you are going to give clear task instructions, e.g.

Question and plan

1. Put Ls into groups, e.g. six per group. Allocate groups yourself or use a **grouping** technique.
2. Put the project outcomes on the board. Talk through the outcomes and explain that the final award ceremony will take place on (date).
3. Explain that first they must decide what kind of person they want to award. If necessary, give some possible ideas: student, friend, a person in their community.
4. Tell **Project leaders** they should make sure everyone contributes to the discussion. Groups discuss and come to a decision.
5. Ask **Project leaders** to share their ideas and write them on the board. Conduct a whole class vote to choose which type of person they will award.

Life skills

Cooperation; Negotiation; Decision-making: reach consensus over which category of people to award, the award criteria, and who to give the Person of the year award to

Critical thinking: establish what is important in judging people's attributes

Communication and Participation: Group leaders make sure everyone takes part in discussions.

Research

1. Write the word criteria on the board and explain what it means. Put Ls in pairs, and tell them to discuss and list some criteria for a Person of the Year award. What makes a good xxx? Where necessary, provide one or two examples, e.g. helps others.
2. Put pairs back into their groups. Ask each group to share their ideas and choose their top four criteria. Tell **Research leaders** to oversee the decision-making.
3. Ask each **Project leader** to share their four criteria with the class. Invite each **Project leader** to write their four criteria on the board.
4. Conduct a whole class discussion and decide on the class's top four criteria.

Optional: Use a **poll** to establish the top four.

5. Draw (or project) a simple nomination form template on the board. Ask Ls to copy it into their notebooks. Include:
 - a space for the nominee's name
 - a space to list four judging criteria
 - a space for the Ls to write a very short paragraph about the nominee (using the criteria to help them, e.g. Ms ... is an effective _____ because she...).
6. Tell Ls to complete their nomination forms. **Research leaders** oversee this stage and make sure everyone gives a reason for their nomination.
7. In groups, Ls discuss their nominations and choose two people to give an award to. **Project leaders** oversee the discussion.

Optional: Before the discussion, use a **drill** to introduce and provide practice in useful language for disagreeing politely.
8. **Nominate** groups to share who they want to give an award to and why.

Life skills

Cooperation and Communication: useful language for disagreeing politely, e.g. I think that's a good idea, but... I know what you mean, but...

Nominee: _____	Criteria
Why I am nominating them:	1.
	2.
	3.
	4.

Produce and improve

1. Draw a simple award certificate on the board. Include the award title: xxx of the year award; space for the person's name; space to say why they are getting the award.
2. Give out two sheets of paper to each group. Tell groups to create two certificates for the people they want to give an award to. Ask groups to discuss and decide who will do what during the ceremony.

Award ceremony leaders oversee the group discussion:

Who will open the ceremony and what will they say?

Who will introduce award winners and what will they say?

Who will give out the certificates and what will they say?
3. Ask **Award ceremony leaders** to share their group's ideas and note them down on the board. Then conduct a class discussion to decide who is doing what. Ensure that as many Ls as possible can be involved.

Who will accept the awards and what will they say?

Who will close the ceremony and what will they say?

Perform

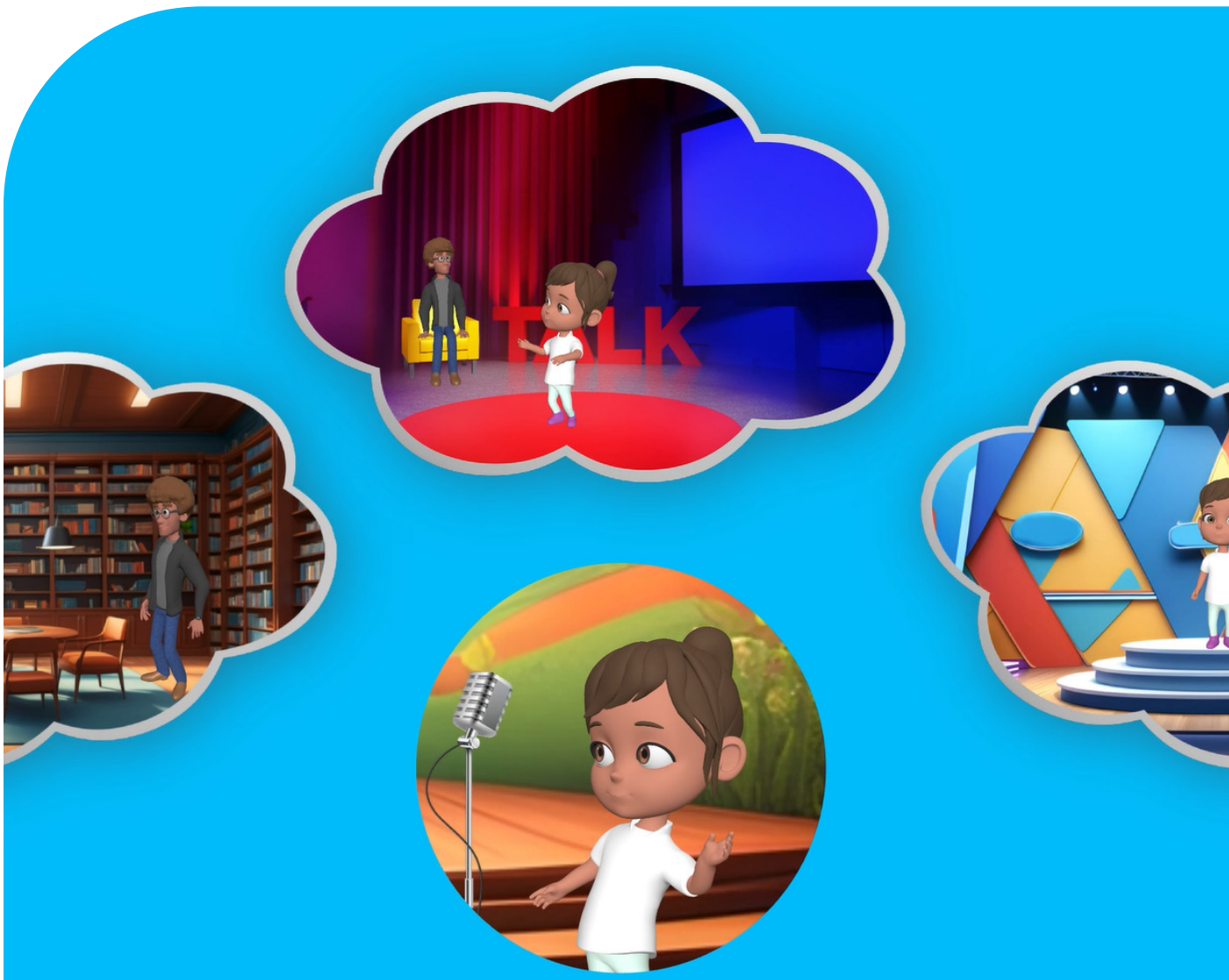
Award ceremony leaders oversee a rehearsal of the ceremony to make sure everyone knows what they are doing. Ls host and conduct the award ceremony.

Evaluate and reflect

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

Life skills

Resilience and Empathy: Ls build confidence and resilience by taking on leadership roles during their project; they work together, support each other and respond to each other's needs.



Module 5

Activity bank



Section 1

Spot what's the same or different

Time: Approx. 15 mins

Language/Skills outcomes

Ls will be able to:

- use different prepositions (on, in, between, behind, in front of, under) to describe object location in the classroom during a 15-minute speaking activity.

Life skills

Communication: Ls compare information in pictures to identify what is the same and what is different

Cooperation: Ls work together to identify similarities and differences in pictures of a classroom

Empathy: promoting diversity by encouraging Ls to notice and accept similarities and differences.

Preparation

- Prepare materials that Ls will need for the activity: notebooks, pencils/pens.
- For the Variation: two pictures (picture A and picture B) of a classroom featuring target vocabulary. Pictures A and B should be nearly the same, but with some differences in where objects are placed. E.g. in picture A, there is a pen next to a book on the teacher's desk; in picture B, there is a ruler next to a book on the teacher's desk. Create the pictures to photocopy or find examples on the Internet from trusted sites.
- L1 says an object from the list on the board, then describes where it is in their picture.
Example: book – In my picture, there's a book on the teacher's desk.
- If L2 has put the object in the same place in their picture, they say Same! If they have put it in a different place, they say Different! and explain where it is. E.g. In my picture, the book's on a table at the front of class.
- L2 then describes where another object is in their picture and L1 responds.
- Repeat until they have described where all the objects are.

Procedure

1. **Elicit** a list of classroom objects from Ls and write them on the board (target vocabulary from Module 5, Section 1).
2. Tell Ls to quickly draw a picture of a classroom in their notebook, and add all the objects from the list.
3. When Ls have finished, put them in pairs (L1 and L2).
4. Explain the activity. The aim is to describe where objects are in their pictures, using prepositions.
 - Pairs sit facing each other and hold their picture so that their partner can't see it.
5. Demonstrate two examples with a confident L.
6. Start the activity. Circulate, **monitor** and support.

Differentiation

Support: Ls write sentence starters on the board, e.g. In my picture there is/ there are... and a list of prepositions they can use.

Challenge: Ls put additional objects in their picture (not featured in the Student book).

Classroom management tips

Give clear and concise instructions.

Give time reminders.

Circulate and ensure that all Ls are engaged. Support any Ls who are off-task.

Variation

Instead of Ls drawing their own pictures, give pairs the pictures you prepared before class: L1 picture A; L2 picture B.

After the activity

Nominate a pair to come up and write their sentences for one of the objects on the board. Then do a show of hands for Ls who had the same sentence or different. Where there are any errors, **elicit** corrections from classmates.

Repeat with a few pairs, as time allows.

Preposition basketball

Time: Approx. 15 mins

Language/Skills outcome:

Ls will be able to:

- Ls will be able to use prepositions of place in different contexts.

Life skills

Communication: articulating ideas clearly, e.g. explaining where an object is, using prepositions of place

Participation: listening to and following instructions to take part in a team game

Cooperation: working together to gain the most points and win the game.

Preparation

(idea adapted from teachingenglish.org.uk)

- Choose five or six real objects that Ls are familiar with. They can be classroom objects or other objects that you bring into class. You will need one set for each team.
- Scrunch up some paper to create a ball. You will need one ball for each team.
- You will need a small box/basket/container for each team. It should be big enough for Ls to throw the ball into.

Procedure

1. Put Ls into two teams.
2. For each team, group the sets of objects on desks and place a basket in the middle of the objects. Space the objects out.
3. Explain the activity:
 - Ls line up in two teams facing their set of objects. The L standing at the front must be near enough to have a chance to get the ball in the basket, but also, far enough away that they could miss.
 - The L at the front of the team throws the ball and tries to get it in the basket. If the ball goes in, and they can describe correctly where the ball is: The ball is in the basket, they get three points for their team. If they miss, then they must describe where the ball is, using prepositions of place, e.g. The ball is behind the red book, next to the apple. They get three points for a correct description.
 - The L at the front collects the ball, gives it to the next L, then goes to the back of the line.
 - The next L throws the ball. If it goes in the basket and they can describe where it is, they get



three points; if they miss, they describe where the ball is.

- Repeat until time is up.
4. Either note down any errors in preposition use and offer bonus points for correction later, Or ask the other team if the description is correct.
- If it is correct, and they say it is correct, they get a bonus point.
 - If it is correct and they say it is incorrect, they lose a point.
 - If it is incorrect and they say it is incorrect, they get a bonus point.
 - If they can say the correct version of an incorrect sentence, they get a bonus point.
 - The team with the most points wins.

You don't have to explain the point system in advance as this will take too long and be too confusing. Let them discover how to earn bonus points by doing the activity.

Classroom management tips

Ensure there is enough room for Ls to move about and take part in the activity.

Demonstrate the activity with a confident L before you start the game.

With larger classes: put Ls in groups around tables. Scatter the objects on the tables and place the basket in the middle.

The Ls must be near enough to have a chance to get the ball in the basket, but also, far enough away that they could miss. Ls take it in turns to throw the ball into the basket – as per the main version.

After the activity

If you noted errors rather than apply the additional points, write some of the common errors you heard on the board. Explain that each one needs correcting. **Elicit** corrections from Ls and give bonus points for correct corrections.

Differentiation

Support: write a list of prepositions on the board for Ls to refer to during the activity.

Challenge: Ls use at least three prepositions to describe where the ball is.

Encourage Ls to support and give suggestions.

Section 2

Hot adverbs

Time: Approx. 15 mins

Language/Skills outcomes

Ls will be able to:

- use previously learned adjectives from their vocabulary lists to create new adverbs while playing a game.

Life skills

Critical thinking: revisiting adverbs and using in a different context, e.g. describing how someone is dancing

Self-management: building self-confidence in new situations, e.g. performing in front of classmates

Resilience: managing being the centre of attention, e.g. standing in the middle of a circle and performing for classmates.

Preparation

- Before class, create a list of adjectives that you can project or write on the board. Examples: slow, quick, quiet, shy, careful, bad, loud, sad, beautiful, soft
- Create a list of sentence starters, e.g. Peter cooks... I sing... Aysha plays football...
- Paper balls for each group (recycle pieces of paper and scrunch them into balls)
- A means of playing music, e.g. your phone and a speaker.

Procedure

1. Using a **grouping** technique, put Ls into groups of 6–8. If there is space, get the groups to stand in circles.

Optional: groups sit around tables, with space for each L to stand up

2. Write or project the list of adjectives you prepared on the board.
3. Write this sentence starter on the board: Peter moves...
4. Explain the game:
 - In groups, Ls pass the ball to the person sitting or standing next to them. They continue passing the ball while the music plays.
 - When the music stops, you point to an adjective on the board.
 - The Ls holding the ball move to the centre of their circle/stand up.
 - The Ls standing in the middle/standing up say the sentence starter on the board plus the adverb form of the adjective. Example: quick - Imene moves quickly. Then the Ls perform the movement.
 - Group members listen and watch. If they think the L is correct, they stay in. If they think the L is incorrect, they are out.

- Put another sentence starter on the board.
 - The game continues until all the adverbs have been used, or until there are no Ls left in the game.
5. Demonstrate the activity with one or two confident Ls.
 6. Start the game. Note down any adverbs that Ls have difficulty pronouncing.

Differentiation

Support: before the activity starts, **elicit** the target adverbs by getting Ls to create them from adjectives. Write them on the board.

Challenge: Ls think of another adjective/adverb that they can use. You could also get them to come up with their own sentence starters.



Classroom management tips

Before the game starts:

- Write the form on the board:
adjective + ly = adverb
- Give clear and concise instructions.
- Ensure groups are balanced for gender and ability.

During the game, make sure Ls who are out do not take the ball as it is passed around.

Variation

If you are not able to play music, encourage Ls to pass the ball quickly to create a sense of urgency. Or, if Ls all know a song, get them to sing the song while they pass the ball. Use something to make a loud sound when you want them to stop, e.g. clap your hands or beat the desk like a drum.

After the activity

Write the adverbs you noted down on the board. Write the sound symbols next to the adverbs. **Elicit** the correct pronunciation.



Best behaviour (group discussion)

Time: Approx. 10 mins

Language/Skills outcomes

Ls will be able to:

- describe good and bad behaviour
- conduct interactions that promote self-awareness, empathy and respect
- create a supportive and productive classroom atmosphere.

Life skills

Empathy: identify good and bad behaviour and how that behaviour affects other people; highlight how a person's behaviour impacts others; encourage attitudes and behaviour that develop responsible citizens

Critical thinking: analyse how behaving appropriately is part of being a good citizen

Cooperation: show respect for others by behaving in a way that doesn't have a negative impact on them.

Preparation

- Before class, prepare examples of good and bad classroom behaviour on slips of paper (recycle paper where possible). Examples: listening when someone is speaking; sharing materials; using a phone during class; speaking out of turn, etc.

- Make a bundle of examples of good and bad behaviour for each group. You will need at least one slip for each group member and preferably more.

Procedure

1. Using a **grouping** technique, put the class in small groups, e.g. 4–6.
2. Give each group a bundle of slips containing examples of good and bad behaviour. Ask **concept-checking questions** to ensure Ls understand the examples in each bundle.
3. Model an idea, e.g. speaking out of turn.
4. Ask groups to put the bundle of slips in the middle of the table, face-down.
5. Write the following questions on the board:
Is the behaviour good or bad?
How does it affect others in the classroom?
What can you do to encourage or stop this behaviour?
6. Explain the activity:
 - Each group member takes a slip from the bundle.
 - Group members take it in turns to read out what is on their slip of paper. The group discusses the behaviour using the questions on the board to guide them.

7. Ask **task-checking questions** to ensure everyone knows what to do.
8. Circulate, **monitor** and support as necessary.

Differentiation

Support: provide sentence starters or prompts. Example: I think this is good behaviour because... / I think this is bad behaviour because...

Classroom management tips

Arrange seating face-to-face, or in small circles, to facilitate group discussions.

Ensure Ls can easily face each other and communicate without shouting.

Tolerate productive noise.

Encourage peer support, e.g. Ls support each other in understanding unfamiliar words and phrases.

Variation

1. Give each group a set of blank slips of paper (two slips for each group member). Ask Ls to write examples of good or bad behaviour on each slip. Alternatively, they could write them in their notebooks and tear the slips out.
2. When they have written their examples, get them to sort them into two groups: good and bad.

3. When a L places a slip in a group, the others ask the questions: How does it affect others in the classroom? What can you do to encourage or stop this behaviour?
4. After they have placed all their ideas in the groups, get them to add more to each list.

After the activity

Write this question on the board: What behaviour makes a good citizen? Check that Ls understand the word citizen.

Conduct a quick class shout out.

Nominate Ls to share their ideas.

Extension

1. List on the board one or two role-play scenarios based on the examples of good and bad behaviours discussed in the initial activity. Examples: a student offering to help another student with a task; a student using their phone while the teacher is speaking.
2. Pairs decide who will be the student and who will be the teacher.
3. Pairs do the role play.
4. If time, pairs perform their role play for another group.

Section 3

Can/Can't cards

Time: Approx. 10 mins

Language/Skills outcomes:

Ls will be able to:

- ask permission to do something
- give or deny permission
- use 'can' to ask for and give permission.

Life skills

Communication: Ls role play two-way dialogues between a parent and child

Participation: active listening during a role play and responding to a request for permission

Empathy: showing sensitivity when giving negative responses, e.g. refusing permission.

Preparation

- Prepare a list of activities to write on the board. Make sure the activities are familiar to the Ls. Examples: watch television, go out with friends, play football, play video games, make a cake, use the computer, go to the cinema, go to the shop, go swimming.

Optional: If resources are available, create picture cards depicting the activities (free downloadable icons from thenounproject.com).

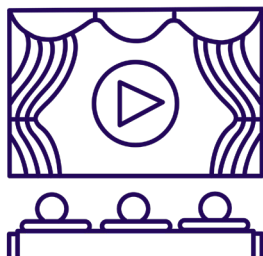
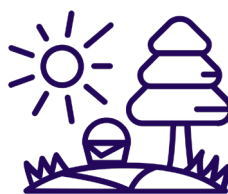
- Prepare a list of scenarios on the board, e.g. living room, kitchen, on the beach, in the park, in the car, in the garden, walking to school, in the library.
- Prepare small pieces of paper or card (recycled where possible) – six per pair.
- Prepare a list of prompts to support Ls during the activity, where necessary.

Procedure

1. Using a **grouping technique**, put Ls in pairs and name them child and parent.
2. Give each pair six small pieces of paper or card. Tell them to write can on three pieces of paper and can't on the other three pieces of paper. Then mix up the cards and put them face down between them.
3. Write the list of activities on the board, or show the images.

Optional: Elicit some activities that Ls do outside school and write them on the board. Write the list of scenarios on the board, or show the images. Write some time expressions in a bubble, e.g. this afternoon, tomorrow, after lunch, later, at 5 o'clock, etc.

4. Explain the activity:
 - Pairs choose an activity from the board and imagine they are in one of the scenarios on the board.



- Children ask the parents' permission to do the activity. Parents pick up a can/can't card and give or deny permission, according to which card they pick up. When asking for permission, Ls must use can + an activity + a time expression, e.g. Can I play video games with Aly tomorrow? Can Aysha and I go to the library at 5pm? When giving or denying permission, Ls must use can or can't. Ls swap roles and repeat for another activity on the board.
- Pairs continue swapping roles until they have used all the can/can't cards.

5. **Model** an example with a confident L. Example: Scenario: walking to school – Child: Mum, can I go to the cinema this afternoon with my friends? Mum: Yes. Of course you can Ahmed. (can card) / Sorry. No, you can't Ahmed. (can't card).
6. Start the activity. Circulate, **monitor** and support Ls.

Variations

Set up different stations around the classroom, each representing a different scenario (e.g. a 'living room' for watching TV, a 'kitchen' for making a cake, etc.). Ls choose a scenario and move to the station to do their role play.

Instead of writing a list of activities or putting the images on the board, give out picture activity cards.

Differentiation

Support: write prompts on the board to support Ls. Example: Child: Can I + activity + time expression. Parent: Yes, of course you can. / Sorry, + can't.

Challenge: encourage Ls to extend their role plays with more turns (see Extension example).

Classroom management tips

Give clear, concise instructions. Ask **task-checking questions** to make sure all the Ls know what to do.

If you use scenario stations, ensure there is space for Ls to move around, and space for more than one pair at a station.

After the activity

Use a **drill** to provide additional practice in the **pronunciation** of can and can't. Highlight the different intonation in giving permission and denying permission. The voice starts higher in giving permission and starts lower in denying permission.

Extension

Tell pairs to write a short dialogue using one of the activities they used in the *can/can't* role play. Encourage them to add more information. If necessary, provide an example:

- Mum: Hi Ahmed. How was school?
 Ahmed: Great thanks, Mum.
 Mum: What did you do today?
 Ahmed: We had Maths and English this morning. Then we had Geography after lunch.
 Mum: Have you got your school bag?
 Ahmed: Yes. Mum? Can I go to the cinema with my friends this afternoon?
 Mum: Do you have any homework?
 Ahmed: Yes I do.
 Mum: Then you can't go to the cinema!
 Ahmed: OK, what about tomorrow?
 Mum: Maybe... If you don't have any homework!

Storytime – 5 words

Time: Approx. 20 mins

Language/Skills outcomes

Ls will be able to:

- practise using long and short vowel sounds in the context of a story
- develop their ability to differentiate between sounds.

Life skills

Decision-making: Ls choose 5 words from a list and create a story around the 5 words

Communication: listening actively during a group task and responding appropriately

Empathy: understanding the needs of others during group activities and offering support.

Preparation

- Write a list of target words from Section 3 on the board: Examples: book, courtyard, dirty, flowers, garbage, library, pupil, raise, rarely, responsible, rich, throw, tidy, together, voluntary, understand.

Optional: Write 5 words from the list on a piece of paper for each group. Make sure you muddle up the words, so groups don't have 5 words the same. You can also use visual or aural cues.

- Ls will need their notebooks.

Procedure

- Using a **grouping technique**, put Ls in group of 4–6. You will need an even number of groups.
- Write the target list of words on the board.
- Explain the activity:
 - Each group must choose 5 words from the list on the board. Or give each group a piece of paper with 5 words on it.
 - Groups brainstorm a quick story, incorporating their 5 words. They cannot change their 5 words.
 - When they have formulated their story, they write notes to help them remember the story.
 - Groups tell another group their story. The listening group must guess/spot what their 5 words were.
- Ask **task-checking questions** to ensure the Ls know what to do.
- Tell groups to brainstorm and write notes on their stories. Tell them how long they have at each stage. Remind them that it should be a quick story that takes a maximum of 2 or 3 minutes to tell.

- Circulate, **monitor** and support.
- Number groups 1, 2, 3, etc. Group 1 tells Group 2 their story. Group 3 tells Group 4 their story, etc. Listening groups try to guess the 5 target words.

Differentiation

Support: choose more accessible words to use in a story, e.g. book, dirty, pupil, garbage, throw

Challenge: Ls identify long or short vowel sounds in their 5 words. Ask them to think of other words with the same sound that they can also use in their story.

Classroom management tips

Put Ls in mixed-ability groups, and use **differentiation** strategies to ensure individual Ls achieve the best outcome for them.

Give clear concise instructions and time reminders to ensure Ls achieve the target outcomes.

After the activity

- Draw six columns on the board. Write a sound, featured in the list of target words, at the top of each column (see below).

/ɜ:/ (bird)	/ɪ/ (sit)	/aɪ/ (climb)	/əʊ/ (show)	/aʊ/ (power)	/ʊ/ (look)

2. If your Ls are not familiar with the sound symbols, write a word with the same sound (not on the list) at the top of each column next to each sound. Put the letters that make the sound in bold.
3. **Nominate** one group to write any of their 5 words (that contain any of the sounds on the board) in the correct columns. Model as necessary.
4. When the group has finished, **elicit** corrections for any words that are in the wrong column. Repeat until all groups have added their words.

Suggestion race

Time: Approx. 10 mins

Language /Skills outcomes

Ls will be able to:

- make suggestions
- recycle vocabulary.

Life skills

Communication: suggesting ways to care for a communal space, e.g. school

Participation: building self-confidence by contributing ideas during a group activity

Cooperation: working together to unscramble sentences; building a sense of community by encouraging Ls to work together; being inclusive.

Preparation

- Write a list of five suggestions about caring for the school. Then scramble the words in each suggestion for Ls to reorder. See example below.
- Write the five scrambled suggestions on separate strips of different coloured paper (see example below). Ensure there is space to write underneath. You will need one set per group.

Answers:

What about putting plastic bottles in a green bin?

Let's collect waste paper from the school courtyard.

I suggest painting the school walls together.

How about planting trees and flowers (flowers and trees) in the school garden?

Why don't we collect litter for recycling?

- Make sure there is enough space for Ls to move around and clear away any obstructions.

Example

1	bottles – about – what – bin – plastic – green – putting – in – a?
2	courtyard – collect – from – paper – from – let's – waste – the school
3	painting – walls – together – suggest – the school – I
4	and – the school – planting – in – about – trees – how – garden – flowers
5	we – why – litter – don't – recycling – collect – for?

Procedure

- Using a **grouping** technique, put Ls into groups and ensure all group members can see the strips of paper they will work with.
- Explain the activity. The aim is for Ls to reorder words to create a suggestion.
 - Put the bundles of coloured strips on a desk at the front of the class – one bundle per group.
 - One L from each group comes to the desk, picks up suggestion strip 1 and takes it back to their group.
 - Groups work together to put the words in the correct order and write the suggestion on the strip.
 - When a group has finished, one team member brings the strip back to the teacher.
 - If the suggestion is correct, the team member takes strip 2 back to their group to unscramble. If it is incorrect, they try again.
 - The first group to successfully complete the five suggestions wins the game.
- Ask **task-checking questions** to make sure everyone knows what to do.
- Start the activity.
- Check the suggestions that Ls bring to the front as they complete them. Do not correct them, but tell them how close they are: nearly there; one more correction and you are done; Oh, you need to do a lot more work on this one!
- Stop the activity when you have a winning team.

Variation

Write the five jumbled suggestions on the board. Groups work together to reorder the suggestions one by one, i.e. when the group has finished suggestion 1, a group member writes it in their notebook and brings it to you to check. If it is correct, the group member runs back to their group, and they repeat for the remaining suggestions.

Differentiation

Support: Ls copy the target suggestion forms from the board. Examples: Why don't we ...? How about + verb + ing ...? What about + verb + ing ...? I think/ suggest + verb + ing ...

Challenge: Ls think about other suggestions to care for the school and protect the environment.

Classroom management tips

Make sure groups are balanced for gender and ability.

Create mixed-ability groups to encourage peer support.

After the activity

Nominate Ls to rewrite the final sentences on the board.

Extension

Groups use the suggestions to create a poster for a Clean-up and care for your school campaign.



Section 4

At the souk/market

Time: Approx. 15 mins

Language/Skills outcomes

Ls will be able to:

- use functional language for transactions and shopping
- use target vocabulary.

Life skills

Cooperation: pairs take it in turns to be the shopkeeper and customer in a shopping role play

Negotiation: asking for and giving information in a shop

Communication: using functional language, e.g. greetings, leave taking, offering help and asking for and giving information during a shopping dialogue

Participation: Ls take turns being the customer and shopkeeper during a shopping role play.

Preparation

Before class: Find a picture of a shopkeeper and a customer. Ensure gender balance. These examples are from thenounproject.com.

Tech option: Find a video of a shopkeeper and a customer to create the context. Example: learnenglishteens.britishcouncil.org/skills/speaking/a1-speaking/shop

- Write a list of souvenirs/articles that a tourist can purchase from a Tunisian souk. Make sure the items are familiar to the Ls and the vocabulary matches their ability range.

Procedure

1. Show Ls a picture of a shopkeeper and a customer to create context. **Nominate** Ls and ask questions to explore what they can see in the picture, e.g. Who can you see in the picture? What is the customer doing? What do you think the shopkeeper is saying?

Tech option: Show a short video of a shopkeeper and customer. Then ask questions.



Who?	Function	What will you say?
S	Greeting	
S	Offering help	
C	Asking for information about the product	
S	Giving information about the product	
C	Asking the price	
S	Giving the price	
C	Thanking	
C	Taking Leave	

2. **Elicit** a list of souvenirs/articles that a tourist can purchase in a Tunisian souk and write them on the board. Add to this from the list you prepared if necessary.
3. Write a list of functions on the board. Make sure they are out of order: asking the price, offering help, thanking, taking leave, greeting, giving a price, giving information about the product, asking for information about the product.
4. Tell Ls to put these into the order they expect to hear them in a shop and suggest who says what.
5. Get them to make a table (see above).
6. Ls work together to suggest what both the shopkeeper and customer will say.
7. Explain the activity:
 - Assign the roles of shopkeeper/customer or let Ls choose in pairs.
 - The customer chooses a souvenir from the board and imagines the scenario.
 - The shopkeeper starts the conversation with a greeting. They continue the role play until they take their leave.
 - **Model** with a confident L.
8. Start the activity. Circulate, **monitor** and support as necessary.
9. Let Ls complete one role play, then stop and give feedback on any language issues.
10. Ls swap roles and choose a different product. Then repeat the role play. Continue until time is up, or the Ls are getting bored. Ensure everyone gets at least two turns at each role.

Differentiation

For visual support, instead of writing a list of articles on the board, put up pictures of articles instead.

Support: Ls write sample dialogues first and use them to perform the role play. You can give further support by writing prompts on the board to support them. Alternatively, use the **Disappearing dialogue** technique.

Example:

Shopkeeper: Hello Sir. Can I help you?
 Customer: Yes. I would like _____.
 Shopkeeper: Well, we have _____.
 Customer: How much are they, please?
 Shopkeeper: _____. How many would you like?
 Customer: _____, please.
 Shopkeeper: Here you are.
 Customer: _____. Goodbye.
 Shopkeeper: Goodbye.

Challenge: encourage Ls to extend their role plays with more turns.

Classroom management tips

Give clear, concise instructions. Ask **task-checking questions** to make sure all the Ls know what to do.

If Ls are performing their dialogue, ensure there is space for them to move around.

After the activity

Volunteer pairs come to the front and perform their dialogue.

Extension

Ls write example dialogues for homework.



What was the question? (mingle)

Time: Approx. 15 minutes

Language/Skills outcomes:

Ls will be able to:

- use Wh- questions
- use countable and uncountable nouns in response to 'Wh-' questions
- use answers to reconstruct original 'Wh-' questions.

Life skills

Critical thinking: Ls work out what the question was for an answer they have been given

Problem solving: working out the question that produced the answer, e.g. Answer: You can buy it in the supermarket. Question: Where can I buy some water?

Participation: taking part in a **mingle** activity and guessing the questions to other classmates' answers

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

- Write a Wh- question for each noun. Write each question on two slips of paper. Where possible, recycle paper. Examples: What colour is your carpet? Where can I get some coffee? Where do you want to go on holiday? How long do you cook rice? How many chocolates are in the box?
- Cut up slips of blank paper, one for each L. Where possible, recycle paper. Or, if you have post-it notes, you will need one post-it for each L. (Activity adapted from What's the question? www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/pre-intermediate-a2/motivating-speaking-activities)

Preparation

- Choose a set of countable and uncountable nouns that Ls are familiar with. Examples: carpet, chair, chocolate, coffee, garbage, holiday, milk, paper, rice, suitcase. You will need one noun for every two Ls in your class, so for a class of 30 Ls, you will need 15 countable/uncountable nouns.

Procedure

1. Give each L a slip of paper with a question on it and a blank slip of paper.
2. Tell Ls to write the answer to their question on the blank slip of paper. They must not show their question to other Ls.

3. **Model** with a question that you have not given the Ls. Example: Question: Where can I buy some water? Answer: You can buy it in the supermarket.
4. When Ls have written their answers, explain the activity:
 - Ls leave their questions on their desk (face down so no one can read them).
 - Ls stick their answer to their chest (or forehead) or they can hold it in front of them.
 - Ls move around the room (**mingle**), read each other's answers and try to guess the original Wh- question.
5. Start the activity. **Monitor** and support where necessary.

Differentiation

Support: provide some Wh- question prompts on the board. Examples: Where can...? What is...? How many...?

Challenge: encourage Ls to ask follow-up questions. Example: Question: Where can I buy some water? Answer: You can buy it in the supermarket. Follow up question: How much does a small bottle cost?

Classroom management tips

Ensure there is plenty of space for Ls to move around during the **mingle**.

If possible, play music to create atmosphere and encourage shy Ls to speak up.

Monitor the **mingle**, spot Ls who are not engaged and support them in finding another L to talk to.

After the activity

Nominate Ls to share their answers.

Elicit the original question from other Ls, or a similar question that would produce the answer.

Reflection

3 - 2 - 1

Time: Approx. 10 mins

Language/Skills outcomes

Ls will be able to:

- reflect on Module 5
- acknowledge their learning, and identify skills and language to explore further.

Life skills

Critical thinking and Reflection: Ls reflect on their progress, recognise what they have learned, what they would like to learn more about and set future goals

Cooperation: sharing and comparing personal reflections and learning goals

Decision-making: analysing personal progress and deciding on strengths and areas for development, e.g. during a self-reflection activity.

Preparation

- Before the activity, ensure that Ls understand the purpose of **Assessment for Learning (AfL)** reflective activities.
- Decide what Ls will reflect on. Example: 3 things they learned during the module; 2 things they would like to learn more about; 1 question they have about something in Module 5.

Procedure

1. Write the 3 - 2 - 1 reflection points on the board.
2. Explain the activity: Ls write answers for each of the points – three answers for the first; two answers for the second; one for the third.
3. Ask **task-checking questions** to make sure everyone knows what to do.
4. Tell Ls to think carefully about each point and then write down their answers in their notebooks.
5. Start the activity. **Monitor**, circulate and support as necessary.
6. Put Ls in pairs for a **think, pair share**.

Differentiation

Support: write some key learning points from Module 5 on the board. Ask Ls to use the list for their reflection.

Classroom management tip

During monitoring, identify Ls who are not on task. Provide support to ensure they engage with the reflective process.

After the activity

Nominate some Ls to share their 3 - 2 - 1 with the whole class.

Extension

Ask Ls to read through their 3 - 2 - 1 reflection again and write a future goal in their notebooks. Give an example: I want to learn more adjectives to describe people.

Question time quiz

Time: Approx. 15 mins

Language/Skills outcomes

Ls will be able to:

- review language and skills featured in Module 5
- reflect on their learning.

Life skills

Critical thinking: Ls analyse a section of Module 5 and create quiz questions for other Ls to answer.

Cooperation: ensuring everyone contributes during group work, e.g. **Group leaders** make sure everyone suggests ideas for reflective quiz questions

Self-management/Resilience: building positive peer relationships for the benefit of yourself and the group

Empathy: respecting and supporting other Ls to create a positive learning environment.

Preparation

Make sure all Ls have access to their Student books and Module 5 content.

Procedure

1. Using a **grouping technique**, put Ls into four groups. Group 1 will review Section 1. Group 2 will review Section 2. Group 3 will review Section 3. Group 4 will review Section 4.
2. Tell groups to appoint a **Group leader**.
3. Explain: each group writes four quiz questions about words, grammar,

skills they covered in their Section.

Group leaders make sure that everyone contributes their ideas, and they all agree on the four questions. Groups write their questions.

4. When all groups have written their quiz questions, explain the activity:
 - **Group leaders** take it in turns to come to the board and write their quiz questions for the other groups to answer.
 - Groups answering the questions must work together to agree on the final answer for each question.
 - The group who wrote the questions on the board then elicits the answer from the other groups.
 - Groups repeat until all the quiz questions have been written on the board and answered.
 - If a group has the same question as another group, they don't need to share that question again.
5. Ask **task-checking questions** to make sure all the groups know what to do.
6. Start the activity. Circulate and **monitor** during the question writing stage. Support as necessary. Give time reminders.
7. Allow sufficient time for all groups to share their questions and the other groups to answer.
8. Ensure that the group who created the questions **elicits** the answers from across the other three groups.

Differentiation

Support: write a list of possible learning goals on the board and ask Ls to choose one and write it in their notebooks.

Challenge: ask Ls to think of another goal that is not related to the quiz questions and add it to their notebooks.

Classroom management tips

Put Ls in mixed-ability groups to encourage peer support and collaboration.

Guide Ls during the quiz phases, to ensure they nominate different groups to answer the questions.

After the activity

Write this sentence starter on the board: I'm going to... Tell Ls to copy it into their notebooks. Tell them to think about the quiz questions from the activity and complete the sentence to create as many learning goals as possible. If necessary, give an example: I'm going to practise asking permission using can.

Extension

Conduct a short class discussion on the benefits of working together and supporting each other in and outside the classroom.

