

PROJECTS:

Guidelines for use and Worksheets

Prepared by Ines Begić

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UNIT 1 – PROJECT 1 – This Is Us

Before

- 1** Prepare one copy of the Worksheet: *Let me introduce myself* for each student.
- 2** Ask the students to bring a small photo of themselves to the next lesson, along with some magazines, scissors, colouring pencils and/or anything else they need for drawing.
- 3** Prepare enough A4 sheets of paper and pegs in different colours.
- 4** Optional: prepare a thin piece of rope, long enough to hang 15-30 (depending on the size of your class) sheets of paper. Alternatively, prepare enough pins for the pin board.

While

- 1** Inform the class they will work in pairs.
- 2** Give each student the Worksheet: *Let me introduce myself* to fill in about themselves. Limit the time (5 minutes).
- 3** Firstly, each student fills in the worksheet about themselves.
- 4** Secondly, one student reads the sentences from the Worksheet to their partner while the partner is taking notes about the friend, about their likes, dislikes, hobbies, etc.
- 5** Then the other partner reads the worksheet sentences while the first one is taking notes.
- 6** Make sure that they take enough notes about their partners as they will need to make each other's profiles.
- 7** Give each student a sheet of paper and let them know it is now time for them to be creative.
- 8** Tell them to leave some empty space for the photograph, and use the rest of the space to create a profile of their partner. In doing so they can write, draw, cut and paste pictures from magazines or anything else they see fit in order to create a good profile for their friend. Limit the time (depending on your lesson plan).
- 9** When they have finished, ask the students to put their partners' profiles on the pin board or the rope.
- 10** Mix the students and assign each to read out the profiles of students other than their partner's so that other students can try and guess whose profile is being presented.
- 11** If they guess whose profile it is, allow the profiled student to paste their photograph on the profile page.

- 12 Continue with the presentations until all the photographs are pasted on the profile pages.
- 13 Make sure that every student in the class presents one profile.

After

Optional: you can prepare a short quiz for the next lesson with at least one question about each student to test how much they have remembered about each other.

This is us: Let me introduce myself

My name is (1) _____.

I'm from (2) _____ (country).

I live in (3) _____ (city – town – village).

I'm (4) _____ years old.

My birthday is on (5) _____.

My favourite subject is (6) _____, but I don't like
(7) _____.

My favourite sport is (8) _____.

My favourite sportsperson is (9) _____.

There are (10) _____ people in my family.

My father is a (11) _____ and my mother is a
(12) _____.

I would like to be a (13) _____ because
(14) _____.

My hobby is (15) _____.

In my free time, I also like (16) _____.

I don't like (17) _____.

My favourite food is (18) _____.

My favourite drink is (19) _____.

My favourite day of the week is (20) _____ because
(21) _____.

My favourite singer (or band) is (22) _____.

I like watching (23) _____ movies.

My favourite place is (24) _____. I like it because
(25) _____.

I like / don't like travelling. I have been to (26) _____
_____.

The most beautiful country I've visited is (27) _____.

I like / don't like reading. My favourite book is
(28) _____.

My best friend is (29) _____. He / She is
(30) _____ (age).

He / She likes (31) _____, but doesn't like
(32) _____.

When we are together we (33) _____
_____.

In three words I would describe myself as (34) _____, (35) _____,
and (36) _____.

UNIT 1 – PROJECT 2 – The Griffon Vulture and Co.

Before

- 1 Divide your class into four groups of four or five students, depending on the size of the class.
- 2 Assign each group one protected species in Croatia: the griffon vulture, the stork, the lynx and the sea turtle. If your students don't like some of the assigned species, allow them to suggest another protected species they would like to investigate.
- 3 Tell them to do research on the assigned species on their own at home, write down or print out the information and bring it to school for the next lesson.
- 4 They are supposed to find information about where their animals live, what they eat, how do they look, what are their habits, why they are protected, what is special about this animal, and anything else that distinguishes this species from other species and makes them unique.
- 5 Tell your students to prepare some pictures along with the information about the animals for the next lesson. They should also bring anything they need to make posters such as colouring pencils, felt pens, highlighters, scissors, glue, ruler, etc.
- 6 Prepare enough thick paper or card for four groups' posters.

While

- 1 Prepare the classroom for group work.
- 2 Give your students enough time to make posters about the assigned protected species.
- 3 Walk around the classroom and help them with the language or anything else if need be.
- 4 Ensure enough time for all four groups to present their posters.
- 5 While listening to presentations, the rest of the class needs to fill in the *Fact File* Worksheets about the three other protected species. Use that time to prepare a list with some basic pieces of information about each of the protected species, based on the students' presentations.

After

- 1 Prepare a PowerPoint presentation with the information you had previously collected. Omit the names of the animals.
- 2 Show the students your PowerPoint presentation and ask them to tell you which animal each statement is about.

The Griffon Vulture and Co.: Fact File

Animal	
Habitat	
Description	
Food	
Habits	
Why are they protected?	
What is special about them?	

Animal	
Habitat	
Description	
Food	
Habits	
Why are they protected?	
What is special about them?	

Animal	
Habitat	
Description	
Food	
Habits	
Why are they protected?	
What is special about them?	

UNIT 2 – PROJECT 1 – Ads

Before

- 1 Divide your students into four or five groups.
- 2 Tell them they are required to create a TV or a newspaper advert for a product or service of their choice.
- 3 The product or service may be real or fictional; they might invent or develop their own product and advertise it.
- 4 If they opt for a TV advert, allow them to use their mobile phones to film it.
- 5 If they decide to make a newspaper advert, they might use a poster or [Prezi](#) to design their advert.

While

- 1 They need to think of a product or service they would like to advertise and make group decisions regarding their choice.
- 2 Give your students instructions on how to make an advert and what you expect from them to demonstrate. For their advert they need to think of the following:
 - a) Who is the product or service meant for?
 - b) What is the argument you will use to sell your product to them?
 - c) What are its characteristics?
 - d) Why is it better than other similar products on the market?
 - e) How much does it cost?
 - f) Where and how is it sold?
 - g) Where and how is it advertised?
 - h) Choose the music to accompany the advert.
 - i) Choose a celebrity to advertise it.
 - j) Think of a slogan to be used to sell the product.
- 3 Write these prompts on the board or in a PowerPoint presentation so that they are visible to students at all times.
- 4 Encourage your students to be creative and to use their imagination as much as possible. Don't put limitations on their work and allow them to use anything they can think of in the design of their adverts.
- 5 Give the students the entire lesson to think of their advert and make sure they make all necessary decisions during this lesson.
- 6 Tell them to make their adverts at home because they will present them during the next lesson.
- 7 Allow all groups to use everything they need in order to present their advert.

- 8 Upon the completion of their presentations, give each student in the class a small piece of paper to write down the product or service they would like to buy.
- 9 Count the papers and decide which is the most desirable product OR the best advert that has sold the product.

UNIT 2 – PROJECT 2 – Music

Before

- 1 Ask the students who is their favourite singer or band.
- 2 Tell them to write down all the questions they would like to ask them. Give them plenty of time to think about it and to be creative in asking as many questions as they can think of.
- 3 Depending on their singer/band favourites, divide them into the according number of groups or pairs. If there are students without a pair, ask them to join another student or group or pair the single students.
- 4 Give them homework to do detailed research into their favourite singer/band, and try to answer as many of their questions as possible.
- 5 Additionally, instruct them to write down anything else they find interesting about the singer/band.

While

- 1 At the beginning of the next lesson, tell students to sit in their group or pair.
- 2 Their task is to prepare an interview with their favourite singer/group.
- 3 Ideally, students with a favourite band work in a group, while those with a favourite singer work in pairs.
- 4 In every pair, one student is a reporter interviewing the other student who is a singer. In groups, one student is a reporter, while the rest of the group is a band.
- 5 If a group has chosen a singer, you can opt for as many interviews as there are pairs in the group. If, on the other hand, a pair has chosen a band, then one student is a reporter and the other is the band's lead singer or whomever from the band they decide upon.
- 6 The reporters will prepare for the roleplay dialogue by learning the questions and writing down the notes about what they will ask the musician.
- 7 The musicians will prepare for the roleplay dialogue by learning the answers and any other interesting facts they have found about their favourite musician.
- 8 Give them enough time for learning and practising the dialogues and conversations so that they can act them out in front of the class.
- 9 This is a good opportunity to evaluate your students' speaking skills.
- 10 Ensure enough time for all of the interviews to take place during the lesson.

UNIT 3 – PROJECT 1 – Life in the Past

Introduction:

This project plan for teachers of teenage students at pre-intermediate level is about life in the past. Students will actively take part in designing and conducting the project in which they will learn about how their grandparents lived and compare it to their lives now. They will do research about this topic by conducting an interview and present the results in the table. They will then use the findings for the creation of a poster and for the development of a short sketch.

Time: 2-3 lessons

Aims:

- To develop listening, speaking and comprehension skills
- To make comparisons of habits and the ways of life in the past and present
- To carry out research and present the results in creative ways

Materials:

- Worksheets for teachers are attached
- Thick paper or card
- Mobile phone or other recording device

Instructions for teachers:

Before

- 1 Print enough copies of the Worksheets (*Interview and Comparison of life in the past and present*).
- 2 Prepare thick paper or card for posters.

While

- 1 Students get the Worksheet: *Interview* with the questions they need to ask their grandparents. Encourage them to think of their own questions in addition to the ones offered in the Worksheet. Since the questions are written in English, suggest the students to read them beforehand in case they need to translate them for their grandparents if they are conducting the interview in Croatian.
- 2 For homework, students interview their grandparents and write down or record their answers. Alternatively, they can interview old neighbour, etc.
- 3 Students fill in the table (Worksheet: *Comparison of life in the past and present*).
- 4 During the next lesson, students present their findings to the class.

- 5 Alternatively, you might prefer the option of them comparing the lives of two sets of grandparents or their grandparents and parents. In either case, use the table offered in the Worksheets that best suits your purposes.
- 6 Group the class and give the groups enough time to find similarities in their comparisons.
- 7 Give each group thick paper or card to make a poster; they need to make a comparison of the life in the past and present, or life between their grandparent's and their parent's childhood. However, they should put on the poster only those items that they agreed upon as a group, those similarities in and differences between the two periods that all the members of the group found in their research.
- 8 On their posters they should be allowed to write, draw, paste pictures and photographs or anything else they might need to portray the comparison.
- 9 The students then present their posters.
- 10 During the next lesson, the students are again grouped. This time you might want to allow them to group themselves the way they wish.
- 11 Based on their interviews, the students come up with a short sketch in which they can in a humorous way compare the lives of their grandparents to theirs. Some of them might want to do an educational piece; however, it is more likely that most of them would prefer it to be funny.
- 12 Ensure enough time for them to prepare the lines and practice them. However, allow them to use reminders during the sketch in case they didn't have enough time to memorise everything.
- 13 The students act out the sketches.
- 14 If they wish and give you the permission, you may record them.

After

- 1 Display the posters somewhere visible to the rest of the school.
- 2 Optional: if you have recorded the sketches, you can upload the recordings on the school website or Profil Klett's [Repozitorij](#).
- 3 Optional: Individual/Pair/Group work – *Life in the future: How will our children live?* – There are plenty options by which this task could be carried out:
 - Individually, students can write an essay on how they think the future will look like and how their children will live. They can be guided by the table they filled in during the presentation of their interview results.
 - In pairs or groups students can choose how they would like to present their anticipations of the future; they might find a short video clip that demonstrates their ideas, they may record a video on their own, make a presentation using Prezi or PowerPoint, act out a short sketch or interview with their future self or something similar. Possibilities are various and you should encourage them to be imaginative and creative.

Prepared by Ines Begić

Life In the Past: Interview

Name of the person being interviewed: _____

- 1 Where did you live when you were my age?
- 2 Did you have your own room?
- 3 Where did you go to school?
- 4 How did you go to school?
- 5 What were your teachers like?
- 6 Who were your best friends?
- 7 What did you wear to school?
- 8 Did you have a lot of homework?
- 9 What did you eat for breakfast, lunch and dinner?
- 10 What did your parents do for a living?
- 11 How did you help your parents around the house?
- 12 What did you dream about becoming?
- 13 Did you have a boyfriend/girlfriend?
- 14 What did you do on a Saturday night?
- 15 What did you do after school?
- 16 How did you spend your free time alone and with your friends?
- 17 Did you travel?
- 18 What did you wear when you weren't in your school clothes?
- 19 What made you happy?
- 20 What made you angry?
- 21 Did you have a pet?
- 22 What kind of music did you listen to?
- 23 Did you have an allowance?
- 24 If yes, what did you spend it on?
- 25 How much time did you spend with your family?
- 26 What did you do to celebrate your birthday?
- 27 What do you remember your parents telling you?
- 28 How did you spend your summers?
- 29 What was the most significant thing that happened to you in primary school?
- 30 What was the most important thing you learned?

Add any additional questions you might want to include in your interview!

Comparison of life in the past and present

	THE PAST	THE PRESENT
SCHOOL (how far, transport, teachers, homework, clothes, valuable lessons, the most significant event)		
HOME (room, chores, clothes, pet, food)		
PARENTS (work, allowance, time spent with family)		
FRIENDS (what did you do, birthday, boyfriend/ girlfriend)		
FREE TIME (Saturdays, summers, music)		
FEELINGS (dreams, happy and angry about)		

Comparison Of Life: Parents and Grandparents

	PARENTS	GRANDPARENTS
SCHOOL (how far, transport, teachers, homework, clothes, valuable lessons, the most significant event)		
HOME (room, chores, clothes, pet, food)		
PARENTS (work, allowance, time spent with family)		
FRIENDS (what did you do, birthday, boyfriend/ girlfriend)		
FREE TIME (Saturdays, summers, music)		
FEELINGS (dreams, happy and angry about)		

Comparison of life between mother's and father's parents

	GRANDPARENTS (MUM)	GRANDPARENTS (DAD)
SCHOOL (how far, transport, teachers, homework, clothes, valuable lessons, the most significant event)		
HOME (room, chores, clothes, pet, food)		
PARENTS (work, allowance, time spent with family)		
FRIENDS (what did you do, birthday, boyfriend/ girlfriend)		
FREE TIME (Saturdays, summers, music)		
FEELINGS (dreams, happy and angry about)		

UNIT 3 – PROJECT 2 – A Serious Thing

Before

- 1 Prepare one Worksheet: *Quiz* for every student in the class.
- 2 Divide the class into half and give each student their copy of the Worksheet.

While

- 1 Students use the Worksheet to ask each colleague in their group the questions suggested.
- 2 They are supposed to write down the answers that will be used to write a report.
- 3 Their task is to mark how many students chose every response in the Quiz.
- 4 When they have asked each other all the questions, give them enough time to write the report or assign it for homework.
- 5 In the introduction they need to write what was the research about, how many participants were there, and describe briefly how they conducted the research.
- 6 In the main part their task is to report on the number of answers per question. In order not to use only numbers, they also might want to use the phrases such as: *none of us, hardly any of us, some of us, almost all of us, all of us.*
- 7 In the conclusion they should give their own opinion on the results and try to interpret their findings in the light of their own experiences.

After

Read the reports the next lesson.

A serious thing: Quiz

1 Have you ever run away from home?	a) YES b) NO
2 Have you ever wanted to run away from home?	a) YES b) NO
3 Why?	a) Because of my parents / family b) Because of situation at home c) Because of my grades / school d) Because of my friends e) Because of my girl / boyfriend
4 Have you ever seriously thought of running away from home?	a) YES b) NO
5 Why?	a) Because of my parents / family b) Because of situation at home c) Because of my grades / school d) Because of my friends e) Because of my girl / boyfriend
6 Where would you go if you decided to run away from home?	
7 How long would you be away from home if you ran away?	a) A few hours b) A day c) A few days d) Other: _____
8 Do you know anyone who ran away from home?	a) YES b) NO
9 Why did they run away from home?	a) Because of my parents / family b) Because of situation at home c) Because of my grades / school d) Because of my friends e) Because of my girl / boyfriend
10 How long did it take them to come back home?	a) A few hours b) A day c) A few days d) Other: _____
11 Where was your friend during that time?	
12 Do you think it is fair to your parents for you to run away from home?	a) YES b) NO
13 Do you think your life would change in any way if you ran away from home?	a) YES b) NO
14 If yes, how?	a) I would get what I wanted. b) My parents / family would be nicer. c) Situation at home would be better. d) My parents wouldn't be mad at me because of my grades / school problems. e) My friends would pay more attention to me. f) My girl / boyfriend wouldn't break up with me. g) My girl / boyfriend would be nicer to me. h) Other: _____

NBB 7 · UNIT 3 · PROJECT 2: A Serious Thing

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UNIT 4 – PROJECT 1 – Slavic Legends

Before

- 1 Divide the class into a few groups (depending on the size of the class).
- 2 Each group needs to do research on old Slavic legends.
- 3 Tell them to type some of the following options in Google: *old Slavic legends*, *Slavic mythology stories*, *Slavic myths and legends*.
- 4 OR give them these websites to read about the legends: [Slavic mythology](#) and [Old Slavic gods](#).
- 5 Each group is supposed to choose one old Slavic legend.
- 6 Every member of the group needs to read about the chosen legend and write down the notes: all important and interesting facts necessary to tell a complete and intriguing story.

While

- 1 Group work: each group decides how they would like to present their legend. They can make a poster, write a story based on their notes, or write a screenplay for a role they will learn to act in front of the class.
- 2 Regardless of their preference, all groups have the same amount of time to get ready for the presentation.
- 3 Depending on their choice, groups present their posters, retell or act out their stories in a play.

After

Each student chooses one legend (other than their own) and writes it down for homework. They need to retell the legend in written form as they remember it from the class presentation.

UNIT 4 – PROJECT 2 –Urban Legends

Before

- 1 Explain to your students what constitutes an “urban legend” (see the [Wikipedia article](#)).
You may start by asking them if they have ever heard some of the stories you can find on the websites offered below. You will need to read a few examples of the different types of urban legends to make sure they have a good understanding of what types of stories are being discussed. Preferably, tell them the legends you think they might be familiar with.
- 2 Tell the students to find a partner for a pair work activity.
- 3 Each pair needs to do research on urban legends, choose one legend they like most and read about it on the Internet. They should also print the information they have found about the legend or write notes on the key facts about the story.
- 4 Tell them to type some of the following options into Google: *urban legends for students*, *funny urban legends*, *scary urban legends*, *examples of urban legends* or something similar.
- 5 OR give them these websites to read about the legends [Guardian: Top 10 urban legends](#), [Scary for kids: Urban legends](#), [American folklore: Urban legends](#), and [25 Most Popular Urban Legends Still Being Told](#).
- 6 Each pair is supposed to choose one urban legend and be prepared to present a complete story.
- 7 If you want to limit their options, choose the legends yourself and print the handouts for students that will be used during the lesson. They will then have the option to select only from those legends you consider suitable.

While

- 1 Pair work: each pair decides how they would like to present their legend. They can make a poster or a PowerPoint presentation, retell a story based on their notes, or write a screenplay for a role they will learn to act in front of the class or record it and show the film to the class during the lesson.
- 2 Regardless of their preference, all pairs have the same amount of time to get ready for the presentation.
- 3 Depending on their choice, pairs present their stories. After every presentation, the rest of the students need to tell whether they believe in this legend or not.
- 4 The presentations should be followed by a discussion about urban legends and what the students think is their point and purpose.

After

Each student chooses one legend (other than their own) and writes it down for homework. They need to retell the legend in written form as they remember it from the class presentation.

UNIT 5 – PROJECT 1 – Class Survey on Love

Before

- 1 Talk to your students about love and couples; ask them if they know how their parents met, do they talk about love with their older siblings, grandparents, aunts or uncles and if they know about how they fell in love. Prompt them to share the stories they know about the beginnings of relationships of their friends or relatives, or perhaps their own if they are willing to tell you.
- 2 Introduce their assignment: every student should choose a person they are going to interview about their love story.
- 3 They will then use the information they gathered to write a story in the form of *A Page in my Diary*. They can write this diary entry from the perspective of a male or female, regardless of who they have interviewed.
- 4 If you wish, you might want to make it more interesting by asking them to write two diary entries; one from the perspective of one partner and one from the perspective of the other partner. Encourage them to use their imagination along with the collected information.
- 5 Suggest them to choose a person they will feel comfortable interrogating; it can be a parent, grandparent, sibling, aunt, uncle, friend, neighbour, or even a teacher.

While

- 1 Together with your students think of some basic questions they are going to use for the interview, such as:
 - a) When and where did you meet?
 - b) Describe how it happened.
 - c) How did you feel when you first saw him/her?
 - d) What did you do? What did he/she do?
 - e) What did you think of him/her then?
 - f) What happened next?
- 2 Use your students' imagination to try to think and write down as many questions as possible. However, encourage them to ask any additional questions they might need during the interview as to ensure a thorough and detailed understanding of the story and situation.
- 3 Warn the students to take enough time to write down the notes during the interview or, if they feel more comfortable, to use their mobile phones to record the interviews.
- 4 Instruct them how to write *A Page in my Diary* – tell them what you expect them to write, how to approach the task, how long it is supposed to be and any other information you think they might need to fulfil the task.

After

Students read their written assignments during the lesson.

UNIT 5 – PROJECT 2 – An Interview/Survey - Cheating

Before

- 1** Ask the students what is cheating and to give you some examples of cheating in school. Then talk about the consequences of cheating.
- 2** Introduce the task: the students will work in small groups. They will be given a short questionnaire to be used for an interview of their teachers, parents and students from other grades. The teacher will (based on the group, class and school size) decide how many teachers, parents and students each group has to interview.
- 3** Every student will be given a Worksheet. Members of the group will decide how to delegate responsibilities and how many participants each member needs to interview. They will then collect all the data to write down a report and joint conclusion of their survey.

While

- 1** Give the students enough time to conduct a survey and to write down the report.
- 2** During the lesson, every group reads their findings, discusses the results (tell what they think about the results) and gives the conclusion they wrote as a group.

After

- 1** Poster - The class works together with the help of the teacher to merge all the findings and arrange the data on the poster; in the introduction they write what is cheating in school along with some examples. In the study section they write who were the participants, how many of each group of participants were there and how is the questionnaire organised. In the main part of the poster they briefly present the findings of all of the groups. In the conclusion they summarise their main points and finally, make some suggestions on how they think the cheaters should be punished for their actions.
- 2** The students put the poster somewhere visible for other students and teachers to read.

An Interview: What Is Cheating?

Listen to the following examples and say whether you consider them cheating:

Examples	Students		Teachers		Parents	
	YES	NO	YES	NO	YES	NO
Copying from another student during a test						
Talking to other student during a test						
Using unpermitted notes during a test						
Getting questions or answers from somebody who had already taken a test						
Using a book or notebook during a test						
Using a mobile phone during a test						
Giving answers to a friend during a test						
Trying but not succeeding in copying answers from whatever source						
Handing in a homework your parents did for you						
Copying sentences or the whole text from the Internet pretending to be your own						
Copying homework from textbook, a magazine, newspapers or book						
Copying a homework from a friend						
Letting your friend copy your homework						
Giving your class notes to other students in exchange for something else						
Copying class notes from a friend						

NBB 7 · UNIT 5 · PROJECT 2: An Interview

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UNIT 6 – PROJECT 1 – British Food

Introduction:

This project plan for teachers of teenage students at pre-intermediate level is about traditional British food and cooking. Students will actively take part in designing and conducting the project in which they will choose and present typical British food, design a menu for a British restaurant or pub and act in roleplay as demanding guests and knowledgeable waiters.

Topic: Typical British food commonly served in a British pub

Time: 2-3 lessons

Aims:

- To learn or revise vocabulary relating to food, restaurants and pubs
- To develop reading and comprehension skills
- To develop speaking and communication skills; discussing preferences and attitudes towards food and restaurants, presenting a menu, ordering food, asking questions and providing information about food and ingredients

Materials:

- Introductory materials for teachers and Worksheets for students are attached
- Teachers and students can use [this link](#) for lesson preparation and menu development.

Instructions for teachers

Introductory activities

1 Brainstorming: National Dishes

Start your lesson by brainstorming about different countries' typical dishes to get students interested in the topic and to develop their food vocabulary.

- If you wish, you might want to use a Worksheet for brainstorming; depending on your preferences, you may fill in the table on the blackboard or you can put the students in pairs/small groups and ask them to complete the table with as many national or typical dishes as they can.

*If students are struggling to come up with ideas, ask them to think of typical foods (such as fruits) from each country as well as national dishes. You may want to give them a few examples to start them off, e.g. fish and chips (Britain), pasta (Italy), olive oil or stuffed vine leaves (Greece). Allow them to use a dictionary. You could also use pictures to help them.

2 Discussion

Upon the completion of the table, you can continue the discussion for which you might use *Discussion questions* from the Worksheet.

*If you have time, you can find the following assignment useful:

To make the activity more dynamic, you could hold a class survey with each student going round the class and interviewing other students. They could then report back their findings. Students may need prompts on the board:

The majority of the class have tried/like/dislike...

Some people...

Almost nobody...

Many people said that...

Half/ a quarter/ two-thirds of the class prefer...

3 British Food Quiz

Continue with the Worksheet *British food: Quiz* to find out about students' perceptions of British food, and to encourage them to think about and discuss the variety of food available in Britain today.

- Put students in pairs/small groups to try and guess the answers to this quiz. Make it clear that they are not expected to know all the answers. Write up new vocabulary on the board.
- Give them a point for each correct answer and see which group gets the highest score.

4 Typical British food

Present typical British food to your students using [this website](#). Choose the food you think is representative and would be most interesting to your students and show them the pictures of the food (e.g. Google images). Ask them what they think are ingredients of the dishes you have chosen and then tell them what the chosen dishes actually consist of.

For this purpose, you might want to use a Worksheet *Traditional food* with a matching exercise and ask your students to match the names of the dishes with the ingredients they consist.

Group activities

Group Task A: Open a new restaurant (1 lesson)

If you are limited in time, you can use this, shorter version of a group work to activate your students and enable them to practice their presentation skills.

- 1 Divide your students into groups (the size of groups depending on the number of students in the class) and ask them to imagine they are going to open a new restaurant.
- 2 Ask them to discuss and decide on how their restaurant would look like. Help them by asking questions from the Materials. Tell them they need to be ready to present their new restaurant to the rest of the class.
- 3 Decide how much time you will give them for preparing their presentation. In case they are doing the preparation at home, you might want to ask them to make a poster or a PowerPoint presentation to offer some visuals and interesting approaches to their restaurant presentations.
- 4 The rest of the class might vote on the best new restaurant so you can choose the winner. For this task, prepare as many *Evaluation sheets* per student as is necessary depending on the number of groups/restaurants.
- 5 The groups can also present their menus if you see fit. Options are limitless; allow them to be creative and present their restaurants in any way they think is interesting and fun.

Group Task B: Roleplay (1 lesson)

If you have more time, you can assign roles during the introductory class so that the students can work at home. Decide how much time you will give them for preparations; it might be useful to allow them a week for a preparation as this group work requires substantial preparations.

- 1 Divide the class into at least two groups, depending on the number of students. In every group, regardless of the number of members, students will be assigned three different tasks.

- 2 A group will work together in order to develop and design a menu for their British pub. The pub is supposed to serve traditional British dishes presented in class. Any other dishes alongside with typical British ones are allowed and are up to students. It is their pub and they can decide what other dishes it will serve.
- 3 For this task, they might want to use [this link](#). However, they should be encouraged to explore the internet and to find out more about typical British food. Tell them to type some of the following options in Google: *typical British food, traditional British food, most popular British food, English food names*.
- 4 During their week for preparation, students are supposed to design and make a menu in paper format so that the guests can actually read it and decide what they want to order. They should include the following segments in their menus: *Starters/Appetisers, Main courses, Side dishes, Salads, Desserts and Drinks*.
- 5 Every member of the group needs to know the names and basic ingredients of the dishes that are on the menu. In case a customer does not understand the names of the dishes, the waiters need to explain them what these dishes are and possibly even how they are prepared (if you have advanced students).
- 6 In every group there will be Students A, B and C, and the teacher should assign the roles on the day of the roleplay. All members of the group need to be prepared for all three roles they potentially might play.
- 7 Students will firstly arrange desks and chairs as if they were in a pub. If they wish, they may bring props with them to set a pub-like atmosphere. All groups arrange their pubs simultaneously.
- 8 *Students A* from all groups will be hosts and they will be presenting the menus to their guests. *Students B* will be waiters and they will serve on guests. *Students C* will be guests and they will be allowed to sit in either of the pubs where they will order the dish they want to try. Give your students the Worksheet *Phrases* with a list of useful phrases they can and should use in a restaurant; there are the phrases for hosts, waiters and guests.
- 9 If you have a bigger class, you might have more than two pubs so it might be interesting to your students if they can choose the pub they want to visit.
- 10 The main task of the guests is to ask as many questions as possible about various dishes, while the waiters are to be polite and knowledgeable enough to provide all the answers. If the waiters are unsure about certain questions asked, their menu presenters can help them.
- 11 It might be easier for teacher if the orders are not taken simultaneously. However, it is up to teachers how they wish to carry out these practical issues that depend on the dynamics of the class and atmosphere during the roleplay.

Answer key for Food Quiz:

- 1** a) crisps and chocolate
- 2** c) curry
- 3** c) a Scottish dish made from sheep's stomach and innards
- 4** c) cheese
- 5** a) toast and cereal
- 6** a) The Earl of Sandwich - he wanted food which he could eat with one hand while gambling
- 7** c) lettuce
- 8** c) 3 - 4 million
- 9** a) Scotland
- 10** b) Halloween

Answer key for Traditional dishes:

3, 5, 6, 8, 1, 9, 2, 7, 4

Yorkshire Pudding - flour, eggs and milk

Toad-in-the-Hole - sausages

Ploughman's Lunch - cheese, pickle, pickled onion, bread

Shepherd's Pie - minced lamb and vegetables

Cottage Pie - minced beef and vegetables

Lancashire Hotpot - a casserole of meat and vegetables

Pie and Mash with parsley liquor - eels

Bubble and Squeak - vegetables and mashed potatoes

Black Pudding - pig's blood and fat

Brainstorming: National Dishes

Think of as many national or typical dishes as you can under the following headings:

CROATIA	UK	OTHER COUNTRIES

Discussion questions

- Have you tried any of these dishes? Which ones? Did you like or dislike them?
- What is your favourite food? What is your least favourite?
- What is the strangest food you have ever eaten? Did it taste good or bad?
- Do you like trying new foods?
- Are there any foods that you wouldn't eat as a child that you eat now?
- Do you prefer your own country's food or other kinds of food? Has your country 'adopted' many foods from other countries?
- If you were living abroad, which food would you miss most from this country?

British Food: Quiz

In pairs try to guess the right answer for each question.

1 Which of these do the British eat most of in Europe?

- a) crisps and chocolate
- b) fresh fruit and vegetables
- c) sausages

2 What is the most popular food in Britain?

- a) fish and chips
- b) pizza
- c) curry

3 What is 'haggis'?

- a) a cocktail made from whisky and fruit juice
- b) a type of fish eaten in Scotland
- c) a Scottish dish made from sheep's stomach and innards

4 Stilton, cheddar and double Gloucester are all kinds of:

- a) apple
- b) pig
- c) cheese

5 What do most British people have for breakfast?

- a) toast and cereal
- b) cappuccino and croissant
- c) fried eggs and bacon

6 Who invented the sandwich and why?

- a) The Earl of Sandwich – he wanted food which he could eat with one hand while gambling
- b) Lord Sandwich – he wanted food which he could take for a picnic in the countryside
- c) Queen Elizabeth I – she wanted food which could be prepared quickly for guests

7 Which of the following ingredients would not be a possible ingredient of a British pudding?

- a) pig's blood
- b) chocolate
- c) lettuce

8 How many vegetarians are there in the UK today?

- a) 3 – 4 thousand
- b) 300 – 400 thousand
- c) 3 – 4 million

9 Where do people eat deep-fried chocolate bars?

- a) Scotland
- b) Japan
- c) Wales

10 When are toffee apples eaten in the UK?

- a) Christmas
- b) Halloween
- c) Easter

Traditional dishes

Match the dishes with their ingredients

- | | |
|------------------------------------|---|
| 1 Yorkshire Pudding | <input type="checkbox"/> Cheese, pickle, pickled onion, bread |
| 2 Toad-in-the-Hole | <input type="checkbox"/> Minced beef and vegetables |
| 3 Ploughman's Lunch | <input type="checkbox"/> A casserole of meat and vegetables |
| 4 Shepherd's Pie | <input type="checkbox"/> Vegetables and mashed potatoes |
| 5 Cottage Pie | <input type="checkbox"/> Flour, eggs and milk |
| 6 Lancashire Hotpot | <input type="checkbox"/> Pig's blood and fat |
| 7 Pie and Mash with parsley liquor | <input type="checkbox"/> Sausages |
| 8 Bubble and Squeak | <input type="checkbox"/> Eels |
| 9 Black Pudding | <input type="checkbox"/> Minced lamb and vegetables |

Group task: Open a new restaurant!

Work in groups of 3-5. Imagine you are going to open a new restaurant. Discuss and decide on the following aspects.

- Who are your target consumers?
- What cuisine will you serve?
- Will you have any specialties, or a daily menu, or takeaway?
- What type of atmosphere will you try to generate? How?
- Will there be any entertainment?
- What decor will you have?
- Where will your restaurant be located?
- How will you advertise?
- What prices will you charge?
- What are you going to call your restaurant?

Be ready to present your new restaurant to the rest of the class!

Evaluation table

Points: _____ / 40

Category	Grade				
Type of food offered	1	2	3	4	5
A variety of offered food	1	2	3	4	5
A variety of offered drinks	1	2	3	4	5
Prices	1	2	3	4	5
Music and entertainment	1	2	3	4	5
Decorum/Style	1	2	3	4	5
Atmosphere	1	2	3	4	5
Location	1	2	3	4	5

Phrases

The host / hostess:

- Do you have a reservation?
- Can I get your name?
- Your table is ready.
- Right this way. Follow me, please.
- Would you like me to take your coats?
- Let me present you our new menu/this week's menu. For starters, we have prepared... For the main course, we can offer you....

The waiter / waitress:

- Can I get you something to drink?
- Are you ready to order?
- Do you need more time to decide?
- What can I get for you?
- What would you like to start with?
- Do you want a salad with this?
- I'll be right back with your drinks.
- Can I get you anything else?
- Enjoy your meal!
- Is everything alright?
- How was everything?
- Would you like any coffee or dessert?
- Would you like to see our dessert menu?

The guest:

- Could I see the menu, please?
- We're not ready yet.
- What do you recommend?
- I'm allergic to... Can you tell me what is ...? / Can you tell me the ingredients of ...?
- What's like?
- Can I have it without ?
- For my starter I would like, and for my main course I'll have....
- Do you have any desserts?
- Thank you, it was delicious.
- I really enjoyed it.
- Can we have the bill, please?

UNIT 6 – PROJECT 2 – *The Secret Diary of Adrian Mole Aged 13 ¾*

Before

- 1 Talk to your students about diary, who amongst them keeps a diary, what do they write about, how often do they write, how long their entries are, does anybody have access to their diaries and similar.
- 2 Ask your students if they have ever heard of Adrian Mole. If not, you can tell them briefly [about the book](#) and what he wrote in his diary.

While

- 1 If you do not have a book, you can find it on [this website](#).
- 2 You can either print out a few pages from the book for every student or you can show it to your student using an overhead projector or smart board.
- 3 Read a few diary entries of your choice with your students. In case they do not understand everything, translate or explain what Adrian meant to express. It might be interesting to choose diary entries of the week(s) you are in at the moment.
- 4 Read the entries together and write the themes of each day on the board. Talk to your students about these themes relative to their lives.
- 5 Then, make a list of other themes they might want or would be interested in writing in their diaries.
- 6 Give your students a week or so to keep their own diaries. Instruct them on the length and any other demands you have. If they are not comfortable with writing or are not sure what to write about, advise them to write about the same topics Adrian writes in his diaries.

After

- 1 Collect your students' diaries; however, do not read them in front of other students.
- 2 You might want to use this form of informal writing activity on a regular basis so think about asking your students to keep diaries for a week every month that you would collect and evaluate. If every month seems a lot for you or your students, you could use this type of activity twice per term for example. Encourage them to write about anything they want and be careful to show them they can trust you to keep their writings private.

UNIT 7 – PROJECT 1 – *Croatia*

Before

- 1** Instruct your students to create their own Culture Corner, a lesson in the textbook – the topic is Croatia. Encourage them to be creative and imaginative and to design a lesson someone their age would be interested in reading and learning, for example teenagers in Great Britain or somewhere else in Europe.
- 2** Make four – five groups (depending on the size of the class) and give your students the topics in advance so that they can think about them and do research if they need. Topics may be *food, customs, music, literature, famous people and short history of Croatia* (or any other topic of their choice such as *sports, entertainment, education, tourism* etc.).
- 3** In addition, tell them to find some pictures and photographs they would like to put on their poster. The poster is supposed to be organised as to present two pages in a textbook.
- 4** Remind them to bring anything they need for the design of the poster such as colouring pencils, felt pens, highlighters, scissor, glue, ruler, etc.

While

- 1** Allow the students the entire lesson to write notes about the topics they prepared, and to decide how their poster representing a textbook Culture Corner is going to look like.
- 2** Tell them to be careful about the organisation of the poster, the amount of information, the position of the pictures or photographs they have found, the overall neatness, the size of the letters and similar.
- 3** During the next lesson, all groups are supposed to finish their posters.
- 4** If you have time, the students can present their Culture Corners that lesson, if not, designate enough time for that the following lesson.

After

For homework, tell your students to write down any new pieces of information they have learned while preparing their own and listening to other presentations.

UNIT 7 – PROJECT 2 – *Towns and National Parks*

Before

- 1** Ask your students to imagine being hosts to students their age from another country visiting their school and home town.
- 2** Assign 8 students to do research on national parks; each of them is to make an educational and interesting presentation on one national park. It can be a poster, glog* or PowerPoint presentation they are supposed to present to the rest of the class, pretending to be talking to their guests from another country.
- 3** For this purpose they might want to use the following web sites: [Travel Croatia and beyond: 8 spectacular national parks in Croatia](#), [Find Croatia: National parks in Croatia](#), [Wikipedia: Protected areas of Croatia](#), [Colours of Istria: National parks of Croatia](#), [Adriagate: Croatia national parks](#).
- 4** The rest of the students in the class will be assigned to think of a sightseeing tour of their town for the guests. Tell them to imagine that they will have a guest who will sleep at their home and will spend 5 days with them.
- 5** For this purpose brainstorm top sights your students would like to show to their guests; also try to think of places that are not well known, but would be attractive or interesting to teenagers. In addition, make a list of places they can visit for fun and entertainment and where they might want to go during their free time.

While

- 1** Give your students a week to prepare for their presentations.
- 2** Ideally, plan presentations of national parks for one day, and the sightseeing tours for another so that the tours might include a visit to some of the national parks.
- 3** If you do not have time for this, plan all the presentations for the same lesson.
- 4** The presentations might be in the format of posters, glog or PowerPoint.
- 5** Encourage your students to be creative, imaginative and to think of as many fun and interesting tours and field trips as they can in order to make a fantastic plan for the visiting student.
- 6** While listening to the presentations, instruct the students to pay attention to what national park and sightseeing tour they find most interesting and what they would like to embark on themselves.

After

- 1** Ask your students to make a list of places in your town they have not visited, seen or known about.
- 2** Ask your students to make a list of their favourite national parks with number 1 being the favourite one and number 8 the least favourite. Ask some of them to explain their choice.

*short for *graphics (or graphical) blog*. It is an interactive multimedia image that looks similar to a poster, but readers of a glog are able to interact with the content.