



YEAR 3

LANGUAGE BOOK

Teachers' E-book

3rd Grade

Transport, dress, and different shops

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	A2, B1,	A1, A2, B1, NS
3 rd task	A1, A2, B1, NS	A1, A2, B1, NS		
4 th task		A1, A2, B1, NS	B1, NS	A1, A2, B1, NS
5 th task	A1, A2, B1, NS	A1, A2, B1, NS	B1, NS	
6 th task	A1, A2, B1, NS	A1, A2, B1, NS		A1, A2, B1, NS
7 th task	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		A1, A2, B1, NS
10 th task	A2, B1, NS	A1, A2, B1, NS	A1, B1, NS	A1, A2, B1, NS
11 th task	A2, B1, NS	A1, A2, B1, NS		
12 th task		A1, A2, B1, NS	A2, B1, NS	
13 th task	A2, B1, NS	A1, A2, B1, NS	NS	A1, A2, B1, NS
14 th task		A1, A2, B1, NS	A1, A2, B1, NS	

TASK ONE – Transportation Drawing

Description	Materials Needed:
ML.SL.3, 1.1 ML.SL.3, 1.2	<ul style="list-style-type: none"> • Drawing paper or notebooks • Colouring materials (crayons, markers, coloured pencils) • Reference images of different transportation modes (cars, buses, bicycles, trains) • Labels with transportation names (e.g., "car," "bus," "bicycle," "train")
	<p>A1</p> <ol style="list-style-type: none"> 1. Introduction (Teacher): Start by introducing the vocabulary words for different modes of transportation. Show images or flashcards to help students understand (e.g., car, bus, bicycle, train). 2. Drawing (Student): Encourage students to choose one mode of transportation and draw it on their paper. Keep it simple. They can copy the teacher's drawing or use a colouring book if needed. 3. Labelling (Student): Provide pre-made labels with the names of the transportation modes. Ask students to choose the correct label and glue it next to their drawing. 4. Review (Teacher): Review the drawings and labels together as a class, emphasizing the correct pronunciation of the words.
	<p>A2</p> <ol style="list-style-type: none"> 1. Introduction (Teacher): Review transportation vocabulary with students. Use images to help them recognize and say the words aloud. 2. Drawing (Student): Instruct students to draw two different modes of transportation. Encourage them to include simple details, like colour or size. 3. Labelling (Student): Provide labels with the names of transportation modes but mix them up. Students should match the correct labels to the drawings. 4. Description (Student): After labelling, ask students to describe their drawings with simple sentences. For example, "I drew a big blue bus and a red car." 5. Peer Sharing (Class): Encourage students to share their drawings with a partner and discuss what they drew. This helps build conversational skills.
	<p>B1</p> <ol style="list-style-type: none"> 1. Introduction (Teacher): Introduce the vocabulary, then ask students if they know other modes of transportation (e.g., airplane, boat, skateboard). 2. Drawing (Student): Ask students to draw at least three different modes of transportation. Encourage more detailed drawings, including background elements like roads or passengers. 3. Labelling (Student): Provide blank labels for students to write the transportation names. Correct spelling as needed. 4. Description and Comparison (Student): Have students describe their drawings and compare with classmates. For example, "My bicycle is blue, and your train is green." 5. Group Discussion (Class): In small groups, have students discuss one mode of transportation, considering things like speed, safety, or environmental impact. Groups can present their findings.

	<p>Native Speaker</p> <ol style="list-style-type: none"> 1. Introduction (Teacher): Discuss transportation in different cultures and regions, asking students how transportation varies in different places and why. 2. Drawing (Student): Students draw three or more modes of transportation, thinking about how they are used in different countries or environments. Encourage them to include cultural or environmental details. 3. Labelling and Short Writing Task (Student): Students label their drawings and write a short paragraph explaining their choices, such as why these transportation modes are important or how they differ from one another. 4. Discussion (Class): Organize a discussion about the future of transportation or how transportation is linked to the environment, asking students to share their thoughts and ideas. 5. Presentation (Student): Students present their drawings and paragraphs, explaining what they've learned about transportation in various contexts.
<p>Language skill</p>	<ol style="list-style-type: none"> 1. Listening: <ul style="list-style-type: none"> - Students will listen to the teacher's instructions and transportation vocabulary explanations. 2. Speaking: <ul style="list-style-type: none"> - Students will describe their drawings and engage in discussions about transportation. 3. Reading: <ul style="list-style-type: none"> - Students will read labels and simple sentences related to transportation modes. 4. Writing: <ul style="list-style-type: none"> - Students will label their drawings and, at higher levels, write short descriptions or explanations about different modes of transportation.
<p>Competences for democratic culture</p>	<ol style="list-style-type: none"> 1. Civic-Mindedness: <ul style="list-style-type: none"> • Students will explore how transportation affects their communities and the environment, promoting awareness of civic responsibility. 2. Co-operation Skills: <ul style="list-style-type: none"> • Through group discussions and peer sharing, students will practice working together, exchanging ideas, and respecting different perspectives. 3. Empathy: <ul style="list-style-type: none"> • Students will learn about the experiences of others, reflecting on how transportation may differ across cultures or for people with different needs. 4. Respect for Other Cultures: <ul style="list-style-type: none"> • Students will develop respect for diversity by learning about various transportation systems around the world, fostering a global outlook. 5. Responsibility: <ul style="list-style-type: none"> • Students will understand the importance of responsible behavior when using transportation, linking this knowledge to environmental awareness and safety.
<p>Type of learning Activity</p>	<ul style="list-style-type: none"> • Vocabulary Development • Creative Language
<p>Learning Outcome</p>	<p>By the end of the activity, students will:</p> <ol style="list-style-type: none"> 1. Understand and Use New Vocabulary: <ul style="list-style-type: none"> - Recognize and use vocabulary related to transportation modes, such as "car," "bus," "bicycle," and "train."

2. Engage in Descriptive Language:
 - Describe their drawings using basic or more complex language, depending on their proficiency level.
3. Collaborate and Share:
 - Share their work and discuss ideas with peers, practicing conversation and comparison skills.
4. Develop Fine Motor Skills:
 - Enhance their ability to draw and label, linking creative and language development.
5. Reflect on Different Cultures and Environments:
 - Understand how transportation is influenced by culture and geography, particularly in the higher levels.

Objective (Link to Curriculum and/or European frameworks)

- I deliver a simple message orally without leaving anything essential out of it.
- I listen to the views of others while I wait and when it's my turn I give mine.
- I read words that I have never come across before by combining one sound with another, combining and dividing into syllables or comparing its form with other similar words.

Educators Resources (Suggested)

A1	A2	B1	Native Speaker
<ul style="list-style-type: none"> • Car • Bus • Bike • Train • Boat • Plane • Walk • Scooter • Taxi • Van 	<ul style="list-style-type: none"> • Ship • Motorcycle • Tram • Subway • Helicopter • Sailboat • Ferry • Truck • Canoe • Cable Car 	<ul style="list-style-type: none"> • Hot Air Balloon • Segway • Monorail • Rickshaw • Tuk-tuk • Yacht • Amphibious Vehicle • Hovercraft 	<ul style="list-style-type: none"> • Gondola • Horse-drawn Carriage • Hovercraft • Yacht • Amphibious Vehicle • Rickshaw • Tuk-tuk

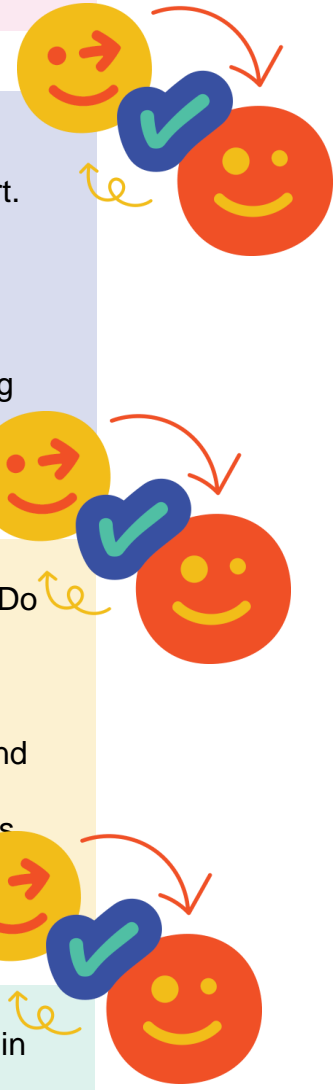
Student Resources

<p>ML.SL.1, Code 1.1, 1.2 Teacher Station Independent Station</p>	<ul style="list-style-type: none"> • With the teacher discuss different types of transport. Do you know any words? • Choose one type of transport and draw it • Write the transport word next to your drawing • Repeat the word after the teacher.
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<p>ML.SL.1, Code 1.1, 1.2 Teacher Station Independent Station</p>	<ul style="list-style-type: none"> • With the teacher discuss different types of transport. Do you know any words? • Draw two types of transport • Choose the correct label from the teachers lists • Write the transport words next to your drawings • Write a simple sentence. For example, "I drew a big blue bus and a red car."
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<p>ML.SL.1, Code 1.1, 1.2 Teacher Station Independent Station</p>	<ul style="list-style-type: none"> • With the teacher discuss different types of transport. Do you know any words? • Draw three types of transport • Write the transport words next to your drawings • Write a sentence. For example, "My bicycle is blue, and your train is green." • In small groups discuss one mode of transport such as speed, safety and environmental impact. • Present your findings to the class.
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<p>ML.SL.1, Code 1.1, 1.2 Teacher Station Independent Station</p>	<ul style="list-style-type: none"> • With the teacher discuss different types of transport in different parts of the world. • Draw three types of transport from around the world. • Write the transport words next to your drawings • Write a short paragraph about that form of transport and how it is different to other transport. • In class discuss whether transport will remain the same or change. • Present your drawings and paragraphs to the class.
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TASK TWO – Transportation Match

ML.SL.3, 2.1
ML.SL.3, 2.2
ML.SL.3, 2.3

**Materials Needed:**

- Sets of transportation images (e.g., flashcards or printed pictures)
- Sets of corresponding transportation names (e.g., printed labels or cards)
- Large table or workspace for matching

Technology Tool

All levels – [Modes of Transportation](#)

A1:

1. Introduction (Teacher): - Introduce 2-3 basic transportation vocabulary words (e.g., car, bus, bike) using flashcards or printed images. Pronounce each word clearly and show the corresponding image to help students connect the word to the visual.
2. Matching (Student): Scatter the transportation images and names on the table. Ask students to match the images with the correct names. They can start with two to three pairs to make it manageable for them.
3. Review (Teacher): Go over the matches as a class, confirming that each pair is correctly matched. Emphasize the correct pronunciation and word-image association.
4. Extended Matching (Student): If the students are comfortable, introduce additional pairs of images and names for them to match. Allow them to continue working on their matches individually or in pairs.
5. Technology Tool: Students can be given the link [Modes of Transportation](#) where they will write the name of the transport in the blank space.

A2

1. Introduction (Teacher): Review a larger set of transportation vocabulary with the students (e.g., car, bus, bike, train, airplane). Have students repeat each word aloud to practice pronunciation and reinforce their understanding.
2. Matching (Student): Scatter a larger set of transportation images and names. Students independently match the transportation names with the images. Mix up the names and images to make it more challenging.
3. Peer Verification (Student): After completing their matches, pair students with a classmate to check each other's work. Encourage them to explain why they think their matches are correct, using simple language.
4. Group Review (Class): Discuss the matches as a class, allowing students to explain their choices. Correct any mismatches and work on any mispronounced words during this review.
5. Technology Tool: Students can be given the link [Modes of Transportation](#) where they will write the name of the transport in the blank space.

B1

1. Introduction (Teacher): Review transportation vocabulary words, ensuring students are familiar with additional terms such as "subway," "motorcycle," and "boat." Focus on students' pronunciation and ensure they understand the meaning of each term.
2. Matching (Student): Provide a larger set of transportation images and names, mixing them up to make the matching more challenging.

Encourage students to work independently to match the images and names.

3. Time Challenge (Student): To add a competitive element, set a time limit for the activity (e.g., 5-7 minutes). The goal is for students to make as many correct matches as possible within the time frame. For example, students have a set time to make as many correct matches as possible.
4. Group Discussion (Class): - After the time challenge, discuss the matches as a class. Ask students to explain any strategies they used, and encourage them to share interesting facts or additional knowledge they may have about the vehicles.
5. Technology Tool: Students can be given the link [Modes of Transportation](#) where they will write the name of the transport in the blank space.

Native Speaker Level

1. Introduction (Teacher): Begin with a brief discussion about the different types of transportation used in various parts of the world. Introduce or review any less common modes of transportation (e.g., rickshaw, tram, ferry) and discuss their uses and significance in different cultures.
2. Matching (Student): Provide an extended set of transportation images and names, including some less common modes of transportation. Ask students to work independently to match the images and names, challenging them to use their prior knowledge and any new information from the discussion.
3. Collaborative Matching (Student): Have students work in pairs or small groups to complete the matching task. Encourage them to use more descriptive language while discussing the matches (e.g., "This is a ferry; it is used to transport people across water").
4. Class Discussion and Reflection (Class): Facilitate a class discussion where students reflect on the different modes of transportation. Encourage them to share their thoughts on which transportation methods are the most important or how transportation might change in the future.
5. Technology Tool: Students can be given the link [Modes of Transportation](#) where they will write the name of the transport in the blank space.

Language skill

1. Listening:
 - Students will listen to instructions and the pronunciation of transportation vocabulary provided by the teacher.
2. Speaking:
 - Students will practice speaking by naming transportation modes, discussing their matches, and verifying their choices with peers.
3. Reading:
 - Students will read transportation names and match them with corresponding images.
4. Writing:
 - At higher levels, students may write or spell transportation names when required.

Competences for democratic culture

1. Co-operation and Collaboration:
 - Students will work together to verify their matches, practicing teamwork and learning to respect others' ideas and opinions.
2. Responsibility:

	<ul style="list-style-type: none"> - Students will take responsibility for their own work and support classmates in verifying matches, fostering a sense of accountability. <p>3. Respect for Cultural Diversity:</p> <ul style="list-style-type: none"> - Students will explore transportation modes from different cultures, learning to appreciate diversity and the various ways people travel around the world. <p>4. Empathy and Understanding:</p> <ul style="list-style-type: none"> - Students will engage in discussions about transportation in different parts of the world, helping them develop empathy for the experiences of others. <p>5. Civic-Mindedness:</p> <ul style="list-style-type: none"> - Through discussion of transportation and its role in society, students will understand the importance of sustainable transportation and its impact on the environment and communities.
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary • Memory Skills • Speaking Skills
Learning Outcome	<p>By the end of the activity, students will:</p> <ol style="list-style-type: none"> 1. Recognize and Use Transportation Vocabulary: Identify various modes of transportation (e.g., car, bus, train) and correctly match names to corresponding images. 2. Enhance Pronunciation and Speaking Skills: Pronounce transportation vocabulary with increased confidence and engage in simple conversations about transportation. 3. Develop Collaboration Skills: Work with classmates to verify matches and justify their choices, practicing social and language skills. 4. Improve Critical Thinking: Use reasoning to match transportation modes with their corresponding names, enhancing cognitive skills. 5. Increase Cultural Awareness: Gain exposure to different types of transportation from around the world and understand their uses in various contexts.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I talk about myself, my family and the environment I live in and how time is divided into years, seasons, months, days and the time of day. • I recognize the main subject(s) of a text by spelling out the most important words or sentences.

Educators Resources

A1	A2	B1	Native Speaker
<ul style="list-style-type: none"> • Car • Bus • Bike • Train • Boat • Plane • Walk • Scooter • Taxi • Van 	<ul style="list-style-type: none"> • Ship • Motorcycle • Tram • Subway • Helicopter • Sailboat • Ferry • Truck • Canoe • Cable Car 	<ul style="list-style-type: none"> • Hot Air Balloon • Segway • Monorail • Rickshaw • Tuk-tuk • Yacht • Amphibious Vehicle • Hovercraft 	<ul style="list-style-type: none"> • Gondola • Horse-drawn Carriage • Hovercraft • Yacht • Amphibious Vehicle • Rickshaw • Tuk-tuk

Student Resources

<p>ML.SL.3</p> <p>Code 2.1, 2.2, 2.3</p> <p>Teacher Station Technology Station</p>	<ul style="list-style-type: none"> • The teacher will show you some transport words. Repeat the word. • Match the word the teacher says with the image. • Then match the word on the table with the image. • When the teacher tells you click on the link Modes of Transportation where they will write the name of the transport in the blank space.
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<p>ML.SL.3</p> <p>Code 2.1, 2.2, 2.3</p> <p>Teacher Station Independent Station Collaboration Station Technology Station</p>	<ul style="list-style-type: none"> • The teacher will show you some transport words. Repeat the word. • Match the word the teacher says with the image. • Then match the word on the table with the image. • With a classmate check each other's work. • When the teacher tells you click on the link Modes of Transportation where they will write the name of the transport in the blank space.
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<p>ML.SL.3</p> <p>Code 2.1, 2.2, 2.3</p> <p>Teacher Station Independent Station Technology Station</p>	<ul style="list-style-type: none"> • The teacher will show you some transport words. Repeat the word. • Match the word the teacher says with the image. • Then match the word on the table with the image. • The teacher will give you a set of cards to match them within 5 minutes. • When the teacher tells you click on the link Modes of Transportation where they will write the name of the transport in the blank space.
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<p>ML.SL.3</p> <p>Code 2.1, 2.2, 2.3</p> <p>Teacher Station Independent Station Technology Station</p>	<ul style="list-style-type: none"> • The teacher will show you some transport words from different countries. Repeat the word. • Match the word the teacher says with the image. • The teacher will give you a set of cards to match them within 5 minutes. • When the teacher tells you click on the link Modes of Transportation where they will write the name of the transport in the blank space
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TASK THREE – Transportation Story

Description

ML.SL.3, 3.1

ML.SL.3, 3.2

ML.SL.3, 3.3



Activity: Transportation Story

Materials Needed:

- Drawing paper or notebooks
- Colouring materials (crayons, markers, coloured pencils)
- Transportation images for reference
- Story template (for A1 and A2 levels)
- Whiteboard or blackboard (for group storytelling)

A1

1. Introduction (Teacher): Introduce basic transportation vocabulary (e.g., car, bus, bike) using images. Focus on a specific mode of transportation for the story (e.g., a car or bike).
2. Story Template (Student): Provide a simple story template with gaps for students to fill in. prompts. For example, "Once upon a time, there was a [mode of transportation]. It went on a journey to [destination]. On the way, it saw [object or animal]. It was a [sunny/rainy] day."
3. Story Creation (Student): Students fill in the story template, choosing a mode of transportation and filling in the blanks. Students can draw an illustration to accompany their story.
4. Story Sharing (Class): Encourage students to share their stories with the class, using simple sentences to read aloud. Emphasize correct pronunciation.

A2

1. Introduction (Teacher): Review the transportation vocabulary and make sure students are comfortable with the words they'll use in their stories.
2. Story Development (Student): Provide a blank story template without prompts. Encourage students to create their own short stories using the chosen mode of transportation and a simple journey.
3. Illustrations (Student): Ask students to draw detailed illustrations for their stories, adding context and extra elements to enhance the narrative.
4. Pair Sharing (Pairs of Students): Have students share their stories in pairs. They can take turns reading their stories to each other.
5. Group Storytelling (Class): For a collaborative approach, use a whiteboard or blackboard to create a group story. Each student contributes one sentence to the story, building on what the previous student said.

B1

1. Introduction (Teacher): Review transportation vocabulary and ensure students can confidently use the words in their stories.
2. Story Creation (Student): Instruct students to write their own short stories involving a journey using the chosen mode of transportation. They should aim for more complex sentences and descriptions.
3. Peer Review (Pairs of Students): Have students partner with a classmate to review and edit each other's stories. They will read each other's stories, provide feedback, and offer suggestions for improvement, focusing on language accuracy and storytelling structure.

4. Story Presentation (Class): Students present their stories to the class, using more developed language skills and adding descriptive elements to their stories.

Native Speaker Level

1. Introduction (Teacher): Start by discussing different types of transportation and how they are used in different parts of the world or in different time periods. Let students share their own experiences with different modes of transportation.
2. Creative Story Writing (Student): Students write a more complex and imaginative story involving a transportation mode of their choice. Encourage them to include elements such as adventure, problem-solving, and dialogue between characters.
3. Illustrations (Student): Students create detailed illustrations to support their stories, adding creative and imaginative touches to visualize the journey they've written about.
4. Group Discussion and Peer Feedback (Class): Students share their stories in small groups and offer feedback to each other. Encourage students to discuss the structure of the stories, the creativity of the journey, and any interesting ideas shared by their classmates.
5. Story Performance (Class): For a final presentation, allow students to act out or narrate their stories in front of the class, using expressive language and gestures to enhance their storytelling performance.

Language skill

1. Listening: Students will listen to the teacher's introduction of transportation vocabulary and peer storytelling, practicing comprehension.
2. Speaking: Students will narrate their stories, improving pronunciation, fluency, and confidence in using transportation-related vocabulary.
3. Reading: Students will read their own stories or those of their peers, developing reading skills in the target language.
4. Writing: Students will write short stories, focusing on sentence structure, vocabulary, and creativity.
5. Visual Literacy: Students will create drawings to accompany their stories, linking visual elements to their language skills.

Competences for democratic culture

1. Co-operation and Collaboration: Students will work together to create group stories, give peer feedback, and share ideas, fostering a cooperative classroom environment.
2. Empathy: Through storytelling, students will engage in creative narratives that encourage them to understand different perspectives, helping develop empathy towards the experiences and journeys of others.
3. Responsibility and Accountability: Students will take responsibility for completing their stories and sharing them with peers, contributing to the success of group activities.
4. Respect for Diversity: Students will listen to diverse stories and ideas from their peers, learning to respect and appreciate different modes of storytelling, interpretations, and cultural references related to transportation.
5. Civic-Mindedness: By learning about transportation in different contexts, students will understand its role in society and consider the importance of transportation in connecting people and communities.

Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary • Creative Writing • Speaking
Learning Outcome	<ol style="list-style-type: none"> 1. Develop and Use Transportation Vocabulary: Be able to identify, understand, and use a range of transportation-related words in both oral and written forms. 2. Create Simple Stories: Write or contribute to a story involving a mode of transportation, including basic narrative elements such as characters, setting, and events. 3. Improve Speaking Confidence: Gain confidence in speaking, reading aloud, and participating in peer sharing or group discussions. 4. Strengthen Listening and Comprehension Skills: Enhance listening skills through peer storytelling and group storytelling activities, helping them understand and engage with spoken language. 5. Foster Creativity and Imagination: Use imagination to develop unique stories, adding visual and descriptive elements to make the narratives more engaging.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I deliver a simple message orally without leaving anything essential out of it. • I answer questions to show that I understood what I heard from both factual and literary texts and talk about them.



Educators Resources

Story Template Using Transport Vocabulary Exemplar

A1 Level

Once upon a time, there was a bus.
One day, the bus decided to go to the park.
On the way, it saw a tree.
It was a sunny day.
Finally, the bus reached the park and felt happy.

A2 Level

Once upon a time, there was a big red car.
One day, the car decided to drive to the zoo.
On the way, it saw a tall giraffe.
It was a cloudy day.
Finally, the car reached the zoo and felt excited.

For students to complete

A1 Level

Once upon a time, there was a [mode of transportation] (e.g., car).
One day, the [mode of transportation] decided to go to [destination] (e.g., the beach).
On the way, it saw a [noun] (e.g., dolphin).
It was a [weather adjective] (e.g., sunny) day.
Finally, the [mode of transportation] reached [destination] and felt [emotion] (e.g., happy).

A2 level

Once upon a time, there was a [mode of transportation] (e.g., bicycle).
One sunny day, the [mode of transportation] decided to explore a [place] (e.g., forest).
During its journey, it met a [noun] (e.g., squirrel).
It was a beautiful day with [describe the weather].
Finally, the [mode of transportation] arrived back home and felt [emotion] (e.g., satisfied).

Storytelling starters

A1 Level

1. The Big Red Bus - One day, a big red bus wanted to go to the zoo. On the way, it saw a big animal. What animal did the bus see?
2. The Little Blue Car - A little blue car was driving to the park. Suddenly, it stopped. Why did the car stop?
3. The Happy Train - A happy train was going to the beach. It saw something in the sky. What did the train see?
4. The Flying Bike - One day, a bike grew wings and started to fly. Where did the bike fly?
5. The Boat's Adventure - A small boat was sailing on a sunny day. It saw something in the water. What did the boat see?



A2 Level

1. The Talking Taxi - A yellow taxi could talk! One day, it picked up a very funny passenger. What did the taxi and the passenger talk about?
2. The Fast Train Ride - A fast train was racing through the countryside. Suddenly, it stopped because it saw something strange on the tracks. What was it?
3. The Boat and the Dolphin - A boat was sailing far from land when it saw a dolphin swimming next to it. What did the boat and the dolphin do together?
4. The Car's Race Day - A little red car was excited to race in the city. But before the race, it met a new friend. Who was the friend, and what did they talk about?
5. The Airplane's Journey - An airplane was flying high in the sky. It looked out of its window and saw something amazing in the clouds. What did the airplane see?

B1 Level

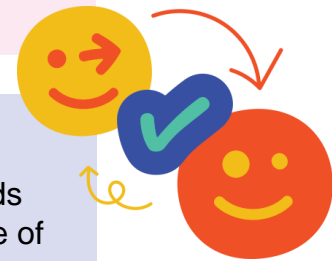
1. The Bus and the Secret City - One evening, a bus was driving through the city when it discovered a hidden road that led to a secret city. What did the bus find in the secret city?
2. The Helicopter's Brave Mission - A helicopter was on a mission to rescue someone stuck on a snowy mountain. The weather was getting worse. How did the helicopter manage to save the day?
3. The Train's Mystery Passenger - A train was carrying many passengers when one mysterious passenger boarded with a strange box. What was inside the box, and what did the train discover?
4. The Spaceship's First Adventure - A brand new spaceship was getting ready for its first mission to Mars. But on the way, it discovered something surprising in space. What did the spaceship find?
5. The Bicycle's Journey Across Town - A brave bicycle decided to explore the whole town. Along the way, it faced many challenges. What challenges did the bicycle overcome, and who helped along the way?

Native Speaker Level

1. The Bus That Traveled Through Time - One day, a regular city bus drove through a strange tunnel and ended up in the past! It saw people using old-fashioned transportation. How did the bus help them get back to the present?
2. The Airplane and the Talking Birds - A large airplane was flying over the jungle when it heard birds speaking in a language it could understand. What did the airplane learn from the birds?
3. The Adventure of the Submarine - A curious submarine decided to dive deeper into the ocean than it ever had before. At the bottom, it found a hidden underwater city. What did the submarine discover in the city?
4. The Magical Bicycle's Challenge - A magical bicycle could take its rider anywhere in the world. But to unlock its magic, the rider had to solve three riddles. What were the riddles, and how did the rider solve them?
5. The Train that Became a Hero - One day, a train noticed that a bridge ahead was broken. With passengers on board, it had to make a quick decision. How did the train save the day, and what happened afterward?

Student Resources

<p>ML.SL.3,</p> <p>Code 3.1, 3.2</p> <p>Teacher station Independent Station</p>	<ul style="list-style-type: none"> • With the teacher discuss different transport methods • Using the story below, fill in the gaps with your type of transport <p>Once upon a time, there was a _____ [mode of transportation] (e.g., car).</p> <p>One day, the _____ [mode of transportation] decided to go to _____ [destination] (e.g., the beach).</p> <p>On the way, it saw a _____ [noun] (e.g., dolphin). It was a _____ [weather adjective] (e.g., sunny) day.</p> <p>Finally, the _____ [mode of transportation] reached _____ [destination] and felt _____ [emotion] (e.g., happy).</p> <ul style="list-style-type: none"> • Share your story with the class.
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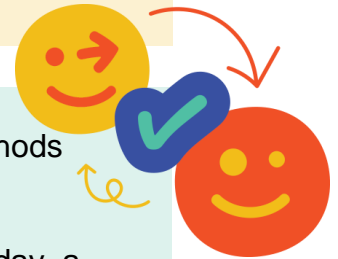


<p>ML.SL.3,</p> <p>Code 3.1, 3.2</p> <p>Teacher station Independent Station</p>	<ul style="list-style-type: none"> • With the teacher discuss different transport methods • Using the story below, fill in the gaps with your type of transport <p>Once upon a time, there was a _____ [mode of transportation] (e.g., bicycle).</p> <p>One sunny day, the _____ [mode of transportation] decided to explore a _____ [place] (e.g., forest). During its journey, it met a _____ [noun] (e.g., squirrel).</p> <p>It was a beautiful day with _____ [describe the weather].</p> <p>Finally, the _____ [mode of transportation] arrived back home and felt _____ [emotion] (e.g., satisfied).</p> <ul style="list-style-type: none"> • Share your story with the class. • Now write a short story using a method of transport • Share with the class.
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<p>ML.SL.3,</p> <p>Code 3.2, 3.3</p> <p>Teacher station</p>	<ul style="list-style-type: none"> • With the teacher discuss different transport methods • Write a short story example • The Bus and the Secret City - One evening, a bus was driving through the city when it discovered a hidden road that led to a secret city. What did the bus find in the secret city?
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Independent Station

- The Helicopter's Brave Mission - A helicopter was on a mission to rescue someone stuck on a snowy mountain. The weather was getting worse. How did the helicopter manage to save the day?
- Share your story with the partner and discuss what you wrote
- Share your story with the class.



ML.SL.3,

Code 3.2, 3.3

Teacher station
Independent Station

- With the teacher discuss different transport methods from around the world.
- Write a short story example
 - The Bus That Traveled Through Time - One day, a regular city bus drove through a strange tunnel and ended up in the past! It saw people using old-fashioned transportation. How did the bus help them get back to the present?
 - The Airplane and the Talking Birds - A large airplane was flying over the jungle when it heard birds speaking in a language it could understand. What did the airplane learn from the birds?
 - The Adventure of the Submarine - A curious submarine decided to dive deeper into the ocean than it ever had before. At the bottom, it found a hidden underwater city. What did the submarine discover in the city?
- Share your story with the partner and discuss what you wrote
- Share your story with the class.

TASK FOUR – Guess the Vehicle

Description
ML.SL.3, 4.1,
ML.SL.3, 4.2



Materials Needed:

- Flashcards or images of various vehicles
- Whiteboard or blackboard for describing vehicles.
- Bell or chime for signalling correct guesses (optional)

Technological Tools:

Drag-and-drop tool: Students match vehicle descriptions with the correct word (definition-matching activity)

- **A1** – [Drag and Drop A1](#)
- **A2** – [Drag and Drop A2](#)
- **B1** – [Drag and Drop B1](#)
- **Native Speaker** – [Sentences for Modes of Transport](#)

1. Introduction (Teacher): Start by introducing basic transportation vocabulary (e.g., car, bike, bus). Use flashcards or images to show the vehicles as you say the names.
2. Descriptive Phrases (Teacher): Use simple descriptive phrases to introduce the activity. For example, "I'm thinking of a vehicle. It has two wheels, and you pedal to move it. What is it?"
3. Guessing (Student): Allow students to raise their hands and guess the vehicle based on your description. If needed, give hints or narrow down the choices.
4. Feedback (Teacher): Provide immediate feedback, giving praise for correct answers. If students cannot guess, reveal the correct answer.
5. Extended Activity: Use the technological [Drag and Drop A1](#) where students match a vehicle definition with the corresponding name to reinforce learning.

A2

1. Introduction (Teacher): Review a wider range of transportation vocabulary, including less common vehicles (e.g., truck, train, motorcycle).
2. Descriptive Sentences (Teacher): Use complete sentences for descriptions. For example, "I'm describing a type of vehicle. It has four wheels, and it's usually yellow. People ride it to school. What is it?"
3. Group Participation (Class): Encourage students to raise their hands to guess the vehicle. Allow students to take turns providing answers.
4. Points System (Teacher): Introduce a simple points system. Students earn points for correct guesses. Consider using a bell or chime to signal correct answers.
5. Extended Activity: Use the [Drag and Drop A2](#) technological tool to match transportation definitions with the correct names.

B1

1. Introduction (Teacher): Ensure students have a broad vocabulary of vehicle names and types including different types of vehicles (e.g., airplane, ferry, scooter).
2. Descriptive Clues (Teacher): Provide more challenging clues and descriptions. For example, "I'm describing a type of vehicle. It's large and has wings. People use it to travel long distances in the sky. What is it?"

3. **Pair or Group Competition (Pairs or Groups of Students):** Divide students into pairs or small groups. Each group works together to guess the vehicle. The first group to answer correctly earns a point.
4. **Role Rotation (Class):** After a few rounds, rotate roles. Allow students to take turns describing a vehicle to the class. This gives them the opportunity to practice their speaking and listening skills.
5. **Extended Activity:** Use the [Drag and Drop B1](#) tool for definition matching. Students work in pairs to complete the task collaboratively.

Native Speaker Level

1. **Introduction (Teacher):** Begin by discussing transportation modes from different parts of the world, introducing less common vehicles (e.g., rickshaw, hovercraft).
2. **Descriptive Challenge (Teacher):** Challenge students with more nuanced or abstract descriptions. For example, "This vehicle is used to transport goods over long distances on water. It is slower than a car but much larger. What is it?"
3. **Group Work (Class):** In small groups, students take turns describing and guessing the vehicle. For more complexity, students can give three clues before the other groups guess.
4. **Competitive Element:** Groups compete to guess as many vehicles as possible within a set time limit. Award points for correct guesses.
5. **Extended Activity:** Use the [Sentences for Modes of Transport](#) as a collaborative group task. Students must complete the sentences.

Language skill

1. **Listening:** Students will listen carefully to descriptive clues given by the teacher or their peers to guess the vehicle.
2. **Speaking:** Students will speak in the target language to describe and guess vehicles, using newly acquired vocabulary.
3. **Reading:** At higher levels, students will read definitions or descriptions and match them to vehicle names.
4. **Writing (Optional):** Advanced students may write short vehicle descriptions, allowing them to practice sentence structure and descriptive writing.

Competences for democratic culture

1. **Co-operation and Collaboration:** Students will collaborate in pairs or groups, learning to respect each other's ideas and contributions during the guessing process.
2. **Responsibility and Accountability:** Students will take responsibility for their role in group activities, whether giving clues, guessing, or explaining answers.
3. **Respect for Diversity:** By learning about various vehicles from different cultures, students will develop an appreciation for diversity and the role transportation plays in different societies.
4. **Empathy and Active Listening:** Students will practice active listening and demonstrate empathy by supporting their classmates during the activity, especially when others are describing or guessing.
5. **Civic-Mindedness:** Through discussing different modes of transportation, students will gain an understanding of the role of transportation in connecting communities and supporting civic life.

Type of learning Activity

- Vocabulary Skills
- Speaking Skills
- Collaboration Skills

Learning Outcome

1. **Learn and Use Transportation Vocabulary:** Recognize, understand, and use various transportation-related words in context.

2. **Develop Descriptive Language Skills:** Practice using descriptive phrases and sentences to talk about different vehicles.
3. **Enhance Listening and Comprehension:** Improve their ability to understand and respond to spoken clues and descriptions.
4. **Build Confidence in Speaking:** Gain confidence in speaking aloud, whether guessing or describing vehicles.
5. **Strengthen Collaborative Skills:** Work together in pairs or groups to guess vehicles and give descriptions.

Objective (Link to Curriculum and/or European frameworks)

- I listen to a short story and show what I understood orally, or with gestures.
- I write and form simple sentences or paragraphs on topics I am familiar with.
- With the help of my teacher, I combine simple sentences into a paragraph.

Educators Resources

A1 Level

1. Bicycle: This vehicle has two wheels and pedals. People ride it to go to school or the park.
2. Airplane: It has wings and can fly in the sky. People sit inside to travel long distances.
3. Train: This vehicle moves on tracks. It has many cars connected together. People use it to travel around a city.
4. Scooter: This vehicle has two wheels, and you use your feet to push it along. It's fun to ride in the park.
5. Sailboat: It has sails and moves with the wind on the ocean. People use it for sailing adventures.
6. Horse: This vehicle has four legs, and people ride on its back. It's often seen on farms.
7. Carousel: This vehicle is round, and people ride inside it on a fairground ride.
8. Bus: This vehicle has many seats and stops to pick up passengers on the road.
9. Pram: This is pushed by parents and has wheels. It is used to carry babies.
10. Wheelchair: This vehicle has four wheels and helps people who cannot walk to move around.
11. Trolley: It is a small cart with two wheels used in supermarkets to carry groceries.

A2 Level

1. Car: This vehicle has four wheels and a steering wheel. People drive it on roads to go to work or visit friends.
2. Boat: It moves on water and has sails or a motor. People use it for leisure or fishing.
3. Horse: It has four legs and carries people or goods on its back. It is often seen on farms.
4. Shopping Cart: This vehicle has four wheels, and you can carry your food groceries in it at a shop.
5. Bicycle: This vehicle has two wheels, and people ride it for exercise.
6. Moving Truck: It has four large wheels, and people use it to carry things when they move house.
7. Car: This vehicle has four wheels and a motor, and people ride inside it on their way to work.
8. Carriage: This vehicle is pulled by horses and was used in old times to carry people.
9. Bus: This has an engine and takes people from one place to another in the city. It stops at bus stops.
10. Bicycle: It has a basket and two wheels, and you use your legs to move it forward.
11. Pram: This is used by babies and pushed by parents when going for a walk.
12. Trolley: This has four wheels and is often seen in shopping malls to help people carry things.

B1 Level

1. Electric Scooter: This vehicle is electric and often used in cities for short trips.
2. Truck: It has a large container and is used to transport goods by road. It can be very big and noisy.
3. Boat: This vehicle has no wheels and floats on water. It can be used for travel or leisure.
4. Container Ship: This vehicle is very big and carries containers by sea.
5. Cruise Ship: It has big engines and is used to take people across the ocean.
6. Airplane: This vehicle has wings and can carry hundreds of people through the sky.
7. Bus: It has four wheels and carries passengers on scheduled routes in cities.
8. Helicopter: This vehicle has wings and can carry people for short trips.
9. Mobility Scooter: It is a small vehicle with a motor, often used by elderly or disabled people to move around independently.



10. Carriage: This is a vehicle drawn by horses, used in historical times, and often seen in old movies.
11. Trolley: This has two wheels and handlebars, often used for shopping or carrying groceries in the supermarket.
12. Wheelchair: This vehicle is designed to help people with limited mobility move around more easily. It can be manual or electric.

Native Speaker Level

1. Monorail: This elevated train travels on a single rail and is often used in modern cities.
2. Segway: This two-wheeled, self-balancing personal transport vehicle is used by people for short trips in urban areas.
3. Hovercraft: This vehicle floats on a cushion of air and can travel over both land and water.
4. Hot Air Balloon: This flying vehicle uses hot air to rise into the sky and offers scenic views.
5. Submarine: This vehicle travels underwater and is used for exploration or military purposes.
6. Tram: This electric vehicle runs on tracks in the street and is commonly seen in cities.
7. Rickshaw: This human-powered vehicle is pulled by a person and is commonly used in parts of Asia.
8. Spaceship: This vehicle is used for space travel and can carry astronauts to the moon and beyond.
9. Cable Car: This vehicle moves along a cable and is used to transport people up steep hills or mountains.
10. Jet Ski: A small, fast vehicle used for riding on water, often for fun or sport.

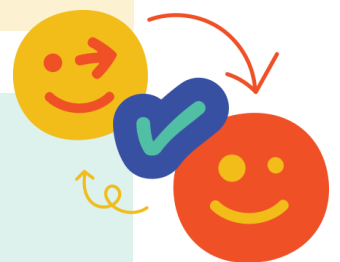
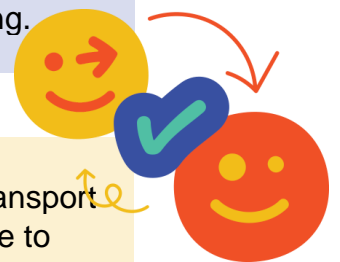
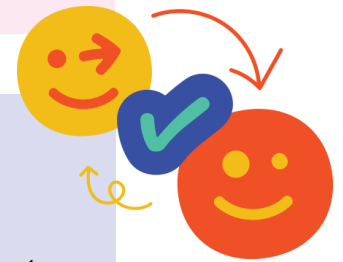
Student Resources

<p>ML.SL.4</p> <p>Code 4.1, 4.2</p> <p>Teacher Station Technological Station</p>	<ul style="list-style-type: none"> • Together with the teacher name some different transport • The teacher will describe the vehicle and you have to guess what it is. • When the teacher tells you use the technological Drag and Drop A1 where you match a vehicle definition with the corresponding name to reinforce learning.
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<p>ML.SL.4</p> <p>Code 4.1, 4.2</p> <p>Teacher Station Technological Station</p>	<ul style="list-style-type: none"> • Together with the teacher name some different transport • The teacher will describe the vehicle and you have to guess what it is. • When the teacher tells you use the technological Drag and Drop A2 where you match a vehicle definition with the corresponding name to reinforce learning.
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<p>ML.SL.4</p> <p>Code 4.1, 4.2</p> <p>Teacher Station Collaborative Station Technological Station</p>	<ul style="list-style-type: none"> • Together with the teacher name some different transport • The teacher will describe the vehicle and you have to guess what it is. • In pairs try and guess the answer. For each correct answer you earn a point. • When the teacher tells you use the technological Drag and Drop B1 where you match a vehicle definition with the corresponding name to reinforce learning.
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<p>ML.SL.4</p> <p>Code 4.1, 4.2</p> <p>Teacher Station Collaborative Station Technological Station</p>	<ul style="list-style-type: none"> • Together with the teacher name some different transport in different parts of the world. • The teacher will describe the vehicle and you have to guess what it is. • In groups try and guess the answer. For each correct answer you earn a point. • When the teacher tells you use the technological Use the Sentences for Modes of Transport as a collaborative group task
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TASK FIVE – Transportation Flashcards

Description

ML.SL.3, 5.1

ML.SL.3, 5.2

ML.SL.3, 5.3



Activity: Transportation Flashcards

Materials Needed:

- Flashcards with images of transportation modes (e.g., car, bus, train, airplane, etc.)
- Blank flashcards for student drawings
- Whiteboard or blackboard for sentence-building exercises

A1

1. Introduction (Teacher): Begin by introducing the basic transportation vocabulary in the target language, such as "car," "bus," "bike," "train," etc.
2. Flashcard Presentation (Teacher): Show each flashcard with an image and its name. Pronounce the word slowly and clearly and ask the students to repeat after you.
3. Matching Game (Class): Lay out the flashcards face-up on a table. Say the name of a vehicle and ask students to point to or touch the correct card. This activity helps reinforce vocabulary visually and aurally.
4. Blank Flashcards (Teacher): Provide students with blank flashcards and ask them to draw their own transportation pictures. Write the name of the vehicle in the target language next to their drawing.
5. Sentence Building (Teacher): On the whiteboard or blackboard, write a simple sentence like "I ride a bike." Then, ask students to replace "bike" with other flashcard words. This helps build basic sentence structure.

A2

1. Introduction (Teacher): Review the transportation vocabulary and ensure students are comfortable with the words on the flashcards.
2. Flashcard Sentence Creation (Student): Provide each student with a set of flashcards and blank flashcards. Ask them to create sentences using the flashcards. For example, "I travel by bus to school."
3. Pair or Group Activity (Pairs or Small Groups of Students): Divide students into pairs or small groups. They take turns using their flashcards to make sentences. Encourage them to share their sentences with the class.
4. Sentence Building Challenge (Teacher): On the board, write incomplete sentences using some of the flashcards. For example, "I ride a _____ to the park." Ask students to complete the sentence with the correct flashcard.

B1

1. Introduction (Teacher): Ensure students have a broad vocabulary of transportation names and types and are ready to expand their knowledge with more complex words.
2. Flashcard Sentence Expansion (Student): Provide flashcards with more complex transportation names (e.g., "submarine," "helicopter"). Students create detailed sentences describing the vehicles and their uses, such as "The helicopter flies over the mountains to rescue people."
3. Flashcard Story (Student): In pairs or individually, have students use a set of flashcards to create a short story involving different modes of transportation. For example, "The car drives to the airport. Then the airplane flies to a new country."

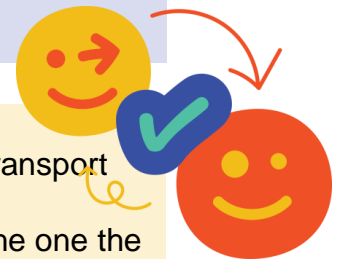
	<p>4. Peer Review (Pairs or Small Groups of Students): Students swap stories and review each other's work for vocabulary accuracy and sentence structure. Encourage them to provide feedback and suggestions for improvement.</p> <p>Native Speaker Level</p> <ol style="list-style-type: none"> 1. Introduction (Teacher): Review transportation terms and discuss various modes of transportation in different cultures or regions. 2. Complex Sentence Formation (Student): Provide flashcards with a mixture of common and uncommon vehicles (e.g., "rickshaw," "tram," "spaceship"). Ask students to form more complex sentences using these terms and details about how they are used in specific contexts. 3. Flashcard Narrative (Student): Students create a more detailed and imaginative story using multiple flashcards. For example, "The tram travels through the city, while the rickshaw waits for passengers by the market." 4. Class Presentation (Class): Students present their stories to the class. Encourage the use of expressive language and proper sentence structure.
Language skill	<ol style="list-style-type: none"> 1. Listening: Students will listen to the teacher and classmates during vocabulary introduction and story creation. 2. Speaking: Students will practice speaking by forming sentences and sharing their stories with the class. 3. Reading: Students will read transportation names on flashcards and use them to build sentences. 4. Writing: Students will write sentences or short stories, practicing sentence structure and vocabulary use.
Competences for democratic culture	<ol style="list-style-type: none"> 1. Respect for Diversity: By learning about various transportation modes from different cultures, students will gain an appreciation for diversity in how people travel. 2. Civic-Mindedness: Through discussing different modes of transportation, students will understand the importance of transportation in connecting people and supporting community life.
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary Skills • Sentence Structure Skills • Speaking Skills
Learning Outcome	<p>By the end of the activity, students will:</p> <ol style="list-style-type: none"> 1. Learn and Use Transportation Vocabulary: Be able to identify and use transportation vocabulary in both oral and written forms. 2. Build Sentences: Develop the ability to construct basic or complex sentences using transportation-related words. 3. Enhance Speaking Confidence: Gain confidence in using the target language by presenting sentences and stories to the class. 4. Collaborate and Share Ideas: Improve their ability to work together, whether in pairs or groups, to create sentences and stories.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I listen to a short story and show what I understood orally, or with gestures. • I write and form simple sentences or paragraphs on topics I am familiar with. • With the help of my teacher, I combine simple sentences into a paragraph.

Student Resources

<p>ML.SL.3 Code 5.1, 5.2</p> <p>Teacher station Independent Station</p>	<ul style="list-style-type: none"> • Together with the teacher discuss different transport vocabulary • Say the word together with the teacher • Choose the correct word card according to the one the teacher gives you • Draw your own transport picture and write the word below.
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<p>ML.SL.3 Code 5.1, 5.2</p> <p>Teacher station Independent Station</p>	<ul style="list-style-type: none"> • Together with the teacher discuss different transport vocabulary • Say the word together with the teacher • Choose the correct word card according to the one the teacher gives you • Draw your own transport picture and write a sentence example "I travel by bus to school." • Share with your classmates
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<p>ML.SL.3 Code 5.1, 5.2</p> <p>Teacher station Independent Station Collaboration Station</p>	<ul style="list-style-type: none"> • Together with the teacher discuss different transport vocabulary • Choose the correct word card according to the one the teacher gives you • Write a detailed sentence about the transport example "The helicopter flies over the mountains to rescue people." • In pairs, create a short story which includes different transport. For example, "The car drives to the airport. Then the airplane flies to a new country." • Present to the class
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<p>ML.SL.3 Code 5.1, 5.2</p> <p>Teacher station Independent Station Collaboration Station</p>	<ul style="list-style-type: none"> • Together with the teacher discuss different transport vocabulary. Do you know of any different transport from around the world? • Choose the correct word card according to the one the teacher gives you • In pairs, create a short story which includes different transport. For example, "The tram travels through the city, while the rickshaw waits for passengers by the market." • Present to the class
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TASK SIX – Dress Design

Description

ML.SL.3, 6.1
ML.SL.3, 6.2
ML.SL.3, 6.3
ML.SL.3, 6.4
ML.SL.3, 6.5



Materials Needed:

- Blank templates of people
- Coloured pencils, crayons, or markers
- Labels or sticky notes for naming clothing items
- Examples of clothing names (you can use technological tools in task

A1

1. Introduction (Teacher): Begin by showing simple images of clothing items (e.g., shirt, pants, dress) and their names in the target language. Explain the task to the students.
2. Technological Tool (Teacher/Students): Technological Tools [Accessories](#) , [Basic Clothes](#) , [Clothing Around the World](#) can be used as part of the presentation and also as an opportunity for students to match the vocabulary learnt with the picture.
3. Design (Students): - Provide each student with a blank template of a person. Students colour and design simple outfits using the provided materials. Encourage them to use basic clothing words, such as "shirt" and "pants."
4. Labelling (Students): - Students label their clothing designs using sticky notes or labels. For example, if they draw a shirt, they attach a label with the word "shirt" written on it.
5. Presentation (Class): Each student presents their design to the class, saying the names of the clothing items in the target language. Encourage classmates to give compliments and ask simple questions.

A2

1. Introduction (Teacher): Show a broader range of clothing images, including hats, jackets, skirts, etc., and name each item in the target language. Discuss the importance of clothing and how it's used in everyday life.
2. Technological Tool (Teacher/Students): Technological Tools [Accessories](#) , [Basic Clothes](#) , [Clothing Around the World](#) can be used as part of the presentation and also as an opportunity for students to match the vocabulary learnt with the picture.
3. Design (Students): - Provide the blank templates and encourage students to design more elaborate outfits, incorporating different colours and patterns. Ask them to use clothing names in sentences such as, "I'm designing a red jacket."
4. Labelling and Description (Students): In addition to labelling, students describe their designs in more detail. They can use adjectives to describe colours, patterns and styles (e.g., "This is a blue dress with white stripes").
5. Fashion Show (Class): Organize a "Fashion Show" where students present their designs. They describe the clothing using names, colours, and patterns in the target language.

B1

1. Introduction (Teacher): - Discuss the role of fashion as a form of self-expression and how it differs across cultures and time periods. Show examples of fashion trends from different eras or countries.

2. Technological Tool (Teacher/Students): Technological Tools [Accessories](#) , [Basic Clothes](#) , [Clothing Around the World](#) can be used as part of the presentation and also as an opportunity for students to match the vocabulary learnt with the picture.
3. Historical Fashion (Students): Assign each student a specific historical era or fashion style (e.g., 1920s flapper style, Victorian, punk rock). Students design an outfit inspired by the era they are given, researching its significance.
4. Presentation and Explanation (Students): Students present their fashion designs, explaining the historical context, style, and meaning of their outfit. They should use more complex sentences to describe the clothing and its cultural importance.
5. Discussion (Class): Lead a class discussion about how fashion trends have evolved over time and how clothing reflects cultural and societal changes. Encourage students to express opinions about how fashion can be used to communicate identity.

Native Speaker Level

1. Introduction (Teacher): Begin by discussing global fashion influences and how different cultures contribute to the fashion industry. Show examples of traditional and modern fashion from around the world.
2. Technological Tool (Teacher/Students): Technological Tools [Accessories](#) , [Basic Clothes](#) , [Clothing Around the World](#) can be used as part of the presentation and also as an opportunity for students to match the vocabulary learnt with the picture.
3. Global Fashion Project (Students): Students are assigned different countries or regions. They research the traditional and modern fashion trends of that area and design an outfit that represents both the past and present fashion.
4. Presentation and Debate (Students): Students present their global fashion designs, explaining the cultural significance and how it has evolved over time. Host a debate where students compare different fashion trends and discuss which ones have influenced global fashion.
5. Reflection (Class): End with a reflection on the role of fashion in shaping cultural identity and how globalization has influenced what people wear around the world.

Language skill

1. Listening: Students will listen to the teacher's explanations and peer presentations, practicing their comprehension skills in the target language.
2. Speaking: Students will present their designs, using appropriate clothing vocabulary and adjectives to describe their outfits.
3. Reading: Students will read the clothing labels and descriptions in the target language.
4. Writing: Students will label their designs and write brief descriptions about their outfits, practicing basic and more complex sentence structures depending on the level.

Competences for democratic culture

1. Respect for Diversity: Students will learn about different clothing styles and how fashion varies across cultures and time periods, fostering respect and appreciation for diversity.
2. Empathy and Active Listening: Through presentations and group activities, students will practice active listening and empathy, showing interest in their peers' designs and cultural stories.

	<p>3. Civic-Mindedness: By exploring how clothing is influenced by culture and history, students will gain a better understanding of how fashion connects to societal roles, identity, and community values.</p>
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary Skills • Creativity Skills • Research Skills
Learning Outcome	<ol style="list-style-type: none"> 1. Expand Clothing Vocabulary: Be able to recognize, understand, and use various clothing-related words in the target language. 2. Describe Outfits Using Sentences: Create and present sentences or short descriptions about their clothing designs using the appropriate vocabulary and adjectives. 3. Enhance Creativity and Self-Expression: Develop creativity by designing clothing and expressing their personal style or cultural influences. 4. Build Confidence in Speaking: Gain confidence in speaking by presenting their designs to the class and interacting with classmates through questions and discussions.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I write and form simple sentences or paragraphs on topics I am familiar with • I read words that I have never come across before by combining one sound with another, combining and dividing into syllables or comparing its form with other similar words.

Educators Resources

Basic Clothes:

- T-shirt (English)
- Shirt (English)
- Jeans (English)
- Dress (English)
- Skirt (English)
- Shorts (English)
- Pants (English)
- Pajamas (English)
- Underwear (English)
- Swimsuit (English)
- Tights (English)
- Sweater (English)
- Jacket (English)
- Hoodie (English)
- Tank top (English)

Accessories:

- Hat (English)
- Shoes (English)
- Socks (English)
- Scarf (English)
- Belt (English)
- Sandals (English)

Accessories:

- Sunglasses (English)
- Headband (English)
- Hair clip (English)
- Bracelet (English)
- Necklace (English)
- Earrings (English)

Around the World:

- Kimono (Japan)
- Sombrero (Mexico)
- Kilt (Scotland)
- Dirndl (Germany)
- Poncho (South America)
- Sari (India) - A long piece of fabric draped around the body, worn with a blouse.
- Kimono (Japan) - A long robe with wide sleeves, typically made from silk.
- Qipao (China) - A short, form-fitting dress with a mandarin collar.
- Kaftan (Middle East) - A long, loose robe worn by both men and women.
- Dirndl (Germany) - A traditional Bavarian dress with a fitted bodice and full skirt.
- Lederhosen (Germany) - Leather knee-length breeches worn by men in Bavaria.
- Kilt (Scotland) - A pleated skirt, traditionally made of tartan cloth.
- Flamenco dress (Spain) - A long, ruffled dress typically worn by flamenco dancers.
- Toga (Ancient Rome) - A long piece of cloth draped around the body.
- Poncho (South America) - A woolen cloak with a slit in the middle for the head.

Student Resources

<p>ML.SL.3</p> <p>Code 6.1, 6.2, 6.3, 6.4</p> <p>Teacher station Independent station Technology station</p>	<ul style="list-style-type: none"> • Together with the teacher mention different types of clothes • When the teacher tells you you can click on these tools Accessories , Basic Clothes , Clothing Around the World and write the word learnt below the picture. • With the blank template of a person, you will design and colour an outfit. Write the name next to the clothes. • Show your design to the class. 	
<p>ML.SL.3</p> <p>Code 6.1, 6.2, 6.3, 6.4</p> <p>Teacher station Independent station Technology station</p>	<ul style="list-style-type: none"> • Together with the teacher mention different types of clothes we wear everyday • When the teacher tells you you can click on these tools Accessories , Basic Clothes , Clothing Around the World and write the word learnt below the picture. • With the blank template of a person, you will design and colour an outfit. • Share a sentence about the clothing example “I’m designing a red jacket.” • Write a sentence next to the clothes. “This is a blue dress with white stripes” • Show your design to the class. 	
<p>ML.SL.3</p> <p>Code 6.1, 6.2, 6.3, 6.4, 6.5</p> <p>Teacher station Independent station Technology station</p>	<ul style="list-style-type: none"> • Together with the teacher mention different types of clothes we wear everyday. Do you know any clothes they used to wear in the past? • When the teacher tells you you can click on these tools Accessories , Basic Clothes , Clothing Around the World and write the word learnt below the picture. • The teacher will give you a fashion style and you are to design and colour an outfit for that style. • Present your outfit to the class. 	
<p>ML.SL.3</p> <p>Code 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</p> <p>Teacher station Independent station</p>	<ul style="list-style-type: none"> • Together with the teacher mention different types of clothes we wear every day. Do you know any clothes they used to wear in the past? What kind of clothes do people wear today? Do people from around the world wear the same fashion clothes? • When the teacher tells you you can click on these tools Accessories , Basic Clothes , Clothing Around the World and write the word learnt below the picture. 	

Technology station

- The teacher will give you a country and you are to design an outfit for that country.
- Present your outfit to the class.

TASK SEVEN – Dress and Weather Match

Description

ML.SL.3, 7.1
ML.SL.3, 7.2
ML.SL.3, 7.3

Materials Needed:

- Images or flashcards depicting various weather conditions (sunny, rainy, snowy, windy, hot, cold, etc.)
- Images or flashcards of people wearing different outfits (e.g., winter coat, swimsuit, raincoat, sunglasses, etc.)
- Poster board or a large sheet of paper
- Adhesive putty or tape

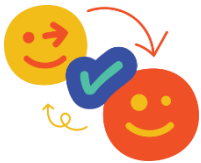
Technology Tools

Weather flashcards – images and students need to write weather

A1 – [Weather flashcards A1](#)

A2 – [Weather flashcards A2](#)

B1 – [Weather flashcards B1](#)



Technological Tool: Drag-and-drop tool where students match the clothing to the weather conditions

- **A1** – [Weather and Clothes](#), [Weather and Clothes 2](#)
- **A2** – [Weather and Clothes A2](#)
- **B1** – [Weather and Clothes B1](#)
- **NS** – [Clothes around the world Drag and Drop](#)

A1

1. Introduction (Teacher): Start by introducing basic weather vocabulary (e.g., "sunny," "rainy," "cold," "hot"). Show images of weather conditions and say the corresponding words in the target language. Ask the students to repeat them.
2. Technological Tool (Student): Students can then work through the [Weather flashcards A1](#), writing the word corresponding to the image of the weather condition
3. Weather Matching (Students): Display the weather condition images on the poster board. Place them in a row. Then, show the clothing images and ask the students to match each clothing item to the correct weather condition by placing it next to the corresponding weather image.
4. Discussion (Class): After matching the clothing and weather, have a class discussion. Ask simple questions like, "What do we wear when it's sunny?" Encourage students to respond in the target language using simple vocabulary.
5. Technological Extension: Use a drag-and-drop tool [Weather and Clothes](#) [Weather and Clothes 2](#) where students match clothing items to weather conditions as an additional reinforcement of vocabulary.

A2 (Elementary Level):

1. Introduction (Teacher): Review basic weather vocabulary and clothing names in the target language. Show images of various weather conditions and clothing items. Explain the objective of the activity.
2. Technological Tool (Student): Students can then work through the [Weather flashcards A2](#), writing the word corresponding to the image of the weather condition
3. Weather Matching (Students): Display the weather condition images on a board or screen. Distribute the clothing images and ask the students to

come up and match each piece of clothing to the appropriate weather condition.

4. Explanation (Students): After completing the matching task, ask each student to explain their choices. For example, they might say, "I matched the umbrella with rainy weather because we use it when it rains."
5. Extension (Teacher): To challenge the students, introduce more complex weather conditions such as "partly cloudy" or "thunderstorm." Students can match clothing items suitable for those conditions and explain their reasoning.
6. Technological Extension: Use the drag-and-drop tool [Weather and Clothes A2](#) where students match words describing clothing to different weather conditions as an additional learning activity.

B1 (Intermediate Level):

1. Introduction (Teacher): Begin by discussing the importance of dressing appropriately for different weather conditions. Engage students in a conversation about how clothing choices can vary based on the weather and location.
2. Technological Tool (Student): Students can then work through the [Weather flashcards B1](#), writing the word corresponding to the image of the weather condition
3. Weather Matching (Students): Display a wider range of weather conditions, including more specific ones like "foggy" or "freezing." Provide the students with clothing images and ask them to match each item to the most appropriate weather conditions.
4. Justification (Students): In addition to matching, students must explain the reasoning behind their choices. For example, "I matched the scarf with cold weather because it keeps our neck warm in freezing temperatures."
5. Discussion (Class): Lead a class discussion about the challenges of dressing for unpredictable weather and the importance of being prepared for different weather conditions. Students can share their experiences of choosing clothing for different types of weather.
6. Technological Extension: Use a [Weather and Clothes B1](#) drag-and-drop tool where students match more complex descriptions of clothing (e.g., "heavy winter jacket") with specific weather conditions.

Native Speaker Level

1. Introduction (Teacher): Begin with a discussion on different cultural clothing.
2. Continue with a discussion on how weather influences fashion choices in different parts of the world. Ask students to share their thoughts on how weather affects what people wear in different climates.
3. Global Weather and Clothing Matching (Students): Display weather conditions from various regions of the world (e.g., tropical, arctic, desert). Ask students to match clothing items that would be worn in these climates.
4. Detailed Justification (Students): Students should not only match the clothing to the weather conditions but also provide a detailed explanation of their choices. They should focus on the practicality of clothing in extreme weather conditions.

	<ol style="list-style-type: none"> 5. Debate and Discussion (Class): Host a class debate on how climate change could influence future clothing trends. Encourage students to think critically about how weather affects lifestyle and culture. 6. Technological Extension: Use a drag-and-drop tool for students to match advanced weather-related terms with appropriate clothing for various global regions. Another tool is the Clothes around the world Drag and Drop with countries to match.
Language skill	<ul style="list-style-type: none"> • Listening: Students will listen to the teacher's descriptions of weather and clothing, improving comprehension of spoken language. • Speaking: Students will practice speaking by naming the weather conditions and clothing items, as well as by justifying their choices. • Reading: Students will read the weather and clothing labels, matching them to the corresponding images and conditions. • Writing: For higher levels, students will write short explanations or sentences describing their clothing choices and the weather conditions.
Competences for democratic culture	<ol style="list-style-type: none"> 1. Respect for Diversity: By discussing different weather conditions and appropriate clothing from various regions, students will learn to appreciate cultural and climate diversity. 2. Empathy and Active Listening: Through peer discussions and justifications, students will practice empathy and active listening by considering the perspectives of others. 3. Civic-Mindedness: Students will gain an understanding of how weather and climate affect daily life and how clothing choices can impact well-being in different environments.
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary Skills • Speaking Skills
Learning Outcome	<p>By the end of the activity, students will:</p> <ol style="list-style-type: none"> 1. Learn and Use Weather and Clothing Vocabulary: Identify and use key vocabulary related to weather and clothing in the target language. 2. Improve Matching and Descriptive Skills: Develop their ability to match items based on context, while also providing explanations for their decisions. 3. Strengthen Speaking and Presentation Skills: Gain confidence in speaking by presenting their choices and explaining them in front of the class. 4. Enhance Listening and Comprehension: Improve listening skills by understanding teacher instructions and peers' explanations.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I write and form simple sentences or paragraphs on topics I am familiar with • I read words that I have never come across before by combining one sound with another, combining and dividing into syllables or comparing its form with other similar words.

Educators Resources

Native Speaker

Cold Weather Clothing:

1. **Insulated Winter Coat** – A thick, warm coat with special padding to trap heat and keep you warm even when it's freezing.
2. **Thermal Undershirt** – A long-sleeve shirt that's worn under clothes, made from fabric that holds in body heat.
3. **Fleece Pants** – Soft, warm pants that help keep you cozy on cold days.
4. **Wool Scarf** – A scarf made from wool to wrap around your neck, keeping you warm and blocking out the wind.
5. **Merino Wool Socks** – Special socks made from merino wool, designed to keep your feet warm and dry.
6. **Waterproof Gloves** – Gloves that protect your hands from cold air and moisture, even when it's snowing.
7. **Snow Boots** – Boots with thick soles and warm lining, designed for walking in snow and slush.
8. **Knit Beanie** – A tightly knit hat that covers your head and ears, keeping you warm in the cold wind.

Hot Weather Clothing:

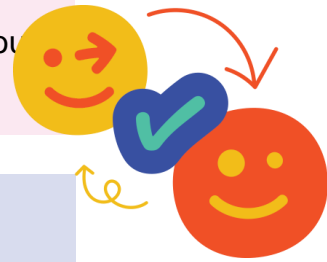
1. **Breathable Cotton T-Shirt** – A lightweight shirt that lets air flow through, helping you stay cool on hot days.
2. **Lightweight Cargo Shorts** – Loose-fitting shorts with pockets, made from light fabric that keeps you cool.
3. **Wide-Brimmed Sun Hat** – A hat with a large brim that shades your face, ears, and neck from the sun.
4. **Polarized Sunglasses** – Glasses with special lenses that reduce glare and protect your eyes from strong sunlight.
5. **Ventilated Sandals** – Open-toed sandals that allow air to move around your feet, helping to keep them cool.
6. **UPF Sun Shirt** – A long-sleeved shirt made from fabric that protects your skin from UV rays while staying light and comfortable.
7. **Cooling Neck Wrap** – A wrap that you can wet and wear around your neck to stay cool in the heat.
8. **Quick-Drying Shorts** – Shorts made from fabric that dries quickly when you sweat or get them wet.

Rainy Weather Clothing:

1. **Waterproof Rain Jacket** – A jacket with a hood made from waterproof material to keep you dry in the rain.
2. **Rubber Rain Boots** – Tall boots made of rubber that keep your feet dry even when you walk through puddles.
3. **Waterproof Poncho** – A large, waterproof cape that goes over your clothes and keeps you dry during heavy rain.
4. **Windproof Umbrella** – An umbrella that won't flip inside out during strong winds, keeping you protected from rain.
5. **Waterproof Backpack Cover** – A cover that slips over your backpack to keep your books and belongings dry.
6. **Rain Pants** – Waterproof pants that keep your legs dry when it's raining heavily.
7. **Quick-Dry Socks** – Socks made from materials that dry quickly, keeping your feet comfortable if they get wet.
8. **Water-Resistant Gloves** – Gloves that keep your hands dry while still being flexible enough to move easily in the rain.

Student Resources

<p>ML.SL.3 Code 7.1, 7.2, 7.3, 7.4</p> <p>Teacher station Technology station</p>	<ul style="list-style-type: none"> • Together with the teacher mention different types of weather. • When the teacher tells you work through the Weather flashcards A1, writing the word below the image of the weather condition • Discuss clothes we wear in different weather. "What do we wear when it's sunny?" • When the teacher tells you use the drag-and-drop tool Weather and Clothes Weather and Clothes 2 where you will match clothes to weather conditions
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<p>ML.SL.3 Code 7.1, 7.2, 7.3</p> <p>Teacher station Technology station</p>	<ul style="list-style-type: none"> • Together with the teacher mention different types of weather. • When the teacher tells you work through the Weather flashcards A2, writing the word below the image of the weather condition • Discuss clothes we wear in different weather. Match some cards and clothes and explain why example "I matched the umbrella with rainy weather because we use it when it rains." • When the teacher tells you use the drag-and-drop tool Weather and Clothes A2 where you will match clothes to weather conditions
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<p>ML.SL.3 Code 7.1, 7.2, 7.3</p> <p>Teacher station Technology station</p>	<ul style="list-style-type: none"> • Together with the teacher mention different types of weather and why we wear different clothes. • When the teacher tells you work through the Weather flashcards B1, writing the word below the image of the weather condition • Discuss clothes we wear in different weather. • Match some cards and clothes and explain why example "I matched the scarf with cold weather because it keeps our neck warm in freezing temperatures." • When the teacher tells you use the drag-and-drop tool Weather and Clothes B1 where you will match clothes to weather conditions
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<p>ML.SL.3 Code 7.1, 7.2, 7.3</p>	<ul style="list-style-type: none"> • Together with the teacher mention different types of weather and why we wear different clothes. Do different cultures wear different clothes according to the weather? • When the teacher tells you work through the Clothes around the world Drag and Drop
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Teacher
station
Technology
station
Independent
station

- Discuss clothes we wear in different weather.
- Match some cards and clothes and explain why.
- Will the change in weather affect what we wear?

TASK EIGHT – Fashion Show

Description

ML.SL.3, 8.1

ML.SL.3, 8.2



Materials Needed:

- Various clothing items and accessories (e.g., hats, scarves, sunglasses, belts, etc.)
- A space where students can take turns walking down an imaginary runway.

A1

1. Preparation (Teacher): Start by introducing basic clothing vocabulary, such as "shirt," "pants," "shoes," "hat," and "sunglasses." Teach colour names as well, such as "red," "blue," "yellow," and "green."
2. Fashion Show (Students): Have each student take a turn walking down the "runway" (a designated space in the classroom) while wearing an outfit with one or two accessories. As they walk, encourage them to say simple sentences like, "I'm wearing a red shirt and blue pants."
3. Feedback (Teacher): Provide positive feedback and reinforcement after each student's turn. You can also ask simple questions like, "What colour is your shirt?" or "What are you wearing on your head?"

A2

1. Preparation (Teacher): Review and expand clothing and colour vocabulary with the students. Introduce more accessories like scarves, belts, and jewellery. Encourage the use of adjectives to describe the clothing, such as "striped," "polka-dotted," or "plain."
2. Fashion Show (Students): Students select an outfit with various clothing items and accessories. As they walk down the runway, they describe their outfit in more detail, including colours, patterns, and accessories. Example: "I'm wearing a striped red and white shirt, blue jeans, and a shiny belt."
3. Peer Interaction (Students): Encourage students to ask questions about their peers' outfits, such as "Where did you get those cool sunglasses?" This fosters peer interaction and language practice.

B1

1. Preparation (Teacher): Provide a list of clothing items, colours, patterns, and accessories in advance for students to choose from. Encourage students to be creative with their outfit choices.
2. Fashion Show (Students): In the fashion show, students present a more elaborate description of their outfits, using creative and descriptive language. Example: "I'm wearing a bright, floral-patterned sundress with a matching wide-brimmed hat. I've also added a beaded necklace and a pair of flip-flops."
3. Peer Feedback (Students): After each presentation, students give feedback on their peers' outfits. Encourage them to comment on the creativity, colours, and style of the outfits.

Native Speaker Level

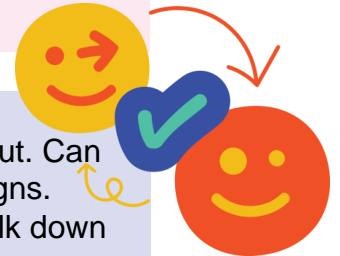
1. Preparation (Teacher): Lead a discussion on how fashion reflects personal identity and culture. Encourage students to think about the cultural influences on their clothing choices.

	<ol style="list-style-type: none"> 2. Cultural Fashion Show (Students): Have students design an outfit inspired by a specific culture or era. As they walk the runway, they must explain the cultural or historical significance of their outfit and how it reflects that influence. 3. Peer Debate (Class): After the fashion show, host a debate where students discuss the most interesting or unique outfits. They can also discuss how fashion can be a form of self-expression.
Language skill	<ol style="list-style-type: none"> 1. Listening: Students will listen to their teacher and peers as they describe clothing items and provide feedback. 2. Speaking: Students will describe their outfits using appropriate vocabulary, sentence structures, and adjectives. 3. Reading: For higher levels, students will read a list of clothing items and accessories to prepare for their presentations. 4. Writing (Optional for higher levels): Students can write brief descriptions of their outfits or feedback on their peers' outfits.
Competences for democratic culture	<ol style="list-style-type: none"> 1. Co-operation and Collaboration: Students will work together in a positive and supportive environment, providing feedback and interacting with their peers during the fashion show. 2. Respect for Diversity: Students will learn to appreciate different styles, cultural influences, and fashion preferences, promoting respect for diversity in clothing and expression. 3. Empathy and Active Listening: Through peer feedback and questions, students will practice active listening and empathy, showing interest in their classmates' fashion choices. 4. Civic-Mindedness: By discussing fashion's cultural and personal significance, students will gain an understanding of how clothing can reflect identity, culture, and society.
Type of learning Activity	<ul style="list-style-type: none"> • Creative Skills • Speaking Skills • Vocabulary Skills • Sentence Construction Skills • Feedback Skills
Learning Outcome	<p>By the end of the activity, students will:</p> <ol style="list-style-type: none"> 1. Develop and Use Clothing Vocabulary: Gain confidence in using clothing-related vocabulary and adjectives to describe outfits. 2. Build Descriptive Language Skills: Learn to describe their outfits and others' clothing choices using complete sentences and descriptive language. 3. Improve Speaking Confidence: Gain confidence in speaking by presenting in front of their peers and answering questions about their outfits. 4. Enhance Peer Interaction and Feedback Skills: Practice interacting with their classmates by asking and answering questions, giving feedback, and engaging in peer discussions.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • With the help of my teacher, I know how to find good models of light writings and to increase my vocabulary according to my goals. • Write captions below and pictures about people and photos I see around me.

Student Resources

<p>ML.SL.3 Code 8.1, 8.2</p> <p>Teacher station Independent station</p>	<ul style="list-style-type: none"> • Tell the teacher any clothes that you know about. Can you describe them? Mention colours. • Choose some clothes and accessories and walk down the runway • During your walk, say a simple sentence like, "I'm wearing a red shirt and blue pants."
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<p>ML.SL.3 Code 8.1, 8.2</p> <p>Teacher station Independent station</p>	<ul style="list-style-type: none"> • Tell the teacher any clothes that you know about. Can you describe them? Mention colours and designs. • Choose some clothes and accessories and walk down the runway • During your walk, describe your outfit like, "I'm wearing a striped red and white shirt, blue jeans, and a shiny belt." • Ask questions to your classmates.
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<p>ML.SL.3 Code 8.1, 8.2</p> <p>Teacher station Independent station</p>	<ul style="list-style-type: none"> • Tell the teacher any clothes that you know about. Can you describe them? Mention colours, designs and accessories. • Be creative and choose clothes and accessories and walk down the runway • During your walk, describe your outfit like, ": "I'm wearing a bright, floral-patterned sundress with a matching wide-brimmed hat. I've also added a beaded necklace and a pair of flip-flops." • Ask questions to your classmates. What did you like about their outfits?
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<p>ML.SL.3 Code 8.1, 8.2</p> <p>Teacher station Independent station</p>	<ul style="list-style-type: none"> • Tell the teacher any clothes that you know about. Can you describe them? Mention colours, designs and accessories. Do you know of any clothes worn in different cultures. • Be creative and choose clothes and accessories and walk down the runway. Try and choose a cultural outfit. • During your walk, describe your cultural outfit. Describe what is special about your costume. • Ask questions to your classmates. What did you like about their outfits? Do the clothes you wear show who you are?
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TASK NINE – Clothing Vocabulary

Description

ML.SL.3, 9.1
ML.SL.3, 9.2
ML.SL.3, 9.3
ML.SL.3, 9.4



Materials Needed:

- Flashcards or images of clothing items (shirt, pants, shoes, hat, etc.)
- A whiteboard or paper and markers
- Small notebooks or sheets of paper for writing practice

Technological Tools

All Levels – [Accessories](#) , [Basic Clothes](#) , [Clothing Around the World](#)

A1

1. Vocabulary Introduction (Teacher): Begin by introducing simple clothing vocabulary words, such as "shirt," "pants," "shoes," and "hat." Use flashcards or images to illustrate each word. Pronounce each word clearly and have students repeat after you.
2. Vocabulary Practice (Students): Show the flashcards or images of the clothing items one by one. Have students say the name of the item aloud. Encourage them to repeat multiple times to improve pronunciation.
3. Technological Tool (Teacher/Students): Technological Tools [Accessories](#) , [Basic Clothes](#) , [Clothing Around the World](#) can be used as part of the presentation and also as an opportunity for students to match the vocabulary learnt with the picture.
4. Writing Practice (Students): On the whiteboard or paper, write the names of the clothing items, and ask students to copy them into their notebooks or sheets of paper. Provide guidance on letter formation and spacing.
5. Interactive Exercises (Teacher): Use simple questions to engage students. For example, hold up a picture of a hat and ask, "What is this?" Students should respond, "It's a hat."

A2

1. Vocabulary Reinforcement (Teacher): Review the basic clothing vocabulary words, and introduce a few additional words, such as "socks," "jacket," and "dress."
2. Interactive Vocabulary Quiz (Students): Show flashcards or images of various clothing items, including the new words. Ask students to name each item as you point to it. Encourage them to use complete sentences, like "This is a shirt."
3. Technological Tool (Teacher/Students): Technological Tools [Accessories](#) , [Basic Clothes](#) , [Clothing Around the World](#) can be used as part of the presentation and also as an opportunity for students to match the vocabulary learnt with the picture.
4. Writing and Spelling (Students): Have students write the names of the clothing items in their notebooks. Afterward, call out the names of the items, and ask students to spell them aloud. Correct any pronunciation or spelling errors.

B1

1. Advanced Vocabulary (Teacher): Introduce more clothing-related vocabulary words, including different types of clothing items and accessories. Encourage students to explore words like "sweater," "scarf," "gloves," and "sunglasses."

2. Technological Tool (Teacher/Students): Technological Tools [Accessories](#) , [Basic Clothes](#) , [Clothing Around the World](#) can be used as part of the presentation and also as an opportunity for students to match the vocabulary learnt with the picture.
3. Descriptive Sentences (Students): Ask students to create descriptive sentences using the new vocabulary. For example, "I'm wearing a blue sweater and a warm scarf because it's cold outside."
4. Writing Practice (Students): In addition to spelling the words, have students write short sentences that describe what they are wearing or what they would wear in different weather conditions. For example, "I wear a T-shirt and shorts in the summer."

Native Speaker

1. Cultural Exploration (Teacher): Focus on clothing from different cultures around the world. Introduce terms related to traditional clothing and discuss how climate influences what people wear in different regions.
2. Technological Tool (Teacher/Students): Use the [Clothing Around the World](#) tool to explore different cultural outfits. Students can compare traditional clothing styles and materials across countries.
3. Class Discussion (Students): Engage students in a discussion about how clothing choices reflect weather, culture, and lifestyle. Ask students to describe clothing that would be appropriate for different climates and occasions.
4. Creative Writing (Students): Students will write a short paragraph describing an outfit for a specific cultural event or weather condition, e.g., "For a festival in India, I would wear a colorful sari."

Language skill

1. Speaking: Students will practice the pronunciation of clothing items, construct and say simple sentences and answer questions about clothing.
2. Listening: Students will listen to the teacher's pronunciation of clothing-related words. They will follow simple instructions, such as matching clothing items to pictures or answering questions about the weather and clothing.
3. Reading: Students will read basic clothing words from flashcards or lists. They will recognize and understand simple sentences that describe clothing choices.
4. Writing: Students will practice writing clothing vocabulary with correct spelling. They will create short sentences describing clothing they or others wear.

Competences for democratic culture

1. Respectful Communication: Students will develop respectful communication by learning to listen carefully to others' responses and repeat their answers appropriately. At higher levels, they will learn to use clothing-related vocabulary to express personal preferences and ideas.
2. Appreciation of Diversity: Students will be exposed to clothing from around the world, developing an understanding of different cultural approaches to fashion. At higher levels, they will discuss how clothing reflects cultural identity.

Type of learning Activity

- Vocabulary Skills
- Writing Skills
- Creativity Skills

Learning Outcome

1. Vocabulary Acquisition: Students will learn and accurately use a range of clothing-related vocabulary, such as "shirt," "pants," "hat," "socks," and "jacket."

2. Speaking Skills: Students will practice pronouncing clothing-related words correctly and using them in simple, descriptive sentences.
3. Reading Comprehension: Students will read and recognize clothing vocabulary in both individual words and simple sentences.
4. Writing Skills: Students will write the names of various clothing items and create short sentences describing what they are wearing or what people wear in different weather conditions.

Objective (Link to Curriculum and/or European frameworks)

With the help of my teacher, I combine simple sentences into a paragraph.

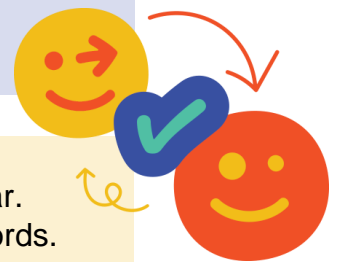
Student Resources

<p>ML.SL.3</p> <p>Code 9.1, 9.2, 9.3, 9.4</p> <p>Teacher station Technology station Independent station</p>	<ul style="list-style-type: none"> • Together with the teacher mention clothes you wear. • The teacher will be showing you flashcards with words. • Repeat the words after the teacher. • Write the words of clothes learnt • When the teacher tells you click on these tools and try and match the word with the picture. Technological Tools Accessories , Basic Clothes , Clothing Around the World • Answer simple questions.
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<p>ML.SL.3</p> <p>Code 9.1, 9.2, 9.3, 9.4</p> <p>Teacher station Technology station Independent station</p>	<ul style="list-style-type: none"> • Together with the teacher mention clothes you wear. • The teacher will be showing you flashcards with words. Repeat the words after the teacher. • Write the words of clothes learnt. Spell them when the teacher tells you. • When the teacher tells you click on these tools and try and match the word with the picture. Technological Tools Accessories , Basic Clothes , Clothing Around the World • Answer simple questions.
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<p>ML.SL.3</p> <p>Code 9.1, 9.2, 9.3, 9.4</p> <p>Teacher station Technology station Independent station</p>	<ul style="list-style-type: none"> • Together with the teacher mention clothes you wear. • The teacher will be showing you flashcards with words. Repeat the words after the teacher. • Write a sentence with the new words you learnt. For example, "I wear a T-shirt and shorts in the summer." • When the teacher tells you click on these tools and try and match the word with the picture. Technological Tools Accessories , Basic Clothes , Clothing Around the World
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<p>ML.SL.3</p> <p>Code 9.1, 9.2, 9.3, 9.4</p> <p>Teacher station Technology station Independent station</p>	<ul style="list-style-type: none"> • Together with the teacher mention clothes you wear. • Identify clothes that people wear from around the world. • Write a sentence with the new words you learnt. For example, "For a festival in India, I would wear a colorful sari." • When the teacher tells you click on these tools and try and match the word with the picture. Technological Tools Accessories , Basic Clothes , Clothing Around the World • Discuss, does the weather effect what we wear?
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TASK TEN – Shop Scavenger

Description
ML.SL.3, 10.1,
ML.SL.3, 10.2
ML.SL.3, 10.3

**Activity: Shop Scavenger Hunt****Materials Needed:**

- Clues and descriptions for different types of shops
- Pictures or flashcards of shop signs
- Small prizes or stickers for participants (optional)

Technological Tools

Flashcards Shops

A1 – [Vocabulary Flashcards](#)

A2 – [Vocabulary Flashcards](#)

B1 – [Vocabulary Flashcards](#)

Flashcards Store Items

A1 - [Store Items Vocabulary Flashcards](#)

A2 - [Store Items Vocabulary Flashcards](#)

B1 - [Store Items Vocabulary Flashcards](#)

A1

1. Introduction to Shops (Teacher): Begin by introducing the concept of different types of shops and stores, such as a bakery, grocery store, toy store, and bookshop. Use simple, clear language to explain each type of shop. You can use the [Vocabulary Flashcards](#) and the [Store Items Vocabulary Flashcards](#)
2. Clue Distribution (Teacher): Provide students with simple written or pictorial clues that describe the location or characteristics of each shop. For example, "This place sells bread and cakes."
3. Hunt in Pairs (Students): Divide students into pairs. Each pair receives a set of clues. They work together to identify the shops described in the clues and match them to the corresponding pictures or flashcards if available.
4. Verification (Teacher): After the scavenger hunt, gather students to verify their findings. Encourage each pair to present their discoveries and explain which shop they found based on the clues.
5. Conclusion: Students can be given the links to the flashcards to work them out on their own.

A2:

1. Expanded Vocabulary (Teacher): Introduce a wider variety of shops, including a pet store, shoe store, and pharmacy. Use more detailed clues and vocabulary to describe these shops. You can use the [Vocabulary Flashcards](#) and the [Store Items Vocabulary Flashcards](#)
2. Independent Hunt (Students): Students work individually or in pairs to read and solve the clues. This encourages them to think critically and promotes independence.
3. Description Exercise (Students): After identifying each shop, students should describe what they saw or learned about the shop. They can use sentences like, "I found a shop that sells toys, and it's called a toy store."
4. Conclusion: Students can be given the links to the flashcards to work them out on their own

B1

1. **Advanced Vocabulary (Teacher):** Introduce more complex and specialized types of shops like a hardware store, electronics store, or antique shop. Provide challenging clues that require critical thinking. The clues should be more challenging and may include hints about the shop's purpose or items sold. You can use [Vocabulary Flashcards](#) and the [Store Items Vocabulary Flashcards](#)
2. **Team Challenge (Students):** Divide students into small teams. Each team receives a set of clues and competes to find and identify the shops first. This encourages teamwork and problem-solving.
3. **Creative Presentation (Students):** After the scavenger hunt, have students create a short presentation about the shops they discovered. They can include details about the shop's purpose, items for sale, and their own experiences during the hunt.
4. **Conclusion:** Students can be given the links to the flashcards to work them out on their own

Native Speaker Level

1. **Cultural Shop Scavenger Hunt (Teacher):** Introduce shops from different cultures, such as a French pâtisserie, Indian sari shop, or Japanese tea house. Discuss the unique items each shop might sell.
2. **Group Hunt and Discussion (Students):** Students work in groups to solve more complex clues that lead them to culturally specific shops. After the hunt, engage in a discussion about the cultural significance of these shops and what makes them unique.
3. **Research and Presentation (Students):** After the hunt, students can research one of the cultural shops they discovered and present their findings to the class, highlighting the cultural importance of the shop and its products.
4. **Conclusion:** Students can be given the links to the flashcards to work them out on their own

Language skill	<ul style="list-style-type: none"> • Listening: Students will listen carefully to the teacher's instructions and the clues provided for the scavenger hunt. • Speaking: Students will describe their findings, explain the clues they solved, and present their discoveries to the class. • Reading: Students will read clues and descriptions of shops, applying their reading comprehension skills to solve the hunt
Competences for democratic culture	<ol style="list-style-type: none"> 1. Respect for Diversity: Through learning about different types of shops, students will gain an appreciation for cultural diversity and the unique items found in various cultural shops. 2. Empathy and Active Listening: Students will practice active listening during group discussions and presentations, showing empathy by considering the perspectives of their classmates. 3. Civic-Mindedness: By exploring different types of shops and understanding their role in the community, students will gain a better understanding of the importance of commerce and community spaces.
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary Skills • Creative Writing Skills • Speaking Skills
Learning Outcome	<ol style="list-style-type: none"> 1. Learn and Use Shop-Related Vocabulary: Identify and use vocabulary related to different types of shops and the items they sell.

2. Develop Critical Thinking Skills: Solve clues by analyzing descriptions and connecting them to the correct shop.
3. Enhance Teamwork and Communication: Work collaboratively in pairs or groups to complete the scavenger hunt and explain their findings.
4. Improve Speaking and Listening Skills: Gain confidence in speaking while presenting their discoveries and listening to the presentations of their classmates.

Objective (Link to Curriculum and/or European frameworks)

- I write light and simple questions with which I get information that I need, for example in an interview, a phone call and so on.
- I catch and understand some specific points / details when someone talks to me or others in a dialogue or short discourse.
- I understand simple directions that I hear in my life and around me among others how to get from one place to another in the same building or somewhere close to where you are staying, such as Go up and turn right, go up on the first floor and enter the left room.



Educators Resources

Lesson Plan: Shop Scavenger Hunt

A1

Bakery	Bread, cakes, cookies, fresh, oven
Supermarket	Food, drinks, big, shelves, trolleys
Toy Store	Toys, games, fun, colorful, children
Clothes Shop	Clothes, shoes, fitting, styles, fashion
Bookstore	Books, reading, stories, quiet, shelves
Ice Cream Shop	Ice cream, cones, cold, sweet, flavours
Fruit Shop	Apples, bananas, fresh, healthy, juicy

A2

Pharmacy	Medicine, health, prescriptions, vitamins, pharmacist
Grocery	Vegetables, fruits, fresh, organic, local
Electronics Store	Gadgets, phones, laptops, technology, devices
Shoe Shop	Shoes, sizes, leather, sport, elegant
Florist	Flowers, bouquets, fresh, colourful, gifts
Butcher	Meat, beef, chicken, fresh, cuts
Stationery Shop	Paper, pens, notebooks, school, office

B1 Level Shops

Hardware Store	Tools, DIY, materials, building, repair
Jewellery Shop	Rings, necklaces, gold, silver, gemstones
Sports Shop	Equipment, clothing, shoes, activities, fitness
Furniture Store	Chairs, tables, sofas, wood, design
Pet Shop	Pets, food, cages, toys, grooming
Music Store	Instruments, guitars, music, records, lessons
Art Supply Store	Paints, brushes, canvas, art, supplies

Native Speaker-Level Shops:

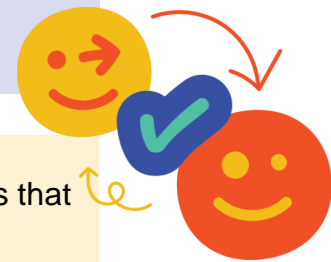
1. Antique Store: Antiques, collectibles, vintage, rare, history, old furniture, vintage clocks, rare coins
2. Bakery: Pastries, croissants, dough, freshly-baked, Baguettes, croissants, sourdough bread
3. Supermarket: Aisles, variety, fresh produce, organic, check-out, Vegetables, cereals, dairy products
4. Bookstore: literature, novels, fiction, bestseller, Adventure books, graphic novels, children's literature
5. Toy Store: Action figures, board games, puzzles, interactive, plush toys, Lego sets, educational toys, dolls
6. Clothing Boutique: Designer, trendy, stylish, accessories, collection, Dresses, coats, scarves, belts
7. Ice Cream Parlour: Artisan, sorbet, toppings, Mint chocolate chip, raspberry sorbet, waffle cones
8. Organic Food Store; Organic, sustainable, local produce, whole foods, eco-friendly, Organic vegetables, dairy alternatives, grains
9. Stationery Boutique: Craft supplies, planners, journals, art materials, Specialty pens, handmade notebooks.
10. Pharmacy - Over-the-counter, prescriptions, remedies, healthcare, wellness, Cough syrup, vitamins, first-aid kits



11. Florist: Arrangements, bouquets, seasonal, fragrant, florals, Roses, lilies, holiday wreaths
12. Gourmet Chocolate Shop: cocoa, truffles, pralines, decadent, Dark chocolate, chocolate-covered nuts
13. Farmers' Market: Seasonal, fresh, organic, sustainable, local vendors, Organic fruits, artisan cheeses, homemade jams
14. Electronics Store: Devices, gadgets, smart technology, innovation, electronics, Tablets, wireless headphones, smartwatches
15. Art Gallery Store: Exhibits, contemporary, masterpieces, sculptures, gallery, Paintings, sculptures, prints

<p>ML.SL.3 Code 10.1, 10.2, 10.3</p> <p>Teacher station Technology station Collaboration station</p>	<ul style="list-style-type: none"> • Together with the teacher mention different shops that you know about. • Together with the teacher you will guess which store items are found in different shops. • With a classmate, try and guess which shop sells them. • When the teacher tells you, you can use the Vocabulary Flashcards and the Store Items Vocabulary Flashcards
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<p>ML.SL.3 Code 10.1, 10.2, 10.3</p> <p>Teacher station Technology station Independent station</p>	<ul style="list-style-type: none"> • Together with the teacher mention different shops that you know about. • Together with the teacher you will guess which store items are found in different shops. • On your own, try and guess which shop sells them. • Together in class say a sentence about what you learned about the shop. • When the teacher tells you, you can use the Vocabulary Flashcards and the Store Items Vocabulary Flashcards
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<p>ML.SL.3 Code 10.1, 10.2, 10.3</p> <p>Teacher station Technology station Collaboration station Independent station</p>	<ul style="list-style-type: none"> • Together with the teacher mention different shops that you know about. • Together with the teacher you will guess which store items are found in different shops. • In a team, try and guess which shop sells them. • Write a paragraph about what you learned about the shop. • Present it to the class • When the teacher tells you, you can use the Vocabulary Flashcards and the Store Items Vocabulary Flashcards
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<p>ML.SL.3 Code 10.1, 10.2, 10.3</p> <p>Teacher station Technology station Collaboration station Independent station</p>	<ul style="list-style-type: none"> • Together with the teacher mention different shops that you know about. • In a team, try and guess which shop sells them. • Research and write a paragraph about what you learned about the cultural shop. • Present it to the class
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TASK ELEVEN – Shop Bingo

Description
ML.SL.3, 11.1
ML.SL.3, 11.2



Materials Needed:

- Shop Bingo cards (with images or names of shops)
- Bingo markers (e.g., small stickers or coloured markers)
- Bingo caller with a list of shop names.

A1

1. Introduction to Bingo (Teacher): Begin by explaining the rules of Bingo in a simple and engaging way. Show students a sample Bingo card with pictures of common shops, such as a bakery, supermarket, or toy store.
2. Basic Bingo Cards (Teacher): Distribute Bingo cards that feature images of shops. Use clear and recognizable shop icons to ensure students can easily identify them.
3. Marking the Shops (Students): Explain how students should mark the shops on their cards. When the Bingo caller announces a shop name (e.g., "Bakery"), they place a marker on the corresponding shop image on their Bingo card.
4. Bingo Caller (Teacher): - The teacher acts as the Bingo caller, reading shop names aloud one at a time. Pronounce the shop names slowly and clearly to ensure students can follow along.

A2

1. Expanded Vocabulary (Teacher): Introduce shop names in written form alongside the images on the Bingo cards. This will help students associate the written names with the visual representations of shops.
2. Independent Play (Students): Encourage students to play Bingo independently. They will mark either the image or the written name of the shop on their card when the name is called.
3. Memory Challenge (Students): After the Bingo game is completed, ask students to recall and describe the shops they marked on their cards. For example, "I marked the bakery, where we buy bread." This reinforces the vocabulary and comprehension.

B1

1. Complex Bingo Cards (Teacher): Provide Bingo cards with more challenging shops, including specialized stores like a florist, bakery, or shoe repair shop. The shops should be more diverse and specific.
2. Team Play (Students): Divide the class into teams to play Shop Bingo competitively. The first team to mark all the shops on their card wins the game. This adds an element of teamwork and motivation.
3. Discussion (Students): After playing Bingo, engage students in a discussion about the different shops they learned. Ask them to explain what each shop sells and why these shops are important in the community. For example, "A florist sells flowers, and we might go there to buy a gift."

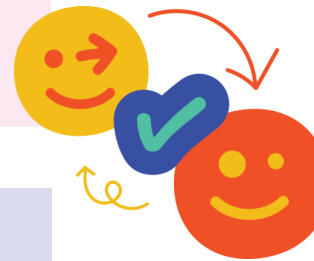
Native Speaker Level

1. Global Shop Bingo (Teacher): Introduce shops from different cultures and regions of the world. For example, include shops like a sari shop, Japanese tea house, or French pâtisserie on the Bingo cards.
2. Group Discussion (Students): After playing Bingo, lead a group discussion where students share their experiences of shopping at different types of stores, including international or cultural shops. They can discuss

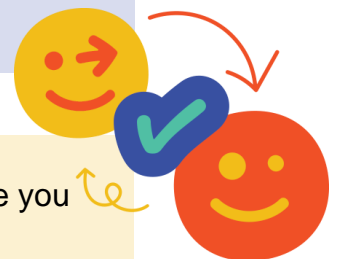
	<p>similarities and differences between local and cultural shopping experiences.</p> <p>3. Creative Task (Students): Ask students to design their own Bingo cards with unique shops from their neighborhood or shops they have learned about from other cultures. This encourages creativity and cultural awareness.</p>
Language skill	<ol style="list-style-type: none"> 1. Listening: Students will practice listening to the Bingo caller, paying close attention to shop names. 2. Speaking: Students will practice speaking by discussing the shops they have learned about and sharing their knowledge with classmates. 3. Reading: Students will read the shop names on their Bingo cards and match them with the spoken words. 4. Writing (Optional for higher levels): For more advanced levels, students can create their own Bingo cards with written shop names and images.
Competences for democratic culture	<ol style="list-style-type: none"> 1. Respect for Diversity: Through learning about shops from different cultures and regions, students will develop respect for diversity and understand cultural differences in commerce. 2. Civic-Mindedness: By discussing the importance of different shops in the community, students will gain an appreciation for how businesses support daily life and the local economy.
Type of learning Activity	<ul style="list-style-type: none"> • Language Skills • Matching Skills • Vocabulary Skills
Learning Outcome	<p>By the end of the activity, students will:</p> <ol style="list-style-type: none"> 1. Learn and Use Shop Vocabulary: Be able to recognize and use vocabulary related to shops in both spoken and written forms. 2. Improve Listening and Comprehension Skills: Develop stronger listening skills by matching shop names to images or written words during the Bingo game. 3. Enhance Speaking Confidence: Build confidence in speaking through discussion and explanation of the shops they marked on their Bingo cards. 4. Promote Cultural Awareness (at higher levels): Gain knowledge of different types of shops from various cultures, increasing cultural awareness and understanding.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I write captions under photos and pictures on people and things I see around me. • I understand simple questions that are put to me and I answer them orally or in writing.

Student Resources

<p>ML.SL.3 Code 11.1, 11.2</p> <p>Teacher station</p>	<ul style="list-style-type: none"> • The teacher will show you how to play Bingo. Have you ever played it? • The teacher will give you shopping bingo cards with different shops. • When the teacher calls out a shop, mark it on your Bingo card • Repeat the shop's name after the teacher.
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<p>ML.SL.3 Code 11.1, 11.2</p> <p>Teacher station Independent station</p>	<ul style="list-style-type: none"> • The teacher will show you how to play Bingo. Have you ever played it? • The teacher will give you shopping bingo cards with different shops. • You will be working on your own. • When the teacher calls out a shop, mark it on your Bingo card. • Repeat the shop's name after the teacher. • When you form a line or a house, call out to the teacher and say the shops • After the game remember the shops you marked.
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<p>ML.SL.3 Code 11.1, 11.2</p> <p>Teacher station Independent station</p>	<ul style="list-style-type: none"> • The teacher will show you how to play Bingo. Have you ever played it? • The teacher will give you shopping bingo cards with different shops. • As a team when the teacher calls out a shop, mark it on your Bingo card. • As a team, when you form a line or a house, call out to the teacher and say the shops • After the game remember the shops, you marked.
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<p>ML.SL.3 Code 11.1, 11.2</p> <p>Teacher station Independent station</p>	<ul style="list-style-type: none"> • The teacher will show you how to play Bingo. Have you ever played it? • The teacher will give you shopping bingo cards with different shops from around the world. • As a team when the teacher calls out a shop, mark it on your Bingo card.
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- As a team, when you form a line or a house, call out to the teacher and say the shops
- After the game remember the shops, you marked.
- Discuss with the teacher the unique shops one finds and how important they are in the community.

TASK Twelve – Shop Role-Play

Description

ML.SL.3, 12.1

ML.SL.3, 12.2



Materials Needed:

- Play money (coins and bills)
- Classroom props to create a shop environment (e.g., a counter, shelves, and play food items)
- Role-play scenarios and shopping lists

A1

1. Shop Vocabulary Introduction (Teacher): Begin by introducing basic shopping-related vocabulary, such as "buy," "sell," "money," and common shop items like "bread," "milk," and "fruit." Use flashcards or props to show the items as you say the words.
2. Role Assignment (Teacher): Assign students the roles of either shopkeepers or customers. Provide simple phrases for each role, such as "How much is this?" and "I would like to buy..."
3. Role-Playing (Students): Encourage students to engage in simple shop transactions using the provided phrases. For example, the shopkeeper can respond to a customer's request, and the customer can ask for prices.
4. Supportive Props (Teacher): Use props like play money and classroom items to simulate a shop environment. This helps students better understand the context of the role-play.

A2

1. Expanded Vocabulary (Teacher): Introduce more shopping-related vocabulary and phrases, such as "change," "discount," and "receipt." Use visual aids and props to reinforce new words.
2. Scenario-based Role-Plays (Students): Create scenarios for students to act out, such as a customer buying groceries or a shopkeeper giving a discount. Encourage students to mix the provided phrases with improvised dialogues. Example: Customer: "Can I get a discount on this apple?" Shopkeeper: "Yes, the apple is now €1."
3. Money Handling (Students): Teach students how to handle play money, calculate totals, and give change. Include a small shopping list with prices, and ask students to simulate a full transaction, including receiving a receipt. This adds a practical element to the role-play.

B1

1. Real-Life Scenarios (Teacher): Present more complex shopping situations, such as returning a product, negotiating prices, or dealing with a product that isn't working. Discuss how to resolve these issues using polite language and problem-solving.
2. Creative Role-Plays (Students): Encourage students to create their own role-play scenarios based on their experiences or creativity. They can write short dialogues or improvise situations, such as buying a birthday gift or asking for a refund.
3. Peer Assessment (Teacher and Students): After the role-plays, conduct peer assessments where students provide feedback on each other's performance. Focus on language use, fluency, and effective communication

Native Speaker Level

	<ol style="list-style-type: none"> 1. Cultural Shopping Experience (Teacher): Introduce a discussion about shopping customs in different cultures. For example, talk about how bargaining works in markets in some countries, or how people shop for groceries differently around the world. 2. Complex Shop Scenarios (Students): Have students role-play more intricate shopping situations, such as shopping at a cultural market, asking for recommendations, or handling a misunderstanding over prices. Students can explore different shopping habits and compare experiences across cultures. 3. Reflection and Debate (Class): Host a class discussion or debate about shopping preferences, such as online versus in-store shopping, or the importance of local markets. Students can share their opinions and discuss how shopping experiences might differ in various countries.
Language skill	<ol style="list-style-type: none"> 1. Listening: Students will listen carefully to their partner's requests or responses during role-playing and follow instructions during discussions. 2. Speaking: Students will practice speaking by asking and answering questions, engaging in conversations during role-plays, and explaining their reasoning during peer assessments or discussions. 3. Reading: Students will read role-play scenarios, shopping lists, and vocabulary cards during the activity. 4. Writing (Optional for higher levels): Students may write their own role-play scenarios, dialogues, or shopping lists.
Competences for democratic culture	<ol style="list-style-type: none"> 1. Respect for Diversity: Through discussions about shopping experiences in different cultures, students will develop an appreciation for diversity and how cultural norms influence shopping. 2. Civic-Mindedness: By discussing the role of shops and marketplaces in daily life and in different cultural contexts, students will gain an understanding of how commerce and social interactions contribute to a healthy community.
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary Skills • Creativity Skills • Speaking Skills
Learning Outcome	<p>By the end of the activity, students will:</p> <ol style="list-style-type: none"> 1. Learn and Use Shopping Vocabulary: Identify and use vocabulary related to shopping, transactions, and items commonly found in shops. 2. Practice Role-Playing in Real-Life Contexts: Use language skills to role-play shopkeeper and customer scenarios, enhancing their conversational and problem-solving abilities. 3. Improve Speaking Confidence: Build confidence in speaking through guided and creative role-plays in front of their classmates. 4. Develop Listening and Comprehension Skills: Strengthen listening skills by following instructions and responding appropriately during role-play activities.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I use expressions of greeting, both verbal and gestural, in my daily life and in appropriate times and contexts according to the audience I have. • I listen to the views of others while I wait and when it's my turn I give mine. • I use expressions of greeting, both verbal and gestural, in my daily life and in appropriate times and contexts according to the audience I have. • I talk about myself, my family and the environment I live in and how time is divided into years, seasons, months, days and the time of day. • I understand simple questions that are put to me and I answer them orally or in writing.

Educators Resources

A1 Role-Play Starters

1. Buying Fruit at the Market

Customer: "I want an apple, please."

Shopkeeper: "Here is your apple. It's €1."

Customer: "Here is €1."

Shopkeeper: "Thank you!"

2. Buying a Toy

Customer: "How much is the toy car?"

Shopkeeper: "It's €3."

Customer: "I would like to buy it."

Shopkeeper: "Here is your toy car!"

A2 Role-Play Starters

1. Buying School Supplies at the Stationery Shop

Customer: "Can I buy two pencils and a notebook?"

Shopkeeper: "Sure, the pencils are €2, and the notebook is €3."

Customer: "Here is €5. Do I get any change?"

Shopkeeper: "Yes, here is your change, €1."

2. Grocery Shopping

Customer: "I need bread and milk. How much do they cost?"

Shopkeeper: "The bread is €2, and the milk is €3."

Customer: "Do you have any discounts?"

Shopkeeper: "Yes, the bread is 50 cents off today!"

B1 Role-Play Starters

1. Returning a Product

Customer: "I bought this shirt, but it's too small. Can I return it?"

Shopkeeper: "Do you have the receipt?"

Customer: "Yes, here it is."

Shopkeeper: "Would you like a refund or an exchange for a larger size?"

2. Asking for Help in a Clothing Store

Customer: "Excuse me, do you have this jacket in blue?"

Shopkeeper: "Let me check. Yes, we have it in blue. Would you like to try it on?"

Customer: "Yes, please. How much is it?"

Shopkeeper: "It's €20, but we are offering a 10% discount today."

3. Returning a Product



Sarah bought a new toy from the toy store, but when she got home, she realized it was broken. The next day, she went back to the store to return it.

Dialogue:

Sarah: Hello, I bought this toy yesterday, but it's broken. Can I return it, please?

Cashier: Of course, do you have the receipt?

Sarah: Yes, here it is.

Cashier: Thank you. Would you like a refund or to exchange it for a new one?

Sarah: I would like a new one, please.

Cashier: No problem. I'll get a new toy for you right away.

4. Negotiating Prices

Tom saw a cool pair of shoes in the shoe shop, but they were very expensive. He decided to ask the shop assistant if he could get a discount.

Dialogue:

Tom: Hi, I really like these shoes, but they are too expensive. Can I get a discount?

Shop Assistant: Let me check. We have a sale starting tomorrow. I can give you 10% off today if you buy them now.

Tom: That sounds great! I'll take them.

Shop Assistant: Perfect. I'll apply the discount at the checkout.

Native Speaker Level Role-Play Starters

1. Shopping for a Gift at a Toy Store

Customer: "I'm looking for a birthday gift for my friend. Can you help me find something?"

Shopkeeper: "Sure! How old is your friend, and what do they like?"

Customer: "They're turning 8, and they love building toys."

Shopkeeper: "We have this building block set. It's very popular for kids that age."

2. Bargaining at a Market Stall

Customer: "I like this scarf, but €15 seems a bit expensive. Can I get it for €10?"

Shopkeeper: "How about €12? It's handmade and high quality."

Customer: "Alright, I'll take it for €12. Thank you!"

Shopkeeper: "You're welcome! Enjoy your scarf."

3: Resolving Issues

Emma bought a new dress, but when she got home, she noticed a small tear in the fabric. She went back to the clothes shop to resolve the issue.

Dialogue:

Emma: Hello, I bought this dress yesterday, but there is a small tear in the fabric. Can I exchange it for a new one?

Salesperson: I'm sorry to hear that. Do you have the receipt?

Emma: Yes, here it is.

Salesperson: Thank you. We can exchange it for a new dress or give you a full refund.

Emma: I would like to exchange it for a new dress, please.

Salesperson: Sure, let me get a new one for you.

4 Asking for Help

John is at the supermarket and can't find the cereal. He decides to ask a store employee for help.



Dialogue:

John: Excuse me, can you help me find the cereal?

Employee: Sure! The cereal is in aisle 5, next to the bread.

John: Thank you very much!

Employee: You're welcome!

5: Dealing with Incorrect Change

Mia bought some groceries, but when she checked her change, she realized she received less money than she should have. She went back to the cashier to fix the issue.

Dialogue:

Mia: Excuse me, I think there is a mistake with my change. I received less money than I should have.

Cashier: I'm sorry about that. Let me check the receipt and the amount you gave me.

Mia: Here is the receipt.

Cashier: You are right. I apologize for the mistake. Here is the correct amount.

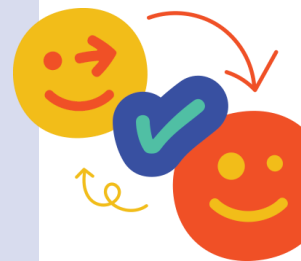
Mia: Thank you very much.

Cashier: You're welcome. Have a great day!

Student Resources

<p>ML.SL.3</p> <p>Code 12.1, 12.2</p> <p>Teacher station</p>	<ul style="list-style-type: none"> • Together with the teacher, see which basic shopping words you remember. The teacher will ask you questions such as <ul style="list-style-type: none"> ○ How much is this? ○ I would like to buy? • Here are some examples for you to read. <ul style="list-style-type: none"> Buying Fruit at the Market <ul style="list-style-type: none"> • Customer: "I want an apple, please." • Shopkeeper: "Here is your apple. It's €1." • Customer: "Here is €1." • Shopkeeper: "Thank you!" Buying a Toy <ul style="list-style-type: none"> • Customer: "How much is the toy car?" • Shopkeeper: "It's €3." • Customer: "I would like to buy it." • Shopkeeper: "Here is your toy car!" • Together with other students create a shopping scene.
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<p>ML.SL.3</p> <p>Code 12.1, 12.2</p> <p>Teacher station Collaboration station</p>	<ul style="list-style-type: none"> • Together with the teacher, see which basic shopping words you remember. The teacher will ask you questions such as <ul style="list-style-type: none"> ○ How much is this? ○ I would like to buy? • Here are some examples for you to read. <ul style="list-style-type: none"> Buying School Supplies at the Stationery Shop <ul style="list-style-type: none"> • Customer: "Can I buy two pencils and a notebook?" • Shopkeeper: "Sure, the pencils are €2, and the notebook is €3." • Customer: "Here is €5. Do I get any change?" • Shopkeeper: "Yes, here is your change, €1." Grocery Shopping <ul style="list-style-type: none"> • Customer: "I need bread and milk. How much do they cost?" • Shopkeeper: "The bread is €2, and the milk is €3." • Customer: "Do you have any discounts?" • Shopkeeper: "Yes, the bread is 50 cents off today!" • Together with other students create a shopping scene.
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ML.SL.3

Code 12.1, 12.2

Teacher station
Collaboration
station

- Together with the teacher, see which shopping words you remember. Discuss what polite language we can use when we have a problem when shopping.
- Here are some examples for you to read.
 - Returning a Product
 - Customer: "I bought this shirt, but it's too small. Can I return it?"
 - Shopkeeper: "Do you have the receipt?"
 - Customer: "Yes, here it is."
 - Shopkeeper: "Would you like a refund or an exchange for a larger size?"
 - Asking for Help in a Clothing Store
 - Customer: "Excuse me, do you have this jacket in blue?"
 - Shopkeeper: "Let me check. Yes, we have it in blue. Would you like to try it on?"
 - Customer: "Yes, please. How much is it?"
 - Shopkeeper: "It's €20, but we are offering a 10% discount today."
- Together with other students create a shopping scene which addresses such situations.
- Present it to the class.

ML.SL.3

Code 12.1, 12.2

Teacher station
Collaboration
station

- Together with the teacher, see which shopping words you remember. Discuss
 - What polite language we can use when we have a problem when shopping?
 - Do you know about different cultural shops?
- Here are some examples for you to read.
 - Bargaining at a Market Stall
 - Customer: "I like this scarf, but €15 seems a bit expensive. Can I get it for €10?"
 - Shopkeeper: "How about €12? It's handmade and high quality."
 - Customer: "Alright, I'll take it for €12. Thank you!"
 - Shopkeeper: "You're welcome! Enjoy your scarf."
 - Resolving Issues
 - Emma: Hello, I bought this dress yesterday, but there is a small tear in the fabric. Can I exchange it for a new one?
 - Salesperson: I'm sorry to hear that. Do you have the receipt?
 - Emma: Yes, here it is.

- Salesperson: Thank you. We can exchange it for a new dress or give you a full refund.
- Emma: I would like to exchange it for a new dress, please.
- Salesperson: Sure, let me get a new one for you.
- Together with other students create a shopping scene which addresses such situations.
- Present your scenario to the rest of the class.

TASK Thirteen – Shop Vocabulary & Match Cards

Description

ML.SL.3, 13.1

ML.SL.3, 13.2

ML.SL.3, 13.3



Materials Needed:

- Shop vocabulary flashcards (with pictures of items and shop names)
- Classroom display board or table

Technological Tools

Shopping Vocabulary

- A1 - [Flash cards](#) – write the word below the picture.
- A2 - [Flash cards](#) – write the word below the picture.
- B1 - [Flash cards](#) – write the word below the picture.

Stores – Drag and Drop

- A1 - [Stores Drag and Drop Tool](#)
- A2 - [Stores Drag and Drop Tool A2](#)
- B1 - [Shops Drag and Drop Tool B1](#)

A1

1. Introduction (Teacher): Begin by showing students the shop vocabulary flashcards one by one. Pronounce the shop name and the item shown on each card. For example, "This is a bakery, and these are bread and cakes."
2. Technology Tool (Teacher/Students): Together with students work through the [Flash cards](#) by writing the word below the picture.
3. Match the Cards (Students): Lay out the shop vocabulary cards on the display board or table, randomly mixed up. Ask students to match the item cards (e.g., bread, cake) with the corresponding shop name cards (e.g., bakery). Assist students as needed to ensure understanding.
4. Technological Tool: Give them the [Stores Drag and Drop Tool](#) and ask them to match shop items to their corresponding shop names for additional practice.
5. Reinforcement (Teacher): Repeat the names of shops and items multiple times to reinforce vocabulary retention. Encourage students to say the words aloud while they match the cards.

A2

1. Extended Vocabulary (Teacher): Introduce more complex shop names and items found in these shops. For example, include "stationery store" and items like "pencils" and "notebooks." Explain new vocabulary while showing the flashcards.
2. Technology Tool (Teacher/Students): Together with students work through the [Flash cards](#) by writing the word below the word.
3. Match the Cards (Students): Lay out the shop vocabulary cards on the display board or table, randomly mixed up. Ask students to match the item cards (e.g., bread, cake) with the corresponding shop name cards (e.g., bakery). Assist students as needed to ensure understanding.
4. Technological Tool: Give them the [Stores Drag and Drop Tool A2](#) and ask them to match shop items to their corresponding shop names for additional practice.
5. Technological Tool: Provide digital activities, Vocabulary Flashcards where students can practice learning new words.

B1

1. Discussion (Teacher): Start a discussion about different types of shops and their importance in daily life. Encourage students to share their thoughts on their favourite shops and the items they like to buy.
2. Technology Tool (Teacher/Students): Together with students work through the [Flash cards](#) by writing the word below the image.
3. Shop Descriptions (Students): Ask students to describe a shop of their choice using the vocabulary cards. They can talk about what the shop sells, its location, and why they like it. Encourage them to use full sentences and add descriptive details. For example: "I like going to the bakery because they have fresh bread and cakes. The bakery is near my house."
4. Technological Tool: Give them the [Shops Drag and Drop Tool B1](#) and ask them to match shop items to their corresponding shop names for additional practice.
5. Peer Feedback (Class): After each presentation, encourage classmates to ask questions about the shop or share their own experiences. This fosters interactive discussions and improves fluency.
6. Technological Tool: Use a vocabulary tool where students can practice more advanced shop vocabulary by describing different shopping experiences, such as buying gifts or groceries.

Native Speaker Level

1. Cultural Shopping Experience (Teacher): Discuss how shopping experiences differ across cultures and regions. For example, talk about markets, online shopping, or specific cultural shops.
2. Technology Tool (Teacher/Students): Together with students work through the Flash cards by writing the word below the word.
3. Complex Shop Scenarios (Students): Have students create more complex shopping scenarios that involve several items or specific requests. For example, a student could role-play buying items for a party and ask for advice from the shopkeeper: Customer: "I'm throwing a birthday party and need balloons and decorations. What do you recommend?" Shopkeeper: "We have colourful balloons, streamers, and party hats. Would you like to see them?"
4. Presentation and Discussion (Class): Students present their shop scenarios to the class, explaining why they chose those items or how they made their decisions. Lead a discussion about cultural differences in shopping experiences, such as how bargaining works in different countries.

Language skill

1. Listening: Students will listen to their teacher and classmates during vocabulary introductions and role-playing, improving their comprehension skills.
2. Speaking: Students will practice speaking through role-playing, shop descriptions, and presenting their scenarios to the class.
3. Reading: Students will read shop vocabulary words on the flashcards and use these words in their dialogues and descriptions.
4. Writing (Optional for higher levels): Students may write down their shop scenarios or vocabulary lists to improve their spelling and sentence structure.

Competences for democratic culture

1. Respect for Diversity: Through learning about different shops and shopping customs, students will develop respect for diversity and understand cultural differences in shopping practices.
2. Empathy and Active Listening: Students will practice empathy by listening to their peers' descriptions and scenarios, asking questions, and providing thoughtful feedback.

	<p>3. Civic-Mindedness: By discussing different types of shops and their role in daily life, students will gain an appreciation for the importance of commerce and community in society.</p>
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary Skills • Reading Skills • Speaking Skills
Learning Outcome	<p>By the end of the activity, students will:</p> <ol style="list-style-type: none"> 1. Learn and Use Shop-Related Vocabulary: Identify and use a variety of shop names and items in their spoken and written language. 2. Develop Role-Playing Skills: Perform basic shop dialogues, improving their conversational abilities and real-world communication skills. 3. Enhance Fluency and Confidence: Gain confidence in speaking, describing shops, and participating in role-playing activities in front of their peers. 4. Improve Listening and Comprehension: Develop better listening skills by understanding instructions, dialogues, and peer presentations.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I deliver a simple message orally without leaving anything essential out of it. • I use expressions of greeting, both verbal and gestural, in my daily life and in appropriate times and contexts according to the audience I have.

Drag and Drop

A1

Bakery	Bread, cakes, cookies, fresh, oven
Supermarket	Food, drinks, big, shelves, trolleys
Toy Store	Toys, games, fun, colorful, children
Clothes Shop	Clothes, shoes, fitting, styles, fashion
Bookstore	Books, reading, stories, quiet, shelves
Ice Cream Shop	Ice cream, cones, cold, sweet, flavours
Fruit Shop	Apples, bananas, fresh, healthy, juicy

A2

Pharmacy	Medicine, health, prescriptions, vitamins, pharmacist
Grocery	Vegetables, fruits, fresh, organic, local
Electronics Store	Gadgets, phones, laptops, technology, devices
Shoe Shop	Shoes, sizes, leather, sport, elegant
Florist	Flowers, bouquets, fresh, colourful, gifts
Butcher	Meat, beef, chicken, fresh, cuts
Stationery Shop	Paper, pens, notebooks, school, office

B1 Level Shops

Hardware Store	Tools, DIY, materials, building, repair
Jewellery Shop	Rings, necklaces, gold, silver, gemstones
Sports Shop	Equipment, clothing, shoes, activities, fitness
Furniture Store	Chairs, tables, sofas, wood, design
Pet Shop	Pets, food, cages, toys, grooming
Music Store	Instruments, guitars, music, records, lessons
Art Supply Store	Paints, brushes, canvas, art, supplies

Native Speaker (new)

Shops and Matching Items:

1. Bakery - Items: Bread, croissants, muffins, pastries, cakes
2. Butcher Shop - Items: Beef, chicken, sausages, lamb chops, steaks
3. Florist - Items: Bouquets, roses, tulips, potted plants, floral arrangements
4. Pharmacy - Items: Medicine, bandages, vitamins, cough syrup, face masks
5. Supermarket - Items: Milk, cereal, vegetables, snacks, cleaning products
6. Toy Store - Items: Dolls, action figures, board games, puzzles, toy cars
7. Bookstore - Items: Novels, children's books, stationery, bookmarks, educational toys
8. Electronics Store - Items: Phones, headphones, tablets, laptops, chargers
9. Jewellery Store - Items: Necklaces, rings, earrings, bracelets, watches
10. Clothing Store - Items: T-shirts, jeans, dresses, jackets, shoes
11. Stationery Store - Items: Notebooks, pens, pencils, rulers, markers

Cultural Shops and Matching Items (new):

1. Indian Sari Shop - Items: Saris, lehengas, bangles, scarves, traditional jewelry
2. Japanese Tea Shop - Items: Green tea, matcha powder, teapots, tea cups, Japanese sweets
3. Mexican Tienda - Items: Tortillas, tamales, spices, salsa, piñatas
4. Middle Eastern Souk - Items: Spices, dried fruits, handmade rugs, perfumes, lanterns
5. African Market Stall - Items: Kente cloth, beaded jewelry, carvings, baskets, traditional spices
6. Chinese Herbal Medicine Shop - Items: Herbal teas, dried roots, ginseng, traditional ointments, acupuncture kits
7. French Pâtisserie - Items: Macarons, éclairs, croissants, tarts, baguettes
8. Italian Deli - Items: Pasta, olive oil, cured meats, cheeses, focaccia



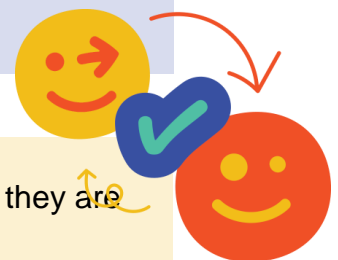
9. Thai Fruit Stand - Items: Mangos, durian, papayas, coconuts, dragon fruit
10. Caribbean Market - Items: Plantains, jerk seasoning, coconut water, hot sauce, spices

Student Resources

<p>ML.SL.3</p> <p>Code 13.1, 13.2, 13.3</p> <p>Teacher station</p>	<ul style="list-style-type: none"> • With the teacher pronounce the shop name • With the teacher work together through the Flash cards by writing the word below the picture. • Match the items with the shop name • When the teacher tells you click on the Stores Drag and Drop Tool and match shop items to their corresponding shop names for additional practice. • Match the Cards (Students): Lay out the shop vocabulary cards on the display board or table, randomly mixed up. Ask students to match the item cards (e.g., bread, cake) with the corresponding shop name cards (e.g., bakery). • Repeat the words.
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<p>ML.SL.3</p> <p>Code 13.1, 13.2, 13.3</p> <p>Teacher station</p>	<ul style="list-style-type: none"> • With the teacher pronounce the shop name • With the teacher work together through the Flash cards by writing the word below the picture. • Match the card items with the shop name example the item cards (e.g., bread, cake) with the shop name cards (e.g., bakery). • When the teacher tells you click on the Stores Drag and Drop Tool A2 and match shop items to their corresponding shop names for additional practice. • Match the Cards (Students): Lay out the shop vocabulary cards on the display board or table, randomly mixed up. Ask students to match • Repeat the words.
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<p>ML.SL.3</p> <p>Code 13.1, 13.2, 13.4</p> <p>Teacher station Independent station</p>	<ul style="list-style-type: none"> • Discuss with the teacher different shops and why they are important in our life. • With the teacher work together through the Flash cards by writing the word below the picture. • Present and describe your favourite shop and describe what it sells. • When the teacher tells you click on the Shops Drag and Drop Tool B1 and match shop items to their corresponding shop names for additional practice.
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ML.SL.3

Code 13.1, 13.2,
13.4

Teacher station
Collaboration
station
Independent
station

1. Discuss with the teacher different shops and why they are important in our life. Discuss also different cultural shops that one could find.
2. Try working together through the **Flashcards** by writing the word below the picture.
3. Prepare a role play according to the teacher scenario.
4. Present your shop scenario to the class.

TASK Fourteen – Shop Dialogue

Description

ML.SL.3, 14.1
ML.SL.3, 14.2



Materials Needed:

- Scenario cards with different shop situations
- Props such as play money or toy items (e.g., toy food, clothing, or other small objects)
- Shop vocabulary cards (optional)

A1:

1. Introduction (Teacher): Introduce the concept of a shop and explain the roles of a customer and a shopkeeper. Show students simple scenario cards, such as buying a toy, a snack, or a drink.
2. Model Dialogue (Teacher): Demonstrate a simple dialogue between a customer and a shopkeeper. For example, "Customer: How much is this? Shopkeeper: It's €5." Encourage students to repeat the phrases.
3. Role-Playing (Students): Divide the students into pairs and provide each pair with a scenario card (e.g., "Buy an apple" or "Buy a toy car"). Students role-play, taking on the roles of shopkeepers and customers, practicing simple vocabulary and phrases.
4. Feedback (Teacher): After each role-play, give feedback on pronunciation and correct any mistakes. Encourage students to switch roles and try different scenarios.

A2

1. Scenario Expansion (Teacher): Introduce more complex shop scenarios, such as buying multiple items or asking for specific details (e.g., "How much is this toy and that book?"). Use props to make the situations more interactive.
2. Variations (Students): Allow students to create their own dialogues based on the provided scenarios. For example, a student might say: Customer: "How much is this red ball and that book?" Shopkeeper: "The red ball is €3, and the book is €5."
3. Group Interaction: Have students present their shop dialogues to the class. This encourages creativity and helps them apply new vocabulary and language skills in different contexts.

B1

1. Real-Life Application (Teacher): Discuss how effective communication is important in real-life shopping situations. Talk about the importance of politeness and clarity when interacting with shopkeepers.
2. Custom Scenarios (Students): Challenge students to create their own shop scenarios that reflect their everyday experiences. Students can design scenarios involving specific requests (e.g., "I'm looking for a birthday gift for my friend.") or bargaining. They can also incorporate cultural nuances in their dialogues.
3. Peer Feedback (Class): After the role-playing, encourage classmates to provide feedback on the dialogues, focusing on clarity, politeness, and creativity.

Native Speaker Level

1. Cultural Shopping Experiences (Teacher): Discuss different cultural customs around shopping. Ask students to think about how shopping experiences might differ between countries or regions.

	<ol style="list-style-type: none"> 2. Complex Scenarios and Role-Plays (Students): Assign students more complex scenarios that reflect real-life situations, such as returning an item, asking for a discount, or explaining a product fault. 3. Debate and Reflection (Class): After the role-playing activity, host a class discussion on the cultural differences in shopping. Ask students to reflect on how they would handle different situations (e.g., polite ways to bargain, handling returns).
Language skill	<ol style="list-style-type: none"> 1. Listening: Students will practice listening by hearing the shopkeeper's or customer's responses during the role-play. 2. Speaking: Students will improve their speaking skills by performing dialogues and interacting with their peers. 3. Reading: For higher levels, students will read scenario cards and shop vocabulary to create accurate dialogues. 4. Writing (Optional for higher levels): Students can write down their dialogues, improving sentence structure and vocabulary use.
Competences for democratic culture	<ol style="list-style-type: none"> 1. Co-operation and Collaboration: Students will collaborate with their peers to create dialogues and role-play, learning to take turns and support each other. 2. Respect for Diversity: Students will learn about different cultural shopping customs and experiences, fostering an appreciation for diverse communication styles. 3. Empathy and Active Listening: Through role-playing, students will develop empathy by taking on different roles and learning to understand the perspectives of both shopkeepers and customers. 4. Civic-Mindedness: By discussing the role of shopping in daily life, students will gain an understanding of how communication in social spaces like shops reflects societal norms and values.
Type of learning Activity	<ul style="list-style-type: none"> • Speaking Skills • Listening Skills
Learning Outcome	<ol style="list-style-type: none"> 1. Develop Vocabulary Related to Shopping: Learn and use shop-related vocabulary such as "How much is this?" and "I would like to buy." 2. Enhance Role-Playing and Communication Skills: Practice real-life dialogue situations in a controlled environment, focusing on customer and shopkeeper exchanges. 3. Improve Speaking Confidence: Gain confidence in speaking by performing role-plays in front of their peers. 4. Encourage Creative Language Use: Develop creativity in constructing dialogues and scenarios, especially at higher language levels.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I use expressions of greeting, both verbal and gestural, in my daily life and in appropriate times and contexts according to the audience I have. • I listen to the views of others while I wait and when it's my turn I give mine. • I use expressions of greeting, both verbal and gestural, in my daily life and in appropriate times and contexts according to the audience I have. • I talk about myself, my family and the environment I live in and how time is divided into years, seasons, months, days and the time of day. • I catch and understand some specific points / details when someone talks to me or others in a dialogue or short discourse. • I understand simple questions that are put to me and I answer them orally or in writing.

Educator Resources

Scenario Cards

Buying a Toy (A1 Level)

- You are at a toy store. You want to buy a toy car. Ask the store clerk for the price and pay for it.

Buying a Snack (A1 Level)

- You are at a snack bar. You want to buy a packet of chips. Ask for the price and pay for it.

Booking a Hotel Room (A1 Level)

- You are at the hotel reception. You want to book a room for one night. Ask about the price and availability.

Asking for Directions (A2 Level)

- You are in a new city and need to find the nearest bus stop. Ask someone on the street for directions.

Ordering Food at a Restaurant (A2 Level)

- You are at a restaurant. You want to order a pizza and a drink. Ask the waiter for the menu and place your order.

Shopping for Groceries (A2 Level)

- You are at the supermarket. You need to buy milk, bread, and fruits. Ask a staff member where you can find these items.

Discussing a Movie (B1 Level)

- You have just watched a new movie. Talk to your friend about what you liked and didn't like about the movie.

Planning a Weekend Trip (B1 Level)

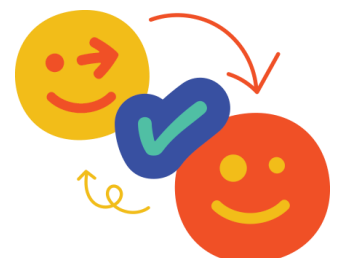
- You and your friends are planning a weekend trip. Discuss where you want to go, what activities you want to do, and how to get there.

A Conversation with a Native Speaker (Native Level)

- You meet a native speaker at a social event. Have a casual conversation about your hobbies, work, and recent news.

Discussing Cultural Differences (Native Level)

- You are having a discussion with a native speaker about cultural differences between your country and theirs. Talk about food, festivals, and traditions.



Student Resources

<p>ML.SL.3</p> <p>Code 14.1, 14.2</p> <p>Teacher station Collaboration station</p>	<ul style="list-style-type: none"> • With the teacher mention different shops you know about. What do we find in shops? • Follow the teacher and answer the questions • In pairs read the card the teacher gives you and role-play the scene.
<p>ML.SL.3</p> <p>Code 14.1, 14.2</p> <p>Teacher station Collaboration station</p>	<ul style="list-style-type: none"> • With the teacher mention different shops you know about. What do we find in shops? • Follow the teacher and answer the questions • In pairs read the card the teacher gives you and role-play the scene. • Present the shop dialogue to the class.
<p>ML.SL.3</p> <p>Code 14.1, 14.2</p> <p>Teacher station Collaboration station</p>	<ul style="list-style-type: none"> • With the teacher mention different shops you know about. What do we find in shops? How do we behave when we are shopping? • In pairs create a role-play shopping scenario. • Present the shop dialogue to the class. • Give feedback to the group.
<p>ML.SL.3</p> <p>Code 14.1, 14.2</p> <p>Teacher station Collaboration station</p>	<ul style="list-style-type: none"> • With the teacher mention different shops you know about. <ol style="list-style-type: none"> 1. What do we find in shops? 2. How do we behave when we are shopping? 3. Do different cultures have different shops? 4. Do you know of any such shops? 5. Would they be different to our shops? • In pairs read the card the teacher gives you and role-play the scene. • Present the shop dialogue to the class. • Give feedback to the group.

