

Module 6: Yearbook

Project Activity Bank



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Project

Yearbook

Time: Approx. 4 hours

Project learning outcomes

Learners will be able to:

- produce a multilingual yearbook with student profiles and a timeline of their learning and achievements over the year
- recycle language from Modules 1–5
- use question forms and speaking, listening and writing skills
- develop life skills of cooperation, communication, resilience, participation, critical thinking (metacognition), negotiation and creativity
- evaluate and reflect on the project.

Life skills

Ls build positive associations between the L1, L2 and L3 and understand the advantages of multilingualism

Ls understand the concept of **translanguaging** as a tool to develop understanding and cooperation between different cultures.

Teacher reference resources

An article about the concept of **translanguaging** in the classroom: www.edweek.org/teaching-learning/what-is-translanguaging-and-how-is-it-used-in-the-classroom/2023/07

A self-study booklet based on the 'Using multilingual approaches' professional practice from the British Council CPD framework for teachers: www.teachingenglish.org.uk/publications/resource-books/using-multilingual-approaches-self-study-booklet

Suggested learner materials

- Samples of Ls’ best work over the year. This can be pieces of writing or extracts from previous projects.
- A3 and A4 card/paper, coloured pencils and markers, stapler (or hole punch and string), scissors and glue
- Ls can bring photos of themselves and stick them next to their profile.
- Example of a personal profile on LearnEnglish Teens:
learnenglishteens.britishcouncil.org/skills/writing/a2-writing/social-network-site

Suggested group roles

Group leader: responsible for telling people who does what; makes sure everyone is on task

Communication assistant: responsible for timing and deciding whose turn it is to speak; makes sure everyone is speaking English; decides which goodbye messages can be in other languages and which in English

Timeline specialist: responsible for making notes to help their group draw the timeline and write the summaries



Yearbook editor: responsible for deciding on design of the Yearbook and in what order different parts will appear; also for selecting the best samples of work.

Gender balance

Change **Group leaders** and **Communication assistants** for every project. Ensure females and males have equal opportunities to lead projects and take on additional leadership roles.

Introductory video

A short animated video featuring characters Aly and his cousin, Yasmine, talking about the idea of a yearbook. Ls watch to find out what they will need to do to complete the project. The video task also explores the advantages of multilingualism.

Transcript

Aly: Yasmine, what's this book?

Yasmine: It's my yearbook, Aly. It has memories of my school year.

Aly: Yearbook? I've never seen one before.

Yasmine: Yes, it has photos, student profiles, and other fun things.

Aly: Wow, this is cool! We don't have yearbooks at my school.

Yasmine: Maybe you could start one, Aly. It could be your end-of-

year project.

Aly: Yes! That sounds like a great idea. What should we put in it?

Yasmine: Well, we have student profiles. Each student can write another student's profile.

Aly: Oh, that sounds fun! We can write about our friends. What else?

Yasmine: We also have a timeline in our yearbook.

Aly: A timeline? What for?

Yasmine: To remember what topics we discussed in each module of our textbook. Like, what language we learned and what projects we enjoyed the most.

Aly: Oh, I see. That can help us remember everything we did during the year.

Yasmine: Yes, and it's very interesting to look back and see our progress.

Aly: Yes, that will be very useful. What else can we include?

Yasmine: Another thing we include is samples of the students' best work.

Aly: Samples of the best work? Like what?

Yasmine: Pieces of writing, project work, homework, anything that shows our best work.

- Aly: That's a great idea! It will show everyone what we are good at.
- Yasmine: Exactly. It makes the yearbook very special.
- Aly: Hmm, maybe we could also include photos or handmade pictures of the students.
- Yasmine: That's a good idea. We have those too.
- Aly: And we could have a section for teachers' and students' messages, like advice or wishes for the future.
- Yasmine: Yes, it's nice to read what the teachers and other students have to say. They could write them in different languages, like Arabic, French and English.
- Aly: That's a nice idea. This is going to be so much fun! I'll ask my classmates for ideas too.
- Yasmine: That's great, Aly. I'm sure everyone will love the idea.
- Aly: I'm going to make this the best yearbook ever. Thanks for all your help, Yasmine!
- Yasmine: You're welcome, Aly. I can't wait to see it!

Viewing tasks

Use the Module 6 video. Work through the tasks below.

Before viewing

1. **Elicit** 'yearbook' and ask Ls if they have ever seen or read one, and why students might decide to write one for their school or class.
2. Explain that Aly is talking to his cousin, Yasmine, about her school yearbook. Ask Ls to predict what a yearbook might contain and write their ideas on the board.

While viewing

1. Ls watch and check their predictions.
2. Dictate the following statements or write them on the board. Ls watch again for detailed information and decide if they're true (T) or false (F). If they're false, ask them to correct them.

Aly has never seen a yearbook before.

Each student writes their own profile.

The timeline is about what students have learned in the last class.

Students can include pieces of writing and project work.

Teachers and students should write messages in English.

Answers:

Aly has never seen a yearbook before. **T**

Each student writes their own profile. **F** (Students write each other's.)

The timeline is about what students have learned in the last class. **F** (What they learned over the year.)

Students can include pieces of writing and project work. **T**

Teachers and students should write messages in English. **F** (Teachers and students should write messages in different languages.)

After viewing

1. Discuss with Ls: What do you think about making a yearbook as a final project? What do we need to include?
2. **Elicit** what the yearbook will feature:
 - their profiles with a photo or a drawing
 - a timeline summarising their learning and achievements during the year

- samples of their best work from previous lessons and projects
- a section for farewell messages in different languages
- one more idea of their own (optional).

3. Ask:

Do you have any other ideas of what we could include?

What materials do we need?

Do you think it's a good idea to write messages in different languages? Why?

Life skills

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

Respect for diversity: learning about the concept of multilingualism.

Question and plan

1. Put Ls into groups of four. Write project roles on the board (**Group leader, Communication assistant, Timeline specialist and Yearbook editor**). 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

If you anticipate possible conflict in allowing Ls to decide the roles, 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.

- 2. 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.

You also decide which goodbye messages can be in other languages and which in English. (Answer: Communication assistant)

You are responsible for deciding on the design of the Yearbook and in what order the different parts will appear. You also select the best samples of work. (Answer: Yearbook editor)

You are responsible for giving each group member a task. You make sure everyone is on task. (Answer: Group leader)



You are responsible for making notes to help your group draw the timeline and write the summaries. (Answer: **Timeline specialist**)

Homework

Ask Ls to bring in a photo of themselves to stick to their profiles next class. It can also be a family photo. If they do not have one, tell them not to worry – they can draw a picture.

Research

Life skills

Communication: language for asking for clarification, e.g. Sorry, can you repeat, please?

Self-management: learning to complete an individual piece of writing autonomously.

Preparation

- If you have access to a projector, access the [LearnEnglish Teens](#) example of a personal profile.
- Prepare some question prompts recycling the language from previous modules and write them on the board, e.g.

Do you like...?

Have you got...?

Are you good at...?

Can you...?

What's your favourite...?

How / describe yourself?

What / your favourite module?

What / want / do this summer?

Procedure

1. Tell Ls they will first write the student profiles for the yearbook. Ask the **Group leaders** what they are going to do. **Elicit** that they will write questions to ask one partner and use their answers to write their profile.
2. Tell Ls to work individually and write questions using the prompts on the board. Do the first one together as an example.
3. Give Ls about 10 mins. **Monitor** and help Ls write their questions correctly. Get them to compare in pairs and do some **whole class feedback**. **Hum drill** the questions to practise sentence stress and intonation, e.g. What do you want to do this summer?
4. Put Ls in pairs. They take it in turns to ask each other the questions and make notes of their partner's answers.
5. Tell Ls they will now write their partner's profile using their notes. Show Ls the example of a profile from LearnEnglish Teens. Use **ICQs** to check whether they will write in paragraphs or single sentences and when they will use full stops and capital letters.

6. Ask Ls to use their notes to write their partner's profile. Monitor and write in corrections as needed.

Classroom management tip

Give Ls a time limit for writing e.g. 10–15 min. Use an online timer, e.g. www.online-stopwatch.com/classroom-timers/

7. Give Ls a piece of A4 each. Ls now write a clean copy of their partner's profile. If they brought in their photos, they give them to their partner to stick at the top or bottom of the profile. At the end of the lesson, the teacher collects the finished profiles.

Homework

Ls bring in samples of their best work they would like to include. Two or three pieces of writing or extracts from past projects each is enough.

Produce and improve

Preparation

- Decide which useful language you will pre-teach for this stage to encourage Ls to communicate in English (see below).

- Materials for the yearbook timeline: A3 and A4 paper/card, scissors and glue, etc.

Procedure

1. Tell Ls to take out the samples of work from previous classes and projects. In their groups of four, ask the **Group leaders** what they are going to do. **Elicit** that they will use their samples of work to remember:
 - what language they learned in each module
 - the projects they have done
 - which projects were their favourites and why.
2. They will make notes in their notebooks. Remind the **Communication assistants** that they will be responsible for making sure everyone speaks in English. **Elicit** and **drill** some language they could use during the discussion and write it on the board or PowerPoint.

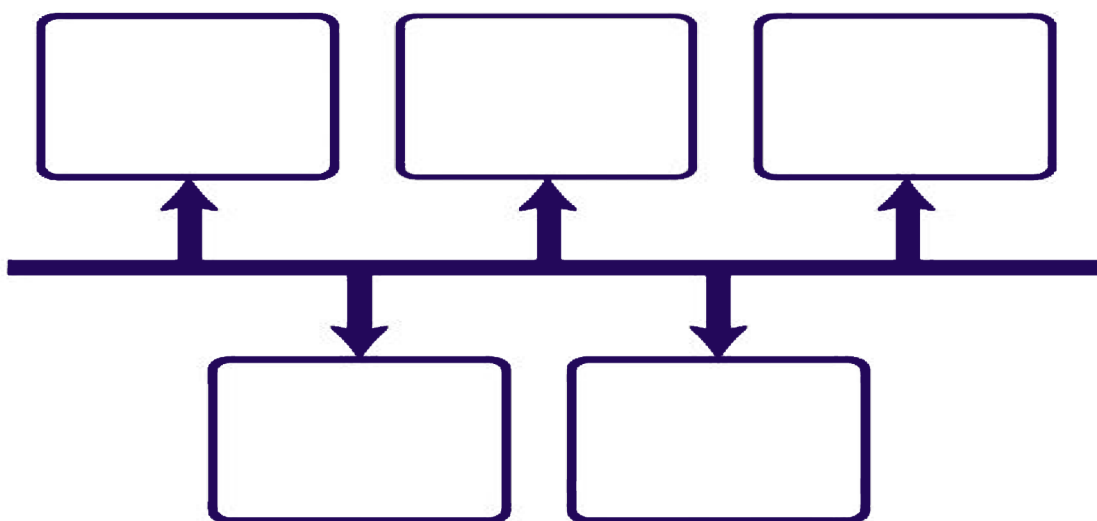
Life skills

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?

Critical thinking: useful language for metacognitive strategies, e.g. Do you remember what we did...? I think we learned... Yes, I think so. Are you sure? Yes, that sounds right. I really enjoyed this project because...

Cooperation and Creativity: designing a timeline and summaries of what Ls learned in each module.

3. Give Ls a time limit. Remind the **Timeline specialists** to make notes of their group's ideas as they will need them later. **Monitor** and remind them if they're having difficulty remembering.
4. Tell Ls they will now draw their timeline and write their summaries of learning for the school year. Draw or show a timeline on the board with five squares (one for each module), see example below:
5. Ask the **Timeline specialists** to draw the timeline onto a piece of A3 paper and the Yearbook editors to go through the samples of work for the whole group and choose 8–10 samples to include in their yearbook from everyone in the group.



6. While they are doing that, the **Group leaders** and **Communication assistants** read through the notes that the **Timeline specialists** made in the previous activity, and write five short summaries on small pieces of paper of what they learned in each module and the projects they did. They should also write which projects were their favourites and why (it could be more than one depending on what they decided).

Classroom management tip

Provide some **frames** to help Ls write their summaries, e.g. In this module, we learned... The project was about... We really enjoyed the project because...

7. Give out pieces of A4, scissors and glue to each group. When they have finished, they stick their summaries to the timeline.
8. Collect the timelines and selected samples of work.

Perform

1. Give groups their profiles, timelines and samples of work. They will also need a piece of A3 card and an extra sheet or two of A4 paper for the goodbye messages and their own original idea (if they have one).

2. Tell Ls they will now put their yearbook together. Ask the **Yearbook editors** to decide which order they would like the different parts of the yearbook to appear in. The blank goodbye messages sheet should go at the end.
3. Groups put together their yearbook, with the piece of folded A3 card as the cover. **Monitor** and help them to staple or bind the pages together with a piece of string. Ls then draw a cover to decorate their yearbook.
4. Tell Ls they will now rotate to read each other's yearbooks and write their goodbye messages to their classmates. They must leave their yearbook on the table when they move. They can choose which language to write them in, but there should be a combination of different languages, i.e. English, Arabic, French or any other language they know.

Classroom management tip

This activity is best done in **islands**. Play some background music while Ls read each other's yearbooks and write their farewell messages. When you stop the music, they rotate to the next island.

5. Ts can also write messages in the yearbooks wishing Ls the best for the holiday and next school year.

6. Ls return to their island and read their farewell messages.
7. To wrap up the lesson, ask Ls the following questions:

What did you like about this project?

Which language did you write your messages in?

Why did you choose to write your message in Arabic/French/English?

Do you speak different languages at home? Do you like it? / Would you like to?

What are the advantages of speaking different languages?

Life skills

Participation: useful language for giving opinions, e.g. I chose... because... I think... I like speaking... because...

Cooperation and Creativity: learning to work together to create a yearbook with best samples of work

Respect for diversity and Empathy: learning about the benefits of speaking more than one language



Evaluate and Reflect






Procedure

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.




See **Assessment for Learning (AfL)**
- **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 6

Activity bank



Module 1 Review

Board race

Time: Approx. 15 mins

Language/Skills outcome

Ls will be able to:

- consolidate vocabulary from Module 1, e.g. jobs, telling the time, sports, family, hobbies and daily routines.

Life skills

Cooperation: cooperative learning and helping Ls in team

Self-management: perseverance and playing competitive games politely

Preparation

Prepare a few questions and flashcards about the language from Module 1.

Procedure

1. Put Ls into two teams. One L from each team should stand a few feet away from the board with a board pen or chalk.
2. Ask Ls the question or show them a flashcard e.g. What do you do at two o'clock in the afternoon? or Who's your father's brother? Ls run to the board and write have lunch or my uncle. The first team to write the word or phrase on the board correctly wins a point.
3. Repeat with different questions/ flashcards so that different Ls in each team get a turn.
4. The team with the most points at the end wins the game.

Classroom management tip

Make sure each team is mixed-ability to make it fair.

Three true, one false

Time: Approx. 20 mins

Language/Skills outcomes:

Ls will be able to:

- recycle the present simple and adverbs of frequency
- recycle language related to introducing oneself, routines and hobbies.

Life skills

Problem solving: learning to identify incorrect or unlikely statements

Communication and Decision-making: useful language for checking understanding, e.g. Is it...? Did you say...? Can you repeat, please?

Preparation

Prepare a set of 12 prompts on slips of paper or card (one set per group of three) on the following topics:

- introducing yourself: My name is... / I am ... years old. / I live in... / I study at... / My family members are...
- talking about hobbies: I like... / I enjoy... because...
- talking about routines: In the morning, I... / I always... / In the afternoon, I usually...

Procedure

1. Demonstrate the activity:
 - using the prompts, tell Ls three things that are true about you and one false. Write them on the board or project them, e.g. In the morning, I always have breakfast at 7 am.
 - Ls ask you three questions to find out which statement is false, e.g. What time do you get up? Then, they discuss in pairs and decide which one is the false one.

2. Put Ls in groups of three. Give Ls the prompts on the cards/slips of paper. They distribute them randomly so each L has four prompts. Tell Ls to think of statements about themselves using the prompts: one must be false.
3. Give them some time to think about what they're going to say. Since it's a review, tell them not to write anything down.
4. One L starts by saying all four statements about themselves. The other two Ls can ask three questions to help them identify the false statement. If they guess correctly, they get a point. If they do not, the person who 'lied' gets the point.
5. Repeat by shuffling the cards and dealing out four more per L. If they get the same cards, they need to think of different statements using the prompts.
6. Play as many rounds as possible until Ls get tired or bored, or limit it to 20 minutes. At the end of the game, the L with the most points wins.

Extension

Ask Ls to share their partners' false statements that they can remember and why they're false.

Differentiation

Challenge: remove the prompts after they have played two or three rounds.

Tech option

Ls can record themselves on **Flip** (they must remember the prompts they used in class) to talk about themselves. They can get **peer feedback** from their classmates.

Module 2 Review

Freeze frames

Time: Approx. 30 mins

Language/Skills outcomes

Ls will be able to:

- recycle grammar points from Module 2: present progressive; Could you tell me...?; Can I have...?; Would you like to...?; What about...?
- develop spoken fluency.

Life skills

Cooperation: learning to work together to put on a mini-sketch

Creativity: useful language for planning and deciding, e.g. Let's... And then you... I could...

Procedure

1. Dictate the following situations with the initial letter included (Ls write in their notebooks):

Situation A: You are a tourist and a local on the street.

Tourist: Ask the local how to get to the hotel, the restaurant and the museum.

Local: Answer the tourist's questions.

Situation B: You are a server and a customer in a restaurant.

Server: Take the order from the customer.

Customer: Make an order, including a drink and a main course.

Situation C: You are on holiday.

You: Call your friend and ask what they're doing now. Suggest doing something together in the afternoon.

Your friend: Answer your friend's questions and accept their suggestions.

2. Put Ls into pairs. Whisper a letter (A, B, C) corresponding to one of the situations above to each pair. Make sure the other Ls cannot hear you and tell them it's a secret, so they must not tell the others.

3. Ask Ls to prepare an initial **freeze frame** and a dialogue for their situation. Give them a few minutes to rehearse. This is a review, so they should not write their dialogues down. **Monitor** and support with target language if you notice Ls are not using it.



4. Ask all the pairs from each situation to come to the front and show their **freeze frame** to the class. Do not call them by their letter or the class will know which situation it is. Ask the rest of the class to guess which situation it is.
5. Tell Ls that when you touch them, they should begin the dialogue they have prepared and when you touch them again they must stop and freeze. Ask the class which situation dialogue they are performing – A, B or C.
6. Make sure you touch all pairs to get them to perform their dialogues.

Extension

Ls work in pairs to write their dialogues.

Classroom management tip

This activity requires some space at the front and around the classroom for Ls to rehearse their dialogues. It is best to move the desks and chairs to one side of the classroom to make enough space for movement.

Noughts and crosses

Time: Approx. 15 mins

Language/Skills outcome

Ls will be able to:

- recycle language from Module 2, i.e. present progressive; food; and personality adjectives by answering questions in an interactive game.

Life skills

Critical thinking: evaluating answers and articulating ideas

Cooperation and Participation: teamwork to achieve common goals

Self-management: perseverance.

Preparation

Create 9 short questions or tasks that revise vocabulary and language structures from Module 2.

Note: You could use **Alphabet cards** as a warmer to this game to review adjectives.

Procedure

1. Tell Ls that they are going to play a revision game. Divide the class into two teams. One team is ‘Noughts’ (O) and the other team is ‘Crosses’ (X).
2. Draw a large 9-square grid on the board. Number each square 1–9 (see below):

1	2	3
4	5	6
7	8	9

3. Explain the game:
 - The first team starts by choosing a number on the grid. The teacher reads out the question corresponding to that number.
 - One L in the team volunteers an answer by raising their hand.
 - The other team listens to the answer and decides if it is correct or not. If it is incorrect, the other team has the chance to answer it correctly and win the square.
 - If a team wins a square, the teacher puts either a '0' or a 'X' in that square.
 - Teams must get '3 in a row' (000 or XXX) horizontally, vertically or diagonally on the grid.
 - The winning team is the first to score three in a row, or the team who wins the most squares after all 9 questions have been answered.

X	0	0
4	X	6
7	8	X

4. Decide which team is going to go first (e.g. flip a coin or throw a dice).
5. Play the game. Give Ls a few seconds to choose their square, then accept answers.

6. At the end, get Ls to clap the winning team. Praise both teams.

Note: See Classroom management tips for more information on setting up the game, depending on class size.

Differentiation

Support and Challenge: create simpler revision questions or more complex ones as appropriate for your Ls. Put Ls in mixed-ability teams so that they can learn from each other.

Classroom management tips

For large classes, divide each '0' or 'X' team into sub-teams of about four Ls. Then rotate the questions, asking a different sub-team to pick a square to answer each time (rather than opening every question to the whole team). This ensures more interaction during the game in larger classes. **Model** the activity with a confident group or L before you play.

Extension

Keep Ls in the same '0's and 'X's teams. Ask them to create their own quiz questions to test the other team in a new game.

Module 3 Review

Missing person

Time: Approx. 40 mins

Language/Skills outcomes

Ls will be able to:

- recycle vocabulary related to appearance and clothes
- practise using subject pronouns and possessive adjectives
- develop speaking, listening and writing skills.

Life skills

Cooperation: learning to work together to write a missing person's description

Problem solving: useful language for describing and identifying, e.g. She/He's wearing... She/He's... Her/His eyes are... She's/He's got... generating alternative courses of action.

Empathy: understanding reasons for making dangerous decisions.



Preparation

- Prepare a drawing of a child and include features such as hair (e.g. straight/curly hair), clothes (e.g. jumper, jacket, skirt, jeans, etc.) and accessories (e.g. hat, glasses, scarf)
- Pieces of A4, two per pair of Ls.

Procedure

1. Put up the picture you prepared on the board. Ask Ls questions about her/his appearance and the clothes she/he's wearing.
2. Explain this child came to Tunisia on a boat from Italy. She/He has disappeared mysteriously and the police are trying to find her/him. Ask what people normally do to find missing children. **Elicit** or teach write a missing person flyer. Discuss why she/he might have been on the boat and why she/he came to Tunisia.
3. Put Ls in pairs. Ask them to work together to draw a picture of a boy or girl and to colour it. They must include hair, eye colour, clothes and accessories. Give them a time limit (15 mins).
4. Then ask pairs to write a missing person flyer describing the boy or the girl on a separate sheet of paper, e.g. age/short/tall/hair/eyes/clothes, etc.

Classroom management tips

To help Ls with their writing, give them some initial sentence prompts, e.g.

Help! _____ (name of child) is missing! Can you help us find him/her?

She/He's...

She's/He's got...

She's/He's wearing...

Thank you for your help!

5. Collect the pictures and the flyers. Mix them up and give each L a picture or a flyer. Explain that the Ls with a picture are the missing children and the Ls with the flyer are the police officers looking for the children.

Note: They must keep their picture or description secret.

6. Ask Ls to **mingle** and find the L with the picture or description that matches theirs.

Note: It's important for Ls with a picture to begin. They describe their child and then the L with the flyer reads out their description.

7. If the picture and flyer match, they stay together. If it doesn't, they continue mingling until they find their match.

Differentiation

Challenge: Ls can be pushed to write descriptions including adjectives of personality, too (Module 2).

Extension

Ask Ls if something like that (getting lost) has ever happened to them, to a sibling, to someone they know and how they managed to get back home.

You can also ask them if they can think about other ways to find a missing person, e.g. social media, radio, TV, newspapers, etc.

Module 4 Review

Tornado

Time: Approx.15–20 mins

Language/Skills outcome

Ls will be able to:

- revise vocabulary for furniture and food: fruit and vegetables.

Life skills

Cooperation: useful language for turn-taking and choosing e.g. It's our turn! Can I have number... please?

Self-management: learning to play nicely and controlling one's emotions.

Preparation

- Draw a 4 x 3 grid on the board or prepare one on a PowerPoint. Some squares have numbers 1, 2 or 3 and some have tornados. Cover/ hide the squares with card or paper.
- 12 flashcards of furniture, fruit and vegetables
- Paper, pencil and eraser (one per team).

Procedure

Explain the game:

1. Divide the class into two teams.
2. Tell teams that the aim is to answer correctly and draw a simple house.



3. Point to the grid. Explain the game:
 - Teams take turns in choosing a square and are then shown a flashcard.
 - They identify the item on the flashcard.

- If they are correct, the T uncovers the square.
 - If the square shows a number, they start to draw a house, but they can only draw as many lines as are in the square (i.e. 1, 2 or 3). If the square shows a tornado, their house is blown away, so they erase and have to start drawing again.
4. The team with the house that is most finished at the end of the game are the winners.

Classroom management tip

If Ls don't know an answer but someone from their team does, ask the L who knows the answer to whisper it into the other L's ear to build a sense of community.

Extension

Ls can draw their own pictures instead of using flashcards, either on the board or in their notebooks to test the other team.



Tech option

Use a data projector and PowerPoint to show the grid and reveal the numbers/tornados.

Life skills

Cooperation: cooperative learning

Self-management: perseverance.

Blockbusters

Time: Approx. 15 mins

Language/Skills outcome:

Ls will be able to:

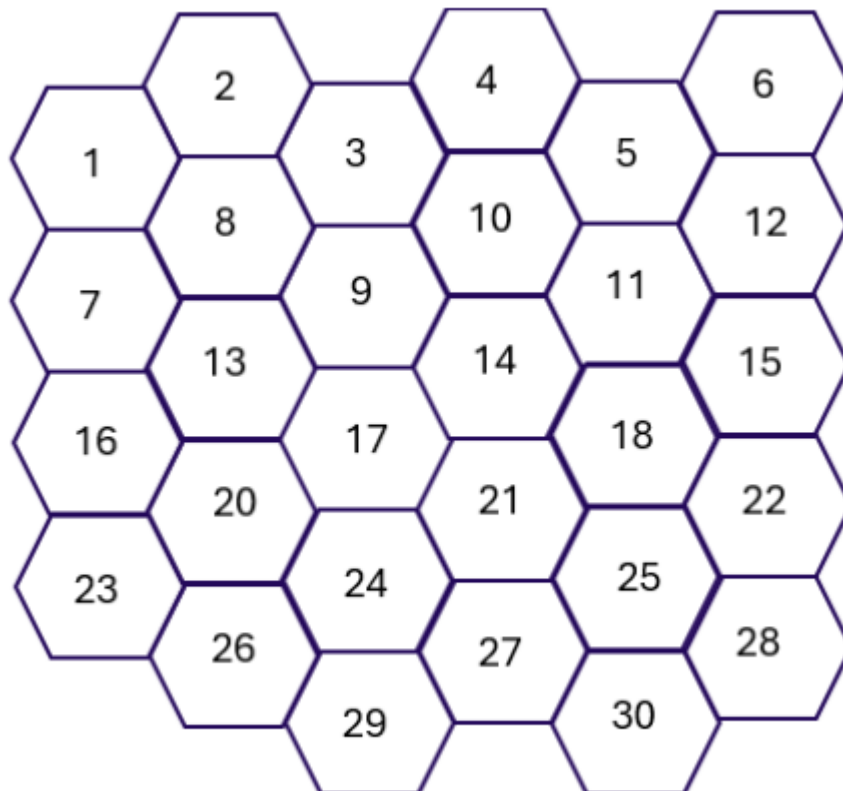
- consolidate language from Module 4, i.e. must/mustn't; parts of the body; past simple form of the verb 'to be'; keeping fit; and past simple regular and irregular forms.

Preparation

- Copy this **blockbuster game board into** a PowerPoint slide. Alternatively, make your own using the 'insert shapes' 'command.'
- Write some questions about Module 4 to ask Ls.

Procedure

1. Put Ls in three or four teams. Each team starts at one side of the board.



2. The object of the game is to get to the other side. Teams are not allowed to jump but must move in consecutive rows (up, down or forward).
3. Every time a player lands on a block they must answer a question. If they are wrong, they go back to their previous spot. If they are correct, they are safe. Draw different shapes or colours to distinguish where they are placed on the template. If you have a whiteboard, you can also use magnets.
4. Players are allowed to block each other. If this happens, they must choose another route to the other side... hence 'blockbusters!'
5. The first team to get to the other side wins the game.

Extension/Variation

Get Ls to write the questions.

Classroom management tip

Make sure you have mixed-ability groups to make it fair.



Pass the ball

Time: Approx. 15 mins

Language/Skills outcomes

Ls will be able to:

- consolidate/recycle vocabulary from different sections of Module 4
- consolidate/recycle grammar points from different sections of Module 4: imperatives; giving advice; asking permission; making suggestions
- practise collaborative speaking.

Life skills

Communication: useful language for responding to suggestions, e.g. That's fine. Sure. That's a good idea!

Problem solving: useful language for advice, e.g. She should/shouldn't... She must/mustn't...

Preparation

- Cards with prompts about topics in Module 4, e.g. Jane wants to lose weight.
- Soft balls or scrunched up paper balls (one per group).

Procedure

1. Organise the Ls into groups of four. They stand in a circle.
2. Each L will take turns reading out a prompt. They then throw the ball to someone in the circle.
3. The L catching the ball provides a suggestion or gives advice appropriate to the situation on the card, e.g. She should go jogging twice a week.
4. The group must listen and say if the sentence is appropriate. If it's correct, the L wins a point. If the L cannot provide the correct response after one attempt, or it's inappropriate, they must pass the ball to another L.
5. Repeat the procedure until all the cards are used. The winner is the one with the most points.

Differentiation

Challenge: Ls cannot repeat any suggestions or advice given during the activity.

Extension/Variation

Ask the Ls to write the situation prompts on cards.

All Module Review

Stop the bus

Time: Approx. 15 mins

Language/Skills outcome

Ls will be able to:

- consolidate language from all modules.

Life skills

Cooperation: cooperative learning

Self-management: perseverance and controlling one's emotions when playing competitive games.

Preparation

A4 paper

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

Procedure

- Put Ls in pairs or groups of three. Give each pair or group a piece of A4 paper.
- Ask Ls to copy a grid like the one below from the board. Write headings from the different topics from the book at the top.
- Call out a letter. Ls have to think of an item for each category beginning with the letter.
- The first team to finish shouts 'Stop the bus!'
- Check their answers. They get 5 points for each answer no other team thought of and 1 point if the answer is repeated across teams. (You could also **elicit** or suggest other possible vocabulary for each heading.)
- The team with the most points at the end of the game wins.

Classroom management tip

You can involve the Ls further by asking them to choose the letter for the next round.

	Animal	Colour	Food	Clothes	Country	Sport
T	tiger	turquoise	tuna	trousers	Tunisia	tennis

Story relay challenge

Time: Approx. 30 mins

Language/Skills outcomes

Ls will be able to:

- consolidate/recycle vocabulary from different sections of Module 5
- practise creative thinking.

Life skills

Creativity: writing a story

Collaboration: working together on the story.

Preparation

Prepare sets of story cards – one set of four cards per group, i.e. if there are 6 groups, you need 6 sets (it doesn't matter if two groups have the same story).

Procedure

1. Divide Ls into groups of four.
2. Write the story titles and colours on the board, e.g. Story 1: Visiting a friend's school (blue), etc. Tell Ls they will create stories in groups and that they should use vocabulary they have learned related to these story titles from Module 5.



3. Assign each group one set of cards (blue, red, green or yellow). Each group member takes one card.
Note: if you have groups of 5, two Ls can work together.
4. Give Ls time to look at their cards and think.
5. When they are ready, the L with card 1 reads aloud the story starter and completes the sentence to begin the story.
6. Next, the L with card number 2 continues the story with another sentence based on the previous L's contribution and the prompt on their own card.
7. Continue with cards 3 and 4.
8. Each L should use vocabulary related to the title of the story from Module 5.
9. If a L struggles or uses incorrect vocabulary, they can get help from their group.
10. Give them a time limit. **Monitor** and support.
11. When groups have finished, take away the card sets and redistribute so that each group has a new story.
12. Repeat the activity.
13. If time, get all groups to tell all four stories.

Classroom management tip

This activity is best done in **islands** – Ls sitting around their tables so that they can hear each other better.

Extension

Ask groups to choose one story. They collaborate on writing a final version of their story. Encourage them to improve the story and consider adding illustrations to it.

Tech options

Low-tech: paper cards

High-tech: random spinning wheel with the starter and prompts of each story, e.g. **Wordwall**.

Story cards: starters and prompts

Story 1: Visiting a friend’s school (blue cards)

Starter: I arrived at my friend Aly’s school early. So, I _____

2: Inside the school, I saw a large map on the wall. I _____

3: We walked past the headmaster’s office and _____

4: In the library, I found Aly. He _____

Story 2: Favourite teacher (red cards)

Starter: My favourite teacher is Mr. Smith, who _____

2: Mr. Smith teaches maths and always makes the lessons fun. Today, he _____

3: During the break, he apologises to a student because _____

4: At the end of the school day, he _____

Story 3: Helping others (green cards)

Starter: The school courtyard was dirty. So, the three friends _____

2: They collected _____

3: Aly brought _____

4: After that, the three friends _____

Saying goodbye to a friend (yellow cards)

Starter: Peter is going back home. So, Aly _____

2: He brought a big cake and _____

3: Everyone took turns to say

4: Peter thanked them and _____