



Dare to feel – express and guess

SPEAKING

LISTENING

READING

WRITING

Sensory focus



About this session

A flexible English activity for students of all levels that uses body language, facial expressions and movement to develop vocabulary related to feelings and emotions. Students explore adjectives for different emotions and practise expressing them without words through a fast-paced pantomime and guessing game. They then work in small groups to create short scenes that put the emotions into context and perform them for their classmates, encouraging communication, creativity and awareness of how feelings can be expressed in different ways.



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SENSE	TITLE	TIMING
	Dare to feel – express and guess	 45 minutes

AUTHORS	KEY WORDS	LANGUAGE
Petra Lewalder	Warm-up game or more	English

LEVEL	GROUP LEVEL	AGE
All levels	Fits for all levels	Adaptable to any age group

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Work in a group • Without a lot of words - pantomime
FUNCTIONAL	• Expressing emotions • Learn new adjectives
CULTURAL	• Learn different expressions of the same feeling by different people - maybe even from different countries

METHODOLOGY	• Work in different groups – guessing or expressing
TECHNIQUES	• Group game
RESOURCES	• List of emotions / adjectives
ICT TOOL	• None

DESCRIPTION OF ACTIVITIES		
Salad	5'	Activity 1 As an introduction, hand out or show the worksheet on emotions and let your students try them out for a minute or two.
	5'	Activity 2 Let the students find more adjectives to express feelings, moods, emotions and let them try to create faces for them or express them
Main Dish	15' - 20'	Activity 3 Play the game now – adapt the time for playing to the group (number of students), so that everybody can take a turn. What you need: Three volunteers for the 'pantomime group' who are willing to express feelings without words. Single adjectives shown to them by the teacher on a slip of paper (see worksheet "list of emotions") – in a visible and understandable way so that the 'guessing' group is able to guess the feeling expressed given on the slip of paper by the teacher. How to play: The three volunteers are in front of the class – turning their backs to the other students. The teacher shows the three volunteers an adjective with a feeling from the list of emotions and asks them to express this feeling without words (pantomime using body language) as they feel and understand it – in their individual way so that the other students can "read" the feeling. The teacher shows the volunteers an adjective from the list and counts 1 – 2 – 3. At the count of "3", the three volunteers turn / jump around to face the other pupils to expressing this feeling in body language and/or gesture and/or facial expression. The other students guess the correct adjective – by giving their ideas. The student who guessed the right word can pick the next group of volunteers for the next round – and so on. Tip: Don't go slow – make it quick and exciting with a lot of movement and quick reactions.
	12'	Activity 4 Put feelings into context – act a scene: After the game, a group of 2-3 students picks an adjective and creates a short scene showing or developing this feeling in the context of an action.
Dessert	3'	Activity 5 One or two groups show their short scene to the class.



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ANNEXE 1

Activity_12_G_EN_Annex_1

(1) Dare to feel – Express and guess - instructions

- As an introduction, hand out or show the worksheet on emotions and let your students try them out for a minute or two.
- Play the game now – adapt the time for playing to the group (number of students), so that everybody can take a turn.

What you need:

Three volunteers who are willing to express feelings –
adjectives shown to them by the **teacher** on a slip of paper (see “list of emotions”) –
in a visible and understandable way so that the rest of the group is able to guess
the feeling expressed as given on the slip of paper by the teacher.

How to play:

The three volunteers are in front of the class – turning their backs to the other students.
The teacher shows the three volunteers an adjective with a feeling from the list of emotions
and asks them to express this feeling without words (pantomime using body language)
as they feel and understand it – in their individual way so that the other students can “read” the feeling.
The teacher shows the volunteers an adjective from the list and counts 1 – 2 – 3.
At the count of “3”, the three volunteers turn / jump around to face the other pupils
and express this feeling in body language and/or gesture and/or facial expression.

The other students guess the correct adjective – by giving their ideas.

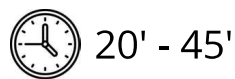
The student who guessed the right word can pick the next group of volunteers for the next round – and so on.

Tip: Don't go slow – make it quick and exciting with a lot of movement and quick reactions.

ANNEXE 2

a grid of useful adjectives - to be adapted to level of group

greedy	greedy	greedy	greedy
playful	playful	playful	playful
angry	angry	angry	angry
frightened	frightened	frightened	frightened
sad	sad	sad	sad
devastated	devastated	devastated	devastated
anxious	anxious	anxious	anxious
nervous	nervous	nervous	nervous
tired	tired	tired	tired
impatient	impatient	impatient	impatient
in love	in love	in love	in love
dreamy	dreamy	dreamy	dreamy
curious	curious	curious	curious
occupied	occupied	occupied	occupied
amused	amused	amused	amused
focussed	focussed	focussed	focussed
bored	bored	bored	bored
interested	interested	interested	interested
shocked	shocked	shocked	shocked
surprised	surprised	surprised	surprised
confused	confused	confused	confused
overjoyed	overjoyed	overjoyed	overjoyed
happy	happy	happy	happy



Milling Around Food (or any other topic)

SPEAKING

LISTENING

Sensory focus



About this session

An adaptable English activity for students of all levels that uses movement, interaction and food-related questions to develop speaking and listening skills. Students move around the classroom interviewing different classmates about their food preferences, eating habits and cultural traditions, changing partners regularly and collecting as many answers as possible. They then create a classmate's "food profile," discuss whether it accurately represents them, and finish by reflecting together on their eating habits and whether the class generally follows a healthy diet.



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SENSE	TITLE	TIMING	
  	Milling Around Food (or any other topic)	 20 - 45 minutes	
AUTHORS	KEY WORDS	LANGUAGE	
Petra Lewalder	Ask and Answer questions About food habits	English	
LEVEL	GROUP LEVEL	AGE	
Adaptable to all levels	Fits for all levels	Adaptable to all ages	
COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension
OBJECTIVES			
COMMUNICATIVE	• Interviewing different students – in this case about food habits • Great for a new group of students		
FUNCTIONAL	• Asking and answering questions in a polite way		
CULTURAL	• Adapt questions to different cultural backgrounds • Great for multi-cultural groups		
METHODOLOGY	• Asking questions about diets and habits • Answering questions about diets and habits		
TECHNIQUES	• Match-making activity – students work alone and constantly change partners.		
RESOURCES	• Annex 1		
ICT TOOL	• None		

DESCRIPTION OF ACTIVITIES		
Salad	5'	Activity 1 Milling around activity – instructions - Hand out a copy of the worksheet to every pupil - Students read and understand the instructions given there - Set a fixed time or a signal , when students have to stop working and come back to the plenum. - Tell the students to try hard and never ask a pupil twice (if the group is big enough).
Main Dish	20'	Activity 2 Students play the game and collect as many answers as possible.
	10'	Activity 3 - Back in class you ask for some volunteers for a food profile - The volunteer's name is put at the board and all the pupils who talked to that person add answers to the profile. - Finally check the profile of the volunteer. - Ask the class to give this person a "foodie nick name", e.g. "fast food junkie"; "gourmand" - Having done that, the volunteer checks if he/ she agrees with his / her "food profile" or counterargues.
Dessert	5'	Activity 4 Students discuss, if most pupils follow a healthy diet or not



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ANNEXE

Task: Walk around. Spot a partner, stop to introduce yourself and have some small talk to get to know your partner a bit with the help of this worksheet. Take notes. Change partners and proceed as before.

Excuse me, may I ask you a question?
Hello, I'm ... and I would like to ask a question... Do you ...? Did you ...? Are you ...
Were you ...? Can you ...? Would you like to ...
Have you ...? Thank you very much.

... usually eats the following food for breakfast:	... eats these vegetables on a regular basis / quite often:	... likes these toppings on a pizza:	... shows the following bodily reactions when hungry:
... puts the following food into the daily lunch box:	... enjoys the following drinks:	... likes to eat the following things for dessert:	... likes the following ice cream flavours best:
... hates these kinds of food:	... has eaten eaten these strange dishes or food:	... thinks that the following dishes are the most popular in his/ her country:	... thinks that you can find the best food in these countries:
... eats fast food ☐ every day ☐ every week ☐ once a month ☐ once a year ☐ never ☐ ...	... can cook the following dishes or meals:	... eats the following dish for Christmas or any other religious holiday:	does not like to eat the following:

More questions I would like to ask:

- ...

O çay ağır akar, yorgun mu bilmem?
Mehtabı hasta mı, solgun mu bilmem?
Yaşlı gelin gibi mahzun mu bilmem?
Yüce dağ başında siyah tül vardır.

Orda geçti benim güzel günlerim,
O demleri anıp bugün inlerim.
Destana ömrümü okur dinlerim,
İçimde orah bir bülbül vardır.

Uçun kuşlar uçun burda vefa yok,
Öyle akar sular, öyle hava yok.
Feryadına karşı aksiseda yok.
Bu yangın yerinde soğuk kül vardır.

Hey Rıza! Kederin başından aşkın,
Bitip tükenmiyor elemi aşkın,
Sende derya gibi daima taşkın,
Daima çalkınır bir gönül vardır.

BİR ANI MEYUSİYYET

Ömrümün neş'esiz geçti baharı.
Neyleyim baharı gulsüz olunca?
Bir tutsam gerektir yâr o ayyarı,
Gurbet elinde öksüz olunca.

Gönül elindedir feryad ü zârım,
Şu nankör aşkımdan ben de bizârım,
Rûhum âzâd olur, belki, mezârım
Ayaklar altında dümdüz olunca.

Diyorlar ki: «Rıza... Döner bu âlem!
Encâmına varır bu devr-i sitem.»
Benim gözümde fer kalır mı bilmem.
Bu uzun geceler gündüz olunca?!

FARUK NAFİZ ÇAMLİBEL
İstanbul 1898

Şarkın Sultanları (1918), Gönülden Gönüle (1919), Dicle
Neyden (1919), Çoban Çeşmesi (1926), Suda Halkalar
(1928), Bir Ömür Böyle Geçti (1933), Elimle Seçtiklerim
(1934), Akar Su (1937), Akıncı Türküleri (1938), Tatlı
Sert (1939), Heyecan ve Sükun (1959), Zindan Duvarları
(1967).

SANAT

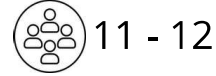
Senin gezdigin bahçede açmaz çiçek,
Bizim bahçemizde da binbir baharı sakları!
Kolumdan tutarak sen istersen bizi çek,
İncinir düz caddede dağda gezen ayaklar.

Sen kubbesinde ince bir mozayik arar da
Gezersin kırk asırlık bir ma'bedin içini;
Bize heyecan verir bir parça yeşil çini...

Sen raksına dalarken için ütler derinden
Çiçekli bir sahnede bir beyaz keleşin,
Bizim de kalbimizi kamudatır yerinden
Toprağa diz vuruşu dal gibi bir zeybeğin.

Fırtınayı andıran orkestra sesleri
Bir türperiş getirir senin sinirlere
İztirap çekenlerin acıklı nefesleri
Bizde geçer en hazine bir müzik yerine!

Sen anlayan bir güzel süzersin uzun uzun
Yabancı bir şehirde bir kadın heykelini,
Büyük zekânın ruhunun



When Language Meets the Senses

LISTENING

SPEAKING

WRITING

Sensory focus



About this session

A2 English activity that uses smell, poetry and real sensory experiences to develop descriptive language and creativity. Students explore a short poem about the senses, take part in a "Guess the Smell" sensory-box challenge, and describe aromas using simple adjectives, emotions and memories. They then create their own short "Smell Poem", combining sensory vocabulary, personal expression and the rhythm and imagery of English poetry.



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SENSE	TITRE	TIMING
	When Language Meets the Senses	 45 minutes

AUTEURS	LES MOTS CLÉS	LANGUE
Patrick Millot	sensation, perception, awareness, memory, emotion, pleasure, discomfort, surprise, disgust.	English

NIVEAU	GROUPE D'ÉLÈVES	ÂGE
A2	Lycéens	11-12

COMPÉTENCES			
•	Globale	•	Production Orale
•	Compréhension orale	•	Expression Écrite
•	Expression orale	•	Compréhension Écrite

OBJECTIFS	
COMMUNICATIFS	Understand and recite a short English poem about the five senses. Focus on the sense of smell through a real sensory experience. Engage in interactive, experiential communication about sensory impressions
FONCTIONNELS	- Use basic English structures to describe smells - Encourage creative expression in English.
CULTURELS	- The poem's rhymes, rhythm, and simplicity reflect a typical feature of British educational poetry: connecting language, observation, and emotion. - This exposure helps students understand how language aesthetics and sensory imagery are used in English-speaking contexts — linking <i>sound</i> and <i>meaning</i>.
LINGUISTIC OBJECTIVES	- Build lexical and grammatical mastery around sensory perception (focus: smell) - Pre-requisite: Present simple tense – adjectives – use of modals

MÉTHODOLOGIE	POEM entitled “Senses” by Gillian Craig Use only the stanza dealing with SMELL
RESSOURCES	https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/poems-senses-transcript.pdf?utm_source=chatgpt.com 4–6 smell boxes (coffee, orange, soap, vinegar, vanilla, perfume, cigarette, ashes, etc.) - Worksheet to be projected (ANNEXE 1) and description grid (ANNEXE 2) - Board or projector - Assessment grid (ANNEXE 3)
ICT TOOL	- Educandy.com - Padlet/ Digipad

DESCRIPTION DES ACTIVITÉS		
Entrée	10'	Appetizer Warm-up: "What can you smell?" Show a picture of different smelling actions (flower, garbage, coffee). Ask: "What can you smell?" / "Do you like it?" Focus on : smell, like/dislike, adjectives (good, bad, sweet, strong...)
Salade	5'	Activité 1 - Poem discovery – "Senses" by Gillian Craig Read the poem aloud (teacher first, then choral reading). Students underline all references to smell . Discuss: What can the poet smell? What do <i>you</i> like to smell? Examples of answers: <i>I can smell... / It smells like...</i>
Le plat principal	15'	Activité 2 - Sensory box activity – "Guess the smell!" ① Groups smell each numbered box. ② They describe in English what they smell (<i>It smells sweet / bad / strong / like lemon ... / This smell reminds me of...</i>). They note on the student's grid what they smell and what it reminds them of. ③ They guess what's inside. ④ Reveal and check.
Dessert	30'	Activité 4 - Students write two poetic lines inspired by the smell boxes, imitating the poem's pattern: <i>I can smell the coffee brown,</i> <i>I can smell the lemon crown.</i>
Smile	5'	Sharing & reflection Volunteers read their 2 lines aloud. Class applause. Quick reflection: "Which smell did you like best? Why?"

ÉVALUATION

EVALUATION (formative or sommative)

Creative Assessment (Cross-disciplinary option)

Instructions :

- write a short "**Smell Poem**" in English (4–6 lines, using "I can smell..." structure),
- illustrate it with photos or drawings,
- and post it on your **Padlet / eTwinning wall**.

Assessment Grid (ANNEXE)



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ANNEXE 1

VISUAL BOARD TO BE PROJECTED



ANNEXE 2

Descriptive Grid

Box	What does it smell like?	Adjectives	What does it remind you of?	How does it make you feel?	What do you think is inside?
1	It smells like...	sweet / strong / fresh / spicy...	It reminds me of...	happy / calm / curious...	I think it is...
2					
3					
4					
5					
6					
7					
8					

ANNEXE 3

Assessment Grid /20

Compétence évaluée	Maîtrise insuffisante	Maîtrise fragile	Niveau A2 atteint	Très bonne maîtrise du niveau A2	Points
Réalisation de la tâche et contenu	Le texte est très incomplet ou ne répond pas au sujet. Les éléments sensoriels sont absents.	Le sujet est partiellement traité. Une ou deux sensations sont mentionnées sans être développées.	Le texte répond à la consigne et présente plusieurs sensations ou perceptions simples et pertinentes.	La consigne est entièrement respectée. Les sensations sont variées, précises et bien exploitées.	/5
Cohérence et organisation du texte	Les mots ou phrases sont isolés. L'ensemble est difficile à suivre.	Le texte comporte quelques phrases simples, mais leur enchaînement reste maladroit.	Les phrases simples sont organisées de manière compréhensible et reliées par des connecteurs courants : <i>and, but, because, then, also...</i>	Le texte est clair et bien organisé. Les idées s'enchaînent naturellement grâce à plusieurs connecteurs simples.	/5
Étendue et correction de la langue	Le vocabulaire est très limité. Les erreurs empêchent souvent la compréhension.	Le vocabulaire est simple et répétitif. Les erreurs rendent certains passages difficiles à comprendre.	Le vocabulaire courant et sensoriel est adapté. Les structures simples sont généralement maîtrisées malgré des erreurs qui ne gênent pas la compréhension.	Le vocabulaire est assez varié pour le niveau A2. Les phrases simples sont correctement construites et les erreurs sont peu gênantes.	/5
Expression personnelle et émotions	Aucune impression personnelle n'est exprimée.	Une opinion ou une émotion est mentionnée de manière très limitée.	L'élève exprime simplement ses goûts, ses émotions ou ses réactions et les relie à son expérience personnelle.	L'élève exprime plusieurs impressions personnelles et donne des explications simples pour les justifier.	/5
Total					/20



Attribution : Activité originale from Erasmus + LANSEN project



B1



45'



Eng



15- 16

AIDA – how to persuade properly

SPEAKING

LISTENING

WRITING

Sensory focus



About this session

A B1 English activity for secondary students that uses advertising and visual analysis to develop communication and critical-thinking skills. Students explore food advertisements, discover the AIDA formula (Attention, Interest, Desire and Action), and analyse how images, slogans, colours and other persuasive techniques influence consumers. They then choose or create their own advertisement using tools such as AI or Canva, prepare a short oral analysis, present it to their classmates, and use peer feedback to improve their work.



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SENSE		TITLE		TIMING	
  		AIDA – how to persuade properly		 45 minutes	
AUTHORS		KEY WORDS		LANGUAGE	
Petra Lewalder		Ads on food – analysis		English	
LEVEL		GROUP LEVEL		AGE	
B1		Grammar School year 10		15-16	
COMPETENCES					
•		Global		•	
•		Oral comprehension		Oral Production	
•		Oral expression		Written Expression	
•				Written Comprehension	
OBJECTIVES					
COMMUNICATIVE		• Work with a partner • Presentation of an / your own ad			
FUNCTIONAL		• Learn how to analyse an ad properly with the help of the AIDA formula • Understand how rhetorical devices are used and learn about their effect on consumers			
CULTURAL		• Analyse ads from different countries in order to point out cultural similarities or differences			
METHODOLOGY		• Self study • Self evaluation with voice messages • Peer work • Peer correction			
TECHNIQUES		• Presentation of an ad / creating your own ad/ language support pages			
RESOURCES		• Google picture or AI -search			
ICT TOOL		• Mentimeter; AI-assistance; Canva or other			

DESCRIPTION OF ACTIVITIES		
Salad	5'	Activity 1 How people like their chips or fries best ... Everybody likes chips (or French fries, les frites). The question dividing nations is – how do you eat them? Pick your choice and find out about your class's result: 1: plain – just tasty salty chips 2: with salt and vinegar – that's the original 3: with mayonnaise – the more creamy, the better 4: with ketchup – just because it's healthy and adds colour – the eyes like to “eat” as well Tip for teachers : You may create a mentimeter with the options above.
	5'	How would you advertise something ordinary like ketchup? Imagine your job is to create cool slogans and commercial ads for everyday goods you buy in a supermarket, in this case – ketchup . How would you advertise – ketchup? Think which aspects you would include in your ad and how. Take notes on the most important aspects and sketch them in your exercise book.
Main Dish	5'	Activity 2 Input: Annex 1 and 2 Have a look at an ad for Heinz Ketchup. (see Annex 1) Then check the info box (see Annex 2) and discuss what you like or do not like about this add with your partner.
	25'	Activity 3 Ad analysis : Now analyse the add in a written text with the help of the skills page (Annex 3). Check with a partner or in class
Dessert	5'	Activity 4 Oral analysis of an ad (practising for oral exam) : Now find an ad (or create your own with the help of AI, canva etc.) that you think is interesting and use the AIDA formula to analyse it with the help of the language support pages. Take notes and prepare a three-minute presentation you record and present to a partner in class next time. Present the ad to a partner / in class – showing the ad and presenting your analysis. Receive your partners feedback and improve the analysis if necessary. Use the language support pages (Annex 4). Finish this task for homework and be prepared to present it in class in the next lesson.

ANNEXE 1 and 2

Activity_11_G_EN_Annex_1



Activity_11_G_EN_Annex_2

The AIDA formula is often used in marketing .
It describes how to sell products or services:

- A:** catch the target group's attention with
an eye-catching slogan, visual, etc.
- I:** hold their interest (e.g. with attractive
ad copy, someone using the product)
- D:** create a desire for the product
(e.g. show its unique features)
- A:** get the target group to take action
(e.g. to buy the product)

ANNEXE 3

Activity_11_G_EN_Annex_3

Language Support

STEP 1: DESCRIPTION – <i>What is shown?</i>	Useful phrases
Introductory sentence(s) ● Name ... ○ where the ad was published (if known). ○ what kind of product is advertised. ○ the name of the product and company (if known). ○ what kind of picture it is (photo, drawing, montage, etc.). Systematic description of the ad (e.g. from foreground to background, from top to bottom, from left to right). ● Describe in detail ... ○ what / who is shown. - Where is the ad set? - How many people are shown? - What is their relationship? - What are they doing? - Describe their appearance (age, clothes, facial expressions and body language, etc.). - How is the product presented? (size, colour, number, etc.) ○ the text used in the ad. - What does it say? - How is the text presented? (layout, typeface, size, colour(s), etc.)	- <i>The ad was published on (date) in the newspaper ... / on the internet.</i> - <i>It is an ad for ...</i> - <i>The ad shows ... / is about ...</i> - <i>The situation that is presented shows ...</i> - ... - <i>There is ... / There are ...</i> - <i>The ad is set in /at ...</i> - <i>In the ad one can see ...</i> - <i>The ad shows a picture of ...</i> - <i>The largest part of the ad shows ...</i> - <i>At the top ... / At the bottom ...</i> - <i>In the foreground ... / In the background ...</i> - <i>In the centre ...</i> - <i>On the left ... / On the right ...</i> - <i>In the bottom right-hand corner ...</i> - <i>In the top left-hand corner ...</i> - <i>Furthermore, you can see ...</i> - <i>There is a pictogram / icon showing ...</i> - <i>Some words are printed in bold type / ... italics / ... capital letters / ...</i> - <i>Some of the text looks handwritten.</i> - <i>The text refers to ... / ... describes ... / gives information about ...</i> - ...
STEP 2: ANALYSIS – <i>What is the effect?</i>	Useful phrases
● Analyse the effect of the ad. ○ Explain ... - how the reader's attention is attracted / caught. - how the product is presented – if shown. - why the product is not shown. - the use of images, text, captions, logos, colours, etc. - the effect of the people's facial expressions and body language. - the underlying message of the ad. (What is the ad trying to say / criticise ...?) - who the ad is made for (target group: age, sex, culture, etc.).	- <i>The ad is very eye-catching / shocking / funny /... because / through its use of ...</i> - <i>The ad appeals to the reader directly by ... (-ing) ...</i> - <i>The layout / The use of colour supports the impression of ...</i> - <i>The bold / capital letters attract the reader's attention.</i> - <i>The text underlines the quality of the product because ...</i> - <i>The ad criticises / makes fun of ...</i> - <i>The ad clearly shows that ...</i> - <i>The ad is meant to show the reader ...</i> - <i>The ad conveys the message that ...</i>
STEP 3: EVALUATION – <i>What do YOU think?</i>	Useful phrases

● **Comment on ...**

- whether the ad is successful in making the reader want to buy the product?
- the effect the ad has on **you**. (e.g. Would you buy this product? Have you already bought this or a similar product?)

- *The ad is very successful / not very successful in ...(-ing)*
- *The ad fails to convince ...*
- *The ad does not really convince me of ...*
- *The ad could have been more effective if it had ...*
- *I think/In my opinion the ad is (un)suitable / (in)appropriate / (un)believable / (in)credible ...*
- ...

ANNEXE 4

Activity_11_G_EN_Annex_4

Language support – How to discuss

FIRST clearly state your opinion on the topic.

- *I think ...*
- *In my opinion ... / My opinion is ...*
- *From my point of view ... / My point of view is ...*
- *In my view ... / My view is ...*
- *I strongly believe that ...*
- *That's how I see it ...*
- *The way I see it, ...*

THEN discuss the topic.

- *What about you? / What do you think / feel about ...?*
- *What's your opinion / view on ...?*
- *Do you agree? / Don't you agree?*
- *Are you saying that ...?*
- *Are you trying to tell me that ...?*
- *If you ask me ...*
- *Well, actually, I think ...*
- *I am not sure but ...*
- *I agree (with you) ...*
- *I'm sorry, but I cannot agree (with you) here ...*
- *Well, I don't think so. I see your point but ...*
- *I see what you mean but ...*
- *OK, but listen to my idea. I want to ...*
- *Let me give you one example. / As an example ... / For example ...*
- *That's a very good point.*
- *You must be kidding / joking.*
- *No way! I wouldn't say that ...*
- *and / in addition / additionally / moreover / furthermore / on top of that / also / ..., too*
- *but / however / ..., though / even though / nonetheless / nevertheless / yet ...*
- *so / because of that / therefore / consequently / thus / hence / ...*
- *first(ly) / second(ly) / third(ly) / ...*

FINALLY say whether you agree with your friend or not and why (not).

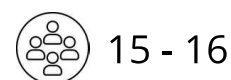
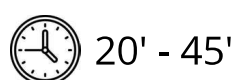
- *Finally / In conclusion / To sum up ...*
- *You're right. / That's true. / I agree.*
- *Right, so we agree (on) ...*
- *Well, that's agreed then, right?*
- *Well, I think you're wrong here. / ... that's wrong.*
- *I'm sorry, but I don't agree. / ... I have to disagree.*
- *That's it then. / OK then.*



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Dare to feel

SPEAKING

LISTENING

READING

WRITING

Sensory focus



About this session

A flexible English activity, especially suitable for A2-B1 secondary students, that uses drama, facial expressions and body language to develop communication, creativity and emotional expression. Students begin with playful warm-up exercises involving facial movements and grimaces before working in small groups to plan, draft and perform a short scene. They explore how gestures, facial expressions, voice and movement can communicate different emotions, then present their scenes to the class and receive positive peer feedback.



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SENSE		TITLE		TIMING	
		Dare to feel		 20-45 minutes	
AUTHORS		KEY WORDS		LANGUAGE	
Petra Lewalder		Warm-up game or introduction to drama, poetry, etc.		English	
LEVEL		GROUP LEVEL		AGE	
All levels		Best for A2-B1, A1 possible if adapted		15-16	
COMPETENCES					
•	Global	•	Oral Production		
•	Oral comprehension	•	Written Expression		
•	Oral expression	•	Written Comprehension		
OBJECTIVES					
COMMUNICATIVE		• Work in groups of 3 to 4 students • Presentation of the scene			
FUNCTIONAL		• Learn how to draft, plan and perform a short scene •			
CULTURAL		• Adapt scenes to different cultural backgrounds			
METHODOLOGY		• Peer work • Peer correction			
TECHNIQUES		• Writing a script for a short scene			
RESOURCES		• Annex 1			
ICT TOOL		• None			

DESCRIPTION OF ACTIVITIES		
Salad	2'	Activity 1 Ask pupils to relax the muscles in their faces and necks - By tapping massage on their cheeks and jaws - By yawning heartily - By imagining to have bitten into a lemon etc. - By rolling of the head etc.
	3' – 5'	Now let them walk around the room, stop by some other student, look at them and freeze into a grimace for 2-3 seconds, then move on to the next students, repeat with another kind of grimace and so on.
Main Dish	2'	Activity 2 Divide students into hap-hazard groups and give the tasks, tips and examples as given in annex1.
	25'	Activity 3 Let the groups plan, draft and perform a scene – Variation: you might adapt them culturally as well by turning stereotypical views into a comic sketch
Dessert	5'- 10'	Activity 4 The groups present their scenes to the class and get positive feedback.



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ANNEXE 1

Please remember to give the following tips to your students:

Useful tips for scenic presentation:

- **Use Exaggerated Gestures:**
Make your actions larger than life to convey your message clearly.
- **Vary Your Voice:**
Change your tone and volume to express different emotions.
- **Engage the Audience:**
Make eye contact and encourage reactions to enhance the experience.

Some ideas for a scene to express emotions

1. Celebration Party

- **Description:** A birthday or anniversary celebration.
- **Key Gestures:** Clapping hands, blowing out candles, raising glasses for a toast.
- **Facial Expressions:** Smiling, wide eyes, showing excitement.

2. Sad Farewell

- **Description:** Saying goodbye to a friend moving away.
- **Key Gestures:** Waving, hugging, looking down or away.
- **Facial Expressions:** Frowning, teary eyes, a sad smile.

3. Exciting News

- **Description:** Receiving unexpected good news (like a job offer).
- **Key Gestures:** Jumping up and down, covering mouth in surprise.
- **Facial Expressions:** Wide eyes, big smile, hands on cheeks.

4. Scary Encounter

- **Description:** Encountering a wild animal or a ghost.
- **Key Gestures:** Pointing, backing away, hands raised in fear.
- **Facial Expressions:** Eyes wide open, mouth agape, eyebrows raised.

5. Frustrating Situation

- **Description:** Trying to fix a broken object (like a computer or toy).
- **Key Gestures:** Scratching head, throwing hands up in the air, shaking head.
- **Facial Expressions:** Frowning, showing annoyance, deep sighs.

6. Helping Someone in Need

- **Description:** Assisting someone who has fallen or is in distress.
- **Key Gestures:** Reaching out a hand, kneeling down, looking concerned.
- **Facial Expressions:** Worried look, eyebrows furrowed, gentle smile.

7. Nature Adventure

- **Description:** Exploring a forest or beach.
- **Key Gestures:** Pointing at trees or waves, mimicking animal sounds.
- **Facial Expressions:** Wonder, curiosity, joy.



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A2 - B1



45'



Eng



14 - 16

Food for the brain

SPEAKING

WRITING

Sensory focus



About this session

An A2-B1 English activity for secondary students that uses food, nutrition and healthy habits to develop research skills, critical thinking and health awareness. Students investigate how food affects energy, concentration and memory, using reliable online sources to identify brain-friendly foods, healthy snacks and the importance of hydration. They then work in groups to create a "Top Brain Foods" brochure with practical recommendations for students and reflect on their own eating habits by keeping a personal food diary.



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SENSE		TITLE		TIMING	
		Food for the brain		 45 minutes	
AUTHORS		KEY WORDS		LANGUAGE	
Petra Lewalder		Food, eat, drink, body, brain, health		English	
LEVEL		GROUP LEVEL		AGE	
A2-B1		Secondary Education (High School)		14-16	
COMPETENCES					
•	Global	•	Oral Production		
•	Oral Comprehension	•	Written Expression		
•	Oral Expression	•	Written Comprehension		
OBJECTIVES					
COMMUNICATIVE		• Students present a brochure or folder			
FUNCTIONAL		• Students evaluate online information after research			
CULTURAL		• Students use diverse websites for research • (See info on annex 1)			
METHODOLOGY		• Students work in groups of 2-4 • Students do research on their own			
TECHNIQUES		• Students practice research skills and note-taking			
RESOURCES		• Annex 1 • Internet			
ICT TOOL		• Dict.cc / internet research/ canva or other for timeline/ diary or other note app			

DESCRIPTION OF ACTIVITIES		
Appetizer	10'	Activity 1 Teacher shows a common saying at the board: "The way we eat together reflects how we live together" Students reflect on it, come to the board and add comments, ideas, etc. on this statement. Students awareness on table manners is raised by discussing the answers and comments given. Optional : Use mentimeter or other to create a word cloud on the topic
		Activity 2 Summing up of results (1-minute-echo by students)and introduction to task (see annex 1) handed out to the students.
Main Dish	5'	Activity 3 Individual and group (3-4 students) research according to the task (see annex 1)
	5'	Activity 4 Students collect results on the board – heading: "Top Brain Foods.
Dessert	5'	Activity 5 Homework task: You are what you eat – write a "food diary" about what and how much you eat and drink every day. Don't skip on anything in your mouth and be true to yourself – it's for you only.



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ANNEX 1

Feed Your Brain! – Project Materials (Year 10) - Student Research Worksheet

Name: _____ Class: _____ Date: _____

Project Goal: Research healthy foods that help teenagers concentrate during a long school day and create a brochure for other students.

Step 1 – Research: Use the following reliable websites:

Britain:

NHS – Healthy Eating: <https://www.nhs.uk/live-well/eat-well/>

NHS Healthier Families: <https://www.nhs.uk/healthier-families/>

British Nutrition Foundation: <https://www.nutrition.org.uk/>

CDC School Nutrition: <https://www.cdc.gov/school-nutrition>

Nutrition.gov: <https://www.nutrition.gov>

Johns Hopkins Medicine:

<https://www.hopkinsmedicine.org/health/wellness-and-prevention/schoolaged-child-nutrition>

<https://www.nelft.nhs.uk/eating-for-energy-a-guide-to-nutrition-for-adolescents-and-teens>

United States:

CDC School Nutrition

<https://www.cdc.gov/school-nutrition>

[Nutrition.gov](https://www.nutrition.gov) (US Department of Agriculture)

<https://www.nutrition.gov>

Johns Hopkins Medicine – School Nutrition

<https://www.hopkinsmedicine.org/health/wellness-and-prevention/schoolaged-child-nutrition>

Step 2 – Answer the Research Questions

1. Why does the brain need energy from food?
2. Which nutrients help concentration and memory?
3. List 5 brain-friendly foods for students:
4. Healthy snacks for school:
5. Foods or drinks students should avoid during school:
6. Why is drinking water important for concentration?

Step 3 – Plan Your Brochure

Write ideas for your brochure sections:

Title: _____

Top 5 Brain Foods: _____

Healthy Snack Ideas: _____

Example School Day Meal Plan: _____

Tips for Better Concentration: _____

ANNEX 2

Grading Rubric – Brain Food Brochure Project

Criteria	Excellent (4)	Good (3)	Basic (2)	Needs Improvement (1)
Research Quality	Very detailed research, excellent understanding	Good research, mostly clear	Limited research	Very little research
Use of Reliable Sources	Very detailed research, excellent understanding	Good research, mostly clear	Limited research	Very little research
Content & Accuracy	Very detailed research, excellent understanding	Good research, mostly clear	Limited research	Very little research
Creativity & Design	Very detailed research, excellent understanding	Good research, mostly clear	Limited research	Very little research
English Language	Very detailed research, excellent understanding	Good research, mostly clear	Limited research	Very little research

Total Points: _____ / 20



B2



45



Eng



16 - 17

Tupac or Shakespeare

SPEAKING

Sensory focus



About this session

A B2 English activity for secondary students that uses poetry, rap and voice to develop pronunciation, rhythm and oral expression. Students begin with a “Tupac or Shakespeare?” quiz and explore the similarities between modern lyrics and Shakespearean verse, learning about rhythm and iambic pentameter. They then practise performing Shakespeare’s Sonnet 18, give peer feedback on pronunciation and rhythm, and explore vocabulary for describing different qualities of the voice, helping them become more confident and expressive speakers.



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SENSE	TITLE	TIMING
	Tupac or Shakespeare	 45 minutes
AUTHORS	KEY WORDS	LANGUAGE
Petra Lewalder	Lyrics, sonnet, voice	English
LEVEL	GROUP LEVEL	AGE
B2	Secondary Education (High School)	16-17

COMPETENCES			
•	Global	•	Oral Production
•	Oral Comprehension	•	Written Expression
•	Oral Expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	- Discussing lyrics – ancient and modern ones - Giving feedback to each other - How to describe voice
FUNCTIONAL	- Practicing rhythmical reading of lyrics or poems - Becoming aware of the function of rhythm in language - Becoming aware of one's own voice and using it for performance - Learning about presentation techniques - Vocab on how to describe voice
CULTURAL	- Learning about general concepts of lyrics - Comparing lyrics over centuries and continents

METHODOLOGY	Partner work or working on one's own
TECHNIQUES	- Close listening - Reading practise
RESOURCES	https://youtu.be/_31_UDs7Iac?list=RD_31_UDs7Iac https://youtu.be/I5IsuyUNu_4 https://youtu.be/rFSpzBDwCaE https://youtu.be/FTxV26A438I - Annex 1 and 2
ICT TOOL	Smartboard for presentation

DESCRIPTION OF ACTIVITIES		
Appetizer	5'	Activity 1 Quiz: Tupac or Shakespeare? • Presentation of Quiz via Smartboard • taking down the pupils' decisions in numbers • Checking on the results right away
Salad	10'	Activity 2 • Students watch the video of Akala at his TEDtalk in Aldeburgh (https://youtu.be/_31_UDs7Iac?list=RD_31_UDs7Iac) and the TED Ed Video Why Shakespeare loved the iambic pentameter (https://youtu.be/I5lsuyUNu_4). • Students take notes on the function of the iambic pattern / rhythm and discuss them in class.
Main Dish	10'	Activity 3 • Students practise reading of Sonnet 18 (annex 1) themselves for about 8-10 minutes, • Then, they find their partner and give each other feedback on their respective reading, focusing on pronunciation and rhythm.
	10'	Activity 4 • Students watch the video on how to describe voice (https://youtu.be/rFSpzBDwCaE) • and take notes (i.e.: vocal pitch, intensity, smoothness, age, accent, shrill-ness). As the video was without any voice over, the teacher asks for words how to describe a voice in a mind map at the board. • Note: many students will fail to manage that task due to lack of words – so be prepared for questions and give them this task to repeat for homework
Dessert	10'	Activity 5 • Students watch the following video: https://youtu.be/FTxV26A438I • Students take notes on voice. • Teacher presents the homework to be done: • Students create a list of adjectives on how to describe a voice with the help of AI. • Students pick 12 words from that list you think are useful for you and learn them by heart.



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ANNEXES

Sonnet 18 (William Shakespeare, 1564 – 1616)

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed;
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimmed;
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st,
Nor shall death brag thou wand'rest in his shade,
When in eternal lines to Time thou grow'st.
So long as men can breathe, or eyes can see,
So long lives this, and this gives life to thee.

ANNEXES

Different voices – and their effect

1. Melodious

- **Definition:** Having a pleasant, musical quality.
- **Example:** Her melodious voice captivated the audience, making them feel as if they were in a concert hall.

2. Gravelly

- **Definition:** Rough and hoarse, often deep in tone.
- **Example:** His gravelly voice added a sense of authority to his words, making everyone listen intently.

3. Soft

- **Definition:** Gentle and quiet; not loud or harsh.
- **Example:** The soft tone of her voice soothed the children, helping them to relax and fall asleep.

4. Resonant

- **Definition:** Deep, clear, and continuing to sound or ring.
- **Example:** His resonant voice filled the room, drawing everyone's attention to his powerful message.

5. Nasal

- **Definition:** Having a sound that comes through the nose; often high-pitched.
- **Example:** Her nasal voice made her sound younger, which some found endearing while others found it grating.

6. Husky

- **Definition:** Deep and slightly hoarse, often conveying emotion or intimacy.
- **Example:** His husky voice made his romantic lines feel more sincere and passionate.

7. Piercing

- **Definition:** Sharp and intense; capable of cutting through noise.
- **Example:** The piercing quality of her voice commanded attention, making it impossible to ignore her.

8. Smooth

- **Definition:** Even and flowing; without roughness or harshness.
- **Example:** His smooth voice made the presentation feel effortless, keeping the audience engaged throughout.

9. Bellowing

- **Definition:** Loud and deep; often used to express anger or strong emotion.
- **Example:** The bellowing voice of the coach inspired the team to push harder during the game.

10. Whispery

- **Definition:** Soft and quiet; often intimate or secretive.
- **Example:** Her whispery voice created an atmosphere of secrecy, making the conversation feel special.

11. Charming

- **Definition:** Pleasant and attractive; often captivating.
- **Example:** His charming voice made everyone feel at ease, encouraging open conversation.

12. Monotonous

- **Definition:** Lacking in variation; dull and repetitive.
- **Example:** The monotonous tone of the lecturer caused many students to lose interest and drift off.

13. Warm

- **Definition:** Friendly and inviting; creating a sense of comfort.
- **Example:** Her warm voice made the newcomers feel welcomed and at home.

14. Authoritative

- **Definition:** Commanding and confident; conveying knowledge and power.
- **Example:** His authoritative voice instilled confidence in the team, making them trust his decisions.

15. Singsong

- **Definition:** Rhythmic and cheerful, often resembling a song.



B1



45'



Eng



12 - 13

See Speak: Learning English Through the Lens

SPEAKING

LISTENING

READING

WRITING

Sensory focus



About this session

A B1 English activity for secondary students that uses photography and visual observation to develop vocabulary and communication. Students explore images through a quick vision game, complete photography challenges using a digital wheel, and take photos focusing on colours, shapes, textures, light and details. They then analyse and describe their photos using visual adjectives, present them on Padlet, and compare their observations with their classmates.



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SENSE	TITLE	TIMING
	See Speak: Learning English Through the Lens	 45 minutes

AUTHORS	KEY WORDS	LANGUAGE
Daniel Ganço	Observe, describe, focus, detail	English

LEVEL	GROUP LEVEL	AGE
B1	Secondary Education (High School)	12 - 13

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Describe objects, people, places and visual details in English.
FUNCTIONAL	• Describe objects, people, places and visual details in English.
CULTURAL	• Recognise how images reflect cultural elements (e.g., places, objects, habits).

METHODOLOGY	• Use visual observation to stimulate English vocabulary production. Strengthen descriptive language through photographs and image-based tasks.
TECHNIQUES	• Experiential Learning • Photo Interpretation • Collaborative Descriptions
RESOURCES	• Mobile Phone Camera
ICT TOOL	• https://wheeldecide.com/ • https://padlet.com/

ASSESSMENT

Vision Adjective Fill-In (Vocabulary Focus)

Choose the best adjective:

| Bright | Dark | Colourful | Blurry | Sharp | Detailed |

- The students' photo was very _____ because it had many objects to observe.
- When we zoomed in, the image became _____ and difficult to see clearly.
- The poster on the wall looked _____ with many different tones.
- The corner of the picture was _____ because the light was turned off.
- The camera captured a _____ line around the object.
- The centre of the image was extremely _____ due to good focus.

Photo Procedure Fill-In (Process Focus)

| Focus | Observe | Zoom | Describe | Light | Background |

- First, we had to _____ the objects in the photo carefully.
- We used _____ to see the small details.
- Then, we tried to _____ the photo using adjectives.
- The _____ of the classroom affected the colours.
- Some objects appeared smaller because they were in the _____.
- The camera needed to _____ correctly to capture a sharp image.

Cause & Effect Match-Up

Column A (Cause)

Column B (Effect)

- We used zoom on the photo, | A. so the objects looked darker.
- The classroom had strong light, | B. so we could see tiny details.
- The photo was taken in the corner of the room, | C. so the colours looked brighter.
- We looked at the image carefully, | D. so the background appeared blurry.
- The camera focused on the front object, | E. so we noticed more details.

DESCRIPTION OF ACTIVITIES		
Appetizer	10'	Activity 1 "What Do You See?" Quick Vision Game (5 min) • Show 3–4 images quickly (2 seconds each). • Ask: "What did you see?" "What colours?" "What objects?" • Students answer using simple vocabulary. Bright, dark, colourful, blurry, sharp, tiny, huge, detailed Show images comparing.(5 min):
		Activity 2 Introduce the main task: using photography to describe visual details. Procedure (3 mins): Explain: "You will spin the wheel, get a photography theme, take a photo that matches it, and then show your best picture to the class" Concepts: foreground, background, colours, shapes, light, focus. Preparation (2 mins): Students form pairs, Each student or pair spins the wheel and gets a different photography theme. They read their theme and make sure they understand it. Possible themes: – Something red – A reflection – A close-up detail – A repeating pattern – Something that shows movement – A shadow or silhouette – An unusual angle (from above or below) – A texture
Main Dish	15'	Activity 3 - Photo Capture + Visual Description Task Step 1 – Photography (5 mins) Students move around the classroom or allowed areas of the school to find something that matches their theme. They take one or more photos based on the theme. Step 2 – Observation (5 mins) Students zoom in, analyse the photo, and complete their "Vision Observation Report": • Colours: "The image is very colourful." • Objects: "I can see a plant in the background." • Details: "The texture looks sharp."
		Activity 4 - Show & Speak
Dessert	10'	

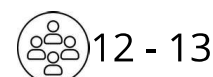
		Visual Presentation + Comparison (3 mins): Each student or pair upload their photos at https://padlet.com/ and briefly presents their photo and explains how it fits the theme. Ask: • “Which part of the photo is most detailed?” • “What did you notice only after looking carefully?”
Smile	5'	Activity 5 - Vision Chain Each student says one new adjective learned today. The chain continues until everyone has spoken. Conclusion (2 mins) Reinforce the idea that English can be learned visually, by observing, analysing and describing the world.



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Ignite Your Language: A Sensory Challenge

SPEAKING

LISTENING

READING

WRITING

Sensory focus



About this session

A B1 English activity for secondary students that combines Chemistry, sensory exploration and language learning through a candle combustion experiment. Students explore smell and touch by describing materials with sensory adjectives, carry out experiments using jars of different sizes, record burning times and aromas, and explain cause-and-effect relationships using scientific vocabulary. They then analyse the results in English and compare original English audio with an AI-generated Portuguese translation to explore vocabulary and language nuances.



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SENSE	TITLE	TIMING
	Ignite Your Language: A Sensory Challenge	 45' - 60'

AUTHORS	KEY WORDS	LANGUAGE
João Mouro	Burn, oxygen, flame	English

LEVEL	GROUP LEVEL	AGE
B1	Secondary Education (High School)	12 -13

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Students describe sensory experiences, report experimental results and explain cause-and-effect relationships in English.
FUNCTIONAL	• Learn sense related words
CULTURAL	• Learn how certain adjectives are said in different languages

METHODOLOGY	• CLIL and experiential learning combining Chemistry experiments with English language practice.
TECHNIQUES	• Sensory observation, practical experimentation, collaborative work and audio comparison activities.
RESOURCES	○ https://www.youtube.com/watch?v=f9KiWxPivhs ○ https://elevenlabs.io/
ICT TOOL	• Camera (mobile phone) + Eleven Labs (site) + Computer + Video projector + Speakers

ASSESSMENT

Sensory Adjective Fill-in (Vocabulary Focus)

Instructions: Choose the best sensory adjective from the box to complete each sentence. Use each word only once.

| Waxy | Smooth | Sweet | Rough | Smoky | Warm |

- Before the experiment, the glass jar felt _____ and _____ to the touch.
- The lit candle gave off a _____ aroma because it contained vanilla essence.
- We used the _____ wick to light the candle.
- After the flame was extinguished, we smelled a _____ odor near the wick.
- After the candle burned, the wax felt _____ to the touch before it cooled down.

Scientific Procedure Fill-in (Procedure & Concept Focus)

Instructions: Choose the best word to complete the scientific description of the experiment.

| Extinguishes | Oxygen | Longest | Volume | Record | Combustion |

- We need to _____ the time when the flame goes out.
- The process of burning is called _____.
- The candle needs _____ to keep burning.
- The large jar had the largest _____ of air, so the candle burned the _____.
- When the jar is placed over the candle, the flame eventually _____ because the air runs out.

Cause and Effect Match-Up (Structure & Grammar Focus)

Instructions: Match the cause (Column A) with the correct effect (Column B).

Column A (Cause)	Column B (Effect)
1. We placed a large jar over the candle,	A. so we could smell a faint smoky odor.
2. The flame consumed all the oxygen,	B. and the glass felt cool and smooth.
3. The candle was scented with cinnamon,	C. so it burned for the longest time.
4. We touched the jar before lighting the candle,	D. so the flame extinguished quickly.
5. We quickly lifted the jar after the flame went out,	E. so we smelled a spicy aroma.

DESCRIPTION OF ACTIVITIES		
Appetizer	10'	Activity 1 Activity (5 Minutes): "The Five Senses Quick Quiz" Start by asking: "How many senses do we have?" Review and practice essential sense vocabulary (Choral Repetition): Sight, Smell, Touch, Hearing, Taste. Focus on the two main senses for the class: Smell and Touch. Introduce 3-4 key adjectives for each (e.g., Smooth, Rough, Hot, Cold / Sweet, Smoky, Strong, Faint). Activity (5 Minutes): "Materials Check" (Touch Focus) Ask students to safely touch the materials before lighting the candle (jars, cold wax, wick). They describe what they feel aloud or in a notebook, using the new vocabulary: "The glass is cool and smooth." "The wax is hard."
		Activity 2 Introduce the central scientific concept (<i>Combustion</i>) and the timing procedure.
Salad	5'	• Procedure (3 Minutes): Explain the experiment's rationale: "<i>We need oxygen for combustion.</i>" "<i>The jar seals the oxygen.</i>" • Preparation (2 Minutes): Review the timing steps: "Light, Place, Start, Stop, Record."
Main Dish	15'	Activity 3 • Trial 1 & Smell (5 Minutes): • Light the first (vanilla/ sweet-scented) candle. • "Small Jar Trial": Time until the flame extinguishes. • Immediately after, the student smells the vapor from the jar. • Reporting (Smell): Students write in their "Sensory Observation Report" • "<i>I smell a sweet and smoky aroma.</i>" • Trial 2 & 3 (10 Minutes): • Repeat the process for the Medium (spicy/ strong-scented) and Large (plain/ waxy-scented) jars. • Students focus on Sight: Compare the flame height and the time. • Reporting (Table): Students record the 3 times and the 3 smell adjectives. • (<i>Expected Result: Large Jar > Medium Jar > Small Jar</i>).
		Activity 3 - Compare the scientific and linguistic results, using the recorded/translated audio material. Compare the scientific and linguistic results, using the recorded/translated audio material.
Dessert	10'	• Scientific Analysis (3 Minutes): • Discussion in English: "<i>Which jar burned the longest time?</i>" "<i>Why?</i>" (Answer: Because of the volume of oxygen). • Audio Exercise (7 Minutes): "Eleven Labs Comparison Challenge" • Use a segment of the video script that was recorded and translated (e.g., the Smell Phase description). • Step 1: Play the original English audio. Ask students to write only the sensory adjectives they hear (e.g., <i>sweet, smoky, strong</i>). • Step 2: Play the Portuguese translation generated by Eleven Labs. • Discussion (in English): "<i>Did the translation use the word 'sweet' ?</i>" (Encouraging discussion about vocabulary nuances).



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 A2 - B1

 45'

 Eng

 12 - 16

The Reaction Observer

SPEAKING

LISTENING

READING

WRITING

Sensory focus



About this session

An A2/B1 English activity for secondary students that combines science, sound and visual observation to develop vocabulary and communication. Students explore states of matter through charades and sound-based challenges, observe a chemical reaction, and describe what they see and hear using the Present Continuous. They then classify physical and chemical changes, create a three-panel reaction comic with English captions, and report their scientific observations using key vocabulary such as bubbles, fizzing, gas and reaction.



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SENSE	TITLE	TIMING
	The Reaction Observer	 45 minutes

AUTHORS	KEY WORDS	LANGUAGE
João Mouro	Bubbling, fizzing, explosion, color change, gas, liquid, solid, melting, freezing	English

LEVEL	GROUP LEVEL	AGE
A2/B1	Secondary Education (High School)	12-16

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Describing processes and changes in real-time.
FUNCTIONAL	• Reporting observations.
CULTURAL	• Identifying signs of a chemical reaction (formation of gas, color change, temperature change).

METHODOLOGY	• Observation pairs • Class discussion
TECHNIQUES	• Pair work • Scientific observation • Class discussion • Role-play • Visual reporting.
RESOURCES	• Reaction videos • Projector • Vinegar • Baking soda • Glow sticks • Observation worksheets.
ICT TOOL	• YouTube (Slow-motion chemical reactions) • Projector

ASSESSMENT

Part 1 - Describing the Change (10 points)

Watch the short video clip of the chemical reaction (Teacher plays a video of Mentos in Coca-Cola). In English, use the Present Continuous Tense to describe what you SEE and HEAR.

SIGHT: (Describe visual changes using "is + -ing")

HEARING: (Describe sounds using "is + -ing" or "are + -ing")

Part 2 - Scientific Classification (5 points)

Circle the correct answer in English.

- What is the main sign of a chemical reaction in the video? a) A change of location b) The formation of a gas (Bubbles / Fizzing) c) A change in size
- When ice melts into water, the solid becomes a liquid. This is an example of a: a) Chemical Change b) Physical Change c) A Nuclear Reaction

Part 3 - Vocabulary and Action (5 points)

- The sound of liquid rapidly turning into gas (like in boiling water):
- The sound of a substance making many small bubbles:



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DESCRIPTION OF ACTIVITIES		
Appetizer	10'	Activity 1 - States of Matter Charades
		Teacher whispers "Solid", "Liquid", or "Gas" to a student. The student must act it out (e.g., Gas = moving fast and spreading out arms). Class guesses in English.
Salad	5'	Activity 2 - Sound of Science
		Play audio only of chemical events (Bunsen burner lighting, liquid pouring, effervescence/fizzing). Students match the sound to the vocabulary word.
Main Dish	15'	Activity 3 - Observation Log
		Teacher performs a live demo (e.g., mixing baking soda and vinegar OR snapping a glow stick). Students must draw what they SEE (bubbles, light) and write what they HEAR (fizzing, cracking). They write one scientific observation sentence: "The solid mixed with the liquid and created a gas."
Dessert	10'	Activity 4 - Reaction Comic Strip
		Students draw a 3-panel comic of the reaction. Panel 1: Before (The ingredients). Panel 2: During (The reaction/Action). Panel 3: After (The result). They add English captions.
Smile	5'	Activity 5 - Element Exit Ticket
		To leave the class, students must say one English word related to the experiment (e.g., "Bubbles", "Gas", "Reaction") and identify if it was a physical or chemical change.



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Healthy Eating

SPEAKING

LISTENING

READING

WRITING

Sensory focus



About this session

A B1 English activity for secondary students that uses healthy eating and food habits to develop vocabulary, listening and communication skills. Students discuss a food-related proverb, learn key vocabulary connected to diet and nutrition, and complete a listening activity about healthy eating. They then discuss topics such as balanced diets, fruit and vegetables, carbohydrates, drinks and vegetarian food in small groups, compare eating habits and finish by choosing one healthy food choice and explaining their decision.



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SENSE	TITLE	TIMING
	Healthy Eating	 60 minutes

AUTHORS	KEY WORDS	LANGUAGE
Luísa Mantas	Obesity, junk food, fast food, carbs, diet	English

LEVEL	GROUP LEVEL	AGE
B1	Secondary Education (High School)	14 - 15

COMPETENCES			
•	Global	•	Oral Production
•	Oral Comprehension	•	Written Expression
•	Oral Expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• learning about health
FUNCTIONAL	• unhealthy eating habits
CULTURAL	• compare eating habits in different countries

METHODOLOGY	• Cooperative Learning
TECHNIQUES	• Cooperative learning, vocabulary matching, listening comprehension, small-group discussion and written reflection.
RESOURCES	• Your English Pal ESL Lesson Plan Healthy Eating • https://drive.google.com/file/d/1Yobmqw-2IOqK0Ttz4OEtvVBpvLjo4Jjl/view?usp=drive_link • https://learnenglishteens.britishcouncil.org/study-break/magazine-zone/snack-culture • https://docs.google.com/presentation/d/1KS8GSRHT-AtP1Oz0653J5CNipHMOS22e/dit?usp=sharing&oid=111607604802481630435&rtpof=true&sd=true
ICT TOOL	• Computer • Mobile phone

ASSESSMENT

(formative or sommative)

Students answer to these questions :

1. What are the main causes of obesity?
2. What type of junk food do you like eating?
3. What are the most popular types of fast food in your country?
4. Do you think carbs are healthy or unhealthy?
5. Have you ever been on a diet? How did it go?
6. When were your eyes bigger than your belly?

DESCRIPTION OF ACTIVITIES		
Appetizer	5'	Activity 1
		<i>"Eat your breakfast, share your lunch with a friend, and give your dinner to your enemy."</i> Russian proverb Students discuss the proverb and its meaning.
Salad	10'	Activity 2 - Vocabulary
		Students match words and definitions. With the same words, they complete given sentences
Main Dish	15'	Activity 3
		Based on the video, students do a listening activity on the topic of healthy eating. Students complete tasks like multiple choice questions; completing sentences
Dessert	15'	Activity 4 - Healthy eating discussion in small groups
		Suggested guiding questions : 1. Do you try to eat healthily? If so, how do you do this? 2. Do you think you eat enough fruit and vegetables? Why or why not? 3. It is recommended that carbohydrates (rice, pasta, potatoes, etc.) make up around a third of what we eat in a day. What proportion of carbohydrates do you think you eat per day? 4. What do you think a 'balanced diet' is? 5. Which drinks are healthy? Which are unhealthy? 6. Do you like vegetarian food? What are your favourite vegetarian meals? 7. Do you think vegetarians have a healthier lifestyle? Why or why not? 8. What is the best food to eat if you are trying to lose weight?
Smile	5'	Activity 5- My Healthy Choice"
		Each student names one healthy food choice they will make and explains the reason in one short sentence.



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Snack culture

SPEAKING

LISTENING

READING

WRITING

Sensory focus



About this session

A B1 English activity for secondary students that uses snacks and taste to develop vocabulary, reading and intercultural communication. Students choose and describe their favourite snacks, read a text about snack culture and work collaboratively on taste-related vocabulary. They then compare snacking habits in Britain and other European countries with their own culture, discuss healthy and unhealthy choices, and finish by tasting their snacks and selecting words to describe their flavours.



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SENSE	TITLE	TIMING
	Snack culture	 60 minutes

AUTHORS	KEY WORDS	LANGUAGE
Luísa Mantas	Flavour, savoury, sweet	English

LEVEL	GROUP LEVEL	AGE
B1	Secondary Education (High School)	14/15

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Discuss and compare snack preferences and eating habits.
FUNCTIONAL	• Express preferences, describe flavours and compare snack cultures from different countries.
CULTURAL	• Learn about eating habits in other countries ; compare with own culture and habits

METHODOLOGY	• CLIL and cooperative learning through reading, vocabulary development, cultural comparison and group discussion.
TECHNIQUES	• Quiz (Kahoot, Wayground or other)
RESOURCES	• https://learnenglish.britishcouncil.org/ • https://drive.google.com/file/d/1Gvp2QJ1I_09In-MxWkiAk67yAPXnKwgA/view?usp=drive_link • https://drive.google.com/file/d/1-0jgCirV2HNvE8xqv8NsJ72-ad_JjVUO/view?usp=drive_link
ICT TOOL	• Computer, projector and an online quiz tool such as Kahoot.

ASSESSMENT

Part 1 – Visual Understanding (5 points)

- Correct interpretation of the social situation shown in the image.
- Use of visual evidence to support ideas.

Part 2 – Language Use (5 points)

- Accurate use of first-person structures.
- Appropriate vocabulary to express feelings and opinions.

Part 3 – Written Production: Monologue (5 points)

- Coherence and clarity of ideas.
- Perspective maintained throughout the text.

Part 4 – Reflection & Opinion (5 points)

- Relevance of personal reflection.
- Clear justification of opinion.

TOTAL: 20 points

DESCRIPTION OF ACTIVITIES		
Appetizer	10'	Activity 1 - Warm up
		What are your favourite snacks? - Each std chooses a snack from an assortment provided by the teacher. - Everyone has to explain their choice to the class.
Salad	10'	Activity 2 - Reading
		- Students read the text « Snack Culture » - Crosscheck their global understanding with other members of the group
Main Dish	15'	Activity 3 - Vocabulary
		Using the Learning Together method, students solve a worksheet on the text content, focusing on its global understanding and taste related vocabulary.
Dessert	10'	Activity 4 - Discussion
		Students compare the snack culture in Britain and other European countries with their own. They debate on healthy/unhealthy choices.
Smile	5'	Activity 5 - Vocabulary
		Students eat their snacks and each chooses a word to describe the flavour



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Like it or hate it ?

SPEAKING

LISTENING

READING

WRITING

Sensory focus



About this session

A B1 English activity for secondary students that uses food preferences and taste to develop vocabulary and communication. Students discuss foods they like and dislike, learn key flavour adjectives such as sweet, sour, salty, spicy and bitter, and classify different foods according to their taste. They then use the new vocabulary to create sentences, ask and answer questions about food preferences, and share personal anecdotes about unusual or unexpected tasting experiences.



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SENSE	TITLE	TIMING
	Like it or hate it?	 60 minutes

AUTHORS	KEY WORDS	LANGUAGE
Luísa Mantas	Sweet, sour, spicy, bitter, salty	English

LEVEL	GROUP LEVEL	AGE
B1	Secondary Education (High School)	14 -15

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Ask and answer questions about food preferences and tasting experiences.
FUNCTIONAL	• Express likes and dislikes, describe flavours and classify foods as sweet, sour, salty, spicy or bitter.
CULTURAL	• Learn about each other's likes and dislikes ; learn about flavours associated with regional food.

METHODOLOGY	• Cooperative Learning
TECHNIQUES	• Quiz (Kahoot, Wayground or other)
RESOURCES	• https://www.twinkl.com/ • https://drive.google.com/file/d/1ZQWGPkVhaXKQnMZr4bizabEMekviCa6v/view?usp=drive link
ICT TOOL	• Computer, projector and an online vocabulary quiz tool such as Kahoot or Quizizz.

ASSESSMENT

Formative assessment through participation, correct use of taste vocabulary, sentence production and a short online vocabulary quiz.

Which word describes the taste of a lemon?

- a) Sweet
- b) Sour
- c) Salty

Which word describes the taste of a chilli pepper?

- a) Spicy
- b) Bitter
- c) Sweet

Which word describes the taste of salt?

- a) Sour
- b) Salty
- c) Spicy

Which word can describe dark chocolate?

- a) Bitter
- b) Sweet
- c) Salty

Complete the sentence: "I _____ pizza."

- a) like
- b) spicy
- c) sour

Complete the sentence: "I do not like lemons because they are _____."

- a) sweet
- b) sour
- c) salty

Write one food that is sweet.

Write one food that is spicy.

Ask a classmate one question about food preferences.

Write two sentences: one about a food you like and one about a food you dislike.

DESCRIPTION OF ACTIVITIES		
Appetizer	5'	Activity 1 - Warm Up
		What food do you like and dislike? Why?
Salad	10'	Activity 2 - Vocabulary
		With given clues, students learn words such as sweet, sour, spicy, bitter, salty.
Main Dish	15'	Activity 3 - Vocabulary
		Using the Corner method, students take cards with pictures of an ice-cream, a chilli pepper or a lemon and organize them under the titles Sweet-Sour-Salty-Spicy-Bitter.
Dessert	15'	Activity 4 - Vocabulary use in context
		Students are asked to complete/write sentences using the new learned words
Smile	5'	Activity 5
		Students recall personal anecdotes related with new or strange/unexpected tasting experiences



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B1+



50'



Eng



14 - 16

An Apple a Day, Keeps the Doctor Way

LISTENING

SPEAKING

WRITING

Sensory focus



About this session

B1+ English activity for secondary students that uses food, taste and eating habits to develop communication and cultural awareness. Students learn food-related vocabulary and idioms, explore their classmates' eating habits through a "Find Someone Who" activity, and discuss food preferences and traditions, practising opinions, justification, follow-up questions and group interaction.



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SENSE	TITLE		TIMING
	An Apple a Day, Keeps the Doctor Way		 50 minutes
AUTHORS	KEY WORDS		LANGUAGE
Ana I. Varela Giménez	Food, eating, taste, healthy lifestyle		English
LEVEL	TARGET GROUP		AGE
B1+	Secondary Students		14 - 16
COMPETENCES			
☐	Global	☒	Oral Production
☐	Oral comprehension	☐	Written Expression
☒	Oral expression	☐	Written Comprehension
OBJECTIVES			
COMMUNICATIVE	• Discuss food preferences and eating habits. • Express opinions about food and justify personal preferences. • Ask and answer questions about eating habits through pair and group interaction. • Participate actively in discussions using newly acquired vocabulary.		
FUNCTIONAL	• Learn and use vocabulary related to food, flavours, cooking methods and eating habits. • Use food idioms and expressions appropriately in conversations and sentences. • Ask follow-up questions to obtain more information during communicative tasks.		
CULTURAL	• Become aware of food-related expressions and idioms used in different English-speaking countries. • Share and compare traditional recipes and eating customs from different cultures. • Reflect on the role of food as part of cultural identity and everyday life. • Raise awareness of healthy eating through the lesson theme and its connection to Sustainable Development Goal 2.		
METHODOLOGY	• Communicative Language Teaching. • Task-Based Learning. • Student-centred approach. • Cooperative learning. • Experiential and multisensory learning.		
TECHNIQUES	• Pair and group discussions. • Follow-up questioning. • Open Class Feedback.		
RESOURCES	• Food vocabulary worksheet and picture-matching activity. • Find Someone Who worksheet. • Quizlet flashcards. • Power Point Presentation: https://drive.google.com/file/d/1Cln3AllWknn8OTrEVTsf-oG3vay5w-4D/view?usp=drive_link		
ICT TOOL	• https://quizlet.com/es/1103252231/an-apple-a-day-keeps-the-doctor-away-flash-cards/?i=6549q7&x=1jqt		

DESCRIPTION OF ACTIVITIES		
Salad	5'	Activity 1
		Students match the vocabulary to the pictures. Teacher checks. Students answer the questions in pairs or groups of 3.
Main Dish	15'	Activity 2 - Vocabulary Presentation
		Students play Quizlet to learn new vocabulary and expressions.
	15'	Activity 3 - Vocabulary Practice
		Students play Find Someone Who
	10'	Activity 4 - Speaking Discussion
		Students discuss the questions in pairs or groups of 3, applying new words they learnt during the session.
Dessert	5'	Activity 5 - Exit Ticket
		Students tell their partners 1 thing they have learnt in the lesson.

ASSESSMENT

Students will be assessed by direct observation

Teachers can include a survey in (Additio or Idoceo) for the students to assess their performance.



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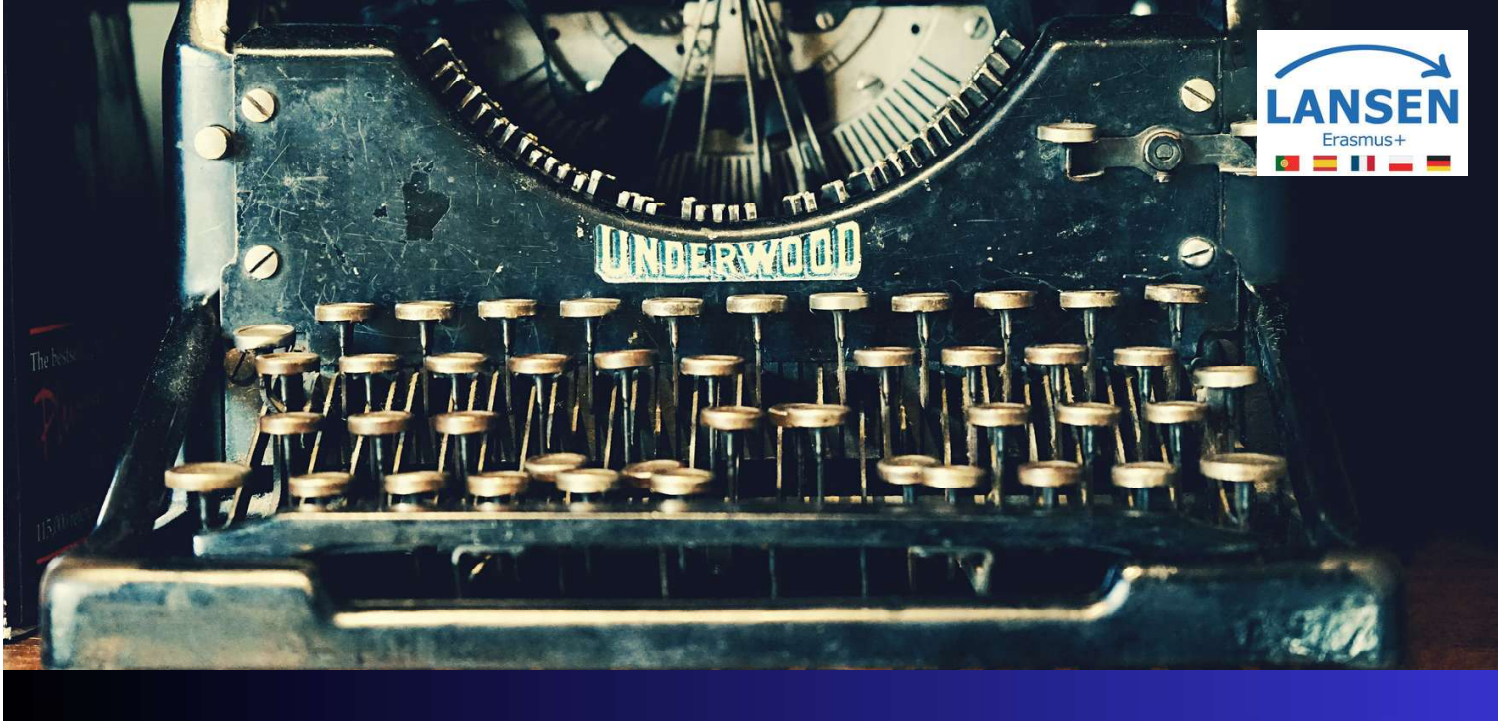
ANNEXES

ANNEX 1

FIND SOMEONE WHO

Find a classmate for each statement. If they are affirmatively, write their names in the "Name" column. Ask a follow-up question about the topic and take notes in the "Extra Information" column.

	Name	Extra Information
Prefers baking over cooking.		
Loves boiled eggs.		
Has got a sweet tooth.		
Eats like a horse.		
Eats a balanced diet.		
Doesn't like home-cooked food.		
Has eaten raw food.		
Is into bitter food.		
Hates spicy food.		
Is crazy about vegetables.		
Often eats junk food.		
Can't live without chocolate.		
Is a picky eater.		



B1



55'



Eng



14 - 15

The Sounds of Inventions

LISTENING

SPEAKING

WRITING

Sensory focus



About this session

B1 English activity for secondary students that uses the sounds of inventions to explore technology, vocabulary and communication. Students discover obsolete devices through a video, match inventions with related verbs and sounds, read a blackout-themed story, and play a sound-based bingo before choosing and defending the invention they would keep during a power cut.



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SENSE		TITLE		TIMING	
		The Sounds of Inventions		 55 minutes	
AUTHORS		KEY WORDS		LANGUAGE	
Carmen Jiménez Rita Bonilla		inventions, sounds, devices, electricity, obsolete		English	
LEVEL		TARGET GROUP		AGE	
B1		Secondary Student		14 - 15	
COMPETENCES					
☐	Global	☐	Oral Production		
☒	Oral comprehension	☐	Written Expression		
☒	Oral expression	☒	Written Comprehension		
OBJECTIVES					
COMMUNICATIVE		• Learn Topic- Specific Vocabulary • Develop Descriptive Language Skills • Enhance Listening and Identification Skills. • Develop Storytelling and Personal Connection • Practice Critical Thinking and Comparison • Strengthen Collaborative Skills			
FUNCTIONAL		• Learning action verbs related to inventions.			
CULTURAL		• Learning about the main inventions of the 20th, some of them out of use and unknown by many students.			
METHODOLOGY		• Communicative Language Teaching • Task-Based Learning • Multisensory Learning • Gamification • Collaborative Learning			
TECHNIQUES		• Teachers guidance • Pairwork			
RESOURCES		• Video: https://youtu.be/dd3cztkhhCs?si=4e1Qlw0t_fzvvNqS • Quizlet: https://quizlet.com/es/1107825164/the-sound-of-inventions-flash-cards/?funnelUUID=8f578b61-0a7e-4b0d-acc9-cb08eccaf0fd • Cards and audios: https://drive.google.com/drive/folders/1nEB0Lxd-ny3KGDZKR7ctzvh9jleWAbfD?usp=drive_link • Vocabulary cards • Text & questions • Bingo cards			
ICT TOOL		• Canva • Quizlet			

DESCRIPTION OF ACTIVITIES		
Starter	5'	Activity 1 - Video Students watch a short video about obsolete objects and inventions and then, they have to say if they recognize any of them, as a group interaction.
Salad	10'	Activity 2 - Vocabulary Presentation Students are given two lists of vocabulary, one with the name of 30 objects and another one with verbs and onomatopoeias related to them. They have to match one to the other.
Main Dish	20'	Activity 3 - Reading Comprehension. "The Day the Power Went Out" (AI assisted) Connected to the recent blackout in Spain and Portugal, the students read a text where the objects are introduced in the context of a fictional blackout.
Dessert	15'	Activity 4 - Bingo The students are handed out some different 4x4 cards with the pictures of the objects. Then, they will listen to the sounds played by the teacher and cross out the ones they hear. They have to complete the whole card and then sing BINGO.
Smile	5'	Activity 5 - And the Winner is... The students are asked to choose the one object they would keep in the scenario of another total blackout. They have to explain why they have chosen it.
Bonus Track		The students are given the QR for a quizlet that the teacher has prepared in order to revise the vocabulary learnt. They can play different games till they reach the goal of learning the vocabulary.

ASSESSMENT

Direct observation (reading comprehension and vocabulary)
Evaluation with Quizlet



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ANNEXES

ANNEX 1 - B1 Reading Text – The Day the Power Went Out

Last month, something unusual happened in my neighborhood: the electricity went out for almost the whole day. At first, I didn't know what to do, so I decided to visit my neighbor Mr. Collins. He loves old machines, and his house is like a small museum.

When I arrived, he was trying to call the electricity company using his dial telephone, because his modern phone had no battery. His old Nokia was on the table too, but he said it only works "sometimes." The living room was full of objects: a gramophone playing loudly, a radio making static noises while sintonizing, and a beautiful sewing machine next to a typewriter that he still uses to write letters.

Because we had no power, we couldn't use the washing machine, the microwave, or the fan, so Mr. Collins opened all the windows. On his desk, I saw a keyboard, a computer with Windows, a stapler, scissors, and a small lighter that he uses to light candles.

Since he couldn't watch TV, he showed me old devices from his collection: a film projector, a cassette rewriter, and even a cash register from the shop he had when he was young. He also had a bicycle bell, an old hairdryer, a vacuum cleaner, and a model of a steam train, which he said reminded him of his childhood.

Suddenly, we heard funny and strange sounds coming from outside: a loud car horn, the deep noise of a ship horn from the port, and a recording of sonar that Mr. Collins played from his radio. His alarm clock also rang because he forgot he had set it earlier.

When the power finally came back, the lights turned on, his telephone started ringing, and an airplane flew low above the neighborhood, making everything vibrate.

Mr. Collins laughed and said, "Technology old or new, it always finds a way to surprise us."

I left his house thinking that sometimes losing electricity is the best excuse to discover amazing old machines.



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Smell Detectives

SPEAKING

READING

WRITING

Sensory focus



About this session

A 45-minute storytelling activity for B1+ secondary students that uses smell as a clue to develop language, imagination and communication. Students work collaboratively to interpret different smells, create a story and present their ideas, practising descriptive vocabulary, speculation and oral interaction.



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SENSE	TITLE	TIMING
	Smell Detectives: The Invisible Story	 45 minutes
AUTHORS	KEY WORDS	LANGUAGE
Manuel Díaz	Smell, scent, odour, fragrance, aroma, perfume, stink, fresh, musty, sweet-smelling, pungent	English
LEVEL	TARGET GROUP	AGE
B1+	Secondary Students	14 - 16

COMPETENCES			
☐	Global	☒	Oral Production
☐	Oral Comprehension	☒	Written Expression
☒	Oral Expression	☒	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Interpret information from smell clues. • Share ideas and opinions. • Build a story collaboratively. • Explain and justify ideas. • Ask and answer questions. • Present ideas orally.
FUNCTIONAL	• Describe smells, places and situations. • Express speculation (<i>might, must, can't</i>). • Give reasons and justify opinions. • Negotiate ideas in groups. • Ask for clarification. • Reflect on learning.
CULTURAL	• Respect different interpretations and opinions. • Develop creativity through storytelling. • Promote teamwork and cooperation. • Use English as a tool for communication and shared understanding.

METHODOLOGY	• Communicative Language Teaching (CLT) • Task-Based Learning (TBL) • Collaborative learning • Student-centred approach • Oral interaction and mediation
TECHNIQUES	• Group discussion • Cooperative storytelling • Scaffolding (functional language support) • Oral presentations • Peer questioning • Oral Corrective Feedback (OCFB)
RESOURCES	• Smell clue cards (printed or projected) • Student worksheet • Whiteboard
ICT TOOL	• Interactive Whiteboard

DESCRIPTION OF ACTIVITIES		
Starter	5'	Activity 1 Teacher asks (whole class): "If you walk into a room and smell something strange...what is the first thing you do?" Students respond freely. Teacher writes verbs on the board: "notice, guess, associate, remember, imagine". No vocabulary explanation yet.
		Activity 2 - Smell Clue Cards Students are divided into groups of 3–4. Each group receives 4 SMELL CLUE CARDS, for example: • "A strong smell of bleach" • "Cold air mixed with wet clothes" • "Sweet vanilla and warm sugar" • "Petrol and burned rubber" Each card includes: • the smell • the place where it appears • no explanation Students must discuss: • Where could this be? • What is happening? • Who might be there? Teacher provides functional language on the board: • It might be... • It smells like... so maybe... • This could suggest that...
Salad	10'	
Main Dish	15'	Activity 3 - Task Each group must: 1. Connect the 4 smells 2. Create a logical sequence 3. Invent: • the place • the characters • the situation Rules: • Every smell must appear in the story • Students must use at least 5 smell adjectives • One sentence must include speculation (might / must / can't) They write a short outline, not a full text.
		Activity 4 - Mediation & Speaking Groups take turns presenting: "We think this story happens in... because it smells like..." The rest of the class listens and: • Asks one clarification question • Votes for: ○ Most logical story ○ Most original story ○ Best use of smell vocabulary Teacher reformulates language naturally (OCFB).
Dessert	5'	Activity 5 - Exit Ticket Students individually answer (oral or written): • Did smells help you imagine the story? Why? • Which smell was the strongest clue? Optional exit ticket: "One word I learned / used today related to smell."

ASSESSMENT

Direct observation



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ANNEXES

ANNEX 1 - SMELL CARDS

SMELL DETECTIVES – MATERIALS

PART 1. SMELL CLUE CARDS (Teacher Material)

Instructions for the teacher: Print and cut the cards, or project them on the screen. Give 4 random cards to each group. Students must not see other groups' cards.

SMELL CARD 1

Smell: Strong bleach and chemicals

Intensity: Sharp / overpowering

Associated places: Bathroom, hospital, school, laboratory

SMELL CARD 2

Smell: Warm bread and yeast

Intensity: Soft but comforting

Associated places: Bakery, kitchen, early morning street

SMELL CARD 3

Smell: Petrol and burned rubber

Intensity: Heavy and unpleasant

Associated places: Road, garage, accident site

SMELL CARD 4

Smell: Sweet vanilla and sugar

Intensity: Warm and pleasant

Associated places: Cake shop, birthday party, home

SMELL CARD 5

Smell: Wet clothes and cold air

Intensity: Weak but uncomfortable

Associated places: Basement, rainy street, abandoned house

SMELL CARD 6

Smell: Fresh grass and soil

Intensity: Clean and natural

Associated places: Park, countryside, football field

 SMELL CARD 7

Smell: Old books and dust

Intensity: Dry and nostalgic

Associated places: Library, attic, old classroom

 SMELL CARD 8

Smell: Strong perfume mixed with sweat

Intensity: Overwhelming

Associated places: Bus, club, crowded room



Attribution: Original activity from Erasmus + LANSEN Project



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ANNEX 2 - SMELL CARDS

SMELL DETECTIVES – MATERIALS

PART 2. STUDENT WORKSHEET

Smell Detectives - Group Work

Group members: _____

1. OUR SMELL CLUES

Write down the smells your group received.

Card	Smell description	Adjectives
1		
2		
3		
4		

2. WHAT COULD BE HAPPENING?

Discuss and complete:

- Possible place(s): _____
- Who might be there?: _____
- What is happening?: _____

Use these structures:

- It might be...
- It smells like... so maybe...
- This could suggest that...

3. BUILD THE STORY (Outline only)

Create a short logical sequence using all the smells.

1. First, _____
2. Then, _____
3. After that, _____
4. Finally, _____

Use at least 5 smell adjectives.

4. SPECULATION SENTENCE

Write one sentence using might / must / can't:

5. ORAL PRESENTATION NOTES

Prepare to explain your story to the class:

- Why these smells are connected.
- Which smell is the most important clue:.

ANNEX 3 -

EXIT REFLECTION (INDIVIDUAL)

Complete:

- One new word I learned today: _____
- One smell I found interesting: _____
- Today I learned that smells can... _____

Optional extension: Rewrite the story as a short paragraph (80–100 words).



Attribution: Original activity from Erasmus + LANSEN Project



Artificial intelligence aided



Soap-er Hero

GLOBAL

SPEAKING

WRITING

READING

Sensory focus



About this session

B1 English activity that combines chemistry, smell and advertising through the creation of handmade soap. Students analyse how soap advertisements use sensory and emotional language before making their own soap and describing its fragrance using olfactory vocabulary. As a final task, they create and present an advertisement for their product, combining scientific knowledge, sensory language, creativity and persuasive communication.



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SENSE	TITRE	TIMING
	Soap-er Hero	 45 minutes

AUTEURS	LES MOTS CLÉS	LANGUE
Patrick Maillot Laurent Fabre	Chemistry, English, soap, making process	English

NIVEAU	GROUPE D'ÉLÈVES	ÂGE
B1	Lycée	16-17

COMPÉTENCES			
•	Globale	•	Production Orale
•	Comprehension Orale	•	Expression Écrite
•	Expression Orale	•	Comprehension Écrite

OBJECTIFS	
GENERAL OBJECTIVES	Understand the chemical reaction of saponification
PRAGMATIC OBJECTIVES	Make artisanal cold-process soap.
LINGUISTIC & LEXICAL OBJECTIVES	- Build lexical and grammatical mastery around sensory perception (focus: SMELL)To develop descriptive vocabulary in the studied language around the sense of smell (olfactory sense). - Use of injunctions and modals and simple present - Quantities (some, a little, ...) - Structures about security measures and risks (must/ be obliged to / Be required to / Ban to do/from doing / forbid to do) - Measures & weight vocabulary

TECHNIQUES	Educational material - Olive oil - Caustic soda - Water - Essential oils - Chemistry materials and utensils
RESSOURCES	A guide : how to make a custom-made soap
ICT TOOL	YOUTUBE - CANVA (create posters) - ELEVENLABS (create voice) - AUDACITY (edit sound) - AUDIOJUNGLE (choose music) - LALA.AI(Ai creates music) CAPCUT (create movies)

DESCRIPTION DES ACTIVITÉS		
Entrée	10'	Warm up https://www.youtube.com/watch?v=KXMAXMN_OUg Ad or Science?" How do ads play with our emotions, senses and reason? Objective: Activate critical thinking and product-related vocabulary. Procedure (10 minutes, advanced level): - Show a short advertisement for a soap brand (e.g. Dove, Lush, etc.). - Ask students: "What adjectives do they use?" "Do you think it's scientific or emotional language?" SOAPER HERO_Annexe 1
Le plat principal	35'	Activité 1 - Transition: "Now, let's make our own soap — not an ad, but a real chemical reaction!" Activity 1 Let's make our soap : Follow the 'recipe' or the orders of your teacher Mixture Preparation (20 min) - Pour the water into the beaker. - Add the caustic soda (lye) slowly (Warning: never the reverse!). - Mix slowly until completely dissolved. Caution: the reaction is exothermic, meaning it releases heat. Your beaker will be hot, so you must let it cool in a cold water bath (crystallizing dish with water). - Meanwhile, measure your oil mass and add it gradually, stirring gently. - Continue mixing until you achieve a "trace" texture (a bit thick, similar to mayonnaise). - Add a few drops of colorant and/or essential oil if desired. Before adding: Choose the essential oil. Smell the pure essential oil and describe it using the Olfactory Lexicon in the annex. Is the fragrance strong? Subtle? Which family does it belong to? Floral? Woody? etc. - Pour the preparation into the mold. - Let it rest in the laboratory for 24 to 48 hours for the soap to harden. - After unmolding your soap carefully, which means with gloves! Then, let the soap dry for 4 to 6 weeks in greaseproof paper (=baking paper) before use (cure).
Travail à faire à la maison	5'	Activité 2 Homework – Assessment activity Lexical Box – Expressing Sensory, Emotional & Scientific Appeal (B2 Level) SOAPER HERO_Annexe 2
Devoir	30'	Activité 3 Final task explanation



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ÉVALUATION

Final Task – Create and Present Your Own Soap Advertisement

Objective: Use **emotional**, **sensory**, and **scientific** language to **design** and **promote** the soap you have created. Show that you understand **how ads persuade** through words, images, and emotions.

INSTRUCTIONS: You have made your own soap — now it's time to **sell it!**

Use your creativity, your senses, and your English skills to design an advertisement that **convinces** your audience.

Your ad must appeal through **smell**, **emotion**, and/or **science**.

SOAPER HERO_Annexe 4_Final Task_Instructions

SOAPER HERO_Annexe 3_Final Task_Assessment Grid_Accueil



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ANNEXE 1

How do ads play with our emotions, senses and reason?

Visual & Sensory Impact • Which colours, textures or images are used? • Which senses are targeted (sight, smell, touch)?	
Vocabulary & Language Techniques • Which adjectives, verbs or slogans stand out? Do you spot any exaggerations, metaphors or repetition?	
Scientific or Rational Elements • Are there any ingredients or "scientific" claims? • How do these create a sense of trust or credibility?	
Cultural & Gender Messages • What kind of beauty or identity is shown? • What social or cultural values are promoted?	
Overall Strategy & Impact What makes the ad effective or manipulative?	



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ANNEXE 2

LEXICAL BOX – EXPRESSING SENSORY, EMOTIONAL & SCIENTIFIC APPEAL (B2 LEVEL)

Sensory / Smell Vocabulary	Emotional / Persuasive Vocabulary	Scientific / Rational Vocabulary
fragrant / scented / aromatic / perfumed	appealing / captivating / seductive / enchanting	dermatologically tested / clinically proven / pH-balanced
subtle / delicate / lingering / refreshing	empowering / reassuring / uplifting / comforting	formula / active ingredient / compound / reaction
rich / creamy / smooth / silky / foamy	aspirational / luxurious / idealized / symbolic	tested under laboratory conditions / scientifically formulated
invigorating / intoxicating / soothing / pleasant	persuasive / manipulative / exaggerated / emotional	proven effectiveness / innovative / patented / sustainable
overpowering / faint / natural / artificial	evocative / nostalgic / romantic / authentic	natural extract / chemical-free / hypoallergenic / biodegradable

.....

LEXICAL BOX – EXPRESSING SENSORY, EMOTIONAL & SCIENTIFIC APPEAL (B2 LEVEL)

Sensory / Smell Vocabulary	Emotional / Persuasive Vocabulary	Scientific / Rational Vocabulary
fragrant / scented / aromatic / perfumed	appealing / captivating / seductive / enchanting	dermatologically tested / clinically proven / pH-balanced
subtle / delicate / lingering / refreshing	empowering / reassuring / uplifting / comforting	formula / active ingredient / compound / reaction
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invigorating / intoxicating / soothing / pleasant	persuasive / manipulative / exaggerated / emotional	proven effectiveness / innovative / patented / sustainable
overpowering / faint / natural / artificial	evocative / nostalgic / romantic / authentic	natural extract / chemical-free / hypoallergenic / biodegradable



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ANNEXE 3

ASSESSMENT GRID – Create an advertisement for your soap – CEFR LEVEL B1

Assessment criteria	Insufficient	Developing	B1 achieved	Very good B1	Points
Task achievement	The ad is incomplete or unclear.	The soap is presented, but some elements are missing.	The soap is clearly presented with a slogan and arguments.	The ad is complete, original and convincing.	/5
Vocabulary of the senses	Very little or inappropriate sensory vocabulary.	Some simple but repetitive sensory vocabulary.	Relevant vocabulary describes smell, texture and sensations.	Varied and precise sensory vocabulary creates a vivid impression.	/4
Persuasive content	No clear attempt to convince.	One simple argument is used.	Smell, emotion and/or science are used effectively.	Several persuasive appeals are combined successfully.	/4
Organisation and coherence	Ideas are difficult to follow.	Some organisation, but links are limited.	Ideas are clear and connected with simple linking words.	The message is well structured and flows smoothly.	/3
Grammar and accuracy	Frequent errors make understanding difficult.	Errors sometimes affect clarity.	Language is generally correct and understandable.	Structures are varied and mostly accurate.	/3
Visual presentation	The ad is difficult to read.	The layout is simple but understandable.	The ad is clear and attractive.	The design is creative and supports the message.	/1
				Total	/20



Sense and Sensibility...in India

READING

SPEAKING

WRITING

Sensory focus



About this session

B2 English activity that explores India through smell, sound, literature and cultural perception. Students create sensory impressions of India, listen to an Indian soundscape and analyse an extract from Shantaram describing the smells of Bombay. Through discussion, figurative language and creative writing, they develop sensory vocabulary and literary expression while reflecting on cultural stereotypes, perception and the connection between places, emotions and memories.



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SENSE	TITRE		TIMING
	Sense and Sensibility...in India		 45 minutes
AUTEURS	LES MOTS CLES		LANGUE
Patrick Maillot	India, senses, sight, smell, culture		English
NIVEAU	GROUPE D'ÉLÈVES		ÂGE
B2	Lycée		16-17
COMPÉTENCES			
•	Globale	•	Production Orale
•	Comprehension Orale	•	Expression Écrite
•	Expression Orale	•	Compréhension Écrite
OBJECTIFS			
LINGUISTIQUES	• Activate and enrich the vocabulary of smells and perceptions • Use figurative language and sensory adjectives • Express opinions and emotions with precision		
COMMUNICATIVES	• Share impressions through discussion • Interpret literary description with sensory empathy		
CULTURELS	• Explore how India is perceived through the senses • Reflect on cultural relativism and perception bias		
MÉTHODOLOGIE	• Image description • Interpretation of metaphorical descriptions and sensations, discussions and debates.		
RESSOURCES	• Picture: Vendors at a flower market • Text extract BY Gregory David Roberts's popular novel <i>Shantaram</i> • Sounds from BBC sound data base: https://sound-effects.bbcrewind.co.uk/search?q=India&resultSize=50		
ICT TOOL	• MENTIMETER • LEARNINGAPPS.ORG • CAPCUT (video editing) • AUDACITY (sound editing)		

DESCRIPTION DES ACTIVITÉS		
Entrée	10'	Warm-up Activity – “Scented Impressions of India” (10–15 min) Objective: Activer le champ lexical des odeurs et de la culture indienne avant la lecture. Stimuler les représentations mentales et la discussion interculturelle. Step 1 – Sensory brainstorming (5 min)  ANNEXE 1 -VENDORS AT A FLOWER MARKET Describe the picture and tell which smells comes to your mind when visiting this market . What comes to your mind when you think of <i>India</i> through your sense of smell? Good smells and bad smells MENTIMETER: students create an interactive word cloud Instructions: 1. Display the question on Mentimeter “What comes to your mind when you think of India — through your sense of smell?” 2. Students post words / short expressions (e.g. <i>spices, incense, curry, pollution, flowers, smoke, rain, cows</i>). 3. Observe the emerging word cloud. Discuss: “Are these smells positive, negative, or mixed?” “What do they reflect?” https://www.menti.com/a_ladsoj2mu59 Good smells: flower • perfume / scent / fragrance • spices • aroma - aromatic • sweet • nice • pleasant • good • odorous... - the aromatic fragrance of flower • the sweet smell of a cake, the strong aroma of coffee... Bad smells: smelly • stinky • unpleasant • rotten • disagreeable • putrid • heady • overpowering • the garbage, the sewers • animals • urine
Salade	5'	Activité 1 Step 2 –Arouse another SENSE : Sound & Guess (5 min) Play a short Indian soundscape Pick one sound: https://sound-effects.bbcrewind.co.uk/search?q=India&resultSize=50 How do you picture this scene ? and to go further : “What smells could go with these sounds?” https://sound-effects.bbcrewind.co.uk/search?q=07009155 → Students associate sounds with possible smells, imagining the full sensory context. Question for transition “What do you expect the narrator to describe — pleasant or unpleasant smells? Why?” Write 2 columns on the board <i>pleasant / unpleasant</i> and students must identify the tone of the passage.
Le plat principal	15'	Activité 2 Activity READING AND UNDERSTANDING A TEXT The first thing I noticed about Bombay, on that first day, was the smell of the different air.(...) I know now that it's the sweet, sweating smell of hope, which is the opposite of

		hate; and it's the <u>sour</u>, <u>stifled</u> smell of <u>greed</u>, which is the opposite of love. It's the smell of gods, demons, empires, and civilisations in resurrection and decay. It's the blue skin-smell of the sea, no matter where you are in the Island City, and the blood-metal smell of machines. It smells of the <u>stir</u> and sleep and waste of sixty million animals, more than half of them humans and rats. It smells of heartbreak, and the struggle to live, and of the crucial failures and loves that produce our courage. It smells of ten thousand restaurants, five thousand temples, shrines, churches, and mosques, and of a hundred bazaars devoted exclusively to perfumes, spices, incense, and freshly cut flowers. (...) Whenever I return to Bombay, now, it's my first sense of the city – that smell, above all things – that welcomes me and tells me I've come home. Gregory David Roberts's popular novel <i>Shantaram</i> ANNEXE : ANNEXE 2_THE SMELL OF BOMBAY-TEXT Read the text and answer the following questions. Instructions: 1. Hand out the text or project it on the board. 2. First reading (individual): underline all words linked to smell and senses. 3. Pair work: classify them in a 2-column grid - Classify them (concrete good/ bad / abstract – positive/negative) Annexe 2_The Smell of Bombay (audio to be played)
Dessert	10'	Activité 3 - Sum up the overall impression of the city. Match the smells and the impressions https://learningapps.org/display?v=pw755xppj25  Annexe 3 : The smell of Bombay
A toi de jouer	5'	Your turn ! Find an explanation for : <i>'the sweet, sweating smell of hope'</i> <u>Correction:</u> the phrase conveys a sense of positive anticipation mixed with the effort it takes to achieve what one is hoping for. It's as if one can almost "smell" the possibility of success or happiness in the air, despite the challenges faced. <i>'It's the blue skin-smell of the sea'</i> <u>Correction:</u> the phrase encapsulates the sensory essence of being near the sea—the visual blue, the tactile feeling on your skin, and the distinct smell of saltwater. It's a beautiful way to evoke the sea's presence

ÉVALUATION

(formative or sommative)

WRITTEN ACTIVITY:

Write a text that describes the different smells in a place of your choice.

Create Your Own "Smell of..." Text (Writing Task)

Objective: Reuse the descriptive and emotional patterns from *Shantaram*.

INSTRUCTIONS

Write a short literary paragraph entitled "**The Smell of My Country**" (or *The Smell of Réunion*, *The Smell of My City*, etc.).

Describe the smells you associate with your homeland, linking them to emotions, places, and memories.

Use **5–6 sensory adjectives** and **figurative expressions** (*smells like freedom / carries the scent of childhood / reeks of adventure*).

Option: Compile all students' texts into a collaborative Padlet or digital book "*The Smells of Our Worlds*."



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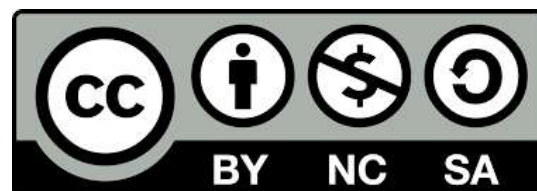
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ANNEXE 1 – THE SMELL OF BOMBAY-Vendors at a Flower market.png



Vendors at a Flower market.png



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ANNEXE 2 – The Smell of Bombay by Gregory David Roberts'

The smell of BOMBAY

The first thing I noticed about Bombay, on that first day, was the smell of the different air.(...) I know now that it's the sweet, sweating smell of hope, which is the opposite of hate; and it's the sour, stifled smell of greed, which is the opposite of love. It's the smell of gods, demons, empires, and civilisations in resurrection and decay. It's the blue skin-smell of the sea, no matter where you are in the Island City, and the blood-metal smell of machines. It smells of the stir and sleep and waste of sixty million animals, more than half of them humans and rats. It smells of heartbreak, and the struggle to live, and of the crucial failures and loves that produce our courage. It smells of ten thousand restaurants, five thousand temples, shrines, churches, and mosques, and of a hundred bazaars devoted exclusively to perfumes, spices, incense, and freshly cut flowers. (...) Whenever I return to Bombay, now, it's my first sense of the city – that smell, above all things – that welcomes me and tells me I've come home.

Gregory David Roberts's popular novel *Shantaram*



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ANNEXE 3 - Evaluation Grid – “Writing a Sensory Text”

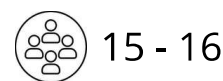
Criterion	Description	Points (/20)
1. Linguistic Accuracy	Grammar, syntax, sentence control, subject–verb agreement, tenses, articles, prepositions.	/4
2. Lexical Range & Precision	Variety and accuracy of vocabulary, especially sensory and emotional adjectives , figurative language (<i>smells like, wafts of, fragrant, pungent</i>).	/4
3. Structure & Coherence	Clear organisation (introduction – development – conclusion), logical flow, use of connectors (<i>first, whereas, however, finally</i>).	/4
4. Expression & Style	Clarity, rhythm, ability to evoke atmosphere and engage the reader through sensory imagery and personal tone.	/4
5. Creativity & Cultural Insight	Originality, personal engagement, emotional depth, and possible reflection on cultural perception (link to India or own country).	/4



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Let's listen to the melody of the functions

SPEAKING

LISTENING

CULTURE

Sensory focus



About this session

A 45-minute B2 activity that uses sound to make mathematical functions more intuitive and accessible. Students listen to sounds that become louder, quieter or remain constant and describe how they change over time before connecting these auditory patterns to graphs. By transforming sound intensity into visual curves, they gradually discover the concepts of increasing, decreasing and constant functions, as well as changes in variation. The activity combines listening, mathematical reasoning and precise English vocabulary, creating a sensory bridge between an abstract mathematical concept and an everyday experience.



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SENSE		TITLE		TIMING	
		Let's listen to the melody of the functions		 45 minutes	
AUTHORS		KEY WORDS		LANGUAGE	
Jean-Gabril Deshayes		Sounds		English	
LEVEL		TARGET GROUP		AGE	
B2		High school students		15-16	
COMPETENCES					
•	Global		•	Oral Production	
•	Oral comprehension		•	Written Expression	
•	Oral expression		•	Written Comprehension	
OBJECTIVES					
CONCEPTUAL	To intuitively understand what the following mean: • an increasing function • a decreasing function • a constant function • a function exhibiting changes in its variation				
LANGUAGE	• To establish the precise mathematical vocabulary related to variations • To begin formalizing the definitions of increasing and decreasing functions				

DESCRIPTION OF ACTIVITIES		
Appetizer	5'	Activity 1 Oral instructions (without writing "function") "You are going to listen to sounds. Your task: describe how they change over time. No mathematical terms for now." - Does the sound get louder? - Quieter? - Does it stay the same?
		Activity 2 The students listen to successive sounds (5-10 seconds each).  Sound A – Volume increases  Sound B – Volume decreases (Same sound, but increasingly quieter)  Sound C – Constant volume (Stable sound, no variation)  Sound D – Decreases, then increases, then decreases again Systematic question: "What does the sound do? How does it change?" No mathematical correction at this stage, only validation of everyday vocabulary.
Main Dish	5'	Activity 3 On the board, we create a verbal table with them: Its description: A increases B decreases C remains constant D Decreases then increases then decreases again Then you ask THE key question: "In math, how do you represent something that changes over time?" Expected outcome: a graph
	10'	Instructions: "For each sound, draw a freehand curve representing its evolution." - Horizontal axis: time - Vertical axis: sound intensity This is not about a precise graph, just the shape." Implied instructions: No numerical values Quick sharing We show one drawing per sound and confirm: - rising curve - falling curve - constant curve - rising then falling curve
Dessert	15'	Activity 4 Explicit introduction of mathematical vocabulary: - A function is said to be increasing when the order of two numbers and their images is preserved over an entire interval. - A function is said to be decreasing when the order of two numbers and their images is not the same over an entire interval. - A function is said to be constant when all the numbers in an interval have the same image. - A function can change its direction of variation. Key sentence to rephrase:

"Describing the variations of a function means describing how its values, called images, change when the variable changes."

Explicit link to the activity:

- Time corresponds to the variable.
- The intensity of the sound corresponds to the image.
- The graph allows us to visualize this change.

This phase directly prepares for the subsequent introduction of the variation table.



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B1 - B2



45'



Eng



14 - 17

Table manners around the world

SPEAKING

READING

Sensory focus



About this session

A B1–B2 English activity for secondary students that uses table manners and eating traditions from around the world to develop reading, speaking and intercultural awareness. Students explore and compare dining etiquette in different countries, work in groups to extract key information from texts and present their findings to classmates. They then investigate how table manners have changed throughout history, create a timeline of their development, and reflect on how eating habits and social etiquette continue to shape the way we interact today.



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SENSE		TITLE		TIMING	
		Table manners around the world		 45 minutes	
AUTHORS		KEY WORDS		LANGUAGE	
Petra Lewalder		Table manners, countries, eating, education		English	
LEVEL		GROUP LEVEL		AGE	
B1-B2		Grammar school year 10-12		14-17	
COMPETENCES					
•	Global	•	Oral Production		
•	Oral comprehension	•	Written Expression		
•	Oral expression	•	Written Comprehension		
OBJECTIVES					
COMMUNICATIVE		• Presentation of the main aspects from a text extract • Creating a timeline on historical development • Discuss findings, comparing them to today’s manners			
FUNCTIONAL		• Extract information from texts • Prepare suitable and strong arguments for a discussion or debate			
CULTURAL		• Learn about the similarities and difference in table manners around the world • Raise awareness on historical differences • Raise awareness on change in table manners globally			
METHODOLOGY		• Study text excerpts • Find arguments • Create a timeline • Discuss aspect on the topic			
TECHNIQUES		• Work on one’s own • Prepare a fact-based discussion			
RESOURCES		• Annex 1 and 2 (texts and annotations) • Youtube video : https://youtu.be/UwahG1s4dql			
ICT TOOL		• Dict.cc / internet research/ Canva or other for timeline/ mentimeter (optional)/ Youtube			

DESCRIPTION OF ACTIVITIES		
Appetizer	5'	Activity 1 Teacher shows a common saying at the board: "The way we eat together reflects how we live together" Students reflect on it, come to the board and add comments, ideas, etc. on this statement. Students awareness on table manners is raised by discussing the answers and comments given. Optional : Use mentimeter or other to create a word cloud on the topic
		Activity 2 The students are divided into 5 groups. Hand out annex 1 . Every group reads about the table manners in one country on annex 1 and prepares a short presentation on it. 15' If need be, students can exchange ideas or work together with other pupils working on the same country, i.e. if there are questions etc. Short presentations of all countries are given – the other pupils take notes. In the end every student writes a "take-home-message" with the most important facts on each country in a few sentences.
Main Dish	20'	Activity 3 - Students receive Annex 2- history of table manners, read, understand and create a timeline on the development of table manners (alone or with a partner) - to be presented later on. - Students either work on their iPads or laptops or with sheets of paper (displayed at the board via sharing of a photo). - The different formats of timelines are evaluated and - the best one is picked as a good example.
	25'	Activity 4 - Now analyse the add in a written text with the help of the skills page (Annex 3). - Check with a partner or in class
Dessert	5'	Activity 5 A video clip is shown: Charlie Chaplin demonstrating the feeding machine. https://youtu.be/mVUVPen3xNQ Homework task: Reflect on your table manners at home, in school, with friends, when you are alone by taking notes. Reflect on your findings after some days in a written text, taking into account the common saying from the beginning of the lesson: "The way we eat together reflects how we live together"



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ANNEXE 1

Activity 18 - Annex 1 : Table manners around the world

North America

- Modern etiquette provides the smallest numbers and types of utensils necessary for dining. Only utensils which are to be used for the planned meal should be set. Even if needed, hosts should not have more than three utensils on either side of the plate before a meal.
- Do not talk on your phone or “text” at the table, or otherwise do something distracting, such as read or listen to a personal music player. Unless you are alone, reading at the table is permitted only at breakfast. If an urgent matter arises, apologize, excuse yourself, and step away from the table so your conversation does not disturb the others.
- If food must be removed from the mouth for some reason, it should be done using the same method which was used to bring the food to the mouth, i.e. by hand, by fork, etc., with the exception of fish bones, which are removed from the mouth between the fingers.
- The fork may be used either in the “American” style (use the fork in your left hand while cutting; switch to right hand to pick up and eat a piece; this is common practice in the US) or the European “Continental” style (fork always in left hand).
- Leave the napkin on the seat of your chair only if leaving temporarily. When you leave the table at the end of the meal, loosely place the used napkin on the table to the left of your plate.

(http://en.wikipedia.org/wiki/Table_manners)

India

- In formal settings, it is expected that everyone will wait for the host or the eldest person — the elder taking priority over the host — to begin eating before everyone else starts.
- It is expected that one should not leave the table before the host or the eldest person have finished their food. It is also considered impolite to leave the table without asking for the host's or the elder's permission.
- The cardinal rule of dining is to always use the right hand when eating or receiving food.
- Everyone must wash their hands before sitting at the table as many Indian foods are eaten by hand. One must wash one's hands after eating the food. Cleaning with cloth or paper tissue is considered unhygienic.
- Take a small amount of food each time, and ensure that food does not reach your palms.
- It is not necessary to taste each and every dish prepared, but you must finish everything on the plate as it is considered a respect for served food, and food is sacred.
- Generally it is not accepted to burp, slurp, or spit.
- Always eat food as it is served. It is not a good idea to ask for salt or pepper. It is however now acceptable to ask for salt or pepper with a mention that you like more of it.
- Playing with food or in any way distorting the food is unacceptable. Eating at a medium pace is important as eating too slowly may imply that you dislike the food, whereas eating too quickly is rude.

(http://en.wikipedia.org/wiki/Table_manners)

Japan

- In Japan, some restaurants and private houses have low tables and cushions on the floor.
- Do not blow your nose in public and especially at the table.
- Some restaurants provide a damp hand towel to wipe your hands before eating.
- It is polite and proper to lift small bowls of rice or soup when you eat. When you do not get a soup spoon, you can drink the soup out of the bowl (like you do with a cup) and eat the solid food with chopsticks. For large pieces of food, just bite a piece off and put the rest back onto your plate or you may separate the piece into smaller pieces with your chopsticks.
- Alternate between dishes. Have a bite of fish, then a bite of vegetable, then a bite of rice rather than just starting with one dish, finishing it, and then moving on to the next.
- Don't eat directly from a communal dish. Whatever you take must be set down on your own plate before you put it in your mouth. You should be using the other ends of your chopsticks to take things from a shared plate.

and you need to reverse your chopsticks before you can eat from them.

- It is a Japanese custom to make some slurping noises while eating noodles.
- It is considered good manners to empty your dishes to the last grain of rice.
- After finishing eating, try to place all your dishes in the same way as they were at the start of the meal. This includes replacing the lid of dishes which came with a lid and replacing your chopsticks on the chopstick holder or into their paper slip, if applicable.

www.justsfi:ye.net/cul_furo/-dining. Asp

Malaysia

- Nowadays, most Malay homes have normal dining table and chairs but still, the basic etiquette is still followed, especially regarding the respect of food.
- You will be served with a pair of fork and spoon but not dining knives. However, some Malay families adopt elaborate western ways of dining.
- If a sauce is offered, dip once in the communal sauce dish and eat right away. Do not dip the piece that you have tasted back for more sauce! This is okay of course if each diner is given an individual sauce dish.
- Tissue paper or serviette usually are prepared for you to wipe your mouth and fingers.
- If you must use a toothpick, use it while covering your mouth with both hands.
- If there are several pieces on the plate left do not take the last piece left. What you can do, place the second last piece back into the plate and both remaining pieces are taken simultaneously by you and the person before you.

There is a story behind this. It was said that the young lady who took the last piece of food on the plate would never get her match in marriage. Hence, the invention of that rule. However, the real reason is, the young lady should think of others before taking that last piece of food for herself.

www.pickles-and-spices.com/malay-table-manners.html

United Kingdom

- All food should be served and everyone seated before food is eaten by anyone, with the host taking the first bite. If a host instructs guests 'not to wait' this rule is vetoed.
- Wine glasses should be held by the stem in the case of white wines, and by cupping the bowl in the case of red wines.
- It is considered impolite to rest your elbows on the table at any point during the meal.
- A knife should never enter the mouth or be licked.
- Food should always be chewed with your mouth closed.
- It is impolite to reach over someone to pick up food or other items. Diners should always ask for items to be passed along the table to them.
- Talking with food in your mouth is seen as very rude.
- Food should be tasted first before salt and pepper are added. It is impolite to slurp your food or eat noisily.

(http://en.wikipedia.org/wiki/Table_manners)

Annotations:

to alternate — if two things alternate, or if you alternate them, they happen one after the other in a repeated pattern
applicable — if sth. is applicable to a particular person, group, or situation, it affects them or is related to them

to burp — to pass gas loudly from your stomach out through your mouth

cardinal — very important or basic

cloth — a piece of material

communal — shared by a group of people

to cup — to hold sth. in your hands, so that your hands form part of a circle around it

cushion — a cloth bag filled with soft material that you put on a chair or the floor to make it *more* comfortable

damp — slightly wet

to distort — to change the appearance, sound, or shape of something so that it is strange or unclear

to distract — to take s.o.'s attention away from sth. by making them look at or listen to sth. else
elaborate — *here:* organized in great detail
grain — the seeds of crops such as corn that are gathered for use as food
lid — a cover for the open part of a pot, box, or other container
to get one's match — to find an appropriate husband
napkin — a piece of cloth or paper used for protecting your clothes and for cleaning your hands and lips during a meal
palm — the inside surface of your hand
priority — the thing that you think is most important
to reverse — to change sth. so that it is the opposite of what it was before
to slurp — to drink a liquid while making a noisy sucking sound
temporary — continuing for only a limited period of time
utensil — a thing such as a knife that you use when you are cooking or eating
to veto — to refuse to accept a particular plan or suggestion

ANNEXE 2

Activity 18-Annex 2: Table manners around the world

'Mealtime Etiquette Has Relaxed Hugely since Mrs Beeton's Time. –
Do Manners still Matter ?'

In a painting by the 18th-century French artist Chardin, two young children are sitting down to eat. Their table is set in the kitchen of a great house, with pots and pans hanging on the walls, but it is elegantly laid. There is a cloth on the table, and two grand chairs for the children to sit at as they use their silver cutlery under a maid's supervision. It is 1740, and they are learning to eat. Or rather, they are learning table manners.

Where does food end and etiquette begin? Table manners define the meaning of a meal. Eating is a physical need, but meals are a social ritual. The 150th anniversary of Mrs Beeton's book *Household Management* this autumn draws attention to this weird and wonderful world of manners. In many ways it is a very modern book: Mrs Beeton's recipes and kitchen tips are the kind of thing you still get in cookery books today. Maybe her language is a bit clinical: there's a chapter on how to cook "quadrupeds". But the one thing that truly places the book in the past is its advice on table manners.

At a dinner party, "the lady begins to help the soup... commencing with the gentleman on her right and on her left, and continuing in the same order till all are served. It is generally established as a rule, not to ask for soup or fish twice, as in so doing, part of the company may be kept waiting for the second course." The complex rules set out by Mrs Beeton still exist (at a formal hall high table at an Oxbridge college, say), but even at the smartest restaurants, the rigorous order of Mrs Beeton's dining table is rarely preserved nowadays.

It was, in fact, the culmination of hundreds of years of changing manners. The children learning their table etiquette in Chardin's 1740 painting are in the avant-garde of a cultural revolution. Cutlery, as opposed to eating with your fingers; sitting up straight in a high-backed chair; these were innovations in the way people defined themselves at table in 18th-century Europe. New meals were even invented specifically as occasions for polite manners: the English tea time dates from the 1700s and is richly illustrated in paintings by Hogarth and Devis. They show the stylised rituals of pouring the tea and holding the delicate porcelain cup.

Europeans in the middle ages had had little ceremony when it came to food. Their manners consisted of making sure they didn't get too greasy when tearing meat with their fingers. Chaucer's 14th-century *Canterbury Tales* portrays an elegant prioress as a mistress of medieval manners: "At meat well y-taught was she withal; She let no morsel from her lips fall, Ne wet her fingers in her sauce deep; Well could she carry a morsel and well keep That no droppe ne fell upon her breast."

This is the height of British table manners five centuries before Mrs Beeton. And Chaucer, of course, is laughing at this over-refinement.

Go back thousands of years to the early *Homo sapiens* who lived at Cheddar Gorge, and gnawed bones found in the cave suggest the kind of mealtimes that were enjoyed here. Oh, some of those gnawed bones are human by the way. And a cup formed from a human skull has also been found.

The rich courtly gear of a Saxon king found at Sutton Hoo, meanwhile, includes a massive cauldron and drinking horns, suggesting the importance of feasting to our ancestors. But there is nothing to indicate any refinement — there is no Sutton Hoo toothpick. Only in Renaissance Europe do paintings and

artefacts reveal the dawn of table manners: just to contemplate the extreme beauty and fragility of a 16th-century Venetian wine glass is to realise how sophisticated the parties were where such miraculous ware was used.

Today, it might seem as though we have returned to the sloppiness of medieval feasting, or even Cheddar Gorge. Barbecued wings and legs eaten with your hands, burgers, crostini, pizza. The finger foods of the world merge in a great casual banquet, often eaten in front of the TV. Only at restaurants is some semblance of high dining still maintained. And yet, in truth, the rise of table manners shapes our lives as firmly as it did those children painted by Chardin. We still see straight-backed chairs and laid-out cutlery as essential to a “proper” meal. We still drink out of individual glasses. We may go to Starbucks instead of rushing home for a traditional English tea, but the consumption of a latte is a stylised act.

As Mrs Beeton said, all creatures eat, but “man only dines”. Etiquette changes radically but it always exists. In manners as in recipes, we are not so far as we might think from her well-regulated world.

Source: The Guardian, 9 November 2011, by Jonathan Jones

artefact — an object such as a tool that was made in the past and is historically important

casual — not formal

cauldron — a large round metal pot

Chaucer — Geoffrey Chaucer (c. 1343—25 October 1400), known as the Father of English literature, is widely considered the greatest English poet of the Middle Ages; is best known today for *The Canterbury Tales*.

Arthur Devis — (19 February 1712-25 – 25 July 1787) an English portrait painter

William Hogarth — (1697—1764) British painter, pictorial satirist and cartoonist

miraculous — *here*: fantastic

Oxbridge — the universities of Oxford and Cambridge

prioress — the woman in charge of a priory where nuns live a religious life

quadruped — an animal that has four legs

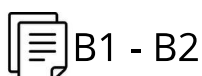
refinement — improvement

rigorous — strict

sophisticated — *here*: elegant and cultivated

stylised — drawn, written, or performed in an artificial style that does not look natural or real, but that is still pleasant to look at

Sutton Hoe — the site of two 6th and early 7th century cemeteries near Woodbridge, Suffolk



Sustainability - Video Production

SPEAKING

LISTENING

READING

WRITING

Sensory focus



About this session

A B1–B2 English activity for secondary students that combines sustainability, language learning and digital creativity through video production. Students explore the 17 Sustainable Development Goals (SDGs), discuss real-world problems and negotiate which goal to focus on. Working collaboratively, they propose solutions, create a storyboard and learn basic CapCut editing skills before producing a short video with voice-over or English subtitles. They then share their videos, give peer feedback and reflect on how digital communication can inspire action towards a more sustainable future.



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SENSE	TITLE	
	Sustainability - Video Production	 150 minutes

AUTHORS	KEY WORDS	LANGUAGE
Rui Baltazar	Sustainable Development Goals (SDGs), video editing, CapCut, script, voice-over, subtitles	English

LEVEL	GROUP LEVEL	AGE
B1 – B2	Middle or High School Students (Groups of 4–5)	14 +

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Present sustainability problems and solutions clearly through video and oral communication.
FUNCTIONAL	• Identify a sustainability problem, propose a practical solution and communicate a clear call to action.
CULTURAL	• Understand the global relevance of the 17 SDGs. • Promote intercultural awareness through multilingual video possibilities.

METHODOLOGY	• CLIL, project-based learning and collaborative learning.
TECHNIQUES	• Brainstorming, group negotiation, role assignment, storyboard creation, video production and peer feedback.
RESOURCES	• https://sdgs.un.org/goals • https://www.youtube.com/watch?v=0XTBYMfZyrM • https://www.capcut.com/
ICT TOOL	• Mobile Phone Camera – CapCut App – Computer – Video Projector – Speakers

ASSESSMENT

(formative or summative)

Final Video Rubric (0–4 Points per Criterion)

Criterion	Description
Content Accuracy	The video clearly represents at least one SDG with correct facts and a clear message.
English Language Use	Clear pronunciation or readable subtitles; grammar mostly correct; appropriate vocabulary.
Collaboration	Group shows balanced participation; tasks shared fairly; final video reflects teamwork.
Technical Skills	Video is well-edited: stable shots, clean cuts, readable text, correct exporting.
Creativity	Original idea, engaging storyline, strong emotional or persuasive impact.

Total: **20 points**

DESCRIPTION OF ACTIVITIES		
Appetizer	20'	Activity 1 - Discover the 17 SDGs SDG Speed Matching: Give students cards with SDG icons and cards with short descriptions. They must match them in pairs. Select one of the options: Option A: "Guess the Goal" Mini-Quiz: Show a picture (e.g., clean water, recycling, solar panels). Students guess which SDG it represents. Option B: Walk & Talk: Students walk around the room looking at SDG posters and discuss two questions with a partner: <i>"Which SDG is most important for your future?"</i> <i>"Which SDG do you see problems with in your country?"</i> Option C: Emoji Reactions Game: Show SDG icons. Students react with a thumbs up/down/neutral to express how well they think society is doing on that goal.
		Activity 2 - Choose Your SDG Focus Gallery Walk: Each poster has 2–3 guiding questions. Students visit stations and take notes before choosing. Group Negotiation Task: Each student chooses a different SDG individually, then the group must negotiate and decide on ONE common goal. Problem–Solution Brainstorm: Students list a real local problem (waste, energy, bullying, pollution) and match it to an SDG. SDG Pitch: Each student presents a 20-second pitch about why their chosen SDG should be selected
Salad	20'	Activity 3 - CapCut Technical Training Step-by-Step Teacher Demo: Show how to: 1. Import clips 2. Trim & cut 3. Add text and English subtitles 4. Insert voice-over 5. Add music (copyright-free) 6. Export the final video Mini Challenge: Give students a 20-second example clip. They must add a title + subtitle + trim + export.
		Role Assignment for Groups: • Director • Camera Operator • Editor (CapCut) • Scriptwriter • Narrator Storyboard Template: Provide a ready-made storyboard with 4–6 boxes they must complete.
Main Dish	30'	
Dessert	60'	Activity 4 - Video Production • Clear Video Requirements: ○ 30–60 seconds ○ Must highlight <i>one</i> SDG ○ Spoken in English <i>or</i> native language + English subtitles

		○ Show a problem <i>and</i> a solution ● Filming Advice: ○ Avoid backlight ○ Use stable shots (rest phone on table) ○ Keep clips short (2–4 seconds each) ○ ● Creative Approaches: ○ Short skit (mini scene) ○ Documentary-style clip ○ “Before and After” transformation ○ Interview format ○ Voice-over with images ○ ● Editing Checklist: ○ Title screen ○ SDG icon included ○ Subtitles readable ○ Ending message: “<i>Be the change!</i>” or similar
Smile	20’	Activity 5 - Reflection & Sharing .Two Stars and a Wish: Students say 2 things they liked + 1 improvement idea. SDG Impact Question: “How could your video help people understand your SDG better?” Peer Feedback Cards: Each group receives 1 positive and 1 constructive comment from another group. Exit Ticket: Students answer 1 of the following: ● “Today I learned...” ● “I want to improve...” ● “The SDG that matters to me is...”



Attribution: Original activity from Erasmus + LANSEN Project



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Visual Voices for Sustainability

SPEAKING

LISTENING

READING

WRITING

Sensory focus



About this session

A B2 English activity for secondary students that uses powerful images and sustainability issues to develop visual literacy, critical thinking and communication. Students observe and interpret images linked to global and local sustainability challenges, identify the problems they represent, and discuss who is affected and why. Working in pairs, they propose possible solutions using should, could and must, create impactful captions encouraging responsibility or action, and share their ideas through peer feedback and reflection.



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SENSE	TITLE	TIMING
	Visual Voices for Sustainability	 45 minutes

AUTHORS	KEY WORDS	LANGUAGE
Rui Baltazar	Sustainable Development Goals (SDGs), sustainability, Padlet	English

LEVEL	GROUP LEVEL	AGE
B2	Secondary Education (High School)	15 +

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Describe and interpret sustainability-related messages using visual information.
FUNCTIONAL	• Express opinions and propose solutions based on visual evidence.
CULTURAL	• Develop awareness of global and local sustainability challenges. • Understand how images convey cultural values and perspectives.

METHODOLOGY	• CLIL • Visual learning • Collaborative problem-solving.
TECHNIQUES	• Image observation • Pair work • Guided discussion • Problem–solution analysis • Caption writing • Peer feedback.
RESOURCES	• https://sdgs.un.org/goals • https://www.youtube.com/watch?v=0XTBYMfZyrM • https://www.youtube.com/watch?v=sL0VStdpcA
ICT TOOL	• Computer • Video Projector • Speakers • Padlet tool

ASSESSMENT

Part 1 – Visual Interpretation (5 points)

Look at the image used in the activity and answer in English.

- Describe one clear element you can see in the image. (2 pts)
- Explain what sustainability problem the image represents. (3 pts)

Part 2 – Language Use: Problem & Solution (5 points)

Complete the sentences using appropriate language.

- This problem exists because _____. (2 pts)
- To improve this situation, people should / could / must _____. (3 pts)

Part 3 – Caption with Impact (5 points)

Write a caption (15–20 words) for the image.

The caption must:

- refer to the sustainability issue
- suggest responsibility or action

Assessment criteria

- Message clarity (2 pts)
- Appropriate vocabulary (2 pts)
- Grammar and accuracy (1 pt)

Part 4 – Reflection (5 points)

Choose ONE sentence and complete it.

- Today I learned that _____.
- This image made me think about _____.
- One action I can take is _____.

Assessment criteria

- Relevance to the image/topic (3 pts)
- Clear and correct English (2 pts)

TOTAL: 20 points

DESCRIPTION OF ACTIVITIES		
Appetizer	10'	Activity 1 - "What Do You See?" Procedure - Teacher shows 2 powerful sustainability images (no text, no sound). - Images are shown for 30 seconds each. Students - Individually write 3 words per image, in a digital tool, like PADLET or in their book. - Then share orally: <i>What do you see?</i> <i>What problem does the image suggest?</i>
		Activity 2 - Image Interpretation Procedure - Students work in pairs. - Each pair receives one image. Tasks - Answer 3 questions in writing (book or digital tool) - What is happening in the image? - Who is affected? - Why is this a sustainability issue? Language focus - Cause–effect (<i>because, due to</i>) - Visual evidence (<i>This image shows...</i>)
Main Dish	15'	Activity 3 - Visual Problem → Visual Solution Procedure - Same pairs. - Students imagine a solution image for the problem they analysed. Tasks - Describe the problem (2–3 sentences). - Propose a solution using: <i>should / could / must</i> Speaking moment - Each pair presents one key sentence to the class
		Activity 4 - Caption with Impact Procedure - Students write one strong caption (15–20 words) for their image. Rules - The caption must: - include a sustainability message - suggest responsibility or action Peer feedback - Exchange captions with another pair. - One suggestion for improvement. Language focus - Concise, meaningful writing - Tone and clarity
Dessert	10'	
Smile	5'	Activity 5 - Visual Exit Note Students write (choose ONE): <i>Today I learned that...</i> <i>This image made me think about...</i> <i>One action I can take is...</i> Teacher - Collects or discusses 2–3 examples.



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I have a feeling

SPEAKING

LISTENING

READING

WRITING

Sensory focus



About this session

A B2 English activity for secondary students that uses visual storytelling and social contexts to develop empathy, perspective-taking and communication. Students observe an image related to issues such as migration, work, poverty or education and imagine the thoughts and feelings of the person portrayed. They write a first-person inner monologue, create an AI-generated image reflecting their text, and express and justify their opinions about the social situation. The activity concludes with a reflection in which students identify and explain the emotions the person might be experiencing.



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SENSE	TITLE	
	I have a feeling	 45 minutes

AUTHORS	KEY WORDS	LANGUAGE
Rui Baltazar	Empathy, perspective, feelings, opinion and experience	English

LEVEL	GROUP LEVEL	AGE
B2	Secondary school	15+

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Express thoughts and feelings from another person's perspective based on a visual context.
FUNCTIONAL	• Justify personal opinions about a social situation shown in an image.
CULTURAL	• Develop empathy towards people in different social and cultural contexts. • Recognise how social realities influence individual perspectives and experiences.

METHODOLOGY	• CLIL • Empathy-based learning • Visual storytelling.
TECHNIQUES	• Image observation • Perspective-taking • Individual writing • Inner monologue • Opinion discussion and reflection.
RESOURCES	• Social-context images, worksheets or notebooks, computers and writing templates.
ICT TOOL	• Audio recorder, word processor and AI image-generation tool.

ASSESSMENT

(formative or sommative)

Part 1 – Visual Understanding (5 points)

- Correct interpretation of the social situation shown in the image.
- Use of visual evidence to support ideas.

Part 2 – Language Use (5 points)

- Accurate use of first-person structures.
- Appropriate vocabulary to express feelings and opinions.

Part 3 – Written Production: Monologue (5 points)

- Coherence and clarity of ideas.
- Perspective maintained throughout the text.

Part 4 – Reflection & Opinion (5 points)

- Relevance of personal reflection.
- Clear justification of opinion.

TOTAL: 20 points

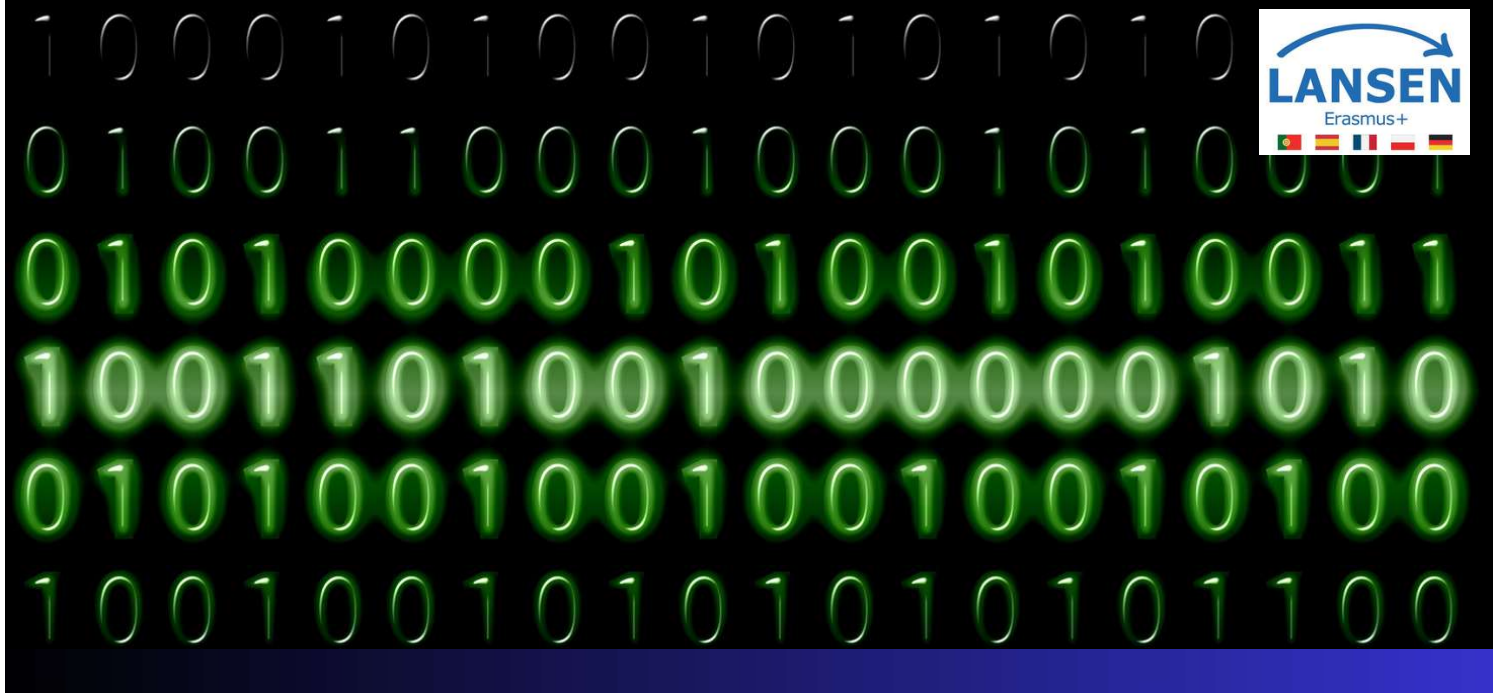
DESCRIPTION OF ACTIVITIES		
Appetizer	10'	Activity 1 - Look and Notice - The teacher shows one image with a social context (migration, work, poverty, school). - Students observe silently. Students write (notes): - Who is the person? - Where are they? - What emotion is visible?
Salad	5'	Activity 2 - If This Were Me... - Students write 3 short first-person sentences: - I am... - I feel... - I am worried about...
Main Dish	15'	Activity 3 - Inner Monologue - Students write a short monologue (80–100 words), in their book or in a text processor - They write as the person in the image. The monologue must include: - feelings - thoughts - one personal opinion Create an image, with AI, that reflects the text.
Dessert	10'	Activity 4 - Opinion Reaction Students choose ONE statement (on the board): - This person has limited choices. - Society should do more to help people in this situation. Task - Write 2–3 sentences: - I agree / I disagree because...
Smile	5'	Activity 5 “One Word, One Feeling” (5 min): Each student shares one word describing how the person in the image might feel and briefly explains why.



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El Código Binario

LISTENING

SPEAKING

Sensory focus



About this session

A1 English activity for secondary students that uses binary code as a playful communication system to develop vocabulary, oral interaction and logical thinking. Students learn how binary encoding works, practise English vocabulary related to animals, and work in pairs to transmit and decode words using claps and desk taps, combining language learning, maths and sensory communication



Co-funded by
the European Union



SENSE	TITLE	TIMING
	El Código Binario	 55 minutes

AUTHORS	KEY WORDS	LANGUAGE
Daniel Ruiz Belmonte	Código Binario, uno, cero, matemáticas	English

LEVEL	TARGET GROUP	AGE
A1	Secondary Students	12 - 13

COMPETENCES			
☐	Global	☒	Oral Production
☒	Oral Comprehension	☐	Written Expression
☒	Oral Expression	☐	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	- Communicate information encoded in binary code using words written in English. - Understand and decode messages and words. - Interact with a partner to exchange information effectively using an alternative communication code..
FUNCTIONAL	- Understand the basic principles of binary code and how it works. - Learn English vocabulary, especially words related to animals. - Apply mathematical knowledge related to binary encoding in a practical activity. - Encode and decode information using different sensory channels. - Promote cooperative learning through pair work.
CULTURAL	- Understand the importance of binary code - Learn about the origin and historical development of binary code through an audiovisual resource. - Recognise the importance of communication systems and shared codes in facilitating interaction between people.

METHODOLOGY	- Student-centred - Interdisciplinary Approach - Task-Based Learning
TECHNIQUES	- Guided discovery of binary code concepts - Cooperative learning through pair and small-group work - Gamification using a decoding challenge - Oral interaction and peer communication - Learning through sensory experience (hearing and movement) - Formative assessment through observation, questioning, and feedback
RESOURCES	- Abecedario en binario: https://www.facebook.com/EICerebrit0/posts/letras-en-c%C3%B3digo-binario-1340586237732655/ - Nombres de animales en inglés: https://ar.pinterest.com/pin/ingles-nombres-de-animales-en-ingles-en-2022--861946816200566112/ - Video sobre el código binario: https://www.youtube.com/watch?v=wqbV6DLVezo
ICT TOOL	- Interactive whiteboard or digital projector. - Computer connected to the display. - Online educational video about the history and use of binary code. - Online reference materials for the binary alphabet and English vocabulary.

DESCRIPTION OF ACTIVITIES		
Starter	5'	Activity 1
		Introduce binary code and its different uses (encoding). To do this, the teacher will explain how to convert a number into binary code and will present a table showing the letters of the alphabet in binary code.
Salad	15'	Activity 2
		Introduce some English words that will be used to encode them into binary. For example, vocabulary related to animals can be used.
Main Dish	25'	Activity 3
		Working in pairs, students will sit back-to-back. The student facing forward will produce sounds by clapping (representing the number 1) and tapping on the desk (representing the number 2) to transmit words in the target language to the student facing away, who must guess them. The student facing away must say the word and its Spanish translation. The pair that guesses the most words correctly will win the game.
Dessert	10'	Activity 4
		The class will review the vocabulary covered during the session. The teacher will go over the words, ask who the winners were, and discuss whether there were any difficulties during the activity. Finally, the concept of binary code will be reviewed, and the students will watch a video about its history.

ASSESSMENT

Students' understanding of binary code and their ability to transmit it using claps and desk taps will be assessed. Particular attention will be paid to whether students understand the ability of numbers to encode information. Finally, it will be assessed whether students have understood and learned the English vocabulary introduced during the lesson.



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ANNEXES

ANNEX 1

Las letras en código binario

A	65	01000001	N	78	01001110
B	66	01000010	O	79	01001111
C	67	01000011	P	80	01010000
D	68	01000100	Q	81	01010001
E	69	01000101	R	82	01010010
F	70	01000110	S	83	01010011
G	71	01000111	T	84	01010100
H	72	01001000	U	85	01010101
I	73	01001001	V	86	01010110
J	74	01001010	W	87	01010111
K	75	01001011	X	88	01011000
L	76	01001100	Y	89	01011001
M	77	01001101	Z	90	01011010

ANNEX 2



ANIMALES

en Inglés

Presentado por: **como digo**

SELVA

SABANA

GRANJA

DOMÉSTICOS

tiger 

monkey 

toucan 

crocodile 

macaw 

panther 

sloth 

frog 

gorilla 

lion 

zebra 

gazelle 

hyena 

ostrich 

meerkat 

giraffe 

elephant 

rhinoceros 

pig 

horse 

donkey 

sheep 

goat 

hen 

rooster 

chick 

cow 

dog 

cat 

fish 

rabbit 

hamster 

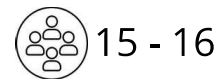
snake 

bird 

turtle 

parrot 

comodigo.com.mx



Como Agua para Chocolate

SPEAKING

WRITING

Sensory focus



About this session

A 45-minute A2/B1 Spanish activity that explores the connection between smell, taste, food and memories through Laura Esquivel's *Como agua para chocolate*. Students discover Mexican culinary culture, analyse an extract about traditional chocolate, and develop vocabulary related to smells, emotions and food. Through sensory reflection and creative writing, they connect familiar aromas with feelings and memories, combining literature, cultural awareness and personal expression.



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SENSE	TITRE	TIMING
	Como Agua para Chocolate	 45 minutes
AUTEURS	LES MOTS CLÉS	LANGUE
Ester Alonso	aroma, fragancia, perfume, olor, esencia, hedor, peste	Español
NIVEAU	GROUPE D'ÉLÈVES	ÂGE
A2/B1	4° de la ESO (Seconde)	15-16
COMPÉTENCES		
• Globale	• Production Orale	
• Compréhension orale	• Expression Écrite	
• Expression orale	• Compréhension Écrite	
OBJECTIFS		
COMMUNICATIFS	• Ser capaz de escribir un breve texto hablando de los olores familiares y relacionándolos con sensaciones y sentimientos.	
LINGUISTIQUES	• Vocabulario relacionado con el sentido del olfato, las emociones y la comida. El verbo oler.	
CULTURELS	• Descubrir una obra importante de la literatura latinoamericana: Como agua para chocolate de Laura Esquivel. • La cocina mexicana, patrimonio de la Humanidad.	
TECHNIQUES	• Análisis de un extracto de la novela de Laura Esquivel "Como agua para chocolate".	
RESSOURCES	LINK https://www.google.com/imgres?q=cocina%20mexicana&imgurl=https%3A%2F%2Fwww.cocinavital.mx%2Fwp-content%2Fuploads%2F2023%2F08%2Ftecnicas-de-cocina-mexicana.jpg&imgrefurl=https%3A%2F%2Fwww.cocinavital.mx%2Flistas%2Ftecnicas-de-cocina-mexicanas-y-tradicionales&docid=6RScE9NjKGSPAM&tbnid=NRI0Fxcriz5EM&vet=12ahUKEwi44KTtqpmSAXXoQEEAHXs7JvEQM3oECfkQAA..i&w=720&h=477&hcb=2&ved=2ahUKEwi44KTtqpmSAXXoQEEAHXs7JvEQM3oECfkQAA	
ICT TOOL	• Padlet, eTwinning	

DESCRIPTION DES ACTIVITÉS		
Entrée	10'	• Présentation de la activité. • Distribución de la ficha de vocabulario. • Miramos la fotografía de la cocina tradicional mexicana (recursos). Describimos los alimentos y los olores de cada uno, ¿qué sientes cuando hueles este tipo de alimentos? Imagina que estás en esta cocina, ¿cómo te sientes?
Salade	10'	Activité 1 • Lectura del extracto del texto de "Como agua para chocolate" (anexo). • Trabajo sobre el léxico y sobre las partes que se distinguen y los temas de cada una.
Le plat principal	15'	Activité 2 • Análisis de la primera parte del texto: la receta del chocolate tradicional. • Imagina los olores que emanan de esta cocina cuando están preparando el chocolate y relacionalos con cada parte del texto. • Análisis de la segunda parte del texto. • Explica la frase en negrita: "la vida sería mucho más agradable si uno pudiera llevarse a donde quiera que fuera los sabores y los olores de la casa materna".
Dessert	10'	Activité 3 Expresión escrita: escribe unas líneas (4 o 5) diciendo qué olores relacionas tú con tu casa o con la casa de tus abuelos.
Sourire	5'	Puesta en común del trabajo de escritura (voluntarios, al oral).

ÉVALUATION

EVALUACIÓN FORMATIVA:

Escribe una receta de cocina que te guste y explica los olores y los sentimientos que te provocan al prepararla. Utiliza las expresiones que hemos utilizado en el análisis del texto: "huele a...", "siento...", "me provoca...". Ilústralo con fotos o dibujos y preséntalos en tu Padlet/eTwinning.



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ANNEXE 1

Como agua para chocolate

La impericia al batirlo [= mal battre le chocolat] puede ocasionar que un chocolate de excelente calidad se convierta [=devienne] en detestable o por su falta de cocimiento [= manque de cuisson] o por estar pasado de punto, o muy espeso o aun quemado [= brûlé]. El método para evitar todos los fallos [= les erreurs] anteriores es muy sencillo: se pone en la lumbre [= sur le feu] una tablilla de chocolate con agua. La cantidad de agua debe ser un poco mayor que la que se necesite para llenar el pocillo [= remplir le bol] en que se ha de hervir [= bouillir]. Cuando da el primer hervor, se aparta del fuego y se deshace la tablilla perfectamente, se bate con el molinillo hasta que esté bien incorporada con el agua. Se vuelve a la hornilla. Cuando dé otro hervor y quiera subir, se aparta de la lumbre. En seguida se vuelve a poner y así hasta que dé el tercer hervor. Entonces se aparta por última ocasión y se bate. Se sirve la mitad en el pozuelo y se vuelve a batir el restante. Entonces se sirve todo, dejando la superficie cubierta de espuma. Se puede hacer también con leche en lugar de agua, pero en este caso sólo se le da un hervor, la segunda ocasión que se pone al fuego se bate para que no quede muy espeso. El chocolate hecho con agua es de mejor digestión que el de leche.

Gertrudis cerraba los ojos cada vez que daba un sorbo [= prenait une gorgée] a la taza de chocolate que tenía frente a ella. **La vida sería mucho más agradable si uno pudiera llevarse a donde quiera que fuera los sabores y los olores de la casa materna.** Bueno, ésta ya no era su casa materna. Su madre había muerto sin que ella se enterara. Sintió mucha pena cuando Tita se lo informó. Ella había regresado con la intención de mostrarle a Mamá Elena que había triunfado en la vida. Era generala del ejército [= de l'armée] revolucionario. Este nombramiento se lo había ganado a pulso, luchando como nadie en el campo de batalla. En la sangre traía el don de mando [=commandement]; así que en cuanto ingresó al ejército, rápidamente empezó a escalar puestos [=grimper les échelons] en el poder hasta alcanzar [=atteindre] el mejor puesto, y no solo eso, regresaba [= elle revenait à la maison] felizmente casada con Juan. Se habían encontrado después de haberse dejado de ver por más de un año y entre ellos había renacido la misma pasión que la del día en que se conocieron. ¡Qué más podía pedir una persona! Cómo le gustaría que su madre la hubiera visto y cómo le gustaría volverla a ver, aunque solo fuera para que le indicara con la mirada que era necesario que utilizara la servilleta para limpiarse los restos de chocolate en los labios. Este chocolate estaba preparado como en los viejos tiempos.

Laura Esquivel, Como agua para chocolate, 1989



Attribution: Original activity from Erasmus + LANSEN Project

ANNEXE 2 – Grille d'évaluation

Tabla de evaluación — Puntuación total: /20

Criterios de evaluación	Descripción	Puntuación
1. Respeto de las instrucciones	Respeto del tema, del formato, de la extensión y de todos los elementos solicitados en la consigna.	/5
2. Precisión lingüística	Corrección de la gramática y de la sintaxis; construcción de las oraciones; concordancia sujeto-verbo; uso correcto de los tiempos verbales, artículos y preposiciones.	/3
3. Rango y precisión léxica	Variedad y exactitud del vocabulario, especialmente de los adjetivos sensoriales y emocionales. Uso adecuado del lenguaje figurado y de expresiones como <i>huele a...</i> , <i>aromas de...</i> , <i>fragante</i> o <i>penetrante</i> .	/3
4. Estructura y coherencia	Organización clara del texto: introducción, desarrollo y conclusión. Fluidez lógica de las ideas y uso adecuado de conectores como <i>primero</i> , <i>mientras que</i> , <i>sin embargo</i> y <i>finalmente</i> .	/3
5. Expresión y estilo	Claridad y ritmo del texto. Capacidad para crear una atmósfera y atraer al lector mediante imágenes sensoriales y un tono personal.	/3
6. Creatividad	Originalidad, implicación personal y profundidad emocional.	/3
	Total	/20



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Recuerdos Olfativos

SPEAKING

WRITING

Sensory focus



About this session

A2 Spanish activity that explores the powerful connection between smell, memory and emotion. Students describe different scents, discuss the feelings they evoke and connect aromas with personal memories from childhood, family or familiar places. Through group discussions, oral presentations and creative writing, they practise olfactory and emotional vocabulary, descriptive language and past tenses, while reflecting on how smells can also be connected to culture and traditions.



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SENSE	TITRE	
	Recuerdos Olfativos	 45 minutes

AUTEURS	LES MOTS CLÉS	LANGUE
Ester Alonso	perfume, fragancia, esencia, recuerdo, memoria, infancia, nostalgia, emoción, sensación, experiencia, lugar, persona	Español

NIVEAU	GROUPE D'ÉLÈVES	ÂGE
A2	Collège	14-15

COMPÉTENCES			
•	Globale	•	Production Orale
•	Compréhension orale	•	Expression Écrite
•	Expression orale	•	Compréhension Écrite

OBJECTIFS	
LANGAGIERS	- Vocabulario relacionado con el sentido del olfato y con las emociones. - Usar estructuras gramaticales para describir sensaciones.
FONCTIONNELS	- Vocabulario relacionado con el sentido del olfato y con las emociones. - Usar estructuras gramaticales para describir sensaciones. - Los tiempos del pasado (imperfecto del indicativo y pretérito perfecto simple).
CULTURELS	Darse cuenta de la importancia del olfato en la creación de recuerdos ligados a la cultura y a las tradiciones de cada región/país.

TECHNIQUES	- Trabajo de grupo - Debate - Presentaciones orales
RESSOURCES	- Fotografías de diferentes alimentos y flores. https://wordwall.net/es/resource/15591188 - Ficha de vocabulario olfativo. Video youtube. - Canva.

DESCRIPTION DES ACTIVITÉS		
Entrée	10'	- Vemos el video sobre el poder de los olores <u>¡El Poder de los Olores! ¿Por Qué Nos Transportan al Pasado? #psicología</u> - Breve discusión sobre el video.
Salade	5'	Activité 1 Presentamos las imágenes de los diferentes alimentos y flores y pedimos a los alumnos que los describan utilizando adjetivos.
Le plat principal	15'	Activité 2 - Dividimos la clase en grupos. Cada grupo elige un olor y realiza una breve presentación oral (portavoz), explicando qué les hace sentir y por qué es significativo . - Utilización de adjetivos descriptivos: "Este olor es...(agradable, desagradable, intenso, suave...)" "La fragancia nos parece...(fresca, penetrante...)" - Utilización de perífrasis verbales: "Nos da la sensación de que ...(me transporta a la infancia, me recuerda a la playa...). "Este aroma nos hace sentir...(tranquilos, nostálgicos...).
Dessert	15'	Activité 3 - Individualmente, cada alumno asocia un olor con un recuerdo en particular (expresión escrita): "Asocio este olor con...porque... Utilización de tiempos del pasado: "Una vez...". "Cuando era pequeño..." "En casa de mi abuela..." - Uso de verbos que describen la acción de oler: "Al inhalar el aroma,...(me viene a la mente, siento que...)" "Cuando huelo, ...(me transporto, me invade la alegría...)" - Uso de la primera persona: "Yo creo que...(este olor me hace pensar en mis abuelos)" "Para mí, el olor a tierra mojada es...(reconfortante, emocionante).
Sourire	5'	Los alumnos voluntarios exponen delante de la clase sus trabajos individuales .



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ÉVALUATION SOMMATIVE

EVALUACIÓN SUMATIVA:

Haz una presentación en Canva de un olor que te evoque un recuerdo particular. Puede ser un olor relacionado con la naturaleza (flores, hierba fresca, frutos), un olor asociado con la comida (pan recién horneado, café, chocolate) o incluso un olor que evoca recuerdos (fragancia de una persona o lugar).

La presentación debe incluir:

- Adjetivos descriptivos: Usar al menos cinco adjetivos para calificar el olor.
- Experiencias personales: Relacionar el aroma con un recuerdo o una emoción, explicando por qué es significativo.
- Estructuras gramaticales: Utilizar las estructuras gramaticales vistas en clase (perífrasis verbales, verbos en pasado, estructuras de expresión de emociones, uso de verbos que describen la acción de oler y uso de la primera persona del singular).

ANNEXE 1 Grille d'évaluation

Tabla de evaluación — Puntuación total: /20

Criterios de evaluación	Descripción	Puntuación
Uso del vocabulario	Variedad y precisión en el uso de adjetivos y términos relacionados con el olfato.	/5
Claridad y coherencia	Organización clara del párrafo y conexión lógica entre las ideas.	/5
Estructuras gramaticales	Inclusión de oraciones complejas y uso correcto de la gramática.	/5
Expresión personal	Profundidad de la reflexión y calidad de la conexión personal con el aroma.	/5
	Puntuación total	/20



Attribution: Original activity from Erasmus + LANSEN Project



A2



55'



Sp



12 - 16

No me chilles que no te veo

LISTENING

SPEAKING

WRITING

Sensory focus



About this session

A2 Spanish activity for secondary students that uses touch and textures to develop descriptive vocabulary, oral interaction and sensory communication. Students explore a "Museum of Sensations," learn adjectives such as smooth, rough, hard and sticky, and take part in a blindfolded guessing challenge where they identify objects by touch, practising descriptions, comparisons, instructions and expressions of doubt and certainty.



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SENTIDO	TÍTULO	TIMING
	No me chilles que no te veo	 55 minutes
AUTORES	PALABRAS CLAVE	LANGUAGE
Rita Bonilla	tocar, texturas, ciego	Español
NIVEL	GRUPO DE ALUMNOS	EDAD
A2	Alumnos extranjeros con desconocimiento de la lengua española	12 - 16

COMPETENCIAS			
☐	Global	☒	Producción Oral
☒	Comprensión Oral	☒	Expresión Escrita
☐	Expresión Oral	☐	Comprensión Escrita

OBJETIVOS	
COMUNICATIVOS	• Describir cualidades físicas: Los alumnos serán capaces de expresar cómo se siente un objeto al tacto utilizando adjetivos específicos. • Interactuar en un entorno de juego: Participar activamente en un intercambio comunicativo bajo presión de tiempo (contexto de concurso), comprendiendo instrucciones y reaccionando a ellas. • Expresar duda y certeza: Utilizar fórmulas como "<i>Creo que es...</i>", "<i>No estoy seguro, pero parece...</i>" o "<i>¡Es claramente [adjetivo]!</i>".
FUNCIONALES	• Identificar y clasificar: Relacionar sensaciones físicas con conceptos léxicos (vocabulario del tacto). • Comparar sensaciones: Utilizar estructuras comparativas básicas ("<i>Es más áspero que...</i>", "<i>Es tan suave como...</i>") para matizar sus descripciones. • Seguir y dar instrucciones: Comprender las reglas del concurso y las indicaciones del profesor en español. • Gestionar el silencio y la comunicación no verbal: Aprender a comunicarse mediante gestos y contacto físico (guiar la mano hacia el objeto) cuando la palabra está prohibida.
CULTURALES	• El formato de los concursos en España: Familiarizarse con la dinámica de los game shows televisivos típicos (el entusiasmo, el papel del presentador, el lenguaje de la victoria y la derrota). • Normas de cortesía y contacto físico: El sentido del tacto implica una proximidad física. En la cultura española, el contacto es más común que en otras culturas (como las asiáticas o anglosajonas). La actividad permite explorar de forma segura los límites del espacio personal (proxémica) en un contexto lúdico. • Cultura del aula: Fomentar el trabajo en equipo y la competitividad sana, valores muy presentes en las dinámicas de grupo de los países hispanohablantes.

FORMAS DE TRABAJO	• Individual: Durante la fase de Aperitivo e Input (lectura del texto) • En parejas: Durante el concurso. S • Gran Grupo: durante la Conclusión, para el recuento de puntos y la puesta en común de las sensaciones vividas.
TÉCNICAS	• Gamificación: El formato de concurso de TV genera motivación extrínseca y reduce el filtro afectivo (el miedo a equivocarse). • Scaffolding (Andamiaje): Se pasa de un input controlado (texto/vídeo) a una producción libre (el juego)
RECURSOS	• Vídeo de Input: * YouTube - Caja Sorpresa (Retos): Vídeos estilo "Challenge" donde influencers adivinan objetos.
HERRAMIENTAS DIGITALES	• LiveWorksheets: En lugar de papel, pueden usar una ficha en sus tablets/móviles donde marquen con un check los adjetivos aprendidos. • Online Stopwatch: Proyectar un cronómetro de bomba o cuenta atrás en la pizarra para dar tensión al concurso. • Mentimeter: Para la fase de Conclusión, puedes hacer 3 preguntas rápidas sobre "¿Cuál es el adjetivo para la lija?" y ver quién responde más rápido. • Padlet: Para que en el Postre, las parejas suban una foto del objeto que más les gustó con su descripción escrita.



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DESCRIPTION OF ACTIVITIES		
Aperitivo	5'	Actividad 1 "Unboxing". Los alumnos ven un fragmento del concurso "La caja misteriosa"
Ensalada	10'	Actividad 2 El Museo de las Sensaciones: Para asentar el input, los alumnos trabajan con un texto breve descriptivo.
Plato principal	5'	Actividad 3 "Nube de palabras": El profesor hace una pequeña nube de palabras en la pizarra con el vocabulario clave: <i>Suave, rugoso, áspero, liso, blando, duro, puntiagudo, pegajoso</i> .
	10'	Actividad 4 - "El Dictado Artístico" Se les entrega una lista de objetos cotidianos (una lija, un peluche, una piedra, una esponja, pegamento) y deben emparejarlos con el adjetivo correcto de la nube de palabras.
	20'	Actividad 5 Dividimos la clase en dos parejas concursantes. El resto del grupo es el "público". Reglas: - Un miembro de la pareja se venda los ojos en el centro del aula. - El compañero tiene 60 segundos para buscar por la clase (o de una caja sorpresa) objetos que representen 3 texturas diferentes. Silencio total: El compañero que busca no puede hablar. Solo entrega el objeto. - El concursante con los ojos vendados debe decir: "Esto es [adjetivo]". Puntuación: 10 puntos por cada adjetivo acertado.
Postre	5'	Activity 6 Compara los objetos: Cada pareja debe escribir tres frases sobre los objetos que tocaron durante el concurso, pero usando comparaciones. Ejemplo: "El cuaderno es más liso que la pared del aula" o "La mesa es tan dura como el suelo".

EVALUACIÓN

Diana de Autoevaluación: los alumnos marcan del 1 al 5 su nivel de confianza en los siguientes puntos. Cuanto más cerca del centro esté el punto, más debe mejorar; cuanto más lejos, más domina la competencia.

- **Léxico:** Puedo identificar al menos 6 adjetivos de textura sin ayuda.
- **Comprensión:** He entendido las instrucciones del concurso en español.
- **Expresión Oral:** He podido nombrar los objetos y sus texturas con claridad.
- **Participación:** He colaborado activamente con mi pareja en el concurso.

Registro de observación directa: el profesor anota aspectos como: el alumno usa el vocabulario aprendido, describe objetos cotidianos, etc.

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Atribución: Actividad original del proyecto Erasmus + LANSEN

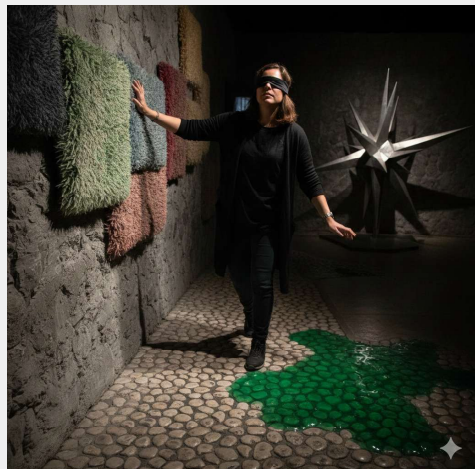
Asistido con Inteligencia Artificial

ANEXOS

ANEXO 1

Una visita al Museo de las Sensaciones

"Ayer visité el Museo de las Sensaciones y fue una experiencia increíble. Al entrar, tienes que cerrar los ojos y caminar por diferentes salas.



En la primera sala, toqué una pared de piedra. Era muy **áspera** y fría, me rascaba un poco las manos. Después, pasé a una zona con cojines gigantes; eran muy **suaves**, como el pelo de un gato, y muy **blandos**: ¡podías hundirte en ellos!

Lo más difícil fue el pasillo central. El suelo era **rugoso**, con muchos relieves, para no resbalar. De repente, toqué algo **pegajoso** (¡era gelatina!) y algo muy **duro** que parecía metal. Al final, encontré una escultura con formas **puntiagudas** que pinchaban un poco. ¡Fue una aventura para mis manos!"

Lee el texto y completa la tabla

Objeto / Lugar	¿Cómo es al tacto? (Adjetivo)
Pared de piedra	Áspera
Cojines	_____ y _____
Suelo del pasillo	_____
Gelatina	_____
Metal	_____
Escultura	_____

ANEXO 2 - Vocabulary

1. Adjetivos Clave (Las texturas)

- **Suave:** Como el pelo de un gato o una manta de lana.
- **Áspero:** Como una lija o la lengua de un gato; molesta un poco al tocarlo.
- **Rugoso:** Que tiene relieves o "arrugas", como el tronco de un árbol.
- **Liso:** Como la pantalla de un móvil o un cristal.
- **Duro:** Que no se puede deformar, como una piedra o una mesa.
- **Blando:** Que se hunde cuando lo tocas, como una almohada o una esponja.
- **Puntiagudo:** Que tiene punta y puede pinchar, como un lápiz afilado o un cactus.
- **Pegajoso:** Que se queda pegado a los dedos, como la miel o el pegamento.

2. Objetos del aula

Objeto	Textura
Algodón / Peluche	Suave
Papel de lija / Piedra pómez	Áspera
Cartón ondulado / Cáscara de nuez	Rugoso
Pizarra / Espejo	Liso
Ladrillo / Llave	Duro
Plastilina / Malvavisco (nube)	Blando
Tenedor / Chincheta	Puntiagudo
Cinta adhesiva / Caramelo masticado	Pegajoso

3. Verbos de Acción

- **Tocar:** Poner la mano sobre algo.
- **Adivinar:** Decir qué es o cómo es sin verlo.
- **Sentir:** La sensación que produce el objeto.
- **Pinchar:** Lo que hace un objeto puntiagudo.
- **Pegarse:** Lo que hace algo pegajoso.
- **Rellenar:** Lo que hacen con la ficha (tu frase clave).

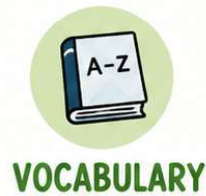
4. Frases Útiles

- "Parece..." (Parece una esponja).
- "Está..." (Está muy frío / Está pegajoso).
- "Es un poco..." (Es un poco áspero).
- "Me recuerda a..." (Me recuerda al algodón).
-

ANEXO 3 - SELF-ASSESSMENT RUBRIC

SELF-ASSESSMENT TARGET

Mark a dot on each axis to show your level of confidence.
The closer to the **center**, the more you need to improve.
The closer to the **edge**, the more you master the skill.



I can identify at least
6 texture adjectives
without help.



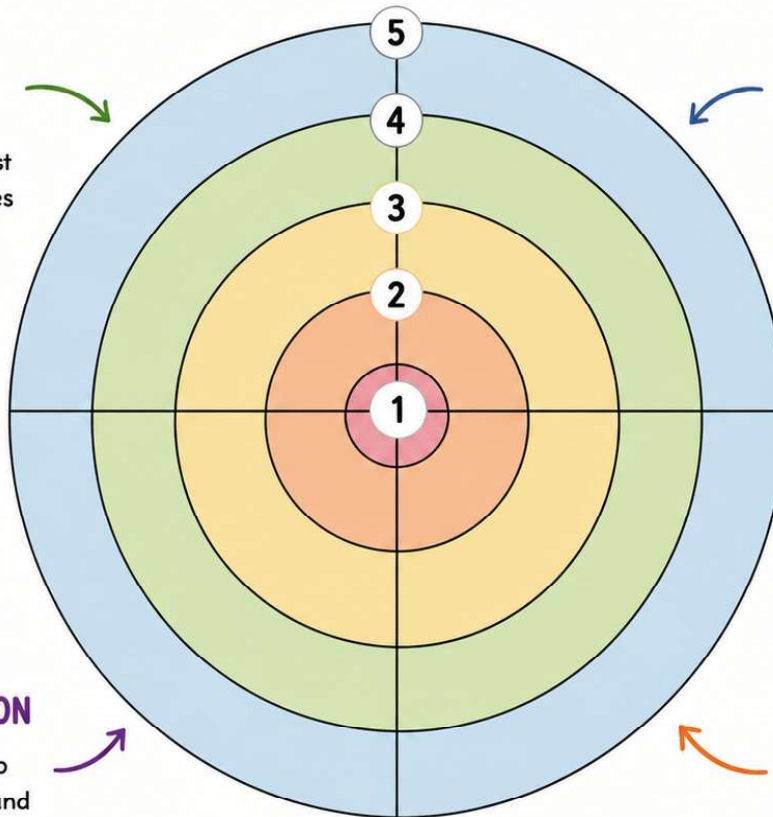
I have understood
the instructions of
the contest in
Spanish.



I have been able to
name the objects and
their textures clearly.



I have actively
collaborated with
my partner in the
contest.



1 I need a lot of practice.	2 I need some improvement.	3 I'm doing okay, but I can improve.	4 I'm confident in this skill.	5 I master this skill!
------------------------------------	-----------------------------------	---	---------------------------------------	-------------------------------



A2



45'



Sp



12 - 16

¡Dale Forma!

LISTENING

SPEAKING

WRITING

Sensory focus



About this session

A2 Spanish activity for secondary students that uses geometric shapes and abstract art to develop vocabulary, spatial language and oral communication. Students explore the work of Kandinsky and Miró, practise colours, shapes and prepositions of place, and work in pairs on an “artistic dictation” before creating and describing their own geometric artwork.



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SENTIDO	TÍTULO	TIMING
	¡Dale Forma!	 45 minutes
AUTORES	PALABRAS CLAVE	LANGUAGE
Rita Bonilla	formas, geometría, crear	Español
NIVEL	GRUPO DE ALUMNOS	EDAD
A2	Alumnos extranjeros con desconocimiento de la lengua española	12 - 16

COMPETENCIAS			
☐	Global	☒	Producción Oral
☒	Comprensión Oral	☒	Expresión Escrita
☐	Expresión Oral	☒	Comprensión Escrita

OBJETIVOS	
COMUNICATIVOS	- Extraer información específica de un video artístico y comprender instrucciones orales precisas para dibujar. - Describir composiciones artísticas utilizando un vocabulario específico de formas y colores. - Colaborar en parejas para alcanzar un objetivo común (el dictado artístico), negociando el significado si hay dudas. - Etiquetar y describir brevemente una creación propia con coherencia gramatical.
FUNCIONALES	- Localizar objetos en el espacio utilizando las preposiciones de lugar. - Nombrar y distinguir formas geométricas en el entorno y en el arte. - Dar y seguir instrucciones. - Describir cualidades físicas.
CULTURALES	Apreciación Artística: Conocer e interpretar el arte abstracto y a artistas como Joan Miró o Kandinsky. Interdisciplinariedad: Comprender que el español no es solo una asignatura, sino una herramienta útil para aprender otras materias como Plástica o Historia del Arte. Conciencia Estética: Desarrollar la sensibilidad hacia el uso del color y la forma como lenguaje universal que conecta distintas culturas.

METODOLOGÍA	Trabajo Individual: Durante el "Aperitivo" (activación) y el "Postre" (creación artística propia). Trabajo por Parejas (Peer-to-peer): En el "Plato Principal" para el dictado artístico, fomentando la brecha de información (uno tiene la imagen, el otro no). Aprendizaje Cooperativo: Colaboración entre departamentos (Lengua y Plástica) para un aprendizaje integral (AICLE).
TÉCNICAS	Andamiaje (Scaffolding): Proporcionar la hoja de vocabulario visual antes de pedir producción oral. Dictado Creativo: Técnica donde la comunicación oral tiene una consecuencia visual inmediata. Visual Thinking: Uso de imágenes y videos para asociar conceptos abstractos con palabras en español. Gamificación: El uso de retos rápidos (Simón dice) para mantener la motivación
RECURSOS	Videos de Arte (Input): Kandinsky Animation: Ideal para ver las distintas las figuras. Joan Miró para niños: Perfecto para ver formas geométricas con un estilo muy español. Museos Virtuales:

	• Museo Reina Sofía - Colección: Para buscar cuadros específicos de autores españoles que usen geometría.
HERRAMIENTAS DIGITALES	• Genially o Canva (para crear la infografía interactiva de las formas). • Baamboozle o Wordwall (puedes crear un juego de "unir la palabra con la imagen" de geometría). • AutoDraw (herramienta de Google que usa IA para perfeccionar los dibujos de los alumnos mientras practican los nombres). • Mentimeter (para que al final voten qué obra de sus compañeros les gusta más usando adjetivos en español).

DESCRIPTION OF ACTIVITIES		
Aperitivo	5'	Actividad 1 El profesor muestra en la pantalla o en láminas físicas objetos cotidianos (un reloj, una porción de pizza, una ventana, una pelota). Los alumnos deben decir el nombre del objeto en español. El profesor introducirá las palabras clave: " <i>La pizza es un triángulo</i> ", " <i>El reloj es un círculo</i> ".
	10'	Actividad 2 Los alumnos ven un video sobre la obra de Wassily Kandinsky y mientras lo ven deben completar una tabla sencilla con vocabulario relativo a los colores, las formas, etc.
Plato principal	5'	Actividad 3 Gramática: el profesor introduce las preposiciones de lugar señalando el cuadro: " <i>El círculo está sobre el cuadrado</i> ", " <i>La línea pasa por debajo del triángulo</i> ".
	10'	Actividad 4 - "El Dictado Artístico" Dinámica: El alumno A tiene una imagen de una composición geométrica sencilla. El alumno B tiene un papel en blanco y herramientas de dibujo. El reto: El alumno A debe dar instrucciones usando el vocabulario aprendido: " <i>Dibuja un cuadrado grande en el centro. Ahora, pon un círculo pequeño dentro del cuadrado y un triángulo a la derecha</i> ".
	20'	Actividad 5 Cada alumno crea su propia "Mini-obra maestra" utilizando recortes de cartulina de colores (previamente preparados en la clase de Plástica). Producción escrita: Al terminar su collage, deben escribir tres frases debajo de su obra escribiéndola. • Ejemplo: " <i>Mi obra tiene un rectángulo verde junto a un rombo amarillo</i> ".
Postre	5'	"Simón dice: Geometría Viva". Dinámica: El profesor da órdenes rápidas: " <i>¡Simón dice: manos en forma de triángulo sobre la cabeza!</i> " o " <i>¡Simón dice: dibujad un círculo en el aire detrás de vuestra espalda!</i> ".



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EVALUACIÓN

1. Fase: Aperitivo (Evaluación Inicial)

- **Técnica:** Observación directa y respuesta coral.
- **Indicador:** ¿Son capaces de asociar objetos reales con formas geométricas básicas?
- **Instrumento:** *Lista de cotejo rápida*. El profesor anota si el grupo identifica las formas o si necesitan más apoyo visual (andamiaje) antes de pasar al video.

2. Fase: Ensalada (Comprensión)

- **Técnica:** Recogida de la ficha de observación (la tabla de Kandinsky).
- **Indicador:** ¿Identifican correctamente la relación entre figura, color y posición?
- **Feedback inmediato:** Corregir en voz alta proyectando el cuadro. Si muchos fallan en las preposiciones, se hace una pausa para modelar de nuevo con objetos del aula (ej. "el bolígrafo está *sobre* la mesa").

3. Fase: Plato Principal (Interacción Oral)

Esta es la fase crítica de la evaluación comunicativa.

- **Técnica:** Observación de la interacción en parejas.
- **Indicador:** ¿Utiliza el alumno las preposiciones adecuadas? ¿Entiende el alumno B las instrucciones?
- **Instrumento:** *Rúbrica de desempeño* (escala de 1 a 3):
 - **Logrado:** Se comunica con fluidez y el dibujo final coincide con el original.
 - **En proceso:** Necesita repetir las instrucciones o gesticular mucho para ser entendido.
 - **No logrado:** Usa su lengua materna o no identifica las figuras.

4. Fase: Postre (Producción Escrita y Creatividad)

- **Técnica:** Portafolio (la obra de arte final + las 3 frases escritas).
- **Indicador:** Precisión gramatical en el uso de "Sustantivo + Adjetivo + Preposición".
- **Instrumento:** *Diana de Evaluación* (los alumnos marcan su nivel de confianza en 4 áreas: vocabulario, gramática, creatividad y esfuerzo).

5. Fase: Extra (Cierre)

- **Técnica:** Ticket de salida (Exit Ticket).
- **Dinámica:** Antes de salir, cada alumno debe decir una frase sobre su propia obra o la de un compañero usando una preposición distinta a las usadas anteriormente.

Rúbrica Integradora (Español + Plástica)

Criterio	Nivel Experto (3)	Nivel Aprendiz (2)	Nivel Inicial (1)
Vocabulario	Usa todas las figuras y colores correctamente.	Comete errores leves en el género (ej. “el círculo roja”).	No recuerda los nombres de las figuras.
Uso de Preposiciones	Sitúa los elementos con total precisión espacial.	Confunde algunas preposiciones (ej. “sobre” por “dentro”).	No utiliza preposiciones en sus frases.
Comprensión Oral	Sigue instrucciones complejas sin ayuda.	Necesita que le repitan la instrucción de una vez.	Se pierde y necesita mirar el dibujo del compañero.
Calidad Artística	El collage es limpio y muestra equilibrio geométrico.	El collage está completo pero es poco variado.	El collage no refleja el uso de figuras geométricas.

ANEXOS

ANEXO 1



<https://youtu.be/p0eb0nzBrSs?si=TCbMD1DNrW7M19fh>

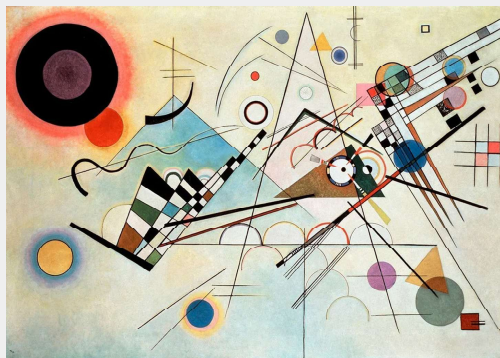
1. ¿Qué formas y colores ves?

Marca con una X cuando veas estos elementos en el video y escribe de qué color son.

Figura Geométrica	¿La ves? (X)	¿De qué color es?
Círculo		
Cuadrado		
Triángulo		
Rectángulo		
Rombo		
Líneas		

2. ¿Dónde están las figuras?

Escucha al profesor o las descripciones del video y completa las frases con la preposición de lugar correcta: (sobre / bajo / a la izquierda / en el centro / dentro)



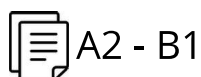
1. Hay un círculo negro muy grande _____ del cuadro.
2. El triángulo pequeño está _____ de una línea negra.
3. Hay varios círculos de colores _____ de las formas más grandes.
4. Un semicírculo se encuentra _____ de un grupo de líneas.
5. El cuadrado amarillo está _____ de los triángulos.



Atribución: Actividad original del proyecto Erasmus + LANSEN



Asistido con Inteligencia Artificial



Escucha el mundo

SPEAKING

LISTENING

READING

WRITING

Sensory focus



About this session

A 55-minute listening activity for A2-B1 secondary students that explores everyday sounds, emotions and perceptions. Students identify and describe sounds, connect them with places and feelings, and develop their communication skills through individual, collaborative and digital activities.



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SENTIDO	TÍTULO	TIMING
	Escucha el mundo	 55 minutos
AUTORES	PALABRAS CLAVE	IDIOMA
Carmen Jiménez López	Sonidos, sentidos, oído, emociones, percepciones auditivas	Español
NIVEL	GRUPO DE ALUMNOS	EDAD
A2 - B1	Estudiantes de Secundaria	13-16
COMPETENCIAS		
☐	Global	☒ Producción oral
☒	Comprensión oral	☒ Expresión escrita
☒	Oral expression	☒ Comprensión escrita
OBJETIVOS		
COMUNICATIVOS	- Identificar sonidos y relacionarlos con contextos reales. - Describir percepciones auditivas con vocabulario sensorial y emocional.	
FUNCIONALES	- Expresarse oralmente y por escrito mediante herramientas TIC. - Trabajar colaborativamente en entornos digitales	
CULTURALES	Conectar sonidos con experiencias culturales y cotidianas.	
METODOLOGÍA	- Trabajo individual (escucha y reflexión personal) - Trabajo cooperativo por grupos (tareas digitales) - Aprendizaje colaborativo - Debate guiado en gran grupo	
TÉCNICAS	- Producción escrita individual - Mediación - Aprendizaje multisensorial (oído + emoción + lenguaje)	
RECURSOS	Dispositivos tecnológicos: - Proyector o pantalla digital (para la corrección de fichas, el “Pasapalabra” y el cierre del semáforo). - Ordenador del profesor con conexión a internet y altavoces. - Teléfonos móviles de los alumnos (o tablets del centro) para escanear el código QR. Aplicaciones y plataformas web: Mentimeter (con la encuesta de lluvia de ideas ya creada y código QR). - Plataforma de audio (YouTube / Freesound / SoundCloud) con la lista de reproducción de sonidos cotidianos lista (lluvia, cafetería, obra, pájaros, olas). Material fotocopiable (en papel): - Texto sobre sonidos dividido en 5 extractos (un juego de 5 partes por cada grupo). - Ficha 1: Banco de vocabulario de sonidos y tabla de emociones. - Ficha 2: Ejercicios prácticos con los verbos de acción.	
HERRAMIENTAS TIC	- YouTube: https://www.youtube.com - SoundCloud: https://soundcloud.com - Educaplay: https://es.educaplay.com - Freesound: https://freesound.org - Mentimeter: https://www.mentimeter.com	

DESCRIPCIÓN DE LAS ACTIVIDADES		
Entrante	5'	Actividad 1 - ¿A qué suena nuestro día? Lluvia de ideas en Mentimeter: ¿Qué sonidos escuchas cada día? El profesor les da a los alumnos el QR con un enlace en el que hay una encuesta con los sonidos que más le gustan y que oyen en su día a día.. Entre todos observan cuáles son los que más se han repetido. https://www.mentimeter.com/app/presentation/alrouaisivd1mg7csa9p9nouhd3uw5o7/presentation?question=xn2n34hfkvjnm
	10'	Actividad 2 - Te lo resumo en un sonido. Los alumnos se agrupan de 5 en 5. Cada alumno del grupo lee un extracto del texto. Después, cada uno de los 5 alumnos hace una mediación al resto de sus compañeros del grupo resumiendo el texto que le ha tocado. https://drive.google.com/file/d/1MgPuzinGb-gsTn5Lm5mdEZx4WzLHRWGD/view?usp=sharing
Plato principal	10'	Actividad 3 -La caja de herramientas del sonido: glosario de ruidos. El profesor les entrega una lista con vocabulario que aparece en el texto relacionado con los sonidos . El profesor explica y soluciona dudas. https://drive.google.com/file/d/1maH_y4CcWklZ8fnkF99nUo-WXcX_7Q9B/view?usp=sharing
	10'	Actividad 4 - Inmersión a ciegas: ¿a qué suena el mundo? El alumno va a escuchar una serie de sonidos con los ojos cerrados (sin ver la pantalla). Prestan mucha atención a los detalles del audio y responden a las siguientes preguntas en su cuaderno para cada sonido: ¿Qué escuchas? ¿Dónde estás? ¿Cómo te hace sentir ese sonido? Modelo para escribir sus frases: <i>"Escucho [sonido]. Creo que estoy en [lugar]. Me hace sentir [emoción/adjetivo]."</i> <u>Instrucciones para el profesor:</u> Herramienta recomendada: YouTube, Freesound o SoundCloud. Batería de sonidos sugeridos: lluvia cayendo, el ambiente de una cafetería concurrida, una obra en la calle o construcción, pájaros cantando en un parque, las olas del mar... https://drive.google.com/file/d/13t_wddD840Crm0ul1jmK-kvR0hbPYHs/view?usp=sharing
	10'	Actividad 5 - El engranaje de los sonidos: verbos y emociones en acción. El profesor le da al alumno dos fichas: una con vocabulario de emociones, y otra para practicar los verbos . Hacen la actividad y la corrigen con el proyector. https://drive.google.com/file/d/113ou35rFftfyUALM-K_Q1zlw6a6N86QR/view?usp=sharing https://drive.google.com/file/d/1k7qYX85Hx4Bqx3h1iMRjX7IG0LWCUVjK/view?usp=sharing
	5'	Actividad 5 - El veredicto final en un pósit 🗳️ Los alumnos reflexionan sobre cómo los sonidos influyen en sus emociones y su comunicación en español. El profesor dibuja en la pizarra dos círculos de colores: ● Ruidoso ● Tranquilo . Cada alumno elige un sonido de todo lo que se ha hablado en la clase y escribe una última frase en un pósit (o un trozo de papel) usando la estructura: <i>"Hoy elijo el sonido de [sonido] porque me hace sentir [emoción]."</i> Todos los alumnos se levantan y pegan su pósit en la pizarra: los ruidosos en la zona roja (●) y los tranquilos en la zona verde (●).
Postre	5'	

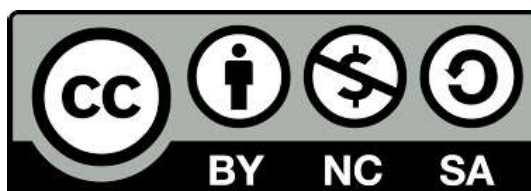
EVALUACIÓN

En la siguiente clase, los alumnos evalúan su conocimiento jugando un "PASAPALABRA" llamado "Escucha el mundo y emociónate"

[Alphabet: ESCUCHA EL MUNDO Y EMOCIÓNATE \(español - emociones - sonidos.\)](#)



Artificial intelligence aided



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ANNEXES

<https://www.mentimeter.com/app/presentation/alrouaisivd1mg7csa9p9nouhd3uw5o7/present?question=xn2n34hfkvjim>

<https://drive.google.com/file/d/1MgPuzinGb-gsTn5Lm5mdEZx4WzLHRWGD/view?usp=sharing>

https://drive.google.com/file/d/1iyFZZ-dz4q2_5M6H0RF9XFUFouuw4zT3/view?usp=sharing

https://drive.google.com/file/d/113ou35rFfTfyUALM-K_Q1zlw6a6N86QR/view?usp=sharing

<https://drive.google.com/file/d/1k7qYX85Hx4Bqx3h1iMRjX7IG0LWCUVjK/view?usp=sharing>

https://drive.google.com/file/d/1kz4x_VazA7DHIxqs3Whnj1IBtmC1exk7/view?usp=sharing

Alphabet: ESCUCHA EL MUNDO Y EMOCIÓNATE (español - emociones - sonidos.)

https://drive.google.com/file/d/1maH_y4CcWklZ8fnkF99nUo-WXcX_7Q9B/view?usp=sharing



Artificial intelligence aided



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Marketing Olfativo

LISTENING

SPEAKING

Sensory focus



About this session

A 45-minute B2 Spanish activity that explores olfactory marketing and the influence of smell on consumer emotions and behaviour. Students watch and analyse a video about a Spanish company specialising in scent marketing, develop vocabulary related to smell, emotions and advertising, and examine how aromas can communicate a brand's identity and values. Through listening comprehension, company analysis, oral discussion and a Mentimeter reflection, students evaluate the effectiveness of sensory marketing and consider how the five senses can be used creatively in advertising and communication.



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SENSE	TITRE		
	Marketing Olfativo		 45 minutes
AUTEUR	LES MOTS CLÉS		LANGUE
Esther Alonso	Marketing		Spanish
NIVEAU	GROUPE D'ÉLÈVES		ÂGE
B2	Lycée		17-18
COMPÉTENCES			
•	Globale	•	Production Orale
•	Compréhension orale	•	Expression Écrite
•	Expression orale	•	Compréhension Écrite
OBJECTIFS			
COMMUNICATIFS	• Ser capaz de explicar en español cómo los aromas pueden influir en los consumidores.		
LANGAGIERS	• Vocabulario relacionado con el sentido del olfato y con las emociones		
CULTURELS	• Descubrir una empresa española que utiliza un tipo de marketing innovador		
MÉTHODOLOGIE	• Presentación oral de un video. • Análisis de las técnicas de márketing de una empresa (descripción de los olores y asociación con los valores de la empresa). • Akewuele sur Vimeo		
RESSOURCES	Fotograma del video		
			
ICT TOOL	• Videoprojector • Powerpoint		

DESCRIPTION DES ACTIVITÉS										
Entrée	5'	Antes de ver el video: a partir del título y de la foto imagina de qué va a hablar el video y completa un cuadro con las palabras que crees que pueden escucharse (palabras del título, palabras relacionadas). <table><tr><td><u>Palabras del título</u></td><td><u>Palabras relacionadas</u></td></tr><tr><td>.....</td><td>.....</td></tr><tr><td>.....</td><td>.....</td></tr><tr><td>.....</td><td>.....</td></tr></table>	<u>Palabras del título</u>	<u>Palabras relacionadas</u>						
<u>Palabras del título</u>	<u>Palabras relacionadas</u>									
.....										
.....										
.....										
Salade	15'	Activité 1 • Ve el video (2 veces), anota otras palabras en el cuadro y tacha las que no hayas oído. • si estas afirmaciones son verdaderas o falsas. Justifica tu respuesta. a) El 5% de nuestros pensamientos están basados en olores. b) Los aromas influyen en los consumidores a nivel emocional. c) Esta empresa quiere innovar en el márketing olfativo. d) Esta empresa cuenta con expertos para cada una de las áreas. • Escribe los sustantivos utilizados para describir el olor de una marca. • Presenta el laboratorio de esta empresa. • Di en qué se basan para innovar.								
Le plat principal	10'	Activité 2 Actividad 2: Completa la ficha de la empresa (nombre, tipo de marketing, servicio propuesto, lema).								
Dessert	10'	Activité 3 Actividad 3: Expresión oral: comenta el lema de la empresa: “Despertar emociones es nuestra forma de comunicación”.								
Sourire	5'	Reflexión final y puesta en común con ayuda de una pregunta en Mentimeter: ¿Te parece eficaz este tipo de márketing? Justifica.								



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ÉVALUATION

EVALUACIÓN FORMATIVA: presenta al oral a la clase otra empresa que utilice un tipo de marketing innovador basado en uno de los cinco sentidos.

- Sigue el modelo de la ficha de la empresa que hemos trabajado en clase.
- Comenta el lema de la empresa si lo tiene y si no inventa uno justificando tu elección.
- Da tu punto de vista sobre la eficacia de la apuesta de marketing de esta empresa señalando los puntos positivos o negativos.

Tabla de evaluación — Nota final: /20

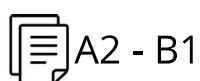
Criterios de evaluación	Descripción	Puntos
1. Respeto de las instrucciones	Cumplimiento de la consigna, del tema, del formato solicitado y de la extensión requerida.	/5
2. Precisión lingüística	Corrección gramatical y sintáctica: construcción de las oraciones, concordancia sujeto-verbo, tiempos verbales, artículos y preposiciones.	/3
3. Rango y precisión léxica	Variedad y exactitud del vocabulario, especialmente de los adjetivos sensoriales y emocionales. Uso de expresiones y lenguaje figurado como <i>huele a...</i> , <i>aromas de...</i> , <i>fragante</i> o <i>penetrante</i> .	/3
4. Estructura y coherencia	Organización clara del texto: introducción, desarrollo y conclusión. Fluidez lógica de las ideas y uso adecuado de conectores como <i>primero</i> , <i>mientras que</i> , <i>sin embargo</i> y <i>finalmente</i> .	/3
5. Expresión y estilo	Claridad y ritmo del texto. Capacidad para crear una atmósfera, despertar emociones y atraer al lector mediante imágenes sensoriales y un tono personal.	/3
6. Creatividad	Originalidad de las ideas, implicación personal y profundidad emocional.	/3
	Nota final	/20



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L'arte del Caffè Italiano

READING

LISTENING

SPEAKING

WRITING

Sensory focus



About this session

A 90-minute A2/B1 Italian activity for secondary students that explores Italian coffee culture through sight and hearing. Students learn vocabulary related to different types of coffee, preparation methods and cafés, watch and discuss Espresso Macchiato, compare Italian coffee habits with those of their own country, and explore the cultural role of traditional and literary cafés. Through visual matching activities, discussions, creative descriptions and a voice-message task, students develop listening, speaking and writing skills while discovering the social traditions surrounding coffee in Italy.



Co-funded by
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SENSI	TITOLO	TIMING
	L'arte del Caffè Italiano	 90 minuti

AUTORE	PAROLE CHIAVE	LINGUA
Barbara Klimek	Cultura, terminologia e tradizioni del caffè in Italia	Italiano

LIVELLO	Gruppo di allievi	ETÀ
A2/B1	Studenti delle scuole superiori	15-17

ABILITÀ			
•	Globale	•	Interazioni
•	Comprensione orale	•	Espressione scritta
•	Espressione orale	•	Comprensione scritta

OBIETTIVI DIDATTICI	
COMUNICATIVI	• Parlare delle abitudini relative al consumo di caffè, • Descrivere il proprio locale preferito, • Discutere di abitudini sociali.
LINGUISTICI	• Acquisire il vocabolario relativo ai tipi di caffè (espresso, macchiato, corretto, ecc.), ai luoghi (bar, caffetteria) e agli strumenti di preparazione (moka, macchina da bar).
CULTURALI	• Comprendere il concetto di "cultura del caffè" in Italia e l'importanza storica dei caffè letterari.

TECNICHE DEL LAVORO	• Lavoro in coppia • In gruppo • Presentazione • Discussione/ analisi
MATERIALI E STRUMENTI ICT	• Video: https://www.youtube.com/watch?v=F3wsy8bywXQ • Tommy Cash - Espresso Macchiato (LIVE) Estonia 🇪🇺 First Semi-Final Eurovision 2025 • Immagini di diversi tipi di caffè e caffettiere (moka napoletana, macchina a filtro). • Strumenti ICT: Proiettore, smartphone per attività interattive • App.: Mentimeter /Kahoot/ Quizlet/ Learning app
ICT TOOLS	• YouTube • Mentimeter • Kahoot • Quizlet • Learning apps

SVOLGIMENTO DELLA LEZIONE		
Antipasto	10'	Attività 1 Introduzione e Riscaldamento L'insegnante mostra il video della canzone del rapper estone Tommy Cash "Espresso macchiato" eseguita al 69° Concorso Eurovisione Song Contest nel 2024 e chiede di contare quante volte il cantante ha pronunciato "espresso macchiato".
		Attività 2 L'insegnante pone la domanda: "Ti piace il caffè?". Gli studenti rispondono descrivendo le loro abitudini o la loro bevanda preferita, spiegando come la preparano e la servono.
Insalata	5'	Discussione: Cosa rappresenta il bar per gli italiani? Confrontare con le abitudini del proprio paese.
Piatto principale	20'	Attività 3 - Presentazione e analisi dei diversi tipi di caffè (preparata in precedenza dagli studenti): espresso, macchiato (caldo/freddo), ristretto, corretto, lungo, americano, cappuccino, caffelatte, viennese. - Esercizio scritto: Gli studenti devono scrivere le definizioni di quattro tipi: macchiato, corretto, americano e viennese. - Discussione sulle caratteristiche della miscela (aroma, corpo, tostatura) e sulle forme del caffè (in chicchi, macinato, in capsule).
	15'	Attività 4 - Comprensione - Dimostrazione visiva: confronto tra la moka, la moka napoletana e la macchina da caffè a filtro. - Parlare delle differenze tra servire il caffè in tazzina o in tazza. - Utilizzo di un'app per abbinare il nome del caffè alla sua immagine (Learning app)
Dolce	15'	Attività 5 - Il Caffè Letterario: - Spiegazione del termine e della sua funzione storica come punto d'incontro per scrittori, romanzieri, artisti e giornalisti. - Analisi del proverbio: Commento collettivo sulla frase: "Il caffè deve essere caldo come l'inferno, nero come il diavolo, puro come un angelo, dolce come l'amore". - Dibattito: Che cos'è la "cultura del caffè" e perché si riferisce specificamente all'Italia?
	15'	Attività 6 - Produzione Orale e Socialità Gli studenti discutono su come vestirsi (formale vs informale) per un appuntamento con amici o per un incontro d'affari in un bar. Descrizione creativa: Descrivere il proprio locale preferito (arredamento, colori, stile, musica).
	5'	Attività 7 - Messaggio vocale Invitare un amico al bar per un caffè: gli studenti registrano un messaggio vocale, invitano il loro amico a prendere un caffè, indicano il luogo (spiegano come arrivarci) e l'ora dell'appuntamento.



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VALUTAZIONE

Autovalutazione ICT: Un quiz finale su piattaforme come Kahoot riguardante i termini tecnici (tostatura, aroma, ecc.)

1. Domanda: Come si chiama il caffè con una piccola aggiunta di latte?
Risposta: Il caffè macchiato (caldo o freddo).
2. Domanda: Quale tipo di caffè è "corretto" con una goccia di liquore?
Risposta: Il caffè corretto.
3. Domanda: In quale contenitore viene servito solitamente un espresso?
Risposta: In tazzina.
4. Domanda: Quali sono le tre caratteristiche principali di una miscela di caffè?
Risposta: L'aroma, il corpo e la tostatura.
5. Domanda: Come si chiama la tipica caffettiera domestica italiana?
Risposta: La moka (esiste anche la versione napoletana).
6. Domanda: Oltre a bere il caffè, cosa fanno gli italiani al bar?
Risposta: Chiacchierano, leggono il giornale o parlano d'affari.
7. Domanda: Chi erano i frequentatori abituali dei "caffè letterari"?
Risposta: Scrittori, artisti, giornalisti e uomini di cultura.
8. Domanda: Secondo un noto proverbio, come deve essere il caffè?
Risposta: Caldo come l'inferno, nero come il diavolo, puro come un angelo e dolce come l'amore.
9. Domanda: In quale momento della giornata gli italiani bevono solitamente il cappuccino?
Risposta: Al mattino (per colazione).
10. Domanda: A quale paese si riferisce principalmente il termine "cultura del caffè"?
Risposta: Si riferisce all'Italia.

Griglia di valutazione /20

Aspetto	Criterio	Punti
Lingua	Ricchezza e correttezza del lessico	_/5
Creatività	Originalità delle immagini sensoriali	_/5
Presentazione	Presentazione curata e leggibile	_/5
Riflessione	Profondità della riflessione personale	_/5



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3. Templates

SENSE	TITLE	TIMING
    		 45 minutes

AUTHORS	KEY WORDS	LANGUAGE

LEVEL	TARGET GROUP	AGE

COMPETENCES			
☐	Global	☐	Oral Production
☐	Oral Comprehension	☐	Written Expression
☐	Oral Expression	☐	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	
FUNCTIONAL	
CULTURAL	

METHODOLOGY	
TECHNIQUES	
RESOURCES	
ICT TOOL	

DESCRIPTION OF ACTIVITIES		
Starter	20'	Activity 1 -
Salad	10'	Activity 2 -
Main Dish	30'	Activity 3 -
	30'	Activity 4 -
Dessert	30'	Activity 5 -

ASSESSMENT



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ANNEXES



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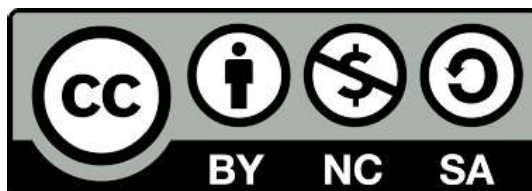
SENSE	TITRE	
    		 45 minutes
AUTEURS	LES MOTS CLÉS	LANGUE
NIVEAU	GROUPE D'ÉLÈVES	ÂGE
COMPÉTENCES		
☐ Globale	☐ Production Orale	
☐ Compréhension Orale	☐ Expression Écrite	
☐ Expression Orale	☐ Compréhension Écrite	
OBJECTIFS		
COMMUNICATIFS		
FONCTIONNELS		
CULTURELS		
MÉTHODOLOGIE		
TECHNIQUES		
RESSOURCES		
ICT TOOL		

DESCRIPTION OF ACTIVITÉS		
Entrée	20'	Activity 1 -
Salade	10'	Activity 2 -
Le plat principal	30'	Activity 3 -
	30'	Activity 4 -
Dessert	30'	Activity 5 -

ÉVALUATION



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ANNEXES



Assisté par l'intelligence artificielle



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