












Fruits

Ref: EN_PTL_6



Introduction

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 Description	<p>In this English lesson, students explore vocabulary related to fruits through creative and interactive activities. Using flashcards, matching games, and a hands-on “My Fruit Salad” task, students learn to recognize, pronounce, and spell new words while connecting English vocabulary with their L1. They practice language through visual aids and peer interaction, strengthening both comprehension and speaking skills. The lesson promotes collaboration, creativity, and active participation, while fostering curiosity about healthy eating and confidence in using English for everyday communication.</p>		
 Age	13-15 years	 Language Area	Vocabulary & PTL – Fruits
 Proficiency Level	A1-A2	 Authors	Athina Nachopoulou
 Subject	Language	 Duration	1.5 teaching hours (~ 65minutes)
 Links with Language Curriculum	<ul style="list-style-type: none"> • Vocabulary Development: Students learn and practice new vocabulary related to fruits through visual, auditory, and hands-on activities. They connect each English word with its equivalent in their L1, enhancing their multilingual awareness, pronunciation, and word recall. 		
 Rationale	<ul style="list-style-type: none"> • This communicative protocol makes it easy for students to acquire vocabulary in an engaging and enjoyable way. • Inclusion of learners’ L1s by means of pedagogical translanguaging (PTL) techniques • Familiarize students with PTL through the comparison between the L1 and the L2 		

Introduction



Aims

It is expected that students will:

- Develop their language skills (receptive and productive) through the inclusion of the L1
- Review and expand vocabulary related to fruits
- Be engaged with multilingualism, multimodality and PTL



Equipment and Material Needed

- Flashcards
- Printed cards with a bowl image (one card per student).
- Printed fruit cards (one card per student).
- Sticky notes

Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



01 | Preparation - Vocabulary Selection

- Specify the words you will teach.



02 | Starting Point (5')

- Start with a brief discussion about fruits. Ask questions like, "What fruits do you eat every day?" and "What is your favorite fruit?". The students' answers can be in either English or their first language.



03 | Aim Setting (1')

- Present the aim to the students, which is to learn the names of different fruits.



04 | Introduction of New Vocabulary (10')

- Show each picture separately.
- Each time you ask the students to guess which fruit is depicted in each picture. For each flashcard, ask the students if they know the name of that fruit in their mother tongue (L1). Write the English word on the board next to its translation in the students' L1.
- Read the word aloud to hear the pronunciation.
- Ask them to repeat after you.
- Continue this process until all the selected images are displayed.



05 | Material processing - Game

Divide the students into pairs.

Activity A – Matching Game (10')

1. Distribute a set of flashcards to each pair of students.
2. Give them an additional set of sticky notes and ask them to write the name of each fruit in their L1 on the sticky notes.
3. Students will match the English flashcards with the corresponding sticky notes in their mother tongue.
4. After they finish, they will compare their answers with another pair to check if they matched them correctly.

Activity B – “My fruit salad” (15')

5. Tell your students to imagine that they are making a delicious fruit salad.
6. Give each student a printed card with a picture of an empty bowl. Then, hand out the printed cards with various fruits (e.g., apples, bananas, strawberries) with their small label cards.
7. Students will pick five fruits to put in their bowl.
8. They will then use the label cards to write the name of each fruit they chose, both in English and in their mother tongue.
9. Once they have completed their fruit salad, students will present it to the classmate sitting next to them. They will show their fruit bowl and read the fruit names in both languages.

Activity C – Name the flashcard (9')

10. Hold up each flashcard and ask students to shout out the name of the fruit in English.
11. After saying the English name, ask, "Who can tell me this word in L1?" to reinforce vocabulary in both languages.

Activity D – Guess the fruit (10')

12. Describe a fruit in English using simple sentences (e.g., "It is yellow and long. Monkeys love to eat it."). Students must guess which fruit you are describing.
13. After they guess correctly, ask them to say the name of the fruit in their mother tongue.



06 | Wrap-up and Reflection (5')

- Ask students to share one new fruit vocabulary word they learned today and how to say it in both English and their mother tongue.

Useful Tips

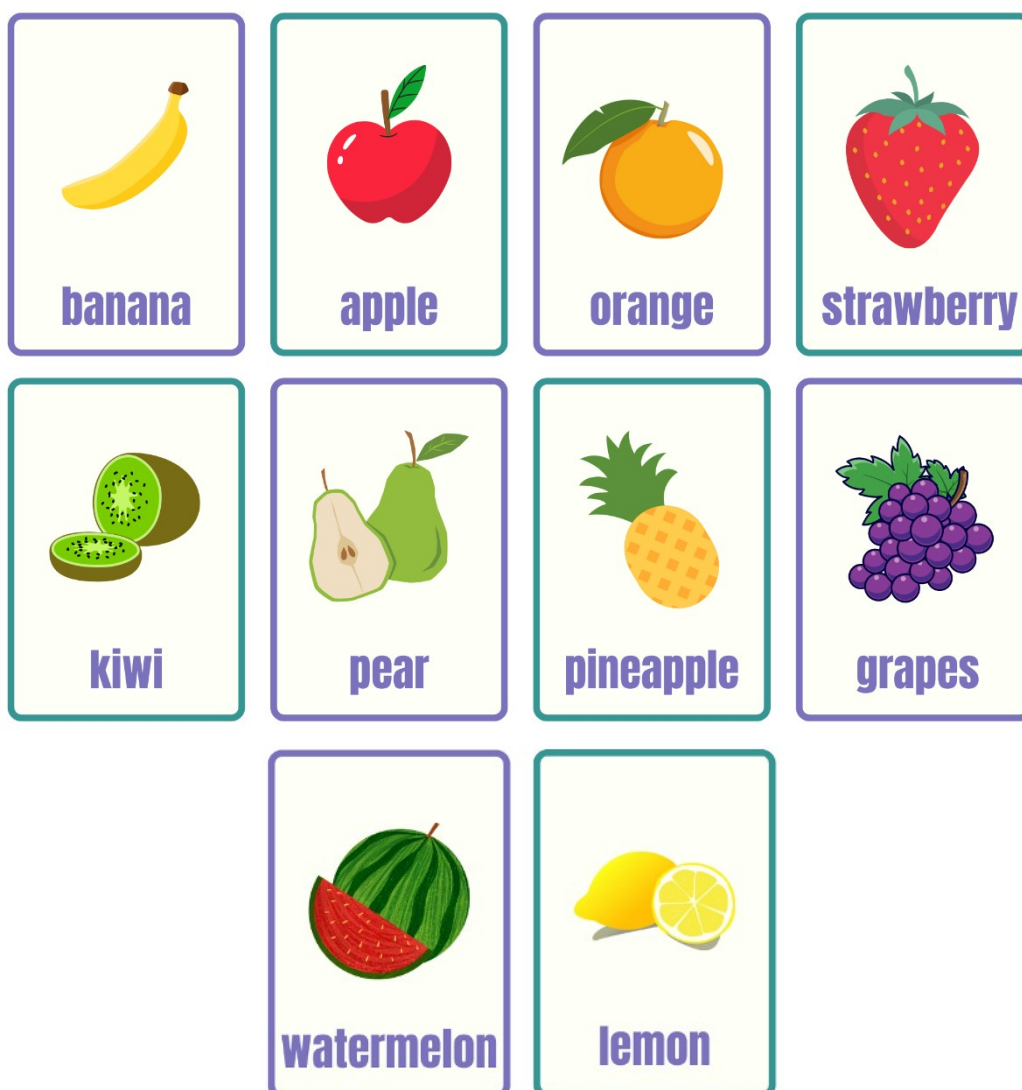
01

If the learners have low literacy in their L1 they can be asked to provide the words in their L1 orally and not in their written form. There may be different levels of L1 literacy in the groups that will be formed and, thus, the learners will be able to help each other in case some of them are not aware of the L1 translations. Moreover, if the teacher thinks that the activities cannot be performed in the learners' L1s, they can be asked to work on the multilingual activities in a foreign language the students learn at school, like for example French, German etc.



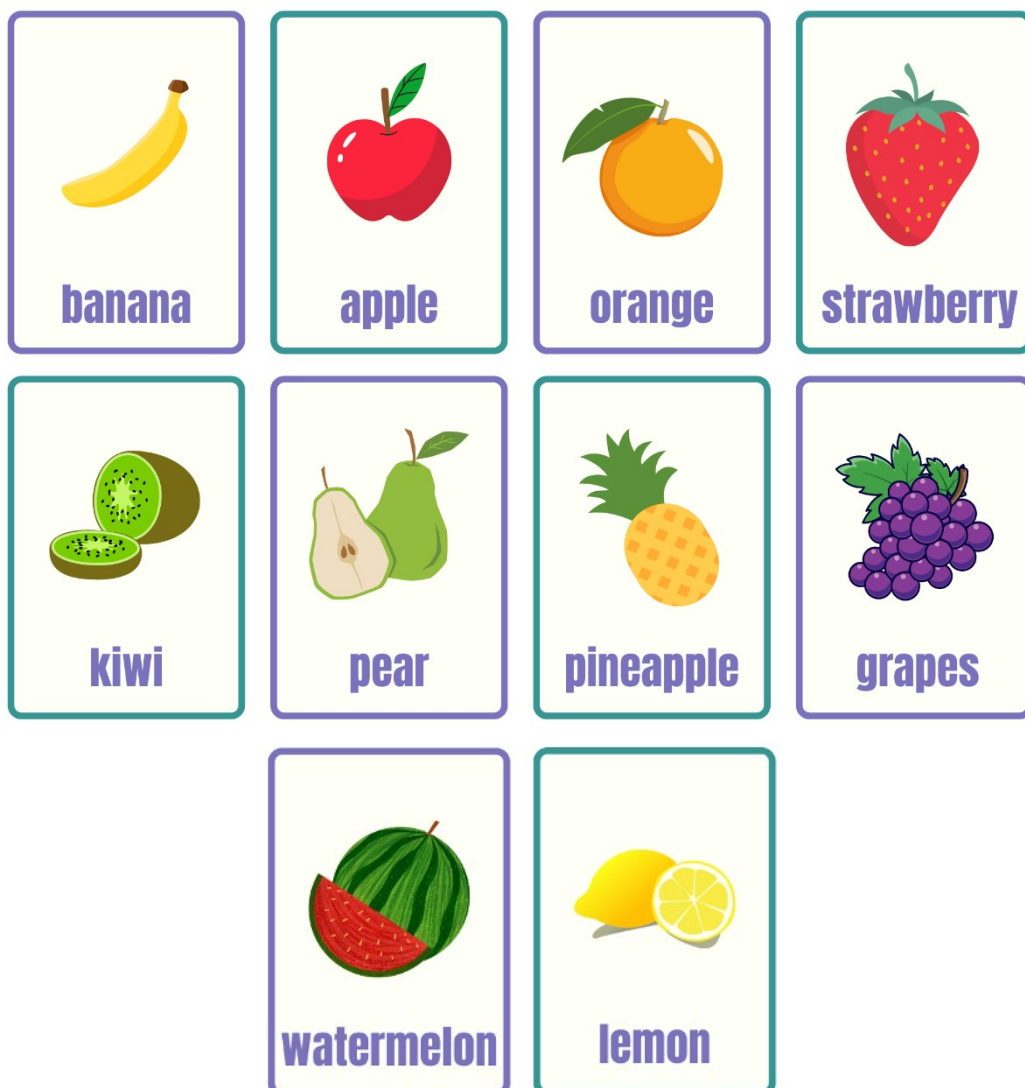
01 | Two sets of flashcards

a)



01 | Two sets of flashcards

b)

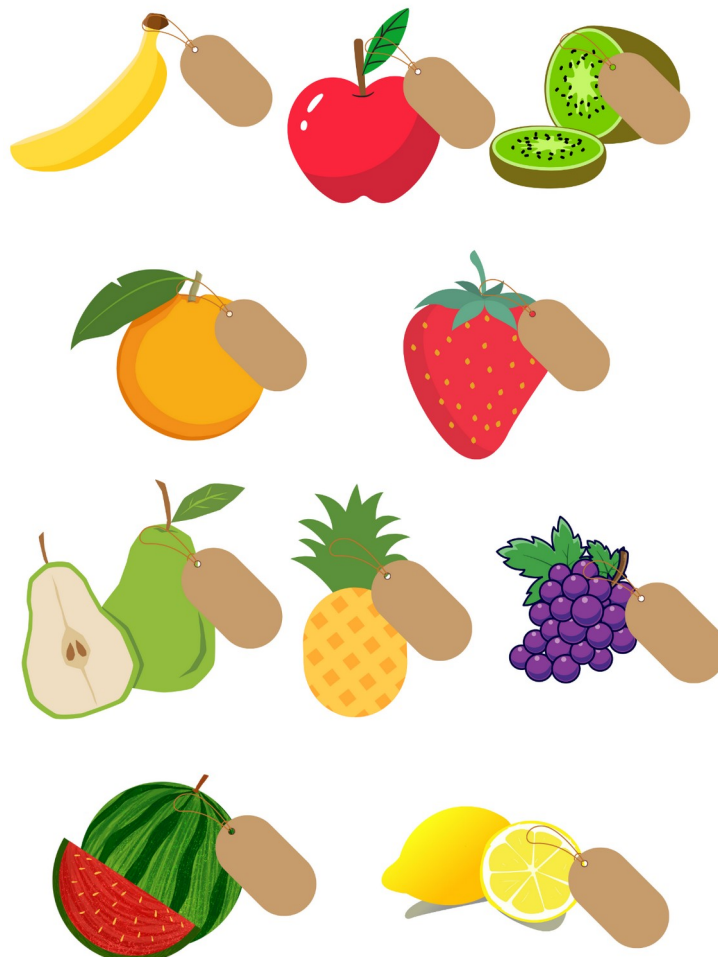


01 | Two sets of flashcards

b) Bowl



c) Fruits



Answers



Notes

This image shows a blank sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.