



Around the Streets

Ref: EN_PTL_9



Introduction

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	Description	In this English lesson, students explore vocabulary related to street elements and everyday surroundings through visual, written, and interactive activities. Using flashcards, discussions, and an adapted version of the Frayer Model, students learn to define, illustrate, and use new words in context while connecting English vocabulary with their L1. They practice language through speaking, writing, and peer-sharing tasks, strengthening both comprehension and communication skills. The lesson promotes observation, collaboration, and active participation, while fostering awareness of their environment and confidence in using English for real-life situations.			
	Age	16-18 years		Language Area	Vocabulary & PTL: Around the Streets
	Proficiency Level	B1-B2		Authors	Athina Nachopoulou
	Subject	Language		Duration	~1,5 teaching hours (~70 minutes)
	Links with Language Curriculum Vocabulary Development: Students learn and practice new vocabulary related to street elements through visual, written, and collaborative activities. They use the adapted Frayer Model to deepen their understanding of word meaning, visual representation, and contextual use. By connecting each English term with its equivalent in their L1, students enhance their multilingual awareness, conceptual understanding, and ability to apply new vocabulary in real-life contexts.				



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Introduction

	<p>The rationale of this protocol is to employ the Frayer Model technique, which:</p> <ul style="list-style-type: none">• Encourages students to gain a deeper understanding of vocabulary by defining terms, highlighting their characteristics, giving examples, and noting non-examples• Provides a clear, visual structure for organizing new information, making it easier for students to remember and use the vocabulary in various contexts• Helps students connect new concepts with their existing knowledge• Can be tailored to suit different proficiency levels by varying the complexity of the vocabulary• In addition, the inclusion of learners' L1s (Pedagogical TransLanguaging, PTL) will familiarize students with PTL techniques through the comparison between the L1 and the L2
	<p>It is expected that students will:</p> <ul style="list-style-type: none">• Expand their vocabulary related to streets and road elements• Develop speaking, reading, and writing skills• Enhance their analytical and categorization skills• Be engaged with multilingualism and PTL as ways of learning both L1 & L2
	<p>Equipment and Material Needed</p> <ul style="list-style-type: none">• Printed Frayer Model based templates• Flashcards related to streets and road elements• Dictionaries or devices for translation (tablets)• Markers

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



01 | Introduction (5')

- Specify the words you will teach.
- Start with a brief class discussion about common street elements in their everyday environment (e.g., traffic lights, roundabouts).
- Encourage students to share words they already know related to streets. The students' answers can be in either English or their first language.



02 | Aim setting & introducing the Frayer Model: (10')

For this unit, will adapt the Frayer Model to better match both the students' proficiency level and the vocabulary.

- Display an example of a modified Frayer Model on the board using the word "traffic lights."
- 1. Word:** Write "Traffic Lights."
- 2. Visual Representation:** Draw or show a picture of traffic lights.
- 3. Simple Definition:** "A set of colored lights that control traffic at crossroads."
- 4. Contextual Sentence:** "The traffic lights turned red, so we had to stop."
- Explain that they will use this format for other street-related vocabulary and encourage them to include the word in their mother tongue alongside the English term for better understanding.



03 | Vocabulary Exploration (15')

- Introduce the vocabulary words for the unit.
- Show flashcards for each term.
- Briefly discuss each word with the class, allowing students to share translations in their mother tongue.



Activity A: Individual Frayer Model Creation (15')

- Distribute the modified Frayer Model templates (see Appendix A) and a set of flashcards (see Appendix B) to each student. Assign each student one of the words, or allow them to choose a word they are interested in.
- Encourage students to include the word in their mother tongue using a marker of different color beside the English term to support learning. They can use dictionaries or translation applications if needed.



Activity B: Peer Review and Sharing (15')

- Ask students to work in pairs and exchange their completed Frayer Models. Have them explain their selected word to their partner, using the visual representation and the contextual sentence.
- Encourage a brief discussion about how the street elements might be different or similar in their own countries.



04 | Wrap-Up (10')

- Invite a few students to present their Frayer Models to the class. Ask them to explain the word, show their visual representation, and read their sentence.
- Review the key vocabulary from the unit and address any questions.

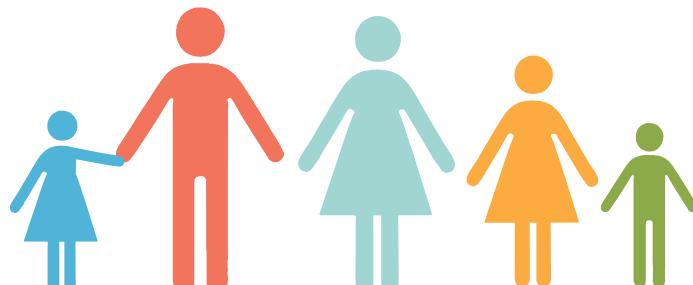
Useful Tips

01

If the Frayer Model seems too challenging for the students' level, an alternative approach is available. Instead of definition, characteristics, examples, and non-examples, you can use the word itself, a visual representation, a student-friendly definition, and a sentence that uses the word in context.

02

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.

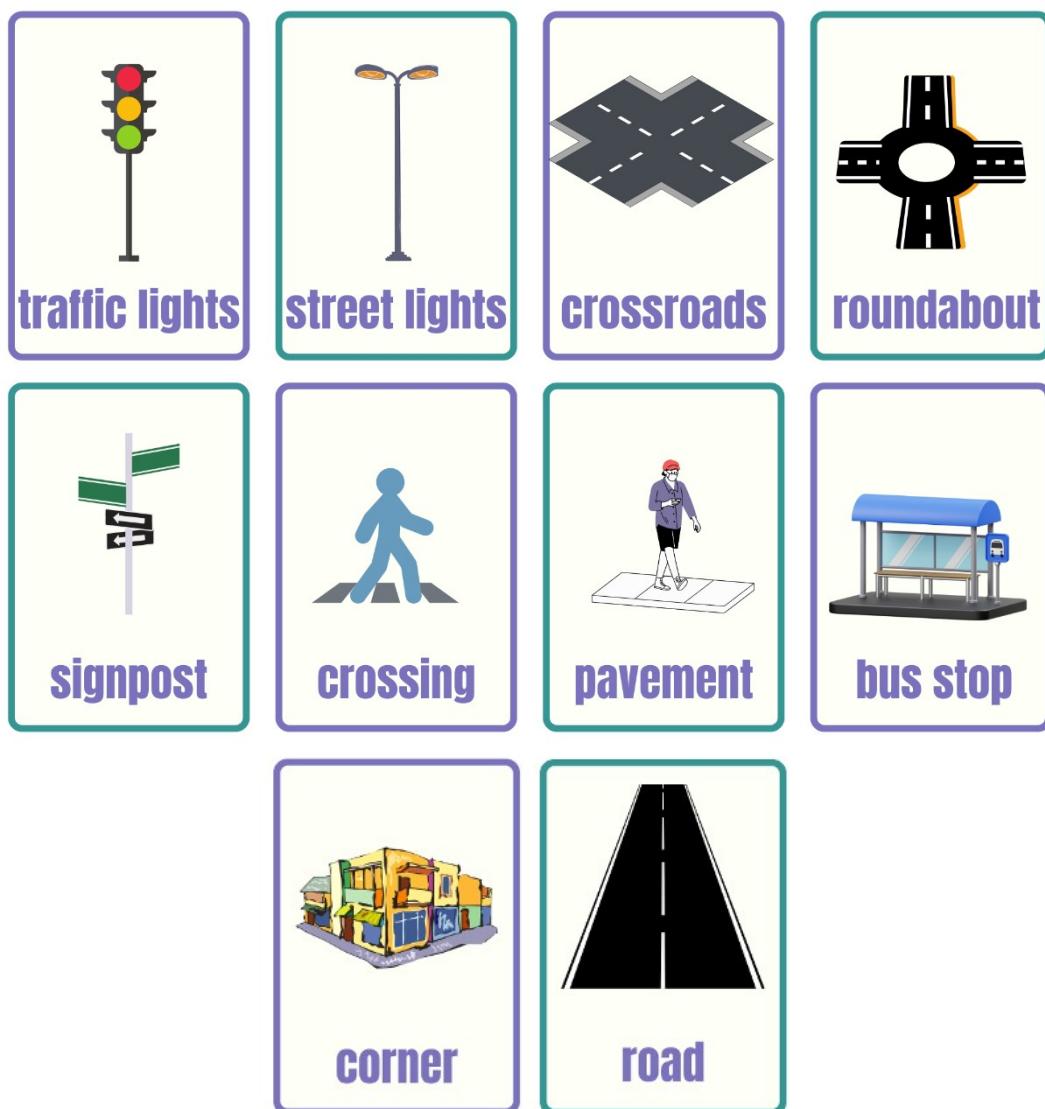


01 | A) Frayer model template (modified)



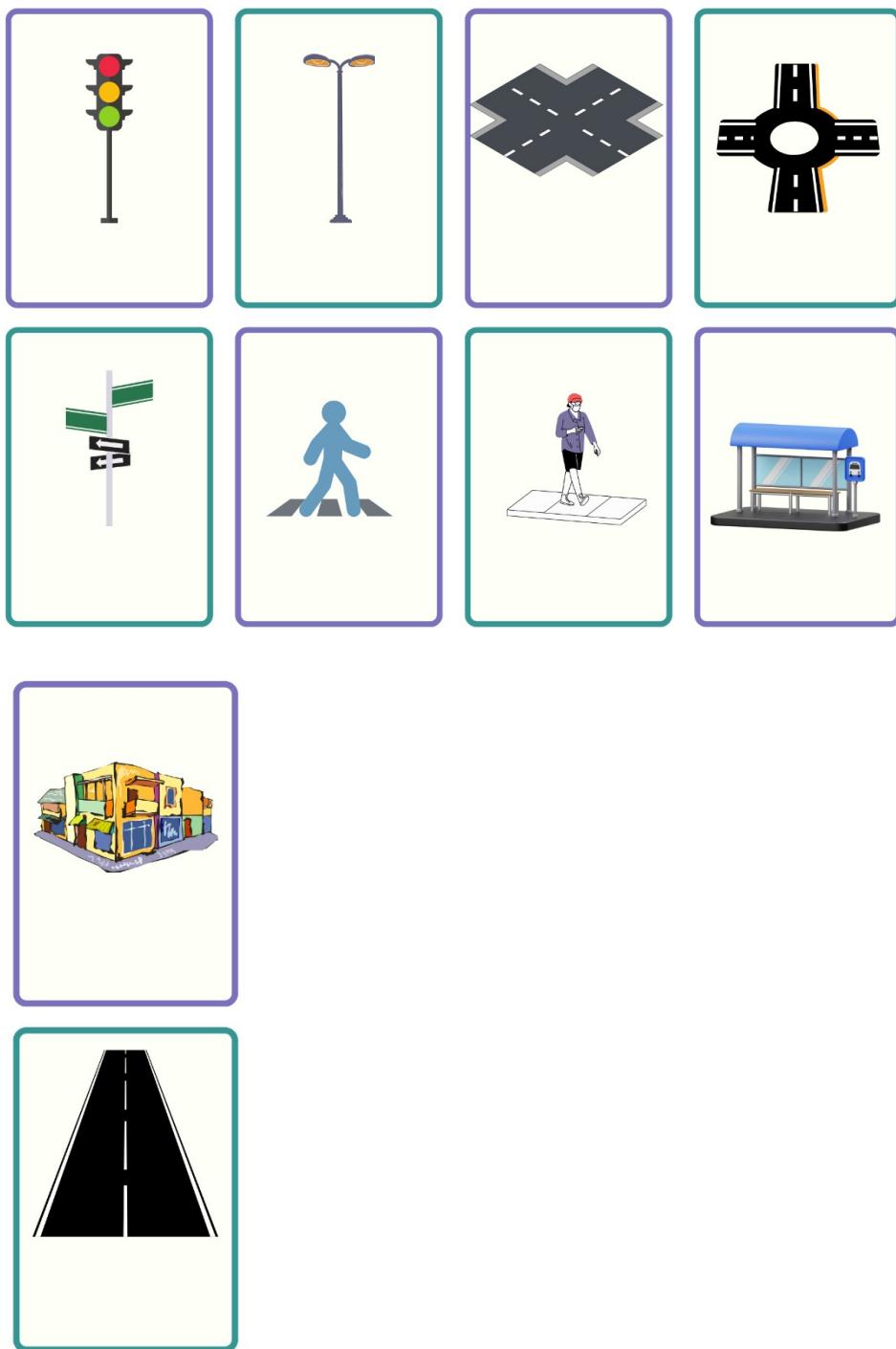
01 | B) Two sets of flashcards

a)



01 | B) Two sets of flashcards

b)



Answers



Notes