







YEAR 5

Celebrations, Invitations

Teachers' Language E-book

5th grade

Where do I live & what do I celebrate?

Time/ station	Independent Station 	Teacher station 	Collaboration station 	Technology station 
1 st task	A1, A2, B1, NS	A1, A2, B1, NS		
2 nd task	A1, A2, B1, NS	A1, A2, B1, NS		
3 rd task	A1, A2, B1, NS	A1, A2, B1, NS		
4 th task	A1, A2, B1, NS	A1, A2, B1, NS		NS
5 th task		A1, A2, B1, NS	A1, A2, B1, NS	
6 th task	A1, A2, B1, NS	A1, A2, B1, NS		A1, A2, B1, NS
7 th task	B1, NS	A1, A2, B1, NS	A1, A2, B1, NS	
8 th task	A1, A2, B1, NS	A1, A2, B1, NS		
9 th task			A1, A2, B1, NS	A1, A2, B1, NS
10 th task	A1, A2, B1, NS		A1, A2, B1, NS	A1, A2, B1, NS

Task One Party - Invitation Writing

Description

SL.ML.5, 1.1



Instructions for Teachers:

- Use the invitation template instructions for each student.
- Offer bilingual dictionaries or translation tools for non-native speakers to help with vocabulary and grammar.

Materials Needed:

- Printed invitation templates (one per student – suggested outline in educators' section).
- Pictures of party locations (optional, for visual support).

Guidelines for A1

1. **Date:** Provide a blank line for the date and ask students to fill it in using a simple sentence frame like "My party is on ____ (date)."
2. **Time:** Offer a choice of two- or three-time options and ask students to select the correct one. For example, "My party is at 2:00 PM."
3. **Location:** Include a picture of the party location (e.g., a house) and a sentence frame like "My party is at ____ (location)."
4. **Description:** Provide a simple sentence frame like "We will have cake and games."

Guidelines for A2

1. **Date:** Students should write the complete date using "My party is on [day], [date] [month]."
2. **Time:** Ask students to write the time using a clock face and include both the hour and minute. For example, "My party is at 3:30 PM."
3. **Location:** Include a picture of the party location and have students describe it with a sentence like "My party is at my house, [address]."
4. **Description:** Encourage students to provide more details, such as "We will have cake, games, and prizes."

Guidelines for B1

1. **Date:** Students should write the complete date, including the day, date, month, and year.
2. **Time:** Ask students to write the time in a 12-hour format, indicating whether it's AM or PM.
3. **Location:** Have students provide a complete address for the party location and mention if it's at their house or another venue.
4. **Description:** Encourage students to provide a detailed description of the event, including the type of cake, games, and any special activities or themes.

Guidelines for Native Language Speakers:

1. **Date:** In their native language, students can write the complete date.
2. **Time:** In their native language, students should indicate the time using the appropriate format (12-hour or 24-hour).
3. **Location:** Provide the party location's name, address, and any other relevant details in their native language.
4. **Description:** Encourage students to provide a creative and detailed description of the event, including any cultural or regional nuances.

Language skill	<ul style="list-style-type: none"> • Sentence Writing Skills • Speaking Skills
Competences for democratic culture	<ul style="list-style-type: none"> • I can identify the main celebrations which we celebrate in our homes. • I can appreciate why celebrations are important in our lives.
Type of learning Activity	<ul style="list-style-type: none"> • Sentence Writing Skills • Speaking Skills
Learning Outcome	Through speech and discussion, the student will have the opportunity of learning about the different celebrations.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I can identify and explore the main celebrations that we celebrate in our homes. • I make appropriate requests and questions to obtain the necessary information in various contexts of daily life using formal, polite and neat speech registers, for example, to obtain historical information on a prominent place in my village/town or biographical information for an interview. • I write printed and electronic letters of different forms (invitation and thanks) between 100 and 150 words that include my friends and those who come from me.

Year 5 – Educators Resources

Activity 1: Party Invitation Writing

Create a party invitation template. This will then be used for the various levels. Pictures to be found for locations. Materials Needed:

- Printed invitation templates (one per student). This information will also be found in their ebooks.
- Pictures of party locations (optional, for visual support).

Guidelines for A1:

1. **Date:** Provide a blank line for the date and ask students to fill it in using a simple sentence.
Date: My party is on _____.
2. **Time:** Offer a choice of two- or three-time options and ask students to select the correct one.
Time: My party is at _____ (select one: 2:00 PM / 3:00 PM / 4:00 PM).
3. **Location:** Include a picture of the party location (e.g., a house) and a sentence frame like.
Location: My party is at _____ (house).
4. **Description:** Provide a simple sentence frame. Description: We will have _____ (cake and games).

Guidelines for A2:

1. **Date:** Students should write the complete date using "My party is on [day], [date] [month]."
2. **Time:** Ask students to write the time using a clock face and include both the hour and minute. For example, "My party is at 3:30 PM."
3. **Location:** Include a picture of the party location and have students describe it with a sentence like "My party is at my house, [address]."
4. **Description:** Encourage students to provide more details, such as "We will have cake, games, and prizes."

Guidelines for B1:

1. **Date:** Write the full date here (e.g., "Saturday, 15th June 2024")
2. **Time:** Write the time in a 12-hour format, including AM or PM (e.g., "3:00 PM")
3. **Location:** Write the full address where the party will take place (e.g., "123 Maple Street, Springfield – at my house")
4. **Event Description:** Describe what will happen at the party. Include details like the type of cake, games, and any special activities or themes (e.g., "We will have a chocolate cake, play musical chairs, and there will be a magician!")
5. **RSVP:** Ask your friends to let you know if they can come. Write how they can contact you (e.g., "Please call me at [phone number] to let me know if you can come!")

Guidelines for Native Speakers:

1. **Date:** Write the full date in your native language (e.g., "Saturday, 15th June 2024")
2. **Time:** Write the time in the appropriate format (12-hour or 24-hour) for your native language (e.g., "3:00 PM" or "15:00")
3. **Location:** Write the full address where the party will take place, including any other relevant details (e.g., "123 Maple Street, Springfield – at my house")



4. Event Description: Describe what will happen at the party. Include creative and detailed information, such as the type of cake, games, special activities, or cultural elements (e.g., "We will have a chocolate cake, play musical chairs, and there will be a magician!")
5. RSVP: Ask your friends to let you know if they can come. Write how they can contact you (e.g., "Please call me at [phone number] to let me know if you can come!")

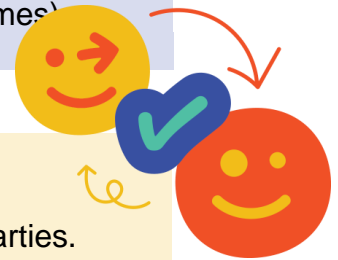
Students Resources

<p>ML.SL.5, 1.1</p> <p>Code - 1.1</p> <p>Teacher Station Independent Station</p>	<h3>Instructions</h3> <ul style="list-style-type: none">• Discuss with the teacher about celebration and parties.• With the teacher discuss about writing an invitation to a party. What needs to be included in an invitation? <ul style="list-style-type: none">• Fill in the Invitation Worksheet found here <h3>Invitation Worksheet</h3> <p>Date: My party is on _____.</p> <p>Time: My party is at _____ (select one: 2:00 PM / 3:00 PM / 4:00 PM).</p> <p>Location: My party is at _____ (house).</p> <p>Description: We will have _____ (cake and games).</p>
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<p>ML.SL.5, 1.1</p> <p>Code - 1.1</p> <p>Teacher Station Independent Station</p>	<h3>Instructions</h3> <ul style="list-style-type: none">• Discuss with the teacher about celebration and parties.• With the teacher discuss about writing an invitation to a party. What needs to be included in an invitation?• Fill in the Invitation Worksheet found here following the teachers' instructions.• Share your invitation with your classmates <h3>Invitation Worksheet</h3> <p>Date: My party is on [day], [date] [month]. My party is on _____.</p> <p>Time: Look at the clock face your teacher gives you and write down the time.</p> <p>My party is at _____</p> <p>Location: Look at the picture of the party location. Write a sentence to describe where your party is.</p> <p>My party is at _____ (house).</p>
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Description: Write more details about your party.

We will have _____ (cake and games)



ML.SL.5, 1.1

Code - 1.1

Teacher Station
Independent
Station

Instructions

- Discuss with the teacher about celebration and parties.
- With the teacher discuss about writing an invitation to a party. What needs to be included in an invitation?
- Write out the Invitation following the guidelines found here and following the teachers' instructions.
- Share your invitation with your classmates

Invitation Writing Guidelines

1. Date: Write the full date here (e.g., "Saturday, 15th June 2024")
2. Time: Write the time in a 12-hour format, including AM or PM (e.g., "3:00 PM")
3. Location: Write the full address where the party will take place (e.g., "123 Maple Street, Springfield – at my house")
4. Event Description: Describe what will happen at the party. Include details like the type of cake, games, and any special activities or themes (e.g., "We will have a chocolate cake, play musical chairs, and there will be a magician!")
5. RSVP: Ask your friends to let you know if they can come. Write how they can contact you (e.g., "Please call me at [phone number] to let me know if you can come!")

ML.SL.5, 1.1

Code
1.1

Teacher
Station

Instructions

- Discuss with the teacher about celebration and parties.
- With the teacher discuss about writing an invitation to a party. What needs to be included in an invitation?
- Fill in the Invitation Worksheet found here following the teachers' instructions.
- Share your invitation with your classmates

Invitation Writing Guidelines

1. Date: Write the full date in your native language (e.g., "Saturday, 15th June 2024")

Independent Station

2. Time: Write the time in the appropriate format (12-hour or 24-hour) for your native language (e.g., "3:00 PM" or "15:00")
3. Location: Write the full address where the party will take place, including any other relevant details (e.g., "123 Maple Street, Springfield – at my house")
4. Event Description: Describe what will happen at the party. Include creative and detailed information, such as the type of cake, games, special activities, or cultural elements (e.g., "We will have a chocolate cake, play musical chairs, and there will be a magician!")
5. RSVP: Ask your friends to let you know if they can come. Write how they can contact you (e.g., "Please call me at [phone number] to let me know if you can come!")

Task Two - Describe a Dream Party

Description

ML.SL.5, 2.1



- Prepare the worksheet from the educators' resources
- Offer a thesaurus or word bank for students to expand their vocabulary.
- Encourage creativity and imagination by asking students to draw or illustrate their dream party settings.

Guidelines for A1

1. **Setting:** Ask students to describe the dream party's location using simple vocabulary, such as "My dream party is at the beach" or "My dream party is in a park."
2. **Guests:** Have students list a few people they would invite, using basic sentences like "I would invite my friends" or "My family would come."
3. Distribute the worksheet to each student based on their level. Review the example sentences with the students. Assist students as they fill in the blanks and provide additional vocabulary as needed.
4. **Activities:** Encourage students to mention one or two simple activities they would do, like "We would play games" or "We would dance."
5. Discuss each student's dream party to practice speaking skills. Encourage students to share their dream party ideas with the class to practice speaking

Guidelines for A2

1. **Setting:** Ask students to describe the location in more detail, including the name of the place, and any notable features. For example, "My dream party is in a magical forest with talking animals."
2. **Guests:** Have students describe who they would invite and why, using more complex sentences. For instance, "I would invite my closest friends and family members because they mean a lot to me."
3. Distribute the worksheet to each student based on their level. Review the example sentences with the students. Assist students as they fill in the blanks and provide additional vocabulary as needed.
4. **Activities:** Encourage students to provide a list of activities and explain why they chose them. For example, "We would play games like scavenger hunt because it's so much fun and brings everyone together."
5. Discuss each student's dream party to practice speaking skills. Encourage students to share their dream party ideas with the class to practice speaking

Guidelines for B1

1. **Setting:** Ask students to vividly describe the dream party's location, including the ambiance and any unique elements. For example, "My dream party takes place on a hidden island with sparkling water, lush greenery, and colourful flowers."
2. **Guests:** Have students describe not only who they would invite but also how they would interact with them, including conversations and shared experiences. For instance, "I would invite my friends and family, and we would have deep conversations, share stories, and create lasting memories."

3. Distribute the worksheet to each student based on their level. Review the example sentences with the students. Assist students as they fill in the blanks and provide additional vocabulary as needed.
4. **Activities:** Encourage students to plan a detailed itinerary for the dream party, explaining the purpose and significance of each activity. For example, "We would start with a sunrise yoga session to connect with nature and end the day with stargazing to appreciate the beauty of the universe."
5. Discuss each student's dream party to practice speaking skills. Encourage students to share their dream party ideas with the class to practice speaking

Guidelines for Native Language Speakers:

1. **Setting:** Ask students to use vivid and creative language to describe the dream party's setting, exploring sensory details, emotions, and atmosphere. For example, " My dream party is like a magical adventure in a secret castle hidden in a special forest. It smells like beautiful flowers, and the wind plays gentle music with secrets to tell."
2. **Guests:** Encourage students to delve into the psychology and motivations behind their choice of guests, relationships, and connections. For instance, "I would invite different people from family to close friends to people I admire, to share the day with".
3. Distribute the worksheet to each student based on their level. Review the example sentences with the students. Assist students as they fill in the blanks and provide additional vocabulary as needed.
4. **Activities:** Encourage students to plan a theme party with profound purpose and meaning, elaborating on each activity's symbolism and significance in their personal or cultural context. For example, "We're going on a special adventure from morning to evening, doing fun things like watching the sunrise to start fresh and having a sunset party to think about happy moments and say thank you".
5. Discuss each student's dream party to practice speaking skills. Encourage students to share their dream party ideas with the class to practice speaking

Language skill	<ul style="list-style-type: none"> • Writing Skills • Vocabulary skills • Sentence writing skills
Competences for democratic culture	<ul style="list-style-type: none"> • I can identify the main celebrations which we celebrate in our homes. • I can appreciate why celebrations are important in our lives.
Type of learning Activity	<ul style="list-style-type: none"> • Writing Skills • Vocabulary skills • Sentence writing skills
Learning Outcome	<ul style="list-style-type: none"> • I can identify the main celebrations which we celebrate in our homes
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I can identify and explore the main celebrations that we celebrate in our homes.



- I make appropriate requests and questions to obtain the necessary information in various contexts of daily life using formal, polite and neat speech registers, for example, to obtain historical information on a prominent place in my village/town or biographical information for an interview.

Educators Resources

Dream Party Worksheet

Setting: Ask students to describe the dream party's location using simple vocabulary.

Sentence Frame Suggestions:

- My dream party is at the beach.
- My dream party is in a park.

Your Turn:

- My dream party is _____.

Guests: Have students list a few people they would invite, using basic sentences.

Sentence Frame Suggestions:

- I would invite my friends.
- My family would come.

Your Turn:

- I would invite _____.
- My _____ would come.

Activities: Encourage students to mention one or two simple activities they would do.

Sentence Frame Suggestions:

- We would play games.
- We would dance.

Your Turn:

- We would _____.

Dream Party Worksheet - A2

Setting: Ask students to describe the location in more detail, including the name of the place, and any notable features.

- My dream party is in a magical forest with talking animals.
- My dream party is in _____ with _____.

Guests: Have students describe who they would invite and why, using more complex sentences.

- I would invite my closest friends and family members because they mean a lot to me.
- I would invite _____ because _____.

Activities: Encourage students to provide a list of activities and explain why they chose them.

- We would play games like scavenger hunt because it's so much fun and brings everyone together.
- We would _____ because _____.

Dream Party Worksheet - B1

Setting: Ask students to vividly describe the dream party's location, including the ambiance and any unique elements.

- My dream party takes place on a hidden island with lush greenery, and colourful flowers.

- My dream party takes place on _____ with _____, _____, and _____.

Guests: Have students describe not only who they would invite but also how they would interact with them, including conversations and shared experiences.

- I would invite my friends and family, and we would have interesting conversations, share stories, and create lasting memories.
- I would invite _____, and we would _____.

Activities: Encourage students to plan a detailed itinerary for the dream party, explaining the purpose and significance of each activity.

- We would start with a sunrise yoga session to connect with nature and end the day with stargazing to appreciate the beauty of the universe.
- We would start with _____ and end with _____ because _____.

Dream Party Worksheet - Native Language Speakers

Guidelines for Native Language Speakers

Setting: Ask students to use vivid and creative language to describe the dream party's setting, exploring sensory details, emotions, and atmosphere.

- My dream party is like a magical adventure in a secret castle hidden in a special forest. It smells like beautiful flowers, and the wind plays gentle music with secrets to tell.
- My dream party is like _____ in _____.

Guests: Encourage students to delve into the psychology and motivations behind their choice of guests, relationships, and connections.

- I would invite different people from family to close friends to people I admire, to share the day with.
- I would invite _____ to share the day with because _____.

Activities: Encourage students to plan a theme party with profound purpose and meaning, elaborating on each activity's symbolism and significance in their personal or cultural context.

- We're going on a special adventure from morning to evening, doing fun things like watching the sunrise to start fresh and having a sunset party to think about happy moments and say thank you.
- We would go on _____ from _____ to _____ because _____.

ML.SL.5, 2.1

Code 2.1

Teacher
Station
Independent
Station

Instructions

- Think about your dream party and use simple words to describe it.
- After discussing with your teacher, complete the worksheet. Fill in the blanks using the example sentence frames.
- Present your dream party to your classmates.

Dream Party Worksheet

Setting: Describe your dream party's location

Sentence Suggestions:

- My dream party is at the beach.
- My dream party is in a park.

Your Turn:

- My dream party is _____.

Guests: List a few people you would invite

Sentence Suggestions:

- I would invite my friends.
- My family would come.

Your Turn:

- I would invite _____.
- My _____ would come.

Activities: Mention one or two simple activities you would do.

Sentence Suggestions:

- We would play games.
- We would dance.

Your Turn:

- We would _____.

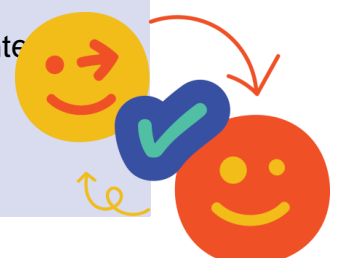
ML.SL.5, 2.1

Code 2.1

Teacher
Station

Instructions

- Think about your dream party and use simple words to describe it.
- After discussing with your teacher, complete the worksheet. Fill in the blanks using the example sentence frames.
- Present your dream party to your classmates.



Independent Station

Dream Party Worksheet

Setting: Name and describe the location where you would have the party

- My dream party is in a magical forest with talking animals.
- My dream party is in _____ with _____.

Guests: Describe who you would invite and why?

- I would invite my closest friends and family members because they mean a lot to me.
- I would invite _____ because _____.

Activities: Provide a list of activities you would have at your party and explain why you chose them.

- We would play games like scavenger hunt because it's so much fun and brings everyone together.
- We would _____ because _____.

ML.SL.5, 2.1

Code 2.1

Teacher Station
Independent Station

Instructions

- Think about your dream party and use simple words to describe it.
- After discussing with your teacher, complete the worksheet. Fill in the blanks using the example sentence frames.
- Present your dream party to your classmates.

Dream Party Worksheet

Setting: Describe in detail the dream party's location, including the ambiance and any unique elements.

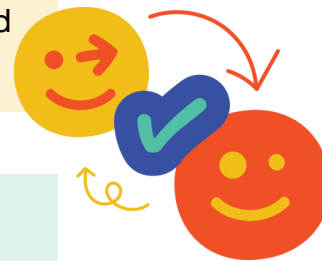
- My dream party takes place on a hidden island with lush greenery, and colourful flowers.
- My dream party takes place on _____ with _____, _____, and _____.

Guests: Describe who you would invite, why you would invite them and what you would say to them.

- I would invite my friends and family, and we would have interesting conversations, share stories, and create lasting memories.
- I would invite _____, and we would _____.

Activities: Plan a programme for the dream party, explaining the purpose and significance of each activity.

- We would start with a sunrise yoga session to connect with nature and end the day with stargazing to appreciate the beauty of the universe.
- We would start with _____ and end with _____ because _____.



Instructions

- Think about your dream party and use simple words to describe it.
- After discussing with your teacher, complete the worksheet. Fill in the blanks using the example sentence frames.
- Present your dream party to your classmates.

ML.SL.5, 2.1

Code 2.1

Teacher
Station
Independent
Station

Dream Party Worksheet

Setting: Describe in creative language your dream party's setting by providing further information such as the environment and atmosphere and your feelings.

- My dream party is like a magical adventure in a secret castle hidden in a special forest. It smells like beautiful flowers, and the wind plays gentle music with secrets to tell.
- My dream party is like _____ in _____.

Guests: Describe who you would invite, and why you would invite them.

- I would invite different people from family to close friends to people I admire, to share the day with.



- I would invite _____ to share the day with because _____.

Activities: Plan a theme party which has a meaning for you or your country or culture.

- We're going on a special adventure from morning to evening, doing fun things like watching the sunrise start fresh and having a sunset party to think about happy moments and say thank you.
- We would go on _____ from _____ to _____ because _____.

Task Three - Write a Thank-You Card

Description

ML.SL.5, 3.1



Resources:

- Provide sample thank-you cards at each proficiency level for students to refer to.
- Offer vocabulary lists and synonyms for expressions of gratitude.
- Encourage students to include drawings or illustrations to make their cards even more special.

Guidelines for A1

1. **Greeting:** Provide a simple greeting, such as "Dear [Friend's Name],"
2. **Thank You:** Encourage students to use basic expressions like "Thank you for inviting me to your party."
3. **Specifics:** Ask students to include one specific thing they enjoyed at the party, like "I loved playing games with everyone."
4. **Closing:** Suggest a closing phrase, such as "Sincerely" or "With gratitude," followed by their name.

Guidelines for A2

1. **Greeting:** Encourage students to personalize the greeting with their friend's name, such as "Dear [Friend's Name],"
2. **Thank You:** Have students express their gratitude more elaborately, such as "I want to thank you so much for inviting me to your wonderful birthday party."
3. **Specifics:** Ask students to mention two or more specific things they enjoyed at the party. For example, "I had a great time playing games and eating the delicious cake."
4. **Closing:** Suggest a slightly more personalized closing phrase, like "Warm wishes" or "With heartfelt thanks," followed by their name.

Guidelines for B1

1. **Greeting:** Encourage students to use a warm and personalized greeting, like "Hi [Friend's Name],"
2. **Thank You:** Ask students to express their gratitude and appreciation in a heartfelt way. For instance, "I can't thank you enough for including me in your special day."
3. **Specifics:** Encourage students to provide details about what they enjoyed at the party, including specific activities, conversations, or moments. For example, "I had a blast playing board games, and the heartfelt conversations made it an unforgettable day."
4. **Closing:** Suggest a more personalized closing phrase that reflects their relationship with their friend, like "With love and appreciation" or "Cheers," followed by their name.

Guidelines for Native Language Speakers:

1. **Greeting:** Encourage students to use a highly personalized and warm greeting, such as "My dearest [Friend's Name],"
2. **Thank You:** Ask students to express their heartfelt gratitude and appreciation in a personal and meaningful way. For example, "I am

	<p>deeply grateful for your kind invitation to your exceptional birthday celebration."</p> <p>3. Specifics: Encourage students to provide a rich and detailed account of what they enjoyed at the party, highlighting the special moments, emotions, and experiences. For instance, "The laughter, games, and heartfelt conversations created a tapestry of beautiful memories that I will cherish forever."</p> <p>4. Closing: Suggest a highly personalized closing phrase that reflects their unique relationship with their friend, such as "With all my love and eternal gratitude" or "Here's to more wonderful moments together," followed by their name.</p> <p>.</p>
Language skill	<ul style="list-style-type: none"> • Writing Skills • Reflective Skills
Competences for democratic culture	<ul style="list-style-type: none"> • I can identify the main celebrations which we celebrate in our homes. • I can appreciate why celebrations are important in our lives.
Type of learning Activity	<ul style="list-style-type: none"> • Writing Skills • Reflective Skills
Learning Outcome	I can identify the main celebrations which we celebrate in our homes
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I can identify and explore the main celebrations that we celebrate in our homes. • I make appropriate requests and questions to obtain the necessary information in various contexts of daily life using formal, polite and neat speech registers, for example, to obtain historical information on a prominent place in my village/town or biographical information for an interview. • I write printed and electronic letters of different forms (invitation and thanks) between 100 and 150 words that include my friends and those who come from me.

Task Three

Thank you, Cards, Worksheets Outlines,

Thank You Card - A1

1. Greeting:
 - Dear [Friend's Name],
2. Thank You:
 - Thank you for inviting me to your party.
3. Specifics:
 - I loved playing games with everyone.
4. Closing:
 - Sincerely,
 - [Your Name]

Thank You Card - A2

1. Greeting:
 - Dear [Friend's Name],
2. Thank You:
 - I want to thank you so much for inviting me to your wonderful birthday party.
3. Specifics:
 - I had a great time playing games and eating the delicious cake.
4. Closing:
 - Warm wishes,
 - [Your Name]

Thank You Card - B1

1. Greeting:
 - Hi [Friend's Name],
2. Thank You:
 - I can't thank you enough for including me in your special day.
3. Specifics:
 - I had a blast playing board games, and the heartfelt conversations made it an unforgettable day.
4. Closing:
 - With love and appreciation,
 - [Your Name]

Thank You Card - Native Language Speakers

1. Greeting:
 - My dearest [Friend's Name],
2. Thank You:
 - I am deeply grateful for your kind invitation to your exceptional birthday celebration.
3. Specifics:
 - The laughter, games, and heartfelt conversations created beautiful memories that I will cherish forever.
4. Closing:



- With all my love and eternal gratitude,
- [Your Name]

ML.SL.5,

Code - 3.1

Teacher
Station
Independent
Station

Instructions

- Discuss with the teacher what happens after the party has ended.
 - What are the things that we need to do?
 - How can we thank the people for inviting us to their lovely party?
- After discussing with your teacher, complete the worksheet. Fill in the blanks using the example sentence frames.
- Present your thank you note to your classmates.

Thank You Card

1. Greeting:
 - Dear [Friend's Name] _____,
2. Thank You:
 - Thank you for inviting me to your party.
 - _____
3. Specifics:
 - I loved playing games with everyone.
 - _____
4. Closing:
 - Sincerely,
 - _____
 - [Your Name]
 - _____

ML.SL.5,

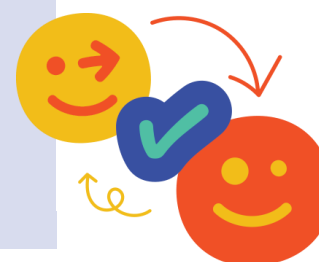
Code - 3.1

Teacher
Station
Independent
Station

- Discuss with the teacher what happens after the party has ended.
 - What are the things that we need to do?
 - How can we thank the people for inviting us to their lovely party?
- After discussing with your teacher, complete the worksheet. Fill in the blanks using the example sentence frames.
- Present your thank you note to your classmates.

Thank You Card

1. Greeting:
 - Dear [Friend's Name] _____,
2. Thank You:
 - I want to thank you so much for inviting me to your wonderful birthday party.



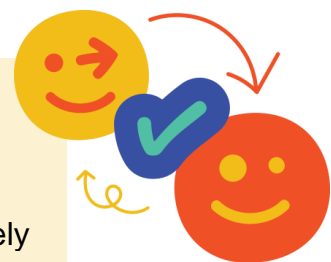
- _____
- _____
- 3. Specifics:
 - I had a great time playing games and eating the delicious cake.
 - _____
 - _____
- 4. Closing:
 - Warm wishes,
 - _____
 - [Your Name]
 - _____

ML.SL.5,

Code - 3.1

Teacher
Station
Independent
Station

- Discuss with the teacher what happens after the party has ended.
 - What are the things that we need to do?
 - How can we thank the people for inviting us to their lovely party?
- After discussing with your teacher, complete the worksheet. Fill in the blanks using the example sentence frames.
- Present your thank you note to your classmates.



Thank You Card - B1

1. Greeting:
 - Hi [Friend's Name] _____,
2. Thank You:
 - I can't thank you enough for including me in your special day.
 - _____
3. Specifics:
 - I had a blast playing board games, and the heartfelt conversations made it an unforgettable day.
 - _____
4. Closing:
 - With love and appreciation,
 - _____
 - [Your Name]
 - _____

ML.SL.5,

Code - 3.1

Teacher
Station
Independent
Station

- Discuss with the teacher what happens after the party has ended.
 - What are the things that we need to do?
 - How can we thank the people for inviting us to their lovely party?
- After discussing with your teacher, complete the worksheet. Fill in the blanks using the example sentence frames.
- Present your thank you note to your classmates.

XXXX

Thank You Card - Native Language Speakers

1. Greeting:
 - My dearest [Friend's Name] _____,
2. Thank You:
 - I am deeply grateful for your kind invitation to your exceptional birthday celebration.
 - _____
3. Specifics:
 - The laughter, games, and heartfelt conversations created beautiful memories that I will cherish forever.
 - _____
4. Closing:
 - With all my love and eternal gratitude,
 - _____
 - [Your Name]
 - _____



Task Four - Create a Celebration Calendar

Description

ML.SL.5, 4.1



Resources:

- Provide a calendar template.
- Provide reference books or online resources about various celebrations and their customs. You can also use the AI Robot teacher for research with the students.
- Offer art supplies or digital tools for creating and designing the calendar.
- Encourage creativity and personalization in the illustrations and descriptions.

Guidelines for A1

1. **Materials:** Provide students with a pre-designed calendar template with empty boxes for each month.
2. **Naming Celebrations:** Encourage students to write the names of the major celebrations in their native language, such as "New Year," "Valentine's Day," "Easter," etc.
3. **Illustrations:** In each box, ask students to draw a simple picture or symbol representing the celebration, e.g., a heart for Valentine's Day.
4. **Description:** Have students write a single word or a very short phrase describing the celebration, like "love" for Valentine's Day.

Guidelines for A2

1. **Materials:** Provide students with a blank calendar template or encourage them to create their own.
2. **Naming Celebrations:** Encourage students to write the names of the major celebrations in both their native language and the target language if applicable.
3. **Illustrations:** Ask students to create more detailed illustrations or paste pictures from magazines/internet that represent each celebration.
4. **Description:** Have students write a brief sentence describing the significance or traditions of each celebration. For example, "Easter - A holiday with egg hunts and chocolate bunnies."

Guidelines for B1

1. **Materials:** Provide students with a blank calendar template or encourage them to design their own.
2. **Naming Celebrations:** Encourage students to write the names of the major celebrations in the target language.
3. **Illustrations:** Ask students to create detailed illustrations or use digital tools to design the calendar with pictures of each celebration.
4. **Description:** Have students write a short paragraph (2-3 sentences) about the origin and customs associated with each celebration, e.g., "Halloween - A spooky holiday where people dress up in costumes and go trick-or-treating."

Guidelines for Native Language Speakers:

	<ol style="list-style-type: none"> 1. Materials: Provide students with a blank calendar template or allow them to create a personalized calendar layout. 2. Naming Celebrations: Ask students to write the names of the major celebrations in both their native language and the target language if applicable. 3. Illustrations: Encourage students to create artistic and detailed illustrations or include photographs that vividly represent each celebration. 4. Description: Have students write a detailed description for each celebration, including its history, cultural significance, and how it is traditionally celebrated.
Language skill	Writing Skills Research Skills
Competences for democratic culture	<ul style="list-style-type: none"> • I can identify the main celebrations which we celebrate in our homes. • I can appreciate why celebrations are important in our lives. • I can identify and explore the reasons why the main celebrations are held in our town or village community.
Type of learning Activity	Writing Skills Research Skills
Learning Outcome	<ul style="list-style-type: none"> • I can identify the main celebrations which we celebrate in our homes
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I can identify and explore the main celebrations that we celebrate in our homes. • I make appropriate requests and questions to obtain the necessary information in various contexts of daily life using formal, polite and neat speech registers, for example, to obtain historical information on a prominent place in my village/town or biographical information for an interview.

Educators Resources

Annual Calendar Template (suggested format)

January

- **Month Title:** January
- **Important Dates Section:**
 - *Space to write feasts and cultural holidays (e.g., New Year's Day):*

- **Notes Section:**
 - *Space to write any other important notes or events:*

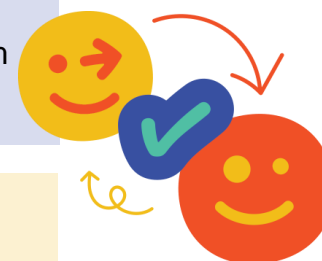
February

- **Month Title:** February
- **Important Dates Section:**
 - *Space to write feasts and cultural holidays (e.g., Valentine's Day):*

- **Notes Section:**
 - *Space to write any other important notes or events:*

Student eBooks

<p>ML.SL.5, Code - 4.1</p> <p>Teacher Station Independent Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • With the teacher discuss important dates in your life. • Are there any important celebrations which we celebrate throughout the year? • In the calendar that the teacher has provided you with, write down the important dates and celebrations. • Once you have written them down, write a short sentence describing the celebration, like "love" for Valentine's Day. • Draw in the box a picture representing the celebration, example a heart for Valentine's Day.
<p>ML.SL.5, Code - 4.1</p> <p>Teacher Station Independent Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • With the teacher discuss important dates in your life. • Are there any important celebrations which we celebrate throughout the year? • In the calendar that the teacher has provided you with, write down the important dates and celebrations. • Once you have written them down, write a sentence describing the celebration, and traditions of that celebration like "Easter - A holiday where we get figolli and chocolate bunnies." • Draw in the box a picture representing the celebration, example a heart for Valentine's Day or find a picture from magazines/internet that represent each celebration.
<p>ML.SL.5, Code - 4.1</p> <p>Teacher Station Independent Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • With the teacher discuss important dates in your life. • Are there any important celebrations which we celebrate throughout the year? • In the calendar that the teacher has provided you with, write down the important dates and major celebrations. • Write a short description of two to three sentences about the celebration and the customs associated with that celebration. Example "Halloween - A spooky holiday where people dress up in costumes and go trick-or-treating." • Create drawings to design the calendar with pictures of specific celebrations.



ML.SL.5,

Code - 4.1

Teacher
Station
Independent
Station

Instructions

- With the teacher discuss
 - Important dates in your life.
 - Are there any important celebrations which we celebrate throughout the year?
- In the calendar that the teacher has provided you with, write down the important dates and celebrations.
- Write a detailed description of one or two paragraphs about the celebration and the customs associated with that celebration. Include any history about that feast and how it its traditions. You can make use of the [A1 Roboteacher](#) for your research and writing.
- Create drawings to design the calendar with pictures of specific celebrations. You can also include photographs.

Task Five

Description

ML.SL.5, 5.1
ML.SL.5, 5.2



Activity: Interview a Family Member

Additional Resources:

- Provide guidance on conducting effective interviews, including active listening and follow-up questions.
- Offer guidance on structuring articles, including introduction, body, and conclusion.
- Encourage students to incorporate photographs or illustrations related to the celebrations and places discussed in their articles.

Guidelines for A1

1. **Interview Questions:** Provide students with a list of simple, yes/no or one-word answer questions like "Did you have fun celebrations as a child?" or "Where did you live as a child?"
2. **Interview Process:** Encourage students to ask these basic questions to a family member and write down their answers.
3. **Article Writing:** Ask students to write a short article (1-2 paragraphs) summarizing the interview, using basic sentences like "My [family member] had fun celebrations when [he/she] was a child."

Guidelines for A2

1. **Interview Questions:** Provide students with more open-ended questions, such as "Can you tell me about your favourite childhood celebration?" or "What were your favourite places to visit as a child?"
2. **Interview Process:** Encourage students to ask these questions to a family member and take notes on their responses.
3. **Article Writing:** Ask students to write a short article (2-3 paragraphs) summarizing the interview, using more detailed sentences like "My [family member] fondly remembers celebrating [celebration] with [details about the celebration]."

Guidelines for B1

1. **Interview Questions:** Encourage students to create a set of well-structured questions that require longer responses, such as "What was the most memorable celebration from your childhood, and why?" or "Tell me about a special place from your childhood that holds a lot of meaning."
2. **Interview Process:** Have students conduct a thorough interview with a family member, taking detailed notes.
3. **Article Writing:** Ask students to write a longer article (3-4 paragraphs) summarizing the interview, incorporating quotes from their family member and providing insights into the celebrations and places mentioned.

Guidelines for Native Language Speakers:

1. **Interview Questions:** Encourage students to create a comprehensive set of questions that explore their family member's childhood experiences, feelings, and memories in depth.

	<p>2. Interview Process: Have students conduct a thorough interview with a family member, recording the conversation if possible.</p> <p>3. Article Writing: Ask students to write a well-structured and detailed article (4-5 paragraphs) summarizing the interview. The article should include direct quotes, vivid descriptions, and personal reflections on the family member's childhood experiences.</p>
Language skill	<p>Writing Skills</p> <p>Speaking Skills</p>
Competences for democratic culture	<ul style="list-style-type: none"> • I can identify the main celebrations which we celebrate in our homes. • I can appreciate why celebrations are important in our lives. • I can identify and explore the reasons why the main celebrations are held in our town or village community.
Type of learning Activity	<p>Writing Skills</p> <p>Speaking Skills</p>
Learning Outcome	<ul style="list-style-type: none"> • I can identify the main celebrations which we celebrate in our homes
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I can identify and explore the main celebrations that we celebrate in our homes. • I make appropriate requests and questions to obtain the necessary information in various contexts of daily life using formal, polite and neat speech registers, for example, to obtain historical information on a prominent place in my village/town or biographical information for an interview.

Educators Resources

A1 Level

Worksheet Title: Family Member Interview

Activity 1: Interview Questions

- Did you have fun celebrations as a child?
- Where did you live as a child?
- Did you have a favorite toy?

Activity 2: Ask these questions to a family member.

- Write down their answers.

Activity 3: Article Writing

- Write a short article (1-2 paragraphs) summarizing the interview.
- Example: "My [family member] had fun celebrations when [he/she] was a child."

A2 Level

Worksheet Title: Family Member Interview

Activity 1: Interview Questions

- Can you tell me about your favourite childhood celebration?
- What were your favourite places to visit as a child?
- Who were your best friends when you were young?

Activity 2: Interview Process

- Ask these questions to a family member.
- Take notes on their responses.

Activity 3: Article Writing

- Write a short article (2-3 paragraphs) summarizing the interview.
- Example: "My [family member] fondly remembers celebrating [celebration] with [details about the celebration]."

B1 Level

Worksheet Title: Family Member Interview

Activity 1: Interview Questions

- What was the most memorable celebration from your childhood, and why?
- Tell me about a special place from your childhood that holds a lot of meaning.
- How did your family celebrate holidays?

Activity 2: Interview Process

- Conduct a thorough interview with a family member.
- Take detailed notes.

Activity 3: Article Writing

- Write a longer article (3-4 paragraphs) summarizing the interview.



- Incorporate quotes from your family member and provide insights into the celebrations and places mentioned.

Native Language Speakers

Worksheet Title: Family Member Interview

Activity 1: Interview Questions

- What are your fondest memories from your childhood celebrations?
- Can you describe a place from your childhood that left a lasting impact on you?
- How did your childhood experiences shape the way you celebrate today?

Activity 2: Interview Process

- Conduct a thorough interview with a family member.
- Record the conversation if possible.

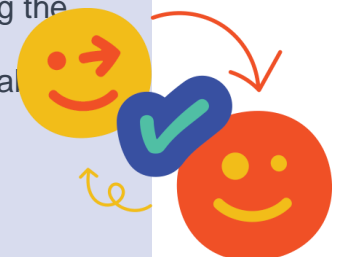
Activity 3: Article Writing

- Write a well-structured and detailed article (4-5 paragraphs) summarizing the interview.
- Include direct quotes, vivid descriptions, and personal reflections on the family member's childhood experiences

Student Resources

<p>ML.SL.5</p> <p>Code 5.1, 5.2</p> <p>Teacher Station Collaboration Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • Together with the teacher answer simple questions <ul style="list-style-type: none"> • Did you have fun celebrations as a child? • Where did you live as a child? • Ask these questions to another classmate in class • You are now going to ask these questions provided in a worksheet below to a family member and to write their answers • Write a few basic sentences about the interview, like My [family member] had fun celebrations when [he/she] was a child. <p>Worksheet Title: Family Member Interview</p> <p>Activity 1: Interview Questions</p> <ul style="list-style-type: none"> - Did you have fun celebrations as a child? - Where did you live as a child? - Did you have a favorite toy? <p>Activity 2: Ask these questions to a family member.</p> <ul style="list-style-type: none"> - Write down their answers. <p>Activity 3: Article Writing</p> <ul style="list-style-type: none"> - Write a short article (1-2 paragraphs) summarizing the interview. - Example: "My [family member] had fun celebrations when [he/she] was a child."
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<p>ML.SL.5</p> <p>Code 5.1, 5.2</p> <p>Teacher Station Collaboration Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • Together with the teacher answer simple questions <ul style="list-style-type: none"> • Can you tell me about your favourite childhood celebration? • What were your favourite places to visit as a child? • Ask these questions to another classmate in class • You are now going to ask these questions provided in a worksheet below to a family member and to write their answers. Take notes of their responses • Write a short article (2-3 paragraphs) summarising the interview. Example My [family member] fondly remembers celebrating [celebration] with [details about the celebration]." <p>Worksheet Title: Family Member Interview</p> <p>Activity 1: Interview Questions</p> <ul style="list-style-type: none"> - Can you tell me about your favourite childhood celebration? - What were your favourite places to visit as a child?
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- Who were your best friends when you were young?

Activity 2: Interview Process

- Ask these questions to a family member.
- Take notes on their responses.

Activity 3: Article Writing

- Write a short article (2-3 paragraphs) summarizing the interview.
- Example: "My [family member] fondly remembers celebrating [celebration] with [details about the celebration]."

ML.SL.5

Code 5.1, 5.2

Teacher Station
Collaboration
Station

Instructions

- Together with the teacher answer simple questions
 - What was the most memorable celebration from your childhood, and why?
 - Tell me about a special place from your childhood that holds a lot of meaning.
- Ask these questions to another classmate in class
- You are now going to ask these questions provided in a worksheet below to a family member and to write their answers. Take notes of their responses
- Write a short article (3 - 4 paragraphs) about the interview and including quotes from their family members about the celebrations and places mentioned.

Worksheet Title: Family Member Interview

Activity 1: Interview Questions

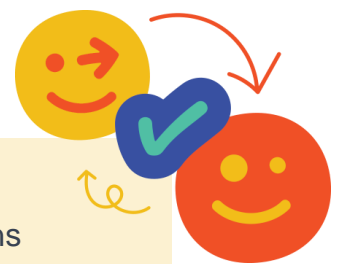
- What was the most memorable celebration from your childhood, and why?
- Tell me about a special place from your childhood that holds a lot of meaning.
- How did your family celebrate holidays?

Activity 2: Interview Process

- Conduct a thorough interview with a family member.
- Take detailed notes.

Activity 3: Article Writing

- Write a longer article (3-4 paragraphs) summarizing the interview.
- Incorporate quotes from your family member and provide insights into the celebrations and places mentioned.





ML.SL.5

Code 5.1, 5.2

Teacher
Station
Collaboration
Station

Instructions

- Together with the teacher answer simple questions
 - What was the most memorable celebration from your childhood, and why?
 - Tell me about a special place from your childhood that holds a lot of meaning.
- What questions would you ask your family member about their childhood experiences, feelings and memories?
- You are now going to ask these questions as well as those provided in a worksheet below to a family member and to write their answers. Take notes of their responses and record it if possible.
- Write an article about the interview and including quotes from their family members about the celebrations and places mentioned.

Worksheet Title: Family Member Interview

Activity 1: Interview Questions

- What are your fondest memories from your childhood celebrations?
- Can you describe a place from your childhood that left a lasting impact on you?
- How did your childhood experiences shape the way you celebrate today?

Activity 2: Interview Process

- Conduct a thorough interview with a family member.
- Record the conversation if possible.

Activity 3: Article Writing

- Write a well-structured and detailed article (4-5 paragraphs) summarizing the interview.
- Include direct quotes, vivid descriptions, and personal reflections on the family member's childhood experiences

Task Six – Describe Your Home

Description

ML.SL.5, 6.1



Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection to access the activities.

Link to the

- Flashcards with pictures. Find the word.
 - A1 – [Around the House Vocabulary](#)
 - A2 – [Around the House Vocabulary](#)
 - B1 - [Around the House Vocabulary](#)
 - Native Speaker - [Around the House Vocabulary](#)

Resources:

- Provide vocabulary lists or visual cues for various adjectives to help students expand their descriptive language.
- Encourage students to incorporate personal anecdotes or stories related to their home to make their descriptions more engaging.
- Invite students to share their descriptions with the class, fostering interaction and peer feedback.

Guidelines for A1

1. **Visual Aid:** Provide students with a simple template or drawing of a basic house, with blank spaces to label rooms.
2. **Room Count:** Encourage students to write the names of rooms they have in their homes, such as "bedroom," "living room," and "kitchen."
3. **Basic Description:** Ask students to use simple adjectives like "small," "big," "nice," or "cozy" to describe their home. For example, "My bedroom is small, and the living room is big."

Guidelines for A2

1. **Visual Aid:** Provide students with a more detailed house template or a blank floor plan for them to label rooms.
2. **Room Count:** Encourage students to write the names of rooms and use numbers to indicate how many of each they have, such as "I have two bedrooms."
3. **Adjective Use:** Ask students to describe each room using more varied adjectives, like "spacious," "bright," "modern," or "comfortable." For example, "My bedroom is spacious, and the living room is bright and modern."

Guidelines for B1

1. **Visual Aid:** Provide a blank floor plan or a blank house template without labels for students to fill in.
2. **Room Count:** Encourage students to write the names of rooms and provide a more detailed count, such as "I have two bedrooms, a kitchen, a living room, and a study."
3. **Adjective Use:** Ask students to describe each room in more detail, using a variety of adjectives and providing specific examples. For

instance, "My bedroom is cozy with warm colours, and the kitchen is spacious and well-lit with modern appliances."

Guidelines for Native Language Speakers:

1. **Visual Aid:** Offer a blank canvas for students to draw or illustrate their home's layout as they describe it.
2. **Room Count:** Encourage students to provide a comprehensive list of rooms, any unique features, and the overall layout of their home.
3. **Adjective Use:** Ask students to create a vivid description of their home, using a rich vocabulary of adjectives to paint a detailed picture. For example, "My home is a charming, two-story house with a sunlit, open concept living space, featuring vintage décor and a spacious backyard."

Language skill	<ul style="list-style-type: none"> • Writing skills • Vocabulary Skills
Competences for democratic culture	<ul style="list-style-type: none"> • I can research the progress which took place in the building of houses over the years and understand that houses around the world are not all the same. • I can research other types of places of shelter apart from houses.
Type of learning Activity	<ul style="list-style-type: none"> • Writing skills • Vocabulary Skills
Learning Outcome	<ul style="list-style-type: none"> • I can research the progress which took place in the building of houses over the years and understand that houses around the world are not all the same.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I make appropriate requests and questions to obtain the necessary information in various contexts of daily life by using formal, polite and neat speech registers, for example, to obtain historical information on a prominent place in the village/town my or biographical information for an interview. • I talk to students of different cultures and with them I describe and compare the linguistic and cultural diversity of our country. • With the help of my teachers I find good models of various writings to expand my vocabulary, use idiomatic Maltese and express my thoughts and feelings according to my goals and the audiences I have in mind .

Educators Resources

Create a home plan from basic to larger including more rooms and spaces.

Vocabulary Lists

A1 Level

- Rooms: kitchen, bedroom, bathroom, living room, dining room
- Descriptions: big, small, clean, messy, new, old
- Adjectives: beautiful, ugly, bright, dark, warm, cold
- Number of Rooms: one room, two rooms, three rooms, four rooms, five rooms

A2 Level

- Rooms: kitchen, bedroom, bathroom, living room, dining room, study, attic, basement
- Descriptions: spacious, cramped, tidy, untidy, modern, traditional
- Adjectives: cozy, uncomfortable, colourful, plain, noisy, quiet
- Number of rooms: six rooms, seven rooms, eight rooms, nine rooms, ten rooms

B1 Level

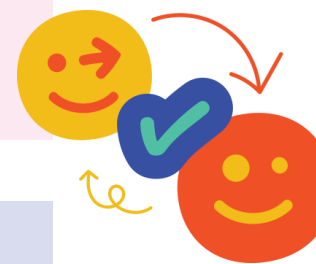
- Rooms: kitchen, bedroom, bathroom, living room, dining room, study, attic, basement, guest room, laundry room
- Descriptions: airy, stuffy, pristine, cluttered, minimalist, luxurious
- Adjectives: elegant, shabby, vibrant, dull, tranquil, bustling
- Number of Rooms: eleven rooms, twelve rooms, thirteen rooms, fourteen rooms, fifteen rooms

Native Language Speakers Level

- Rooms: kitchen, bedroom, bathroom, living room, dining room, study, attic, basement, guest room, laundry room, sunroom, nursery, library, workshop
- Descriptions: expansive, congested, immaculate, disordered, sophisticated, opulent
- Adjectives: exquisite, run-down, radiant, drab, serene, vibrant
- Number of Rooms: sixteen rooms, seventeen rooms, eighteen rooms, nineteen rooms, twenty rooms

Students Resources

<p>ML.SL.5,</p> <p>Code - 6.1, 6.2</p> <p>Teacher station Technology station Independent Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • Together with the teacher discuss the different rooms one finds in the home. See the flashcards together with the teacher. • On your tablet open the link Around the House Vocabulary and work through the activity. • In the simple template provided by the teacher, write the rooms of the house. • Write a sentence using the words and adjectives listed here. • Vocabulary which can be used: <ul style="list-style-type: none"> ○ Rooms: kitchen, bedroom, bathroom, living room, dining room ○ Descriptions: big, small, clean, messy, new, old ○ Adjectives: beautiful, ugly, bright, dark, warm, cold ○ Number of Rooms: one room, two rooms, three rooms, four rooms, five rooms
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<p>ML.SL.5,</p> <p>Code - 6.1, 6.2</p> <p>Teacher station Technology station Independent Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • Together with the teacher discuss the different rooms one finds in the home. See the flashcards together with the teacher. • On your tablet open the link Around the House Vocabulary and work through the activity. • In the template provided by the teacher, write the names of the rooms of the house. • Write a sentence describing the rooms using the words and adjectives listed here. For example, "My bedroom is spacious, and the living room is bright and modern." • Vocabulary which can be used: <ul style="list-style-type: none"> • Rooms: kitchen, bedroom, bathroom, living room, dining room, study, attic, basement • Descriptions: spacious, cramped, tidy, untidy, modern, traditional • Adjectives: cozy, uncomfortable, colourful, plain, noisy, quiet • Number of rooms: six rooms, seven rooms, eight rooms, nine rooms, ten rooms
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ML.SL.5,

Code - 6.1, 6.2

Teacher station
Technology
station
Independent
Station

Instructions

- Together with the teacher discuss the different rooms one finds in the home. See the flashcards together with the teacher.
- On your tablet open the link [Around the House Vocabulary](#) and work through the activity.
- In the template provided by the teacher, write the names of the rooms of the house.
- Describing the rooms in more details using the words and adjectives listed here. For example, "My bedroom is cozy with warm colours, and the kitchen is spacious and well-lit with modern appliances."
- Vocabulary which can be used:
 - Rooms: kitchen, bedroom, bathroom, living room, dining room, study, attic, basement, guest room, laundry room
 - Descriptions: airy, stuffy, pristine, cluttered, minimalist, luxurious
 - Adjectives: elegant, shabby, vibrant, dull, tranquil, bustling
 - Number of Rooms: eleven rooms, twelve rooms, thirteen rooms, fourteen rooms, fifteen rooms



ML.SL.5,

Code - 6.1, 6.2

Teacher
station
Technology
station
Independent
Station

Instructions

- Together with the teacher discuss the different rooms one finds in the home. See the flashcards together with the teacher.
- On your tablet open the link [Around the House Vocabulary](#) and work through the activity.
- Draw a home's layout and describe it. If you want you can draw your own or even imagine a dream house.
- In the drawing include the room names and any special features.
- Create a vivid description of this home using the words and adjectives listed her. For example "My home is a charming, two-story house with a sunlit, open concept living space, featuring vintage décor and a spacious backyard."
- Vocabulary which can be used:
 - Rooms: kitchen, bedroom, bathroom, living room, dining room, study, attic, basement, guest room, laundry room, sunroom, nursery, library, workshop
 - Descriptions: expansive, congested, immaculate, disordered, sophisticated, opulent



- Adjectives: exquisite, run-down, radiant, drab, serene, vibrant
- Number of Rooms: sixteen rooms, seventeen rooms, eighteen rooms, nineteen rooms, twenty rooms

Task Seven – Design a Neighbourhood Map

Description

ML.SL.5, 7.1
ML.SL.5, 7.2



Resources

- Provide reference materials like a map of your town or village which includes street maps or neighbourhood/town photographs for inspiration.
- Encourage creativity in map design and artistic representation.

Guidelines for A1

- **Basic Map:** Provide students with a simple map template of their neighbourhood or town with landmarks like home, school, park, and a friend's house labelled. You can add pictures to help them identify these locations.
- **Labels:** Encourage students to label these landmarks using simple phrases like "My Home," "School," "Park," and "Friend's House."
- **Basic Descriptions:** Ask students to write a short, one-sentence description for each location using basic vocabulary, e.g., "My home is where I live," "The park is where I play."
- Map and Activity Instructions
 - a. Map Template: Provide each student with a copy of the map template.
 - b. Labelling: Have students label each location on the map in both English and Maltese.
 - c. Descriptions: Ask students to write a short description for each landmark on a separate sheet of paper, using the provided phrases and vocabulary list.

Guidelines for A2

- **Map Template:** Provide a more detailed map template of their neighbourhood/town, including streets and additional landmarks.
- **Labels and Directions:** Encourage students to label key locations and streets, and provide basic directions, such as "Turn right at the school to reach the park."
- **Expanded Descriptions:** Ask students to write a short paragraph describing each location. They can use phrases like "My home is a cozy place where I live with my family," and "The park is a fun place to play and relax."
- Map and Activity Instructions
 - a. Map Template: Provide each student with a copy of the detailed map template.
 - b. Labelling: Have students label each location and street on the map in both English and Maltese.
 - c. Directions: Ask students to provide basic directions to different locations on the map.
- Descriptions: Ask students to write a short paragraph describing each landmark on a separate sheet of paper, using the provided phrases and vocabulary list.

Guidelines for B1

- **Custom Map:** Allow students to draw their own neighbourhood/town map, including more streets and landmarks. They can choose to include additional points of interest.

- **Labels, Directions, and Details:** Encourage students to label all significant locations, streets, and write more detailed directions, like "Take the third left on Elm Street to reach the park."
- **Descriptive Paragraphs:** Ask students to write a descriptive paragraph for each location, including not only what the place is but also its significance and any special memories associated with it. For example, "My home, a two-story house, is not just a place to live, but where we celebrate birthdays and holidays."
- **Map and Activity Instructions**
 - a. **Custom Map:** Provide each student with a blank sheet of paper or a template to draw their own detailed map.
 - b. **Labelling:** Have students label each location and street on the map in both English and Maltese.
 - c. **Directions:** Ask students to provide detailed directions to different locations on the map.
 - d. **Descriptions:** Ask students to write a descriptive paragraph for each landmark on a separate sheet of paper, using the provided phrases and vocabulary list.

Guidelines for Native Language Speakers:

- **Custom Map:** Allow students to create a highly detailed map of their neighbourhood/town, including streets, landmarks, and additional points of interest.
- **Labels, Directions, and Details:** Encourage students to label all locations, streets, and write comprehensive directions, including street names and distances.
- **Descriptive Essays:** Ask students to write a descriptive essay for each location, going beyond the physical description to include historical, cultural, or personal significance. For instance, "My home, a historical colonial house, has been in our family for generations and holds many cherished memories."

Instructions:

- a. Provide each student with a large blank sheet of paper or a digital template. Ask them to draw the layout of their neighborhood or town with intricate details. Include all streets, significant landmarks, and additional points of interest. Encourage accuracy and artistic expression.
- b. Encourage students to label all locations and streets, and to write comprehensive directions, including street names and distances.
- c. **Directions:** Ask students to provide detailed directions to different locations on the map.
- d. **Descriptions:** Ask students to write a descriptive paragraph for each landmark on a separate sheet of paper, using the provided phrases and vocabulary list.

Language skill

Speaking Skills
Writing Skills

Competences for democratic culture

I can find the location of Imdina, Birgu and Ċittadella on a map, and I can find some evidence of the strategic importance they had in the past.
I can organize the information gathered about a foreign country.

Type of learning Activity	Speaking Skills Writing Skills
Learning Outcome	I give directions, which with the help of the visual also include the main winds of the compass and instructions related to processes and routine of my life by using the forms of the imperative singular and plural, including those of the negative.
Objective (Link to Curriculum and/or European frameworks)	I understand simple directions given by others that I am not familiar with, (even with the help of maps and pictures), say they deal with places that I know about but that I don't go to every day, such as how to get to St. George's square in the City as I get off the bus.

Educators Resources

A1

LABELS ON MAP

- My Home
- School
- Park
- Friend's House

DIRECTIONS

- Turn left
- Turn right
- Go straight
- Stop
- Go back

Ask students to write a short, one-sentence description for each location using basic vocabulary.

Examples

- **My Home** - My home is where I live.
- **School** - School is where I learn.
- **Park** - The park is where I play.
- **Friend's House** - My friend's house is where I visit my friend.

Vocabulary List

- Home
- School
- Park
- Friend's House
- Where
- I live
- I learn
- I play
- I visit
- Friend

A2

Labels and Directions

- My Home
- School
- Park
- Friend's House
- Library
- Store
- Bus Stop
- Main Street

- Naxxar Road
- Take the first left
- Take the first right
- Go past
- At the corner
- Next to
- Across from
- Continue straight
- At the end of the street

Example Directions:

- Turn right at the school to reach the park.

Example Descriptions in English

1. My Home: My home is a cozy place where I live with my family. It has a small garden in front and a big backyard.
2. School: School is where I learn new things every day. It has many classrooms, a library, and a playground.
3. Park: The park is a fun place to play and relax. It has swings, slides, and a lot of open space for picnics.
4. Friend's House: My friend's house is where I visit my friend. We play games and do homework together.
5. Library: The library is a quiet place full of books. I go there to read and study.
6. Store: The store is where we buy groceries and other essentials. It is near the main street.
7. Bus Stop: The bus stop is where I catch the bus to go to different places. It is located on Elm Street.

Vocabulary List

- Home
- Cozy
- Family
- Garden
- Backyard
- School
- Learn
- Classroom
- Playground
- Park
- Play
- Relax
- Swings
- Slides
- Picnic
- Friend
- Visit
- Games
- Homework

- Library
- Quiet
- Books
- Read
- Study
- Store
- Groceries
- Essentials
- Main Street
- Bus Stop
- Catch the Bus

B1

Example Labels, Directions, and Details

- My Home
- School
- Park
- Friend's House
- Library
- Store
- Bus Stop
- Main Street
- Naxxar Road
- Cafe
- Sports Centre

Example Directions:

- Take the third left on Naxxar Road to reach the park.

Descriptive Paragraphs

Examples

1. My Home: My home, a two-story house, is not just a place to live, but where we celebrate birthdays and holidays. It has a cozy living room with a fireplace and a spacious kitchen where we cook together.
2. School: My school, located on Main Street, is where I spend most of my weekdays. It has modern classrooms, a big library, and a large playground where we have our sports activities.
3. Park: The park is my favorite place to relax and have fun. It has beautiful gardens, a small pond with ducks, and plenty of space for picnics and playing games with friends.
4. Friend's House: My friend's house, just around the corner from mine, is where we hang out after school. We play video games, do homework together, and sometimes have sleepovers.
5. Library: The library is a quiet retreat where I love to read books and study. It has a vast collection of books, comfortable reading areas, and friendly staff who always help me find what I need.
6. Store: The local store, a short walk from my house, is where we buy groceries and other essentials. It has a friendly atmosphere and is known for its fresh produce.

7. **Bus Stop:** The bus stop on Elm Street is where I catch the bus to different parts of the town. It's a busy spot, especially in the mornings when everyone is heading to work or school.
8. **Cafe:** The little cafe on Oak Avenue is my go-to place for a relaxing cup of coffee. It has a cozy ambiance and serves the best pastries in town.
9. **Sports Center:** The sports center is where I go for my soccer practice. It has excellent facilities, including a gym, a swimming pool, and multiple sports courts.

Vocabulary List

- Cozy
- Living Room
- Fireplace
- Kitchen
- Modern
- Classrooms
- Playground
- Gardens
- Pond
- Ducks
- Picnics
- Video Games
- Sleepovers
- Retreat
- Books
- Comfortable
- Reading Areas
- Staff
- Groceries
- Essentials
- Atmosphere
- Fresh Produce
- Soccer Practice
- Facilities
- Gym
- Swimming Pool
- Sports Courts

Native Speakers

- My Home
- School
- Park
- Friend's House
- Library
- Store
- Bus Stop
- Main Street
- Naxxar Road
- Cafe

- Sports Centre
- Museum
- Historical Site
- Local Council Centre
- Church
- Monument
- Walk 200 meters down Main Street, take a right on Naxxar Road, and continue for 500 meters to reach the bus stop.

Descriptive Essays

Ask students to write a descriptive essay for each location, including not only the physical description but also the historical, cultural, or personal significance.

1. My Home: My home is a town house, which has been in our family for generations and holds many cherished memories. The large garden, where we gather for family dinners in the summer, and the living room is filled with old family heirlooms, tell the story of our heritage.
2. School: My school, built in the early 20th century, stands as a testament to our town's commitment to education. With its white limestone and its large gym and playground, it has been a place of learning for generations. I have many fond memories of school plays, science fairs, and sports events held in its spacious gymnasium.

Vocabulary List

- Historical
- Townhouse
- Generations
- Cherished Memories
- Garden
- Heirlooms
- Heritage
- Commitment
- Facade
- Balcony
- Bell
- Gymnasium
- Oasis
- Pond
- Gazebo
- Stained Glass
- Architectural Beauty
- Extensive Collection
- Chandeliers
- Oak Bookshelves
- Knowledge
- Fresh Produce
- Household Goods
- Warm Atmosphere
- Friendly Staff
- Infrastructure
- Commute



- Aromatic Coffee
- Delicious Pastries
- Historical Site
- Industrial Heritage
- Rustic Charm
- Sustainable Materials
- Social Gatherings
- Workshops
- Inclusive Environment

Student Resources

<p>ML.SL.5,</p> <p>Code - 7.1, 7.2</p> <p>Teacher station Collaboration station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • The teacher will present you with a map of your town or village. This includes some names of streets and some labelled places. • Find the labels on the map and <ul style="list-style-type: none"> ○ Write a sentence about each location. ○ Describe each landmark on a separate sheet of paper. ○ Use some of the vocabulary listed here - home, school, park, friend's house, where, I live, I learn, I play, I visit, friend. ○ Directions vocabulary, turn left, turn right, go straight, stop, go back <ul style="list-style-type: none"> ○
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<p>ML.SL.5,</p> <p>Code - 7.1, 7.2</p> <p>Teacher station Collaboration station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • The teacher will present you with a detailed map of your town or village. This includes some names of streets and some labelled places. • Find the labels on the map and <ul style="list-style-type: none"> ○ Write a sentence about each location. ○ Write the directions to reach that location. ○ Write a short paragraph to describe each landmark. ○ Use some of the vocabulary listed here - my home, school, park, friend's house, library, store, bus stop, main street, naxxar road, take the first left, take the first right, go past, at the corner, next to, across from, continue straight, at the end of the street
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<p>ML.SL.5,</p> <p>Code - 7.1, 7.2</p> <p>Teacher station Collaboration station Independent station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • The teacher will show you a detailed map of your town or village. Discuss with the teacher why a map and directions are so important when explaining to people where they have to go. • Design a map and on the map include some important places such as my home, my friend's home, grocery store, police station etc. • Once you have finished this, write a paragraph which includes information
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- about each location included on the map.
- the directions to reach that location.
- a description of each landmark.
- Use some of the vocabulary listed here - my home, school, park, friend's house, library, store, bus stop, Main Street, Naxxar road, café, sports center take the first left, take the first right, go past, at the corner, next to, across from, continue straight, at the end of the street

ML.SL.5,

Code - 7.1, 7.2

Teacher station
Collaboration
station
Independent
station

Instructions

- The teacher will show you a detailed map of your town or village. Discuss with the teacher why a map and directions are so important when explaining to people where they have to go.
- Design a detailed map and which includes streets, landmarks and any other points of interest.
- Label all the locations, streets.
- Once you have finished this, write a paragraph which includes information
 - about each location included on the map.
 - the directions to reach that location.
 - A descriptive essay about each special landmark to include historical, cultural or personal meaning

Task Eight – Write a Neighborhood Adventure Story

Description

ML.SL.5, 8.1



Guidelines for A1

1. **Setting and Characters:** Provide students with a simple setting in their neighbourhood, and a few basic characters like themselves and a friend.
2. **Adventure Description:** Encourage students to write a short paragraph describing a simple adventure, like a picnic at the park, finding a hidden treasure, or attending a neighbourhood party.
3. **Basic Plot:** Ask students to create a simple, one-sentence plot for their story, such as "We went to the park and had a picnic."

Guidelines for A2

1. **Setting and Characters:** Encourage students to choose the setting within their neighbourhood and develop a few characters, including themselves and friends.
2. **Adventure Description:** Ask students to write a slightly longer description of the adventure, including what they did, where they went, and why it was exciting.
3. **Basic Plot:** Encourage students to create a more detailed plot, such as "We organized a surprise birthday party for our friend in the neighbourhood park."

Guidelines for B1

1. **Setting and Characters:** Allow students to choose a specific location in their neighbourhood and develop more complex characters with detailed backgrounds and personalities.
2. **Adventure Description:** Encourage students to write a detailed account of the adventure, highlighting the setting's features and the interactions between characters.
3. **Plot and Conflict:** Ask students to develop a plot that includes a conflict or challenge that needs to be overcome during the adventure. For example, "We had to solve a mystery to find the hidden treasure in our neighbourhood."

Guidelines for Native Language Speakers:

1. **Setting and Characters:** Let students choose a specific location within their neighbourhood and encourage them to create well-rounded characters with intricate backgrounds and relationships.
2. **Adventure Description:** Ask students to write a vivid and descriptive account of the adventure, focusing on sensory details, emotions, and interactions.
3. **Plot Development:** Encourage students to develop a complex plot with multiple events and a climax, such as "We organized a neighbourhood-wide celebration, but everything went wrong until we came together to save the day."

Language skill

Writing Skills
Story Telling Skills
Creativity Skills

Competences for democratic culture	I can identify and explore the reasons why the main celebrations in our town or village are held.
Type of learning Activity	Writing Skills Story Telling Skills Creativity Skills
Learning Outcome	I plan the ideas by myself and organize them by weaving a web of thoughts, a conceptual map, a drawing, a list and so on and from them I draw drafts for my writings according to specific objectives. I divide my writing into paragraphs of different sizes and tie them together according to the flow of ideas.
Objective (Link to Curriculum and/or European frameworks)	Social Studies & Maltese

Educators Resources

A1 Vocabulary

Park

- Home
- Friend
- Picnic
- Treasure

Suggested Simple Story Telling Prompts

1. The Park Near Your House:

- Characters: You and your best friend, Mia.
- Prompt: Imagine you and Mia decide to visit the park near your house. What do you see there? What games do you play together?

2. The School Playground:

- Characters: You and your classmate, Alex.
- Prompt: You and Alex are playing on the school playground during recess. What do you do? Do you go on the swings or play a game of tag?

3. The Street Where You Live:

- Characters: You and your neighbor, Sam.
- Prompt: You and Sam are riding your bikes down the street. What do you see? Do you stop to talk to any other neighbors?

Adventure Description Prompts:

1. Picnic at the Park:

- Prompt: You and your friend Mia decide to have a picnic at the park. What food do you bring? What fun things do you do at the park?

2. Finding a Hidden Treasure:

- Prompt: While playing outside with Alex, you find a mysterious box hidden under a tree. What is inside the box? What do you and Alex do next?

3. Attending a Neighborhood Party:

- Prompt: There is a big party on your street, and you and Sam are excited to go. What games do you play at the party? What delicious food do you eat?

A2 Vocabulary

Birthday Party

- Surprise
- Balloons
- Snacks
- Decorations

B1 Vocabulary

Mystery

- Riddles
- Treasure Map
- Explore



- Solve

Native Speaker

Festival

- Community
- Traditional Music
- Cultural Event
- Celebration

Student Resources

<p>ML.SL.5, Code - 8.1</p> <p>Teacher station Independent station</p>	<p>Instructions</p> <ul style="list-style-type: none">• Discuss with your teacher about stories and what you observe when someone is reading the story.<ul style="list-style-type: none">○ Do you listen to who is in the story?○ Do you observe the place the story takes place?• Write a short story using the vocabulary – home, friend, picnic, and treasure. <p>Here are some ideas to help you write your story –</p> <ol style="list-style-type: none">1. Picnic at the Park:<ul style="list-style-type: none">- Prompt: You and your friend Mia decide to have a picnic at the park. What food do you bring? What fun things do you do at the park?2. Finding a Hidden Treasure:<ul style="list-style-type: none">- Prompt: While playing outside with Alex, you find a mysterious box hidden under a tree. What is inside the box? What do you and Alex do next?3. Attending a Neighborhood Party:<ul style="list-style-type: none">- Prompt: There is a big party on your street, and you and Sam are excited to go. What games do you play at the party? What delicious food do you eat?
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<p>ML.SL.5, Code - 8.1</p> <p>Teacher station Independent station</p>	<p>Instructions</p> <ul style="list-style-type: none">• Discuss with your teacher about stories and what you observe when someone is reading the story.<ul style="list-style-type: none">○ Do you listen to who is in the story?○ Do you observe the place the story takes place?• Write a short story about – “We organized a surprise birthday party for our friend in the neighbourhood park.”• Use the vocabulary – birthday party, surprise, balloons, decorations, snacks.• In the story include what you did, where you went and why it was exciting.
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<p>ML.SL.5, Code - 8.1</p> <p>Teacher station Independent station</p>	<p>Instructions</p> <ul style="list-style-type: none">• Discuss with your teacher about stories and what you observe when someone is reading the story.<ul style="list-style-type: none">○ Do you listen to who is in the story?○ Do you observe the place the story takes place?• Write a short story about – “We had to solve a mystery to find the hidden treasure in our neighbourhood.” Includes a conflict or challenge that needs to be overcome during the adventure
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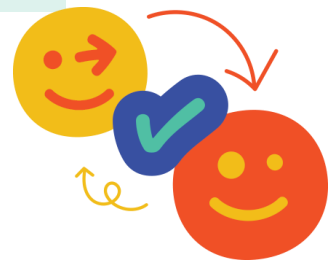
- Use the vocabulary – mystery, riddles, explore, treasure map, explore, solve.
- In the story include what you did, where you went and why it was exciting.

ML.SL.5,
Code - 8.1

Teacher
station
Independent
station

Instructions

- Discuss with your teacher about stories and what you observe when someone is reading the story.
 - Do you listen to who is in the story?
 - Do you observe the place the story takes place?
- Write a short story about – "We organized a neighbourhood-wide celebration, but everything went wrong until we came together to save the day."
- Use the vocabulary – festival, community, celebration, traditional music, and cultural event
- In the story write a description of the adventure, including emotions and discussions.



Task Nine – Research a Cultural Celebration

Description

ML.SL.5, 9.1

ML.SL.5, 9.2



Guidelines for A1

1. **Cultural Celebration Selection:** Provide a list of well-known, beginner-friendly cultural celebrations from various countries, such as Diwali, Hanukkah, or Chinese New Year.
2. **Basic Information:** Ask students to find basic facts about the chosen celebration, such as its name, date, and a simple description.
3. **Visual Aid:** Encourage students to include a picture or a drawing related to the celebration.

Guidelines for A2

1. **Cultural Celebration Selection:** Provide a list of diverse cultural celebrations from different countries and encourage students to choose one that interests them.
2. **Research Elements:** Ask students to gather information about the celebration's customs, traditions, and significance. They should include details like traditional foods, clothing, and common activities.
3. **Presentation:** Have students create a short presentation using slides or posters with text and images to share their findings with the class.

Guidelines for B1 (Intermediate):

1. **Cultural Celebration Selection:** Encourage students to select a cultural celebration they are less familiar with, emphasizing diversity.
2. **In-Depth Research:** In addition to customs and traditions, instruct students to explore the historical background, regional variations, and any unique stories or legends associated with the celebration.
3. **Presentation or Report:** Allow students to choose between creating a presentation with slides, a report with visuals, or a short video presentation to share their research with the class.

Guidelines for Native Language Speakers:

1. **Cultural Celebration Selection:** Let students choose a cultural celebration from any country that piques their interest.
2. **Comprehensive Research:** Encourage students to delve deeply into the celebration's history, customs, traditions, and its cultural significance. They should aim to provide a thorough understanding.
3. **Presentation or Report:** Allow students to choose between creating a presentation with slides, a report with visuals, or a short video presentation to share their research with the class.

Language skill

Speaking Skills
Presentation Skills
Research Skills

Competences for democratic culture

I can identify and explore the reasons why the main celebrations in our town or village are held.
I can compare the chosen country with the Maltese Islands.

Type of learning Activity	XXX
Learning Outcome	I speak and present in front of an audience, alone or with others, with the help of technological, digital, printed and other resources, after research has been done, interesting information on events and key elements that shaped Maltese culture and identity in -past like the food, the parties, the works and trades of yesterday, the environment, the history and the legends.
Objective (Link to Curriculum and/or European frameworks)	I can identify the main celebrations which we celebrate in our homes

Educators Resources

A1

Cultural Celebration Selection: Provide a list of well-known, beginner-friendly cultural celebrations from various countries:

- Diwali (India)
- Hanukkah (Jewish)
- Chinese New Year (China)
- Christmas (Global)
- Eid al-Fitr (Islamic)

Vocabulary List

- Celebration
- Festival
- Light
- Food
- Tradition

A2

Cultural Celebration Selection

- Carnival (Brazil)
- Holi (India)
- Thanksgiving (USA)
- Mid-Autumn Festival (China)
- Oktoberfest (Germany)

Vocabulary List

- Custom
- Tradition
- Significance
- Costume
- Activity

B1

Cultural Celebration Selection

- Day of the Dead (Mexico)
- Songkran (Thailand)
- Nowruz (Persian New Year)
- Midsummer (Sweden)
- Ramadan (Islamic)

Vocabulary List

- Historical
- Regional
- Variation
- Legend
- Myth



Native

Cultural Celebration Selection

- Diwali (India)
- Hanukkah (Jewish)
- Chinese New Year (China)
- Christmas (Global)
- Eid al-Fitr (Islamic)
- Carnival (Brazil)
- Holi (India)
- Thanksgiving (USA)
- Mid-Autumn Festival (China)
- Oktoberfest (Germany)
- Day of the Dead (Mexico)
- Songkran (Thailand)
- Nowruz (Persian New Year)
- Midsummer (Sweden)
- Ramadan (Islamic)

Vocabulary List

- Comprehensive
- Delve
- Thorough
- Understanding

Student ebooks

<p>ML.SL.5</p> <p>Code 9.1, 9.2</p> <p>Teacher Station Collaboration Station Technology Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • With the teacher discuss what celebrations you know from other countries <ul style="list-style-type: none"> ○ Have you heard of any of these feasts -Diwali, Hanukkah, Eid al-Fitr or Chinese New Year? ○ Do you know where they are celebrated? • Find some information about one of the celebrations such as its name, date and three sentences. You can use the Roboteacher to help you find the information. • Draw or find a picture about the celebration
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<p>ML.SL.5</p> <p>Code 9.1, 9.2</p> <p>Teacher Station Collaboration Station Technology Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • With the teacher discuss what celebrations you know from other countries <ul style="list-style-type: none"> • Have you heard of any of these feasts -Diwali, Hanukkah, Eid al-Fitr or Chinese New Year, Carnival, Holi, Thanksgiving, Oktoberfest? • Do you know where they are celebrated? • Find information about two of the celebrations gather information about the celebration's customs, traditions, and significance. You should include details like traditional foods, clothing, and common activities. • You can use the Roboteacher to help you find the information. • Create a short presentation with text and images to share your celebration in class.
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<p>ML.SL.5</p> <p>Code 9.1, 9.2</p> <p>Teacher Station Collaboration Station Technology Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • With the teacher discuss what celebrations you know from other countries <ul style="list-style-type: none"> • Have you heard of any of these feasts -Diwali, Hanukkah, Eid al-Fitr or Chinese New Year, Carnival, Holi, Thanksgiving, Oktoberfest, Day of the Dead, Songkran, Nowruz, Midsummer, Ramadan. • Do you know where they are celebrated? • Find information about two of the celebrations gather information about the celebration's customs, traditions, and significance. Include details like traditional foods, clothing, and common activities. Find any historical background, regional variations, and any unique stories or legends associated with the celebration. • You can use the Roboteacher to help you find the information.
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- Create a short presentation with text and images to share your celebrations in class.

ML.SL.5

Code
9.1, 9.2Teacher
Station
Collaboration
Station
Technology
Station**Instructions**

- With the teacher discuss what celebrations you know from other countries
 - Have you heard of any of these feasts -Diwali, Hanukkah, Eid al-Fitr or Chinese New Year, Carnival, Holi, Thanksgiving, Oktoberfest, Day of the Dead, Songkran, Nowruz, Midsummer, Ramadan.
 - Do you know where they are celebrated?
- Find information about two of the celebrations gather information about the celebration's customs, traditions, and significance. Include details like traditional foods, clothing, and common activities. Find any historical background, regional variations, and any unique stories or legends associated with the celebration.
- You can use the [Roboteacher](#) to help you find the information.
- Create a short presentation with text and images, or a short video presentation to share your celebrations in class.



Task Ten - Create a Menu for a Celebration

Description

ML.SL.5, 10.1,
ML.SL.5, 10.2

Guidelines for A1

1. **Menu Theme:** Provide a simple theme for the celebration, such as a family picnic or a birthday party.
2. **Dish Names:** Ask students to list the names of basic dishes they would include, such as "cake," "sandwiches," or "soda."
3. **Basic Ingredients:** Encourage students to write down basic ingredients for each dish, e.g., "cake - flour, sugar, eggs."
4. Students can use [Roboteacher](#) to help them find the ingredients.

Guidelines for A2

5. **Menu Theme:** Offer a more varied menu theme like a holiday dinner or a cultural celebration.
6. **Dish Names:** Ask students to list a variety of dishes, including appetizers, main courses, and desserts, like "appetizer - bruschetta," "main course - roasted chicken," or "dessert - apple pie."
7. **Ingredients and Short Descriptions:** Encourage students to provide a list of ingredients and write short descriptions of each dish. For example, "appetizer - bruschetta with fresh tomatoes, basil, and olive oil."
8. Students can use [Roboteacher](#) to help them find the ingredients and write short descriptions.

Guidelines for B1

9. **Menu Theme:** Allow students to choose a more complex celebration theme, like a multi-course gourmet dinner or a themed international buffet.
10. **Dish Names:** Encourage students to create an extensive menu with multiple courses and a variety of dishes from appetizers to desserts.
11. **Ingredients and Descriptions:** Ask students to include detailed descriptions of each dish, including cooking methods, flavours, and cultural context. For instance, "appetizer - caprese salad with sliced mozzarella, ripe tomatoes, fresh basil, and balsamic glaze."
12. Students can use [Roboteacher](#) to help them find the ingredients and write descriptions.

Guidelines for Native Language Speakers:

1. **Menu Theme:** Let students select any celebration theme they desire, from a traditional holiday feast to a modern fusion cuisine event.
2. **Dish Names:** Allow students to create an elaborate menu, incorporating appetizers, soups, salads, entrees, and desserts, considering all dietary preferences and restrictions.
3. **Ingredients, Cooking Methods, and Descriptions:** Encourage students to provide comprehensive information for each dish, including ingredients, cooking techniques, detailed descriptions, and cultural or historical context. For example, "entree - Coq au Vin, a classic French dish featuring tender chicken simmered in red wine with mushrooms, pearl onions, and bacon."

	4. Students can use Roboteacher to help them find the ingredients and write descriptions.
Language skill	Writing Skills Speaking Skills
Competences for democratic culture	I can identify and explore the reasons why the main celebrations in our town or village are held.
Type of learning Activity	Writing Skills Speaking Skills
Learning Outcome	I talk to students of different cultures and with them I describe and compare the linguistic and cultural diversity of our country. I know how to be part of an audience that listens, understands and participates.
Objective (Link to Curriculum and/or European frameworks)	I talk to students of different cultures and with them I describe and compare the linguistic and cultural diversity of our country. I know how to be part of an audience that listens, understands and participates.

Educators Resources

Suggestions

A1

Basic Dish Names:

- Cake
- Sandwiches
- Fruit Salad
- Cookies

Basic Ingredients:

- Cake: flour, sugar, eggs
- Sandwiches: bread, cheese, ham
- Fruit: apples, bananas, oranges
- Cookies: flour, butter, chocolate chips

A2

Ask students to list a variety of dishes:

- Appetizer: bruschetta
 - Main Course: roasted chicken
 - Dessert: apple pie
 - Side Dish: mashed potatoes
 - Drink: lemonade
-
- Appetizer: bruschetta with fresh tomatoes, basil, and olive oil
 - Main Course: roasted chicken with herbs and garlic
 - Dessert: apple pie with cinnamon and sugar
 - Side Dish: mashed potatoes with butter and milk
 - Drink: lemonade made with fresh lemons and sugar

B1

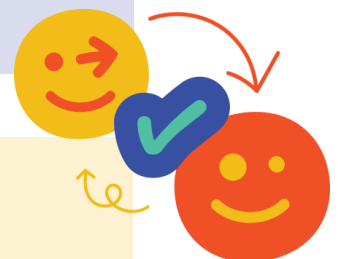
- Appetizer: caprese salad
 - Soup: minestra
 - Main Course: beef stroganoff
 - Side Dish: ratatouille
 - Dessert: tiramisu
 - Drink: sparkling water
-
- Appetizer: caprese salad with sliced mozzarella, ripe tomatoes, fresh basil, and balsamic glaze
 - Soup: minestrone with seasonal vegetables, beans, and pasta
 - Main Course: beef stroganoff with tender beef strips in a creamy mushroom sauce
 - Side Dish: ratatouille with eggplant, zucchini, bell peppers, and tomatoes
 - Dessert: tiramisu with layers of coffee-soaked ladyfingers, mascarpone cheese, and cocoa
 - Drink: sparkling water with a hint of lemon

Native Speaker

- Appetizer: smoked salmon canapés
 - Soup: French onion soup
 - Salad: Waldorf salad
 - Main Course: coq au vin
 - Side Dish: garlic mashed potatoes
 - Dessert: chocolate fondant
-
- Appetizer: smoked salmon canapés with cream cheese and dill on rye bread; smoked salmon, cream cheese, fresh dill, rye bread
 - Soup: French onion soup with caramelized onions, beef broth, and melted Gruyère cheese; onions, beef broth, Gruyère cheese, baguette slices
 - Salad: Waldorf salad with apples, celery, walnuts, and mayonnaise dressing; apples, celery, walnuts, mayonnaise
 - Main Course: coq au vin, a classic French dish featuring tender chicken simmered in red wine with mushrooms, pearl onions, and bacon; chicken, red wine, mushrooms, pearl onions, bacon
 - Side Dish: garlic mashed potatoes with creamy texture and rich garlic flavor; potatoes, garlic, butter, cream
 - Dessert: chocolate fondant with a gooey center and rich chocolate flavor; chocolate, butter, sugar, eggs, flour
 - Drink: virgin mojito with fresh mint, lime juice, and soda water; mint leaves, lime juice, soda water, sugar

Student ebooks

<p>ML.SL.5</p> <p>Code 10.1, 10.2</p> <p>Teacher Station Collaboration Station Technology Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • Discuss with your teacher the various ways one celebrates. • Write down some basic dishes that you share to celebrate. • Write down the basic ingredients for the dish. You can use Roboteacher to help you find the ingredients.
<p>ML.SL.5</p> <p>Code 10.1, 10.2</p> <p>Teacher Station Collaboration Station Technology Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • Discuss with your teacher the various ways one celebrates. <ul style="list-style-type: none"> • What menu could there be on a special holiday or a cultural celebration? • Write down some basic dishes that you share to celebrate. Think about it like a menu • Write down the ingredients for two of the dishes. You can use Roboteacher to help you find the ingredients. • Write a short description for each dish.
<p>ML.SL.5</p> <p>Code 10.1, 10.2</p> <p>Teacher Station Collaboration Station Technology Station</p>	<p>Instructions</p> <ul style="list-style-type: none"> • Discuss with your teacher the various ways one celebrates. <ul style="list-style-type: none"> • What menu could there be on a special holiday or a cultural celebration? • Choose a celebration theme which you want to learn about. Create a menu which can be a multi-course dinner or a buffet. These range from appetizers to desserts. You can use Roboteacher to help you find the food items for that particular celebration. • Create a description for each dish including cultural theme and ingredients.
<p>ML.SL.5</p>	<p>Instructions</p> <ul style="list-style-type: none"> • Discuss with your teacher the various ways one celebrates.



Code
10.1, 10.2

Teacher Station
Collaboration
Station
Technology
Station

- What menu could there be on a special holiday or a cultural celebration?
- Choose a celebration theme which you want to learn about from a traditional holiday feast to a modern food event.
- Create a menu which can be a multi-course dinner or a buffet and also includes dietary preferences and restrictions. These can range from appetizers to desserts.
- Give detailed information for each dish including ingredients, detailed description about the cultural or historical context as well as the cooking techniques.
- You can use [Roboteacher](#) to help you find the food items and correct your writing.