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TAsk-based IaNguage teaching anD collaborative IEarning for upskilling low-qualified Migrants

OPEN TEXTBOOK on Task-Based Language Teaching

Co-funded by the Erasmus+ Programme of the European Union
Preface

This Open Textbook on Task-Based Language Teaching is the second Intellectual Output of the Erasmus+ Project “TAsk-based laNguage teaching anD collaborative lEarning for upskilling low-qualified Migrants (TANDEM)”, which constitutes a basis of contents for the creation of the Massive Open Online Courses (MOOC) and additionally a methodological basis for the language teaching and learning methodology foreseen by the TANDEM Project, whose partners are:

- Centro per lo sviluppo creativo “Danilo Dolci”, Italy (Coordinator)
- Active Citizen Partnership, Greece
- Compass GmbH, Austria
- CSI Center for Social Innovation LTD, Cyprus
- Iberika Education Group GGMBH – Germany

TANDEM, a project funded by the EU Erasmus+ programme, aims to improve the key competences and employability of both low-skilled migrants and local adults by enabling the low-skilled migrants to capitalize their already existing linguistic abilities and teaching their own language to low-skilled local adults, using innovative and non-formal methodologies, promoting in this way cultural exchanges and peer-learning. More specifically, TANDEM aims to:

- Design and deploy an innovative upskilling pathway addressed to migrant adults based on the capitalization of pre-existing language skills as well as the improvement of their local language skills, thus opening new employment opportunities.
• Foster the development of key competences among migrant adults by proposing an innovative language teaching methodology based on the joint use of task-based language teaching (TBLT), non-formal approaches, creativity and digital skills.

• Raise migrants’ awareness of the value of language skills they already possess, turning their competences into assets and motivating them to use their skills to create concrete employment opportunities.

• Improve linguistic abilities both among migrants and local people, creating concrete opportunities for exchange and interaction among different communities, and triggering a cascade effect on local communities through the implementation of open language teaching initiatives.

• Promote social inclusion of migrant adults, by encouraging intercultural dialogue between migrant and local people, enhancing a sense of belonging to a shared community.

The element of innovation of this Open Textbook lies mainly in the learner-centred approach and methodology proposed: indeed, TBLT is based on the idea that, when being exposed to meaningful task-based activities in a natural way, learners have an increased potential of mastering the target language (Methodology in language learning T-Kit, Council of Europe and European Commission, July 2000).

The content of this Open Textbook is based on the insights, real teaching scenarios and experience of twenty (20) language instructors from the field of language teaching on Task-Based Language Teaching (TBLT), who were interviewed by the partners mentioned above. It is intended to serve as a source of information and inspiration and as a source of reference for language instructors who want to experiment with flexible methodologies and for anyone who wants to teach a foreign language with the non-formal approach of Task-Based Language Teaching.
Icon Legend

........................................ Example
........................................ Fact
........................................ Tip
........................................ Description of the activity
........................................ Activity goals
........................................ Target group
........................................ Total time of the activity
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........................................ Description of tasks
........................................ Materials needed/ suggested
........................................ Extra-resources
As mentioned above, this textbook will focus on the Task-Based Language Teaching (TBLT) method. Before analysing it in depth, it is important to discuss briefly what language learning offers to the learners and how a language instructor can improve the learning experience.

Learning a foreign language can help the learner in different ways. Some of the advantages are:

- **Appreciate the importance of language** as a key player in communicating with other people from different nationalities and understanding other civilizations;

- **Realize the importance of speech for participation in social life.** Either as transmitters or as recipients of speech. Knowing the language of a certain place gives the opportunity to the learner to participate in the public as free democratic citizens with a critical and responsible attitude. Furthermore, knowing the local language can give the learner voice as to be better included in the local society, and slowly to become part of the country;

- **Develop as a person,** both mentally and emotionally, as the learner can compare and analyse his/her own language with other languages and realize that the different languages influence the different ways people think;

- **Grow possibilities towards knowledge and employment.** Knowing a foreign language can **give the learner more choices** for studying or working abroad, achieving educational goals, and having better chances for a job outside their own country.
This Open Textbook suggests to instructors who want to experiment with flexible methodologies and to anyone who wants to teach a foreign language with non-formal approaches (e.g., volunteers in organizations who work with migrants and wish to teach the local language, adult educators and trainers who wish to enhance their learners’ foreign languages knowledge, etc.), the use of Task-Based Language Teaching (TBLT) methodology, which is non-formal and intuitive. Based on the above, this is a theoretical and practical textbook on TBLT methodology, with exercises, tools, and guidelines for language instructors, aiming to promote the practical implementation of the methodology. It is structured in three (3) parts and it is accessible to various skill levels and level of experience in teaching in order to provide guidance for the practical design of language lessons based on the TBLT approach, representing a key instrument to support non-professional language teachers also beyond the project duration.

The first two parts are the theoretical and methodological background of the TBLT methodology. The third part is a toolbox with activities can be adjusted, changed and adapted according to the language, language level and interests of learners. You can find the toolbox also as a separate document on the TANDEM website www.teachyourlanguag.eu – ready to inspire language teachers to make their own tasks!
BASICS OF TASK-BASED LANGUAGE TEACHING (TBLT) APPROACH

“The best way to learn a language is full immersion. When you have no choice but to speak a language, in all aspects of daily life, including your social life.”

(Language instructor from Italy)

There are different approaches and methods to teach languages. Most common is the approach in which the instructor explains a new language component after which, the students try it out in controlled practice, and finally, we use this language freely in the real world. However, within the TANDEM project, the choice is given to Task-Based Language Teaching (TBLT), a method that focuses on communication related to real-life use of language, and this will be explained in the following chapters.

The first part includes the theoretical basis of the Task-Based Language Teaching (TBLT) methodology with an overview of how it is defined, of the advantages of its implementation and, of its positive impact on learners’ improvement as well as on instructors. Lastly, it focuses on the role of the instructor as a facilitator in the learning experience.

1. What is Task-Based Language Teaching (TBLT)?

   a. How is TBLT defined?

   In academic literature, TBLT is defined in several ways, as different scholars have definitions. However, there are some similarities that could help to define its characteristics (Long, 1985; Skehan, 1998; and Ellis, 2003):

   1) TBLT includes the use of “tasks” (a kind of activity or exercise, explained further on in this chapter) in which the focus is on conveying meaning rather than using the right grammatical form;

   2) TBLT uses authentic materials -which are materials that are not made for the classroom but come from the “real life”;

   3) TBLT relies on communication and interaction;

   4) TBLT is learner-centred;

   5) TBLT uses existing languages skills of learners.
The instructors of language teaching who shared their experience with the TANDEM project, described TBLT as a useful and good methodology for their language learners. The below short definitions, given by language instructors, can help you to familiarize with some of its basic aspects:

Learners learn through the assignment of different tasks either individually or in groups. You create communication and collaboration links and develop thinking skills.

You put the learners in realistic situations, and they are asked to use the language.

TBLT gives attention to the necessities of the group and you start from what learners already know.

With TBLT, the teaching of language is based on a final target, which is separate in small activities based on grammar, vocabulary, expression, etc. and we prepare the learner so (s)he learns the material and communicates in a final activity.

Learners learn how to ask questions, how to negotiate meaning, and how to interact and work in groups. As part of this teamwork, they can observe different approaches to problem solving and make decisions.

The emphasis is on the spontaneous, creative use of language, oral or written, and the evaluation is based on the outcome of the work. There are different tools to be used so we can reach our goals, i.e., the use of technology.
From the above, it is clear that TBLT encourages the learners to mobilize the notions they already possess and convey meaning with the resources available. Afterwards, they can reflect more deeply on the language structures they used or had to use in the task completed, instead of being based on a top-down knowledge transfer from the instructor to the learner. TBLT is thus clearly learner centred. This is one of the main differences between TBLT and more traditional language teaching methods, which are analysed further in the below section.

b. What makes TBLT different from other methods of language teaching?

TBLT is a form of language teaching that fits within the “communicative approaches”. It is therefore different from the “traditional approach” in which grammar is being explained and learners practice with exercises and finally in the real world. Instead, in the TBLT approach, learners do the practice first (and thus figure things out on their own) and only afterwards the grammar (or form, as they call it within TLBT) is explained. The difference between the traditional method (PPP) and TBLT method is shown here:

<table>
<thead>
<tr>
<th>PPP approach (traditional approach)</th>
<th>Task-Based Language Teaching approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presentation</td>
<td>• Pre-task: Introduction</td>
</tr>
<tr>
<td>• Practice</td>
<td>• Task: Production</td>
</tr>
<tr>
<td>• Production</td>
<td>• Post-Task: Focus on form (presentation)</td>
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<tr>
<td></td>
<td>• Post-task: Exercises</td>
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</tbody>
</table>

c. What is a task?

As already mentioned before briefly, the main unit of the TBLT lesson is a task. Similar to the definition of TBLT, also for the task counts that there is not one clear definition. For example, it can be said that a task is:

- “a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than on form” (Nunan 1989:10);
- “a goal-oriented activity in which learners use language to achieve a real outcome” (Willis, 1996:95);

It also relates to the real-world activities and the assessment of the task is done in terms of the message conveyed, i.e., reaching the goal of communication. It includes some sort of communicative problem to solve, or “information gap” in which one part knows something, the other part does not, and they need to
communicate this information (Shekan, 1996). From these characteristics we can propose a simplified definition of a task:

**Task:** An activity based on a real-life situation or a problem that can be used to work on a specific topic, through which the learners use and thus learn the language, and in which the main aim is to convey a message.

A task could be “giving directions to a tourist in the street, from the train station to the museum”. This is a task because it relates to real-life and could happen every day, it focusses on meaning and not on the right vocabulary or grammar, as the most important part is to make sure that the tourist understands the directions given. Furthermore, the assessment of the task is whether the tourists have arrived at the museum (success is the rightly conveyed message) and there is a gap of information, in which the tourist does not know something whereas the person doing the task does.

The traditional-method activities are often form-focussed (focus on the right form, grammar, structure, and vocabulary of language), whereas tasks in TBLT are meaning-focussed. The example below in “Watching a Film” is very helpful. After watching a film in class there are two ways of using this film to learn the language:

<table>
<thead>
<tr>
<th>Traditional exercises</th>
<th>Task-Based Language Teaching exercises</th>
</tr>
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<tbody>
<tr>
<td>• Written questionnaire about the understanding of the film.</td>
<td>• The instructor divides the class in 5 groups. Each group is assigned a part of a silent movie (for example, Charlie Chaplin – The Kid, which you can find on YouTube). The class does not know the title of the film, nor the order of the different fragments.</td>
</tr>
<tr>
<td>• Activity to describe the storyline of the film.</td>
<td>• Each group watches the assigned fragment and discusses the important facts.</td>
</tr>
<tr>
<td></td>
<td>• The instructor re-divides the group in groups of 5, so that in each group there are 5 learners who watch a different segment. The groups reconstruct the storyline together.</td>
</tr>
</tbody>
</table>
TBLT, as also mentioned by the instructors, focuses on the use of authentic situations and materials. This means situations from real-life as well as materials that were not made for the classroom or for language learning.

### d. What is the structure of a TBLT language lesson?

Tasks are thus at the centre of TBLT, and these tasks follow a certain structure (see e.g., Nunan, 1989; Beglar & Hunt, 1999; Ellis, 2003; Willis, 2006): pre-task, task, and post-task, as can be seen in the table below:

| 1. Pre-task (Introduction): An activity that presents the topic of the task in an interesting way to get the attention of the learners and motivate them to learn. |
| 2. Task: The final product of the language learning process, which is a completed piece of work. The task has two phases (Methodology in language learning T-Kit, 2000): |
|   - Task preparation: Use of different activities (smaller tasks) that will help the learners to learn and practice all the necessary linguistic and other skills they need for reaching the objective/s of the task. |
|   - Task realisation (reporting): Use of an authentic activity that combines all the language and other skills acquired through the previous phase so learners can make and present their own original language product based on what they have learnt in the task preparation phase. |
| 3. Post-task(s): Activities that focus on the presentation of the form (grammar) appeared in the task and exercise(s) that focus on practicing it to deepen the knowledge about the grammatical or linguistic forms that a teacher wants to teach. |

To make it a bit clearer, look at the examples below to understand better the structure and the kind of tasks that TBLT can include.
Task: Travelling

1. **Pre-task (introduction):** an excerpt from the movie “Forest Gump” is shown, in which the protagonist starts a journey, followed by a discussion of the storyline (the discussion should bring out useful language, vocabulary, and grammar for the task itself).

2. **Task:**
   - **Task preparation:** Images (general) and phrases of a book linked to travel – in groups learners make a story using at least 2 phrases and 2 images, within the theme of travelling.
   - **Task realization (reporting):** After the time finishes, each group presents their story.

3. **Post-task:** Explanation or other exercises to deepen the understanding about the specific grammatical or linguistic learning objectives of the activity.

**Note:** This lesson is explained in the next chapter.

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Task: Introducing people

1. **Pre-task (introduction):** The instructor can start introducing him/herself (name, age, country). Then he/she can ask the same information to the learner. The learner can have in front of him/her these questions with the answers, with some gaps to write his/her own information.

   - **Second pre-task:** Choose an audio with people introducing themselves and later ask the learners where these people come from, how old they are, etc.

2. **Task:** A game, i.e., choose a famous person known all over the world and introduce yourself as you were this person. The rest of the group will guess and say the name of the person you are.

3. **Post-task:** Focus on form and vocabulary regarding presenting one-self.
2. Why use the Task-Based Language Teaching (TBLT)?

TBLT has several advantages, both for the learners as for the instructors. Especially in a non-formal context or with non-trained language instructors, TBLT has proven to be a valuable method for language teaching. The benefits are several and mentioned in this section, divided in benefits for learners and for instructors.

a. How can learners benefit from TBLT?

The TBLT methodology in a language class can have several positive results on learners. These advantages include:

- TBTL offers easy learning for learners who are not used to formal education in school. This happens because TBLT offers playful and communicative classes and suggests authentic multi medium material (i.e., magazines, advertisements, etc.), focused on the daily life of the learners, which makes the learning more attractive and with a clear relation to real use of language.
- The method is learner-centred, meaning at the centre of the lesson and actively guides the choice of topics. This increases motivation as the learner is an active player in the development of the classes.
- Learners participate actively in their learning experience. Learners express their own thoughts, feelings, interpretations, and evaluative judgments through authentic situations and produce their own original products.
- Learners use the language to speak about daily life or needs. This helps them overcome the fear to fail and develop their confidence in speaking/conversational situations while they become able to use the language to serve their needs.
- TBLT also stimulates the development and practice of critical understanding and problem-solving skills. Furthermore, it supports relationship building and interpersonal communication between learners.
More particularly, for TANDEM project, TBLT can have an important impact on the improvement of literacy and linguistic abilities both among low-qualified locals and migrants:

- **Literacy skills**: These skills develop depending on the activities and tasks entailed in the learning process. Learners improve oral, writing and reading skills if the instructors choose activities that the learners can practice those skills.

- **Problem-solving skills**: Learners are put in front of a problem to solve.

- **Linguistic awareness**: Both instructors and learners become aware of the structure of a language, understanding the reasons why specific mistakes are made.

- **Intercultural skills**: Language instructors interact with people who speak different languages and come from different backgrounds. This will help them to understand their own language, the culture of the other and theirs, and the coexistence of the two in the same country or environment. Also, learners from different background will have this opportunity when being in the same class.

- **Relational and communicative skills**: A more positive attitude towards learning is cultivated, while self-esteem and self-confidence are improved. A supportive, non-competitive classroom environment is developed which gives the freedom to the learners to make mistakes without feeling less capable than others.

TBLT is not only good for developing oral skills but can also focus on written language that occurs in daily life (i.e., bank transactions, how to use online applications, e-shopping with cards, CV, etc.).
b. How can instructors benefit from TBLT?

Within the TBLT methodology, an instructor becomes more a facilitator than a teacher, and benefits from the methodology as they:

- Gain negotiation and time management skills;
- Increase their creativity through organizing the lessons and creating new tasks;
- Gain teaching skills on how to make task-based activities and how to adapt known task-based activities to the target language;
- Learn how to observe the class to understand which activities go well and which do not and as from that to be more flexible in their teaching;
- Learn to be humble. Through TBLT the instructors are also discovering. They remain the guide, but they will also have put themselves and their skills in perspective when they see the qualities and linguistic capabilities of the learners.

3. Which is the role of the instructor in the learning experience as a facilitator?

In TBLT, the instructor is not the “know-it-all instructor” but instead has a secondary role. The instructor becomes responsible to create the proper learning environment and gives the tools to the learners to develop themselves both as learners and as persons. Only during the post-task, the instructor again returns to a more teacher-like role and explains the mistakes or difficulties that the class has encountered during the task cycle.
A FACILITATOR WHILE USING THE TBLT METHODOLOGY OFTEN:

- Acts as a language consultant; steps back and lets the learners be more active, without interrupting them, in order not to disrupt the learning dynamic.
- Interacts with and reacts to the learners’ behaviour and needs, keeping them engaged and helping them to understand the concepts.
- Empowers the learners to learn and be engaged and motivated; multimedia resources like images, songs, movies, and games are often used in the learning process.
- Motivates the learners to speak, focusing on authentic situations rather than the grammar; the facilitator will follow the topics that interest the learners.
- Creates a safe atmosphere in which students feel good and are ready to take risks (e.g., using their existing language skills to talk and solve a problem).
- Guides, advises, and supports when learners ask for it.
- Provides indirect feedback.
This second part consists of suggestions and strategies to best develop and implement the TBLT methodology. The TBLT approach is based on a non-formal and intuitive methodology, however it needs to be coherently structured to be effective. Therefore the following section includes guidelines for developing a TBLT curriculum outline and followed by another on how to implement TBLT during a lesson, providing some examples of activities.

1. How to develop a TBLT curriculum outline

   a. TBLT and language teaching

There are several ways of creating a TBLT curriculum outline. Once you have understood the basics of TBLT, you can go ahead with choosing the learning objectives for your class as well as the topics and activities through which you want to reach these learning objectives. You will find several activities in the following sections that you could use, but first there are some general suggestions to keep in mind when developing a TBLT curriculum:

• **Manage your time:** Know the time you have. With more time it makes sense to make a task yourself. If you do not have a lot of time available, it is easier to find online resources and adapt them to the language you are teaching.

• **Get to know your class:** The first lessons do not have to be very structured, but should focus on improvising, giving an idea for how to start and then letting it develop depending on the learners. The first lesson is very important to understand the class and the learners, and necessary to make and adapt the further lessons, topics, and level of difficulty.

• **Use a creative introduction and authentic materials:** Think about a scenario to create an authentic conversation and lesson on this topic, and use authentic sources (books, films, songs, newspapers, images, etc) to get inspiration from and/or to use for the introduction.

• **Use real exercises and mini exercises** (smaller tasks) that will help the learners reach the final task:

   Take some ideas from the themes/topics (section b) and the tasks (section a) suggested by experienced instructors as very useful with language learners. Also, use the practical exercises and material (chapter III) or get inspiration from them so you can plan your lessons better.
• Try to prepare the lessons and tasks within the interest of your learners, make them engage and put in their personal touch, so they are motivated.

• Differentiate the activities based on the different ages of learners, different language level, different objectives for learning the language, and different interests.

• Choose interactive exercises where learners need to act, do, and touch, to keep them motivated.

• Use a lot of authentic materials (songs, images, articles, ads, invitations, tickets, invoices, official documents of various institutions, CVs, interviews, posters), that will make your class attractive to the learners.

<table>
<thead>
<tr>
<th>When designing a pre-task:</th>
<th>When designing a task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More creative you start, the more engaged the learners will be. The pre-task can be important even for the instructor as it may lead to ideas or outcomes that the instructor has never thought about.</td>
<td>• Do not use the exercises in a “traditional” way (i.e., grammar exercises).</td>
</tr>
<tr>
<td>• Start the lesson with something artistic: song, video, images, etc.</td>
<td>• Use short texts with pictures.</td>
</tr>
<tr>
<td>• Use a game, e.g., dixit cards for the pre-task.</td>
<td>• Better avoid writing at the beginning and focus on verbal homework.</td>
</tr>
<tr>
<td>• These introductions are to set the mood for the lesson but also a moment to expose the learners to the necessary language or grammar form that the task requires.</td>
<td>• Remember to make space for personal experience as it makes learners talk more.</td>
</tr>
</tbody>
</table>

• **Use blended learning:** The lessons could combine both online and face to face activities. The time available for using a platform can be flexible and depends on the assessments of each task. However, when you know that you have learners who are not used to digital resources, take the time to explain and always combine it with face-to-face activities.

• **Online:** The exercises (e.g., vocabulary), preparatory work (reading), writing exercises, presentation and review of the lesson, the practice, or the summary at the end of a lesson.
• **Face-to-face**: Topics that need communication and personal touch like comparing my country or society with others, explanations on homework, discussion regarding the exercises and any issues, games, social components.

**b. Choose your theme/topic**

For choosing a theme, it is important to get to know your class and your learners. If you introduce themes that are close to the interests of the learners and to real-based facts, it is possible to increase their interest in language learning.

In order to make sure that the topic fits the students, you can discuss the theme with the students and decide together. When using the TBLT methodology, there is a big variety of successful topics. Just to mention a few: health, environment, media, social interaction (volunteerism), identity, culture, arts, education, technology, city, food, problems and giving tips, family, travel, film/music/TV series, traditions, religion, finding a job, etc.

**c. Choose your task**

When you choose your task, setting some language goals will help you to choose and organize your task better in order that your learners can do the task and move successfully from the task preparation phase to the task realization phase. A goal could be related to writing, oral, listening, and grammar or vocabulary skills.

While an instructor is preparing the lessons, apart from choosing the theme, should also decide on what kind of task is appropriate for reaching the goals of the lesson and for the learners to practice better. Below you can find some examples of tasks and categories that the instructors of our focus groups suggested as useful for language learners:
1. Learners’ life-based tasks

Starting with basic themes like shopping or family, will allow the instructors to understand which are the interests of their learners and focus on those later.

- **Example 1:** In the field of daily transactions, the subfields of food, shopping, billing are identified. These can be also used in a meaningful way, so the learners practice the language, i.e., the subfield of the food includes smaller projects: organize the meals of the week and make food purchases.

- **Example 2:** The learners can be asked to design their own room with a map of a house and a specific budget. They decide on a room, and how to decorate and equip it with furniture within a limited budget. Learners also got a catalogue of Ikea and links they could use on the internet for finding second-hand shops and then they describe the room.
  
  **Note:** This example is explained in the next chapter.

- **Example 3:** In pairs, the learners write a short text describing the physical appearance and the character of a famous person they like (singer, football player, etc.), and to present orally their text in the class while the rest are trying to guess the person they are describing. In this way, writing and speaking are combined. After the presentation, the other learners ask the group that presented their text, more questions about the person.

- **Example 4:** Writing news to the family (diary, postcard, email, etc.).

- **Example 5:** Describing an illness to a doctor.

- **Example 6:** Writing a cover letter for a job application.

2. Event-based tasks

In small teams of 5-6 people, the learners work on different tasks for a common event. They have the instructions, and work both on language learning, decision making, and getting to know how to organize events.

- **Example 1:** For the final days at school, you can propose to organize a festival and give each group some responsibilities: to make pamphlets, organize the menu, do the shopping, choose the music, find the venue, and organize chairs, tables, etc.

- **Example 2:** Organize a trip outside of class, think of tasks about preparing in terms of content or in directions, organizing the trip itself, deciding where to go, etc.
3. **Classroom’s cohesion-based tasks**

These tasks not only improve the conversation and vocabulary but the atmosphere inside the classroom too! It can be an enticing social moment for learners to maintain their commitment and engagement.

- **Example 1**: The learners discuss the rules they need to make the classes pleasurable and to stimulate language learning. They write down the rules and present them to the class. Together with the instructor the repetitions are eliminated, and each group writes down on a big paper (flipchart) some of the rules that they have decided. The flip chart can be put somewhere in the room where it is easy for everyone to see. After each class, it can be used for reference to see if the rules are followed during the class.

- **Example 2**: If there are community gardens, people can work together and grow plants as a hobby. Learners need to take care of the plants, while the instructor can use it as a common interest for people to communicate and discuss about it (making a jam together, talking about how to grow better tomatoes, what herbs are good for, etc.).

4. **Tangible objects-based tasks**

All instructors agreed that having tangible materials such as simple games, cards, objects to use works best with learners, especially learners who do not have academic background, as they learn through visual and auditory perception.

- **Example**: The instructor distributes brochures from the supermarket to the learners. The instructor prepares a list of ingredients (or brings real ingredients or work with pictures). (S)he tells the learners that all the shops are closed, and they have only these ingredients at home to make a meal with. Students have to work together to think of recipes and consequently have to write their recipes.

  **Note**: This example is analysed in the next section.
5. Game-based tasks

Instructors can use some games to catch the interest of the learners and help them perceive the language learning easier and funnier.

- **Example 1**: For learning prepositions, a treasure map could be useful for learners to overcome obstacles while searching for a treasure. Either learners themselves say what they are doing so they are using the prepositions (e.g., going under the table, going behind the tree, climbing on top of the chair) or either instructors say orders and learners need to do what they are said to find the treasure. Finally, it can also be done in pairs or groups, and learners instruct the others what to do. The same activity can be used for different themes, i.e., recycling.

  **Note**: This example is analysed in the next section.

- **Example 2**: Sports are quite useful (i.e., organize football games for refugees/ migrants and local youth). The learners can learn some simple words, and as they want to communicate, they have the motivation. During a game people do not use complicated structures, they just try to convey the message, so they are eager to use more words.
6. Role-playing based tasks

Using role-playing, the learners have a specific role in learning, and this can engage them actively maintaining their interest in the learning procedure. Of course, you must be careful to check first if your learners are ready to use role-playing; it is better to use it when the learners get to know each other a little bit and they feel freer in each role.

- **Example 1:** For raising awareness about environment and animal protection, learners can work in separate groups and each group reads a different article on this theme with a different perspective. After reading the article and doing their own research, each group writes down and develops their own ideas. Then a debate is created between different groups where each group defends its opinion. The target for everyone is to win, but through a healthy competition (something like the Model United Nations). There is an assumption of roles for every member of the groups: someone is doing the research, the other is preparing the speech, a third one is the representative of the group, etc.

- **Example 2:** Any kind of role play can do, related to real-life situations. Roles can be written on carts, given to each learner, and they consequently carry out the role-play. Important is to give input in terms of vocabulary and/or grammar in the introduction.
The following guidelines on how to implement TBLT methodology during a lesson, could help the instructor both for a face-to-face lesson or an online one.

While implementing the TBLT methodology in the language class, you should try to:

- Adapt in being a facilitator, rather than the all-knowing instructor, as described in the previous chapter (chapter I).
- Raise and keep the interest of the learners, which is described in detail in the section b below.
- Explain to learners the objectives of their task.
- Be prepared: Know what you are doing in all stages, when to intervene, how to correct, etc.
- Be flexible; it is thus necessary to “read the class” and understand the different cultural elements. You might need to remind the learners that you are the instructor when it is necessary for the flow of the lesson or during the post-task.

TBLT can be very flexible as the learners lead the course and the instructor follows. So, although you might prepare a certain task, with the idea to focus on some missing knowledge emerging from a specific task, this might change too! You should be able to adapt and follow the learners. Before changing a task, try to understand the goal and adapt the task in order to reach your goal.
b. Think on motivation, engagement, and participation

It is very useful to think how to keep the motivation of your learners high as this helps them to be engaged and participate actively in their learning. To increase the motivation and participation of the learners during the language class you could:

- Check what the learner knows about the language being taught and the community (if the language is interesting for the learner or in his/her society, if (s)he knows someone that (s)he is in the same situation of not knowing the language, etc.).
- Use self-evaluation (i.e., questionnaire) so learners can share their reasons for learning the language, but also their interests, and passions.
- Maintain an open positive communication and relation with the learners and make them feel enthusiastic to learn, focus on their progress rather than mistakes, and always point out their progress no matter how small this is.
- Interact with the learners and co-create the learning process together with them.
- Focus on real-life situations.
- Use different tools such as games, cards, role plays, doing things together (shopping, gardening, playing football).
- Use video creation as a post-task, to show what learners learned and achieved.
- Promote personal relationships between the learners.
- Promote to get a recognized certification, if possible.
- Propose the choice of choosing the theme for who “wins” an activity (though this depends heavily on the group if this is a good idea).
3. Useful resources for a successful TBLT Lesson

For more information about TBLT as a non-formal methodology as well as many examples of tasks and how to design them, check this Toolbox for using TBLT in language learning (part III) or online.

For more information and more academic background on TBLT:


For ideas regarding general grammar activities that are still very useful in TBLT approach during the post-task phase: [www.cambridgeenglish.org/](http://www.cambridgeenglish.org/)

For a website in which TBLT is explained in Italian as well as ideas for tasks for teaching Italian to non-native speakers: [www.insegnareconitask.it/](http://www.insegnareconitask.it/)

For ideas about tasks and topics (for learning Italian as a second language): [www.glottonaute.it/tessuti-didattici/](http://www.glottonaute.it/tessuti-didattici/)
This section contains practical exercises and materials that can be used as lesson materials or for deepening knowledge about the TBLT methodology and its practical implementation.

The material presented below can be adapted, in terms of specific topics and examples used, to suit the local context and the interest of the learners. The instructors could use some parts of the activities which they find suitable and replace with adapted material the information or activities that are not matching with the local context.

The template used below for the development of examples is a sample template that can help you to design more lessons according to the interests or the language needs of the learners. Remember that the pre-task is important to set the mood, encourage the interest in the topic, and provide the language context necessary to complete the task.
**Create a catalogue with recommended / worth-seeing films**

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>Creation of a catalogue with recommended/worth-seeing films, selected by the group, where important information about each film such as title, genre, actors, country, description of the plot, rating or criticism is presented. The result is a product that can be enriching and helpful for all learners.</th>
</tr>
</thead>
</table>
| Learning goals             | • To acquire and apply vocabulary in film genres and basic vocabulary in cinema and films.  
• To acquire and use phrases and structures for proposing and expressing agreement and disagreement.  
• To practice and develop language and writing skills.  
• To talk about interests and make recommendations regarding cultural topics, like film/cinema. |
| Target group               | Beginners / Intermediate                                                                          |
| Total time                 | 180 minutes                                                                                      |
| Pre-task Cycle             | 30 minutes                                                                                       |
| Pre-task Description       | The instructor shows some examples of movie posters (below). The learners look at the pictures, answer some questions about the films and cinema festivals presented and discuss which films they know and like or not.  
Sample questions:  
• Which festivals from the photos do you know?  
• Which films from the pictures do you know, or have you seen?  
• What do you know about these films or festivals?  
• What do you think about these films? Did you like them or not? |
| Task Cycle                 | • 45 minutes for the task  
• 30 minutes for the presentations |
### Task Description

1. In groups the learners suggest or select 3 to 5 films, which can be considered as representative for each film genre.

2. Small groups of learners will be formed, and each group will be responsible for creating 5 different film genre lists and the 3-5 films per genre:
   - To do this, each group must first select 5 different film genres.
   - Then the learners propose the most representative films to be listed in each category and they show their agreement or disagreement.
   - In the end, they must come to an agreement, draw up the lists and present them to the other groups in class.

### Vocabulary and phrases

#### To express suggestions

**For Level A1**
- The film... is truly a cult film
- What do you think if we...?
- What do you think if the film... is on the list...?
- I think it’s good if we.. choose the film...
- For the genre... we can... choose... the film...
- The film... must be on the list.../ The film... should
- Definitely be on the list

**For Levels A2 / B1**
- For the genre... I suggest the film...
- I suggest that the film... to the list of...
- What do you say we... add to the list?
- What do you say we...?
- For the genre... I would choose the film...
- For the genre... we could choose the film...
- The movie... is without a doubt very representative of the genre...

#### To express agreement

**For Level A1**
- Okay, I’m okay with that.
- I agree with this proposal
- I agree with you.
- I think it’s a good idea

**For Levels A2 / B1**
- I have the same opinion
- I agree with you/ your opinion
- Yes, I think it’s a good idea/ suggestion
- Yes, I also think that this film should be on the list...
- To express disagreement

**For Level A1**
- I disagree
- I see it differently
- I do not entirely agree with this proposal
- I don’t quite agree with that

**For Levels A2 / B1**
- I don’t have the same opinion.
- I don’t find this film so representative of the genre...
- I don’t think it’s a good idea if we...
- Yes, I also think that this film should be on the list...
The learners create a catalogue with films to be recommended / worth-seeing.

1. In small groups, the learners choose the best films they think that they can represent each genre. From this very first step, the structures, expressions, and vocabulary learned during the unit and the secondary tasks are applied. They will have to make suggestions and reach agreement, using the vocabulary and expressions they have already practised.

2. The learners look for photos or posters of each film to be presented, write/text the relevant important information about the film: title, year, genre, director, actors and summary of the plot, and also write a film review, using the communicative aspects already acquired, such as expressions, structures and vocabulary related to the topic of films, film reviews and evaluations.

Pictures for Activity 1:

Resources:
- [www.flickr.com/photos/alberto-rincon/8134510038](http://www.flickr.com/photos/alberto-rincon/8134510038)
- [www.flickr.com/photos/bensutherland/48896109681](http://www.flickr.com/photos/bensutherland/48896109681)
- [www.flickr.com/photos/la_bretagne_a_paris/5740845161/in/photostream/](http://www.flickr.com/photos/la_bretagne_a_paris/5740845161/in/photostream/)
- [www.flickr.com/photos/krisolin/6859796173](http://www.flickr.com/photos/krisolin/6859796173)
- [www.flickr.com/photos/monkeymanforever/23453073294/](http://www.flickr.com/photos/monkeymanforever/23453073294/)
### Organize a party with guest list and shopping list

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>Organisation of a party (picnic, party in a classroom, barbeque in a garden, etc.) by the learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals</td>
<td>• To acquire expressions for invitations, acceptances, and refusals.</td>
</tr>
<tr>
<td></td>
<td>• To use expressions and structures for inviting, accepting, rejecting, and expressing reasons for rejection.</td>
</tr>
<tr>
<td></td>
<td>• To practice and promote writing and/or speaking and listening skills.</td>
</tr>
<tr>
<td></td>
<td>• To learn vocabulary to talk about leisure activities.</td>
</tr>
<tr>
<td>Target group</td>
<td>Beginners / Intermediate</td>
</tr>
<tr>
<td>Total time</td>
<td>180 minutes</td>
</tr>
<tr>
<td>Pre-task Cycle</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Pre-task Description</td>
<td>The instructor shows pictures of parties. The learners look at the photos and then answer some questions about the most depicted parties and entertainment activities. Their interest and enthusiasm for the topic will be awakened, so that they can propose a project, organise a party/meeting in the group and, if they wish, finally organise it. Sample questions: • What kind of meetings and celebrations do you recognize in the photos? • And what kind of meetings and parties do you like best? • What kind of meetings and parties do you usually organize and what kind of preparations do you take care of? • What was the last meeting or party you went to and how was it?</td>
</tr>
<tr>
<td>Task Cycle</td>
<td>• 45 minutes for the task</td>
</tr>
<tr>
<td></td>
<td>• 30 minutes for the presentations</td>
</tr>
</tbody>
</table>
1. Individually or in pairs, the learners look at the photos below and write an invitation to one of the meetings or parties shown.
   - Learners decide for themselves whether it is an invitation for several people or just one person, and when and where the meeting will take place.
   - The written invitations can be in the form of a mail, a message or message or even a telephone call.

2. The invitations are exchanged within the group so that each learner or couple responds to an invitation. They can decide whether to accept or reject and give a reason for rejection, choosing the form (voice message, sms, email; etc) that this invitation will be answered.

3. These reactions are finally exchanged/presented.

### Vocabulary and phrases

#### To invite someone

**For Level A1**
- I would like to celebrate... on... in... at... You are / are invited of course
- I invite you to...
- On ... I/we celebrate ...
- Would you like to come?
- On ... I/we are having a party, because ...
- It’ll start at...

**For Levels A2 / B1**
- On ... I/we will ...
- It would be my great pleasure to invite you / you to
- Please let me know if you / you are coming

#### To accept an invitation

**For Level A1**
- I'd love to come.
- Thank you very much for the invitation, of course I come
- Thanks, I look forward to it!

**For Levels A2 / B1**
- You can count on me, I'll be there
- Thanks, I'll be there
- Should I bring anything?
- I can prepare/bring something

#### To reject an invitation and give a reason

**For Level A1**
- I can't go that day because I'm...
- What a pity, I have an appointment that day.
- Unfortunately I don't have time on that day, because I must ...

**For Levels A2 / B1**
- I have to decline, because I have to...
- What a pity! I... / have to... just on that day!
- Unfortunately I am unable to come on the same day, because I...
The learners organize a party and finally, if they wish, they organize/celebrate it at the end.

1. First, they manage all the organizational tasks:
   - Arrange the type of party in the group (picnic, dinner, party in the classroom, in the garden, barbecue, etc).
   - Agree on the place, day and time or determine them in the group.
   - Watch the weather forecast for the choice and planning of the festival (depending on good or bad weather)
   - Decide whether only the learners will participate in the festival or whether they will invite other people. If this is the case, decide and write an invitation
   - Organize food and beverage delivery: Note what is needed and who buys, brings or should buy what.

2. If the party is actually held at the end, the learners can, if possible, in pairs or in small groups, procure/purchase food and drink in shops where the target language is spoken, so that the learners can cope with real shopping situations/dialogues in the target language.

3. As an information sheet for all learners, they can create a common poster on which the most important decisions and information are displayed.

Pictures for Activity 1:

Resources:
- https://pixabay.com/de/
- https://pixabay.com/es/
### Create a travel blog to share experiences

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>Creation of a travel blog by the learning group, in which the learners can report on their trips, excursions and travel experiences and evaluate and recommend places, sights, restaurants and accommodation from the respective destinations.</th>
</tr>
</thead>
</table>
| Learning goals              | - To learn vocabulary to talk about travelling and excursions.  
- To learn vocabulary for clothes and objects that you take with you on a journey.  
- To acquire and use of a past tense/past tense to ask and report on past actions/events.  
- To use of phrases to suggest, recommend, and advise.  
- To practice and promote language and writing skills. |
| Target group                | Beginners / intermediate |
| Total time                  | 180 minutes |
| Pre-task Cycle              | 30 minutes |
| Pre-task Description        | 1. The instructor shows photos of travel destinations, types of accommodation, various landscapes, and sights to stimulate and illustrate the context.  
2. The learners look at the photos and answer some questions in the subject of travel. They are encouraged to briefly share their travel experiences and their preferences regarding the different types of travel, so that the project proposal can be made to create a common travel blog where all learners can report on their own travels and give tips for destinations, accommodation, etc.  
Sample questions:  
- Which locations in the pictures do you want to be in now and why?  
- What do you identify / connect with each photo?  
- What kind of accommodations do you recognize in the photos? Do you know of other accommodations?  
- Where were you on your last trip?  
- And next time, where do you plan to travel to? |
| Task Cycle                  | 45 minutes for the task  
30 minutes for the presentations |
1. In small groups, learners exchange information about destinations they have visited and which they do not know. In return they will talk about events in the past.

2. Learners agree on a place they have never been and have to pack their suitcases for this destination. However, they must seek advice/recommendation from other learners in the group who know the place. This means that each small group then jointly prepares a packing list with the items needed for each specific destination. The learners can either discover and acquire the necessary vocabulary themselves or use the existing vocabulary.

---

**To express the past**  
**Level A1**
- Did you go to...
- Did you visit...
- Did you already travel...
- I was there a few times
- I went to...
- I visited...
- I was never there
- I never went to...
- I want to go to...
- I want to visit...

**Level A2/ B1**
- I went to ... last year
- I went to ... a few weeks ago
- I went to ... a long time ago
- I went to ... in 2015
- I was there a few times
- I didn’t have a chance to go to...
- I was never there
- I didn’t go there but I would like

---

**To recommend**  
**Level A1**
- You can take... with you
- You should pack... in your suitcase
- You have to take... with you because...
- You need...
- It’s important to pack

**Levels A2/ B1**
- In your position, I would take...
- Personally, I would pack... in my suitcase
- I recommend...
- I suggest to...
- It’s really worthwhile
- You should take... with you in case
- Pack... so that...
- Don’t forget... because...

---

1. In small groups, the learners choose a destination.

2. Each learner is given the task of researching a well rated accommodation, sight and activity that can be found at that location and looking for a positively rated shop/restaurant (bar or restaurant); price - quality ratio / performance ratio is of course to be considered. The learner can search for it in printed or digital travel guides and on the web (rating portals, video reports, travel blogs, etc) in the target language. It is also important that s/he pay attention to the expressions used to rate restaurants (places) and services and purchase them.

3. Finally, they create flyers for each destination by adding photos and summarising short texts with a positive evaluation/review for a local accommodation, restaurant, sight in the destination, etc.
**Create a blog to share your opinions on your neighborhood and initiatives**

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>Creation of a blog by the learning group, in which the learners deal with the problems of the residential area, report on concrete needs (infrastructure, services, etc.) in different residential areas after field research and propose ideas and initiatives to optimize the social environment in the area/city.</th>
</tr>
</thead>
</table>
| Learning goals              | **To learn phrases for opinions/concerns.**  
**To learn vocabulary to talk about your neighbourhood and initiatives to make changes.**  
**To discover, acquire and apply vocabulary for installations, services, needs and problems in a city.**  
**To create, conduct and evaluate surveys in the target language.**  
**To practice and promote writing and language skills.** |
| Target group                | Intermediate / advanced |
| Total time                  | 180 minutes |
| Pre-task Cycle              | 30 minutes |
| Pre-task Description        | 1. The opening activity presents the thematic frame of our area: its needs and problems with photos of various urban facilities and services. By doing so, the main task or project is proposed.  
2. The learners look at the photos and answer some questions about living in our residential area. In this way, they are motivated to first think about how satisfied they are with their place of residence and its infrastructure, offers and services, so that the project proposal can be made to create a joint blog where all learners can collect solutions to the problems of their residential area and initiatives for a better social environment.  
Sample questions:  
**What do you identify / connect with each photo?**  
**To what extent are you satisfied or dissatisfied with the facilities and services in your city shown in the photos?**  
**What do you particularly like about your neighbourhood / place of residence?** |
| Task Cycle                  | **45 minutes for the task**  
**30 minutes for the presentations** |
1. In small groups, questionnaires are created to find out how satisfied the neighbours are with the public services, installations and authorities and which problems should be solved.

2. Learners can discover and make the expressions for the possible questions themselves or they can base their own expressions on the examples (see tools).

3. If the common language of the place of residence is different from the target language, learners will look for potential interviewees in residential areas where the target language is their native language.

4. Each group selects a residential area and interviews neighbours there using the questionnaire. Answers are written down or recorded.

5. Finally, the answers are discussed and presented in the group so that an overview of the needs, problems, etc. in each neighbourhood is provided.

<table>
<thead>
<tr>
<th>Vocabulary to talk about neighbourhoods:</th>
</tr>
</thead>
</table>

### Facilities
- Sport fields
- Playgrounds
- Bicycle Paths
- Green areas
- Nursery schools
- Schools
- Hospitals
- Parking lots
- Apartments
- Youth centres
- Senior Citizen homes

### Thought for Surveys
- There is (isn't) enough...
- There is/there are always more...
- There should be more... is missing
- I would like more...
- We need...
- It bothers me that there’s...
- The quality of... is good/ bad.
- I am happy/ unhappy with...
- The crime rate has increased/ has decreased.

### Questions for Surveys
1. What do you think about the public health system?
2. What is the quality of education in your neighbourhood/city?
3. Are there enough playgrounds for children?
4. How satisfied are you with the cultural offerings in your place of residence?
5. Does the noise in the neighbourhood bother you?
6. How do you rate public transportation?
7. Has the crime rate increased or decreased?
8. Which problems need to be urgently addressed?
### Post/Final task

1. In pairs or small groups, the learners choose a residential area with problems/needs that they know.

2. After each pair or small group discusses/comments on the problems and needs of the neighbourhood, the learning group creates a blog where the learners of each small group make suggestions and collect ideas to solve the problems.

3. In addition, the learners can create and describe their own concrete initiatives (small art, social, educational or environmental projects) for some neighbourhoods, which can contribute to the optimization of living together and the environment. Instead of a blog, it is of course possible to create a simple paper or poster, but it is advisable to create and manage a digital blog or use a digital bulletin board which is very easy to design and can be used in many ways. They also provide digital support/tools for interaction and better visualization.

4. Finally, they create flyers for each destination by adding photos and summarizing short texts with a positive evaluation/review for a local accommodation, restaurant, sight in the destination, etc.

### Clubs/Associations and Volunteering

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>Collection of information about leisure centres (sports clubs, associations, clubs and leisure groups), as well as volunteer institutions and projects in which the learners spend their free time. Important information is given such as name, address, contact or possible contact person and profile of the institution. Simple explanations about the necessary procedure and how to enter, register/login or become a member should also be included.</th>
</tr>
</thead>
</table>
| Learning goals             | • To learn to express affiliation for present/past, applying the two tenses.  
                              • To learn phrases/vocabulary about recreation centres, institutions and volunteer projects where they can indulge in new group activities and volunteer work.  
                              • To acquire and use vocabulary related to group activities, membership, and volunteer work.  
                              • To ask, exchange and discuss social commitment.  
                              • To practice and develop writing and speaking skills. |
| Target group               | Pre-intermediate/ Intermediate/ Advanced |
| Total time                 | 180 minutes |
| Pre-task Cycle             | 30 minutes |
### Pre-task Description

1. The topic “participation in group activities and social engagement in leisure time” is presented with photos of people who share a leisure activity together and/or who help voluntarily.

2. The learners are encouraged to share briefly their own experiences in associations, groups and with volunteers, so that as a project or main task one can propose to create a collection of the most important information from associations, clubs, and aid projects that the learners and also interviewees in their place of residence have found very good and interesting. The learners look at the photos and then answer some questions on the topic.

**Sample questions:**

- Do you belong to any group, action, or association in your city where you participate in group activities or share interests/hobbies with other people?
- Do you know of any social projects and volunteer organizations in your town where you help yourself or where your friends get involved?
- And have you had experiences with clubs, associations for leisure activities and volunteer initiatives in your home country?

### Task Cycle

- 45 minutes for the task
- 30 minutes for the presentations

### Task Description

1. In small groups, the learners create questionnaires to find out what experiences the residents have had with group activities in clubs and associations in the city, and whether they have been socially engaged as volunteers in aid organizations or volunteer projects. Learners can discover and acquire the expressions for the possible questions themselves, or they can use the list below as a basis.

2. If the common language of the place of residence is different from the target language, learners will look for potential interviewees in residential areas whose native language is the target language. It is of course also possible to interview acquaintances, friends, and colleagues. Answers are written down or recorded.

3. During the interviews, the learners will particularly focus on activities, institutions and volunteer initiatives that have been well evaluated and that the interviewees rate as very positive and recommendable. In this case data such as the profile of the institution, description of the projects and group activities, contact details, contact persons, meetings and times as well as the most important information for registration, enrolment or membership will be asked and given. This data will be very helpful for the later task.

4. Finally, the answers/events will be discussed and presented in the group.

### Vocabulary

**Sample questions**

- What clubs or associations do you belong to? Why did you decide to join?/What was your motivation?
- Did you previously belong to any clubs/organizations?
- What activities do you do in your free time / in terms of volunteer work?
- What is or what was your experience?
- Which club or association could you recommend and why?
### Vocabulary

<table>
<thead>
<tr>
<th>Expressing affiliation</th>
<th>Become a member</th>
<th>Activities and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am/was a member of...</td>
<td>You can register online.</td>
<td>Getting to know people.</td>
</tr>
<tr>
<td>I belong/ belonged to...</td>
<td>You have to fill out a form.</td>
<td>Other people with the same...</td>
</tr>
<tr>
<td>I am/ was registered in a (...)</td>
<td>You have to register online.</td>
<td>Find/ meet affinities</td>
</tr>
<tr>
<td>A friend is a member of a sports club and...</td>
<td>You have a website.</td>
<td>Playing together.</td>
</tr>
<tr>
<td>I work/ worked as a volunteer for...</td>
<td>The contact person is called...</td>
<td>Helping/ teaching others.</td>
</tr>
<tr>
<td>I know of a volunteer project.</td>
<td>The contact address is...</td>
<td>Accompanying elderly people.</td>
</tr>
<tr>
<td>Etc.</td>
<td>You can come by...</td>
<td>Getting involved in environmental protection.</td>
</tr>
<tr>
<td></td>
<td>Etc.</td>
<td>Social commitment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Etc.</td>
</tr>
</tbody>
</table>

### Post/Final task

1. After the learners have shared their own experiences, they can now evaluate them in the group session and point out which institution or volunteer initiatives they would like to recommend.

2. These institutions and social projects recommended by the learners of the learning group will be collected, listed, and presented together with the institutions and associations that were most highly rated by the interviewees in the survey. Useful data such as address, contact or contact person, website, registration form or registration procedure, etc. should be provided so that all learners as well as external persons could make use of this information. Additionally, the reasons for all recommendations should be presented. The collection can be in the form of a brochure, a flyer, a digital bulletin board or a blog.

### Extra resources

**Resources:**

- [www.pixabay.com/de/](http://www.pixabay.com/de/)
## Description of the activity

Learners create a story of a journey on foot from (City A) to (City B), describing the places the protagonist has seen, people he/she has met, or things (s)he has done, incorporating at the same time some phrases and images given by the instructor. The two cities should be far from each other e.g., from Milan to Palermo, from Lagos to Porto, from Vienna to Rankweil, from Oviedo to Córdoba, etc.

## Learning goals

- To learn how to use correctly past and past perfect tenses when telling a story in the past.
- To become more aware about the different contexts in which both forms are used alternatively.
- To exchange of knowledge and experience in cultural, architectural and geographical topics concerning a country.
- To practice and develop reading, listening, and writing skills.

## Target Group

Intermediate

## Total time

180 minutes

## Pre-task Cycle

30 minutes

### Pre-task Description

1. Show the title of the film “Forest Gump” and discuss their personal opinions about the movie. Then, ask the learners if they can recall the storyline of the movie.
   - What does the movie talk about?
   - Where does the story take place? In which year?

2. Show a trailer of the film (3 minutes) in which the protagonist starts his travel in order to introduce the topic of travelling. Afterwards, share some thoughts about a journey on foot.

## Task Cycle

- 45 minutes for the task
- 30 minutes for the presentations
1. The instructor divides the learners in groups of 3 or 4 based on a right balance of linguistic capabilities. These groups should describe a story on foot in (country), from (City A) to (City B), describing the places that they visited and the people they met on the way. The instructor specifies that there are large differences between these two cities, in terms of architecture, landscapes, traditions, food and people.

2. Learners should make use of two extra components given by the instructor to complete and incorporate into their stories: images and phrases. The instructor gives the learners some images (8) that refer to a clear situation that could happen during the journey and some phrases in the target language. Each group needs to take at least 2 phrases and 2 images to incorporate into their story.

3. After 45 minutes, one person per group is asked to present the story of his/her group to the rest of the class.

**Materials**

1. Movie: Forest Gump (1994) USA
2. The phrases to use:
   - He was afraid to move even a single muscle in order not to let out his feelings.
   - He did not have to think much about what to say. He just had to write down what he was thinking.
   - The gardens were full of plants and flowers. He has never smelled the scent of a jasmine flower before.
3. The images to get some ideas from:

**Post-task**

1. If the learners have difficulties with the past tense, explain the difference between finished actions in the past and continues actions in the past perfect. The actions represented by the images thus need past as they are well defined, instead of other situation that are more in the background need past perfect.
2. If necessary, explain the use of words that express well-defined or continuous processes, such as “when” and “while”.
3. If learners have difficulties with any other grammatical structures, use this time to reflect on this and explain unclarities.
### Create your Story

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>The learners create a story following a certain structure by using simple sentences they are comfortable with.</th>
</tr>
</thead>
</table>
| Learning goals             | - To practice speaking skills.  
                             | - To foster creative thinking.  
                             | - To become familiar to using the foreign language without previous preparation and using the vocabulary and knowledge they already have. |
| Target group               | Beginners                                                                                     |
| Total time                 | 60-120 minutes (depending on the number of learners)                                           |
| Pre-task Cycle             | 60 minutes                                                                                  |
| Pre-task Description       | The instructor writes down the structure the story should have on one or 7 pieces of paper and use it as prompts for the learners:  
                             | 1. Once upon a time... (Who is the story about? Where are they, and when is all this happening?)  
                             | 2. Every day... (“world in balance”)  
                             | 3. Until one day when... (unbalances the main character’s world)  
                             | 4. And because of that, ... (main character pursuing a goal)  
                             | 5. That is why.... (accomplishing a step towards the goal...not the end of the story)  
                             | 6. Until finally... (moment of truth in the story, revelation)  
                             | 7. From that day on ... (what the story means to the characters) |
| Task Cycle                 | 60 minutes                                                                                  |
| Task Description           | 1. Depending on how many learners you have, you can have everyone sit in a circle and use a small ball to decide which whose turn is next. You can also ask learners to do this in little groups or in pairs.  
                             | 2. Then the instructor shall explain and show the structure the learners need to follow for their story. The instructor starts the story with “Once upon a time...”, depending on your learners and the instructor’s preferences, they can give more information from the start: exact location, time framework, characters (one or more, age, gender, nationality, personality, etc.). It is up to the instructor how much they are to navigate and control the narrative of the story.  
                             | 3. Then the instructor stops and throws the ball to a learner who has to continue the story. After the learner gives his/her input (as much as (s)he can contribute using his/her own words), they pass the ball to another learner. |
**Note:**
The instructor should make sure that in the end they will have all of the above lines finished. When the instructor thinks a new element needs to be added, they should start with the respective line, finishing all 7. It is also the role of the instructor to try and involve all learners, and encourage them to contribute. Furthermore, the instructor should also participate and try to make the story more interesting and unexpected, to demonstrate to the learners that they can contribute with plot twists, adding new characters, etc. Learners will be able to show their creativity and lead the story in a direction they want, and in the meantime they will use the language.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Paper with the structure of the story written.</td>
</tr>
<tr>
<td>• Ball (optional).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extra resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>This activity has been adapted from the “Artem story mapping guide”, available at: <a href="http://www.artemproject.org/story-mapping">www.artemproject.org/story-mapping</a></td>
</tr>
</tbody>
</table>

**Note:**
This activity is very similar to the previous one and the next one. It is useful to have in mind that similar exercises can be done in different ways. An instructor can take the ideas and create his/her own activities according to his/her learners.

---

### I want to go to (city)!

<table>
<thead>
<tr>
<th><strong>Description of the activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In this activity learners are called to find their way to go from a big city to another (e.g. Athens to Delphi) using different ways such as by train/bus. They have to organize a visit on the archaeological site, the museum and the city. They should book tickets and stay overnight in a big city (e.g. Delphi). If they decide to do it within the country, the actual trip could take place.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• To practice and develop listening and pronunciation skills.</td>
</tr>
<tr>
<td>• To learn how to find and process online information.</td>
</tr>
<tr>
<td>• To learn to read maps.</td>
</tr>
<tr>
<td>• To practice how to book hotel rooms / restaurant reservations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Target group</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Total time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>120 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pre-task Cycle</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
</tr>
</tbody>
</table>
At this point, the instructor shares with the learners maps, pamphlets, historical books, postcards of the city, train and bus schedules, hotel and restaurant information and asks them to organize a two-day trip to an important monument (e.g. Delphi Oracle).

100 minutes

1. The instructor divides the group into smaller groups of 4 or 5 students.
2. Each group will organize the trip with different means of travel within a limited amount of money (half of them by train and half of them by bus).
3. The learners check the websites of transportation and find out how to book tickets for the train/bus. They can write down some different options regarding the date and time and discuss within the group what they prefer.
4. The learners search in internet the entrance prices for the monument / museum and write down the different choices, discuss them and agree on one choice (time, day, group or individual).
5. The learners use different platforms for reserving a hotel (booking.com, hostelworld.com, etc.) and decide on a common solution (budget, dorm, rooms, distance from city center, etc.).
6. The learners make dialogues for hotel and restaurant reservations and practice them in pairs.
7. At the end of the class, the learners present their trip, the way they choose to travel, the hotel and museum entrance, etc.

**Note:**
If they decide to do it within the country, the actual trip could take place and the learners could try in the last activity to convince the class about choosing their city, way of travelling, etc.

Maps, pamphlets, brochures, etc.

In this activity, learners give love advice. The activity contains two main parts, one in which learners will have to recognize and reconstruct an email in which someone is asking for advice, and afterwards one in which the learner answer to that email by giving love advice.

- To know how to formulate questions and advice.
- To understand the right use of textual connectors and transitional expressions and use them.
- To know how to formulate questions and advice.
- To practice and develop reading, listening, and writing skills.
<table>
<thead>
<tr>
<th>Target group</th>
<th>The first task-cycle is for intermediate learners, the second one for beginners.</th>
</tr>
</thead>
</table>
| Total time  | Task 1: 60 minutes  
            Task 2: 60 minutes                                                            |
| Pre-task Cycle | 30 minutes                                                        |
| Pre-task Description |
| 1. | The instructor discusses some sentimental problems that are common amongst youngsters, sharing some personal problems if possible. In pairs, learners can think of common problems that teenagers might have. The instructor will collect the answers and write them on the white board. |
| 2. | Then, the instructor tells the story of your friend Marco, who has some problems with his girlfriend and needs to have good love advice. Marco decides to write to a magazine for girls, explaining his situation and asking for advice. |
| Task Cycle | 30 minutes |
| Task Description |
| 1. | The instructor divides the learners in groups of 3 or 4 based on a right balance of linguistic capabilities. Each group receives the mail that Marco wrote, however cut into 80 words. The first task is thus to reconstruct the mail of Marco by ordering the words. The original email is: |
| | “Dear Elena, |
| | I’m writing because I’m having a hard time understanding my feelings at the moment. I will introduce myself; my name is Marco, I am 23 years old and I study languages. |
| | Three weeks ago, I had a fight with my girlfriend Lucia and after this fight we broke off our relationship. |
| | After a week I phoned Lucia but she did not answer, nevertheless I called back the next day and the next day again, but Lucia turned off her phone. |
| | I also sent her a bouquet of flowers to make peace but I did not receive any answer. |
| | On the one hand I think I should stop looking for her, on the other hand I miss her very much. What should I do? |
| | Yours sincerely, |
| | Marco”. |
| 2. | After one hour, each group chooses one learner that reads aloud their email. |
| 3. | Between the previous task and the following one, there could be an explanation of transitions expressions in text: additions, contrast, reason and purpose, temporal relations, conclusion, and summaries. |
| 4. | The learners have to respond to Marco with advice. Respond to the mail of Marco, writing between 60 and 80 words and try to use the following transitional expressions: “As a result of…/ Finally,…/ In my opinion…/ It would be good if…”. |
Dear Mary, I've got a problem. Can you help me?

In this activity, learners will have to think about how to ask and give advice. It includes giving advice to colleagues or classmates. Depending on the age of the learners, the problems can be adapted. Important is that learners think about common problems, and how to ask and give advice.

To know how to formulate questions and advice.
- To communicate problems and ask for advice.
- To come up with advice that responds to specific problems.
- To practice and develop reading, listening and writing skills.

<table>
<thead>
<tr>
<th>Target group</th>
<th>Beginners/ Pre-intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total time</td>
<td>120 minutes</td>
</tr>
</tbody>
</table>

www.insegnareconitask.it/content/chi-siamo
### Pre-task Cycle

**30 minutes**

<table>
<thead>
<tr>
<th>Pre-task description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructors discuss some sentimental problems that are common among youngsters, listening to some personal problems amongst the learners. In pairs, learners think of common problems that teenagers might have.</td>
<td></td>
</tr>
<tr>
<td>2. After 10-15 minutes, the instructor collects the answers and writes them on the white board.</td>
<td></td>
</tr>
<tr>
<td>3. The instructor introduces a magazine where people can write their problems (choose one that exists in your country or imagine one) i.e. “the rubric of Mary”.</td>
<td></td>
</tr>
<tr>
<td>4. The instructor prepares several letters to a magazine and several answers and lets learners match the problems to the answers.</td>
<td></td>
</tr>
</tbody>
</table>

### Task Cycle

**60 minutes**

<table>
<thead>
<tr>
<th>Task Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Each learner writes down a small problem they have and for which they need advice. The instructor re-distributes the questions, and each learner writes an answer.</td>
<td></td>
</tr>
</tbody>
</table>

### The questions and answers to use for the pre-task exercise:

<table>
<thead>
<tr>
<th>a) EXAM NERVES</th>
<th>b) MY PARENTS PREFER MY BROTHER</th>
<th>c) NOBODY LIKES ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Mary, I've just taken my PET exam and I'm sure I've failed. The listening was very difficult. I'm very worried and I can't sleep at night. I also feel sick every time I eat. My mother tries to make me eat big meals but after two or three mouthfuls I can't eat any more. Andy</td>
<td>Dear Mary, I'm very jealous because I think my parents like my brother more than me. At school I always have good grades and he does nothing. At home I usually help my mum to do the washing up and the ironing and my brother never helps anybody. At the weekend my dad takes my brother skiing in winter and fishing in the summer. I'm never invited to do anything with him. I have to stay at home with mum and grandmother at the weekend. My life is becoming a nightmare. What can I do? James</td>
<td>Dear Mary, I recently moved to a new town. I had to start at a new school in the middle of the year and I found it very difficult. Now I'm doing better but nobody talks to me. The other learners laugh at my clothes and call me “weak” because I'm not very athletic. Last week we had to work in groups for a Geography project and I was the last person in the class to be chosen. How can I become more popular? Frank</td>
</tr>
<tr>
<td>1) Well, this situation is obviously very upsetting. However, you shouldn't let it rule your life. Next time your father plans a skiing trip ask him to take you too. When you have to stay at home with your grandmother, how about phoning a friend and inviting him/her to your house? Are you really sure your parents do nothing with you? Keep a diary for the next month and write down the things you do together. You might find your jealousy is unnecessary.</td>
<td>2) Things can be very difficult when you move to a new area. You should give yourself a little time to adapt. You may find that next year things will change. This year, however, how about joining a club outside school? Go to your local information office and find out about leisure activities that interest you in your town. You might find that it's easier to make friends when you have a common interest.</td>
<td>3) Don't worry. You can always sit it again. Why don't you try talking about it with your doctor? He may give you some pills to help you sleep. You should also talk to your mother about your worries. I'm sure she'll give you smaller portions if she understands your problem.</td>
</tr>
<tr>
<td>You have an interview for a summer job tomorrow. Collect 8 different pieces of advice, one for each structure:</td>
<td>You have a date with a girl/boy that you like tomorrow. Collect 8 different pieces of advice, one for each structure:</td>
<td>You have an important exam tomorrow. Collect 8 different pieces of advice, one for each structure:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>- You should</td>
<td>- You should</td>
<td>- You should</td>
</tr>
<tr>
<td>- If I were you</td>
<td>- If I were you</td>
<td>- If I were you</td>
</tr>
<tr>
<td>- It’s a good idea to/that</td>
<td>- It’s a good idea to/that</td>
<td>- It’s a good idea to/that</td>
</tr>
<tr>
<td>- You might</td>
<td>- You might</td>
<td>- You might</td>
</tr>
<tr>
<td>- Why don’t you</td>
<td>- Why don’t you</td>
<td>- Why don’t you</td>
</tr>
<tr>
<td>- What about</td>
<td>- What about</td>
<td>- What about</td>
</tr>
<tr>
<td>- You’d better</td>
<td>- You’d better</td>
<td>- You’d better</td>
</tr>
<tr>
<td>- You shouldn’t</td>
<td>- You shouldn’t</td>
<td>- You shouldn’t</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You have an important ski competition tomorrow. Collect 8 different pieces of advice, one for each structure:</th>
<th>You have an important football match tomorrow. Collect 8 different pieces of advice, one for each structure:</th>
<th>You are new in town and don’t know anybody. Collect 8 different pieces of advice, one for each structure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- You should</td>
<td>- You should</td>
<td>- You should</td>
</tr>
<tr>
<td>- If I were you</td>
<td>- If I were you</td>
<td>- If I were you</td>
</tr>
<tr>
<td>- It’s a good idea to/that</td>
<td>- It’s a good idea to/that</td>
<td>- It’s a good idea to/that</td>
</tr>
<tr>
<td>- You might</td>
<td>- You might</td>
<td>- You might</td>
</tr>
<tr>
<td>- Why don’t you</td>
<td>- Why don’t you</td>
<td>- Why don’t you</td>
</tr>
<tr>
<td>- What about</td>
<td>- What about</td>
<td>- What about</td>
</tr>
<tr>
<td>- You’d better</td>
<td>- You’d better</td>
<td>- You’d better</td>
</tr>
<tr>
<td>- You shouldn’t</td>
<td>- You shouldn’t</td>
<td>- You shouldn’t</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You are having problems with your parents. Collect 8 different pieces of advice, one for each structure:</th>
<th>You and your family are going to move to England forever. Collect 8 different pieces of advice, one for each structure:</th>
<th>You are always tired and you don’t know what to do. Collect 8 different pieces of advice, one for each structure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- You should</td>
<td>- You should</td>
<td>- You should</td>
</tr>
<tr>
<td>- If I were you</td>
<td>- If I were you</td>
<td>- If I were you</td>
</tr>
<tr>
<td>- It’s a good idea to/that</td>
<td>- It’s a good idea to/that</td>
<td>- It’s a good idea to/that</td>
</tr>
<tr>
<td>- You might</td>
<td>- You might</td>
<td>- You might</td>
</tr>
<tr>
<td>- Why don’t you</td>
<td>- Why don’t you</td>
<td>- Why don’t you</td>
</tr>
<tr>
<td>- What about</td>
<td>- What about</td>
<td>- What about</td>
</tr>
<tr>
<td>- You’d better</td>
<td>- You’d better</td>
<td>- You’d better</td>
</tr>
<tr>
<td>- You shouldn’t</td>
<td>- You shouldn’t</td>
<td>- You shouldn’t</td>
</tr>
</tbody>
</table>
You are always very sleepy in the morning and you are always late for school. Collect 8 different pieces of advice, one for each structure:

- You should
- If I were you
- It’s a good idea to/that
- You might
- Why don’t you
- What about
- You’d better
- You shouldn’t

You want to go out on Saturday night, but your parents don’t give you permission. Collect 8 different pieces of advice, one for each structure:

- You should
- If I were you
- It’s a good idea to/that
- You might
- Why don’t you
- What about
- You’d better
- You shouldn’t

You are going on a cycling holiday next summer. Collect 8 different pieces of advice, one for each structure:

- You should
- If I were you
- It’s a good idea to/that
- You might
- Why don’t you
- What about
- You’d better
- You shouldn’t

### Extra resources

2. [www.insegnareconitask.it/](http://www.insegnareconitask.it/)

### Design your own room

**Description of the activity**

In this activity, learners will have come up with a way to furnish and decorate their room and common spaces of a house. It will teach new vocabulary, but also requires communication between “new roommates” about how to furnish a house.

**Learning goals**

- To use questions and reach agreements.
- To understand the right use of “there is” and “there are”.
- To practice and develop reading, listening, and writing skills.

**Target group**

Beginners/intermediate

**Total time**

120 minutes

**Pre-task Cycle**

30 minutes

**Pre-task description**

The instructor starts with a discussion about the kind of furniture learners like.
<table>
<thead>
<tr>
<th>Task Cycle</th>
<th>90 minutes</th>
</tr>
</thead>
</table>
| Task description | Learners are divided in groups. Each group has a map of a house and a budget. Learners are explained that they will move out into a house with their friends. The map they see is their new house and they have to decide on a room, and then decide how to decorate and equip the room with furniture within a limited budget. Learners also get a catalogue of Ikea and links they could use on the internet to second-hand shops. They describe how you will decorate your room and the common areas with your choice of furniture to the rest of the group.  

**Note:**  
An alternative activity within the same topic could be: The instructor provides learners a plan of a house and several objects (in pictures). Then, the learners do a role-play, in which one student is the mover and the other student has to explain to the mover where all his/her furniture should go. |
| Post-task | Grammar exercises |

### Cooking together

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>The learners work together to create a meal with the giving ingredients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals</td>
<td></td>
</tr>
</tbody>
</table>
  • To increase the vocabulary of food and drinks.  
  • To increase the vocabulary of numbers.  
  • To practice making questions and organizing.  
  • To learn more about the food of other countries.  
  • To maybe even learn new recipes. |
| Target group               | Beginners/ intermediate/ advanced |
| Total time                 | 90 minutes |
| Pre-task Cycle             | 30 minutes |
**Beginners:**
The instructor does a creative introduction with a video clip of a dinner or restaurant. Then a discussion follows on what kind of food the learners like and a brainstorm on different kinds of food.

**Intermediate-advanced group:**
1. The instructor calls for brainstorming on food vocabulary within specific categories.
2. Then each group needs to make a list of food. For example, put learners together and tell them to write down items from each of the following categories:
   - 1 kind of meat
   - 1 dairy product
   - 3 herbs or spices
   - 1 green vegetable
   - 3 more vegetables
   - 1 grain
   - 3 fruits
   - 1 tin of any kind of food
   - 1 jar of some food
   - Something salty
   - Something sweet

---

**Task Cycle**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task description</strong></td>
<td>60 minutes</td>
</tr>
<tr>
<td>1. Beginners: The instructor prepares a list of ingredients (or brings real ingredients or work with pictures). Intermediate-advanced group: the instructor distributes the list made during the pre-task over the different groups.</td>
<td></td>
</tr>
<tr>
<td>2. The instructor tells the learners that all the shops are closed, and they have only these ingredients at home to make a meal with. Each group has 30 minutes to plan a meal along with cooking oil, salt, and pepper. Learners write down the recipe/menu.</td>
<td></td>
</tr>
<tr>
<td>3. The groups present their work and tell something about the meal (in case of multicultural classes and when the meals are specific for a specific region or country).</td>
<td></td>
</tr>
</tbody>
</table>

**Materials**
Pictures of ingredients/real ingredients

**Post-task**
Grammar exercises
Notes:

- This activity could be done also with real ingredients, and after the activity in class all together could organize a real moment in which the learners can cook and eat together.
- The task cycle could be adapted like this:

  1. In class, the instructor gives the learners that work in group two recipes with herbs (photo, time, ingredients, and steps of method). Each group should put the steps of the method in order.
  2. The group speak about the traditional recipes of their home-countries and their favourite dish.
  3. The groups invent/find a recipe that will include some herbs that all the group like. They negotiate using reasons and write the recipe (ingredients, how to make, time needed for cooking, decisions on the budget, etc.). The instructor can provide a template.
  4. They make a shopping list with the vegetables, meat, etc. in the teaching language. If all agree, they go shopping, prepare the recipe, and have a common dinner.

- The post-task could be that learners share their feelings about the experience, orally and/or written: “Tonight, I...”.

---

### Watching a movie

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>In this activity, learners will watch a movie with fast use of language and will discuss different parts of the movie with their peers in order to reach a total understanding of the film.</th>
</tr>
</thead>
</table>
| Learning goals             | • To learn the difference between the past simple, progressive, perfect, and perfect progressive to be used in oral and written form when talking about the past.  
• To practice and develop reading, listening and communication skills. |
| Target group               | Intermediate                                                                                             |
| Total time                 | 120 minutes                                                                                              |
| Pre-task Cycle             | 30 minutes                                                                                               |
### Pre-task description

The group watches an extract of a movie in which people talk very fast and something happens. It is important to choose a movie that is not too easy to understand in linguistic terms, has something to understand in terms of content, and has a plot twist.

After a few minutes, learners discuss in pairs what they have understood from the movie.

Then all together watch again the same extract and within the group, the main information and happenings are discussed.

### Task Cycle

90 minutes

1. The group watches a second part of the movie.
2. After watching the second clip, the class rotates in a way that the couples change all the time: Everybody watches a clip, talks about what happened with their partner, watches again the clip, and moves on to the next couple. The learners watch the movie with the group until a plot twist comes.
3. Writing exercise 1: Individually, learners are asked to write on a paper what they have understood so far from the movie and justify their choice.
4. Writing exercise 2: The learners have to imagine how the film will end and write it down. After 45 minutes, each learner reads out his/her idea to the group.
5. The learners see the movie until the end and share their feelings and thoughts.

### Materials

Movie in Italian: “Tre uomini e una gamba” of Aldo, Giovanni e Giacomo.

### Shopping Cards

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>Learners play with shopping cards to remember some basic vocabulary for their daily life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals</td>
<td>• To learn basic vocabulary through visual material.</td>
</tr>
<tr>
<td></td>
<td>• To learn how to write a shopping list.</td>
</tr>
<tr>
<td>Target group</td>
<td>Beginners</td>
</tr>
<tr>
<td>Total time</td>
<td>40-70 minutes</td>
</tr>
</tbody>
</table>
### Pre-task Cycle

<table>
<thead>
<tr>
<th>Description</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-task description</td>
<td>The instructor shows a video about shopping or brings some leaflets from the supermarket and asks learners which their favourite thing is to shop and where do they like to shop.</td>
</tr>
</tbody>
</table>

### Task Cycle

<table>
<thead>
<tr>
<th>Description</th>
<th>50 minutes</th>
</tr>
</thead>
</table>
| Task description | 1. As shopping is a basic topic to be covered when learning a language by beginners, this activity can help learners to learn some basic words. To prepare, the instructor can cut some pictures from a supermarket catalogue and make small cards with them and create a “deck” for learners to play with.  
2. Learners are to play in pairs or with more people. Each player is to draw 5 cards, and then try to explain one of their cards in the language they learn (e.g., “it is food”, “it is something for cleaning”, “it is for kids”, “it is a fruit”, etc.), the one who guesses what is on the card takes the card for themselves, if no one can guess then it is the next player’s turn to describe one of their cards. The winner is the person with most cards, as they would have guessed more vocabulary.  
3. The learners make a shopping list with things they need for a special dish. They use the words, go to the supermarket and buy, and then cook a special dish with the products, if agreed between learners. |
| Materials | • Shopping catalogues and brochures.  
• Paper to make the cards.  
• The deck of “shopping cards”. |

### Treasure Map

| Description of the activity | The learners will follow instructions/map to find “treasure”/ reach a goal. |
| Learning goals | • To learn prepositions.  
• To learn to conjugate verbs in imperative.  
• To improve listening/speaking skills. |
<p>| Target group | Beginners |</p>
<table>
<thead>
<tr>
<th><strong>Total time</strong></th>
<th>60 minutes – 0.5 day (depending on the space available for instructors to create the treasure hunt track – small or big, more complicated or without many hurdles).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-task cycle</strong></td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Pre-task description</strong></td>
<td>The instructor shows a clip of a movie where someone searches for a treasure or a person. The learners share their impressions.</td>
</tr>
<tr>
<td><strong>Task cycle</strong></td>
<td>60 minutes – 0.5 day (depending on the route)</td>
</tr>
</tbody>
</table>
| **Task description** | 1. The instructor creates a treasure hunting game for the learners. The most important thing is for the instructor to organize the space, it would be more interesting if this activity can be done outside. Yet, in a classroom, the instructor can rearrange it to create obstacles, traps, to hide objects, etc., by using cupboards, chairs, tables. The instructor can even draw “a path”, or “river” on the floor.  
2. The instructor needs to create the hunting route and then write down the instructions or draw a map for learners to follow.  
3. Learners need to overcome obstacles while looking for the treasure, then learners themselves need to say what they are doing so they are using the prepositions (e.g., “going under the table”, “going behind the tree”, “climbing on top of the chair”). Depending on what exactly the instructor wants to focus on, they can either give written instructions to their learners to focus on writing, or the instructor can guide them orally in order to practice their listening skills. Learners themselves should utter what they are doing at the moment, e.g. “I am crossing over the river”, “I am climbing on the chair”, so that they can practice the prepositions on their own.  
4. This game can be adapted also for asking for directions, if you give your learners a city map, then they need to reach a certain destination so they should ask their peers how to reach there and act it out, thus practicing the vocabulary for directions and speaking skills. It will be best if the learners can actually go into the city and do it in a real situation, where they can ask random people on the street. The treasure-hunt can also incorporate learning the imperative form of the verb. If the instructor or another learner “gives orders” to the other to find the treasure, e.g “Look under the desk”, “Climb on top of the mountain”, etc. |
| **Materials** | If the route is created outside, the instructors can just use additional props (such as chairs, tables, desks), or just write down the instructions on pieces of paper.  
If the instructor creates a route in a room, they will use whatever props they have there. They can also draw some additional elements of the route on big pieces of paper and place them on the floor or the walls. |
## Make your Family Tree

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>Creation of a family tree and presentation of it.</th>
</tr>
</thead>
</table>
| **Learning goals**         | • To enhance speaking skills.  
• To encourage creativity.  
• To use basic vocabulary.  
• To develop presentation skills. |
| **Target group**           | Beginners                                       |
| **Total time**             | 60-180 minutes (depending on if learners prepare it at home prior to the class) |
| **Pre-task cycle**         | 120 minutes                                     |
| **Pre-task description**   | Optional: The instructor may provide the learners with some samples of different family trees, to inspire them to create their own. |
| **Task cycle**             | 60 minutes                                      |
| **Task description**       | 1. The instructors asks the learners to draw a family tree for their partner’s family.  
2. The learners work in pairs. One partner shows several pictures of members of his/her family elaborating on who is who, their age and family relations (or describes them verbally in case that learners do not feel comfortable using pictures) and the other partner has to draw a family tree based on the information acquired.  
3. Then partners switch turns.  
4. After completing the family trees, partners can discuss:  
  • Are there similarities between their family trees (e.g age, gender, professions, geographical locations)?  
  • Who would you like to meet from your partner’s family tree and why?  
  • With whom from your family you communicate most often, with whom not? What about your partner? |
### News of the world

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>Learners read one piece of news prior to every class and relay it during the class.</th>
</tr>
</thead>
</table>
| Learning goals             | • To develop reading and speaking skills.  
                             | • The learners will have to look for sources in the target language on their own  
                             |   (news channels), making them to be independent users of the language.  
                             | • To learn new vocabulary.  
                             | • To practice critical thinking.  
                             | • To become more aware and involved in local community and issues.  
                             | • To engage in constructive discussion focusing on finding a solution.  
                             | • To use digital skills in language learning (optional). |
| Target group               | Intermediate                                                                    |
| Total time                 | 120 minutes                                                                     |
| Pre-task Cycle             | 30 min                                                                          |
| Pre-task description       | 1. The instructor shows learners ora comic strip concerning newspapers and elicits the topic of today's lesson: news of the world! The first step is to have a small discussion on the relationship that participants have with the news.  
                             | 2. The instructor can ask:“Do you like to learn more about the world we live in? Why/Why not?”, “How often do you read the news?”.  
                             | 3. Afterwards the instructor introduces the pre-task. Learners will have to match the headlines they will be given with short articles which have been previously attached to the walls.  
                             | 4. After having found out the answers, they will be reminded of the main features of headlines and have the opportunity to share theirs. |
**Task cycle**

90 minutes

**Task description**

1. At this point, the instructor divides the learners into groups of three people. Their first task is to analyse the homepage of an online newspaper using a set of questions.

   Sample questions:
   - How many sections can you see? Can you name them?
   - Which topics seem to get more attention?
   - What do you think about the layout? Is colour important? How colours are used so as to underline some articles?
   - How many pictures are there? In your opinion, why are they important?
   - Are there any ads?

2. After having reported their observations to other learners, each group creates the homepage of an online newspaper using either stationery materials or digital tools, if available.

3. At the end, each group presents their homepage to the rest of the class and learners have the opportunity to ask questions about the creative process.

**Materials**

- Newspapers, magazines.
- Online news channels.

**Note:**

*For Intermediate level where learners already have some knowledge in the language.*

---

**The job market**

**Description of the activity**

Learners collect information about their previous experiences, schools they attended, jobs they have done in order to compile their Curriculum Vitae (CV).

**Learning goals**

- To speak about professions.
- To practice speaking and writing skills.
- To learn how to write a CV.

**Target group**

Intermediate
<table>
<thead>
<tr>
<th>Total time</th>
<th>130 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-task Cycle</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Pre-task description</td>
<td></td>
</tr>
<tr>
<td>1. The instructor shows learners a short funny video concerning a job interview and elicits the topic: the job market.</td>
<td></td>
</tr>
<tr>
<td>2. In pairs, learners answer the following questions:</td>
<td></td>
</tr>
<tr>
<td>• Have you ever taken part in a job interview?</td>
<td></td>
</tr>
<tr>
<td>• What do you need in order to take part in an interview?</td>
<td></td>
</tr>
<tr>
<td>Note:</td>
<td></td>
</tr>
<tr>
<td><em>A CV should come forward as an essential part of the preparation, if it is not mentioned, the instructor should try to mention it or guide the discussion in that direction.</em></td>
<td></td>
</tr>
<tr>
<td>3. After having reported some of their answers to the whole group, learners are asked to focus on CVs as a fundamental tool.</td>
<td></td>
</tr>
<tr>
<td>4. The instructor asks learners to work in pairs in order to get to know better how different kinds of CV and resumes work. The instructor should have prepared some handouts in advance of empty CVs with the main title sections, and other ones with the content that should be on a CV. The learners should match the right titles with the right content.</td>
<td></td>
</tr>
<tr>
<td>5. Once they will have finished, the whole group will recap and review the content of each section.</td>
<td></td>
</tr>
<tr>
<td>Task Cycle</td>
<td>140 minutes</td>
</tr>
</tbody>
</table>
1. At this point, the instructor asks learners to imagine that they need to prepare so as to attend a job fair, based on the pre-tasks in which the instructor asked the learners to.

2. The instructor share his/her experience of how (s)he found the specific job and asks the learners to talk again in pairs about their experiences.

3. Discuss why a CV is useful (brainstorming) and how they think it should look like (good characteristics).

4. The learners will now have to write their own CV. The instructor gives learners a template and monitors them while they fill it in.

5. Once they have finished filling in their CVs, the instructor invites the participants to prepare for the job fair. They divide learners into two different groups, half of them act as employers and the other half as potential employees. In pairs of one employee and one employer, the employees have 5 minutes to introduce themselves and answer the employers’ questions.

6. Once they have finished, they switch roles.

7. Learners can come up with their own questions for the employees, or instructors can give some sample questions such as:
   • What kind of job would you like to apply for? (in case the employer does not have a stabilized job ready)
   • What makes you the perfect candidate for the job (in case the job is known)
   • Tell me something about yourself

---

**Medical emergency**

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>This is a role-play activity. It is an actual survival activity as learners are being asked to explain health issues they deal with.</th>
</tr>
</thead>
</table>
| Learning goals             | • To be familiarized with basic medical terms.  
                            • To be able to explain a health problem.  
                            • To practice speaking skills.                                      |
<p>| Target group               | Intermediate                                                                                   |</p>
<table>
<thead>
<tr>
<th>Time Description</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total time</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Pre-task Cycle</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Pre-task description</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The instructor plays an ambulance siren sound in order to allow learners to elicit the topic of today’s lesson: medical emergency.</td>
</tr>
</tbody>
</table>
| 2.               | In pairs, learners answer the following questions:  
|                  | • Have you ever been to the doctor?  
|                  | • What do you need to know before you go to the doctor? |
| 3.               | After having reported some of the name, human parts.answers to the whole group, learners are asked to focus on a new task. Learners work in pairs and talk about what it has to be done in case they have a virus / illness. They discuss and write down the steps they believe they should take (e.g., make a doctor appointment, visit a doctor, ask all the details, go to a pharmacy, make the treatment, etc.). |
| 4.               | Once the instructor has collected all their inputs, (s)he asks learners to get ready for the role play. |
| Task Cycle       | 40 minutes           |
| Task description |                      |
| 1.               | Using a template, the instructor allows groups of learners to create some cards they will use during the role play. Each group shall prepare four illness/injury cards describing symptoms and four cards outlining tips and possible treatments. |
| 2.               | Once they have finished, the instructor asks learners to give back the cards and get ready for the roleplay. Learners are split into two groups: the patients and the doctors. The instructor gives each patient an illness/injury card and each doctor a treatment card. Patients will have to go around and describe their illness to the doctors until they find the one who has the right treatment for them. Once they have found their doctors, they should write together a prescription describing the treatment they should follow. |
| 3.               | At the end, the instructor asks learners to present it to the rest of the group and ask for feedback. |
| Note:            | Remind learners that this is a role play and all the tips shall not be taken as serious medical advice. |
| Post-task        |                      |
| •                | During the post-task, the instructor can focus on the vocabulary errors that learners can use made during the role-play as well as grammatical structures. |
| •                | Homework: Learners have to write to a family member about an illness or pain that they are struggling with. |
# Celebrations

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>In pairs, learners will have to decide upon a topic within the theme of celebrations and make a presentation about it.</th>
</tr>
</thead>
</table>
| Learning goals             | • To learn specific vocabulary related to traditions.  
• To practice their presentation and oral skills. |
| Target group               | Beginners                                                                                     |
| Total time                 | 90 minutes                                                                                   |
| Pre-task cycle             | 10 minutes                                                                                    |
| Pre-task description       | 1. The instructor shows learners different pictures concerning festivities around the world and elicit the topic of the lesson: celebrations. In pairs learners answer the following questions:  
   • What is your favourite holiday?  
   • Why do you think it is so special?  
2. After having reported some of their answers to the whole group, the instructor introduces learners to the following activity. |
| Task Cycle                 | 80 minutes                                                                                    |
| Task description           | • Learners have to present their favourite festivity to the class. They have to decide the way they will do the presentation (power point, video, text, etc.) and the topic (music, dances, food, storytelling, traditional costumes, etc.) and then work on it. The instructor supports the whole procedure.  
• The learners present and the other learners are encouraged to ask questions to find out more about the festivity and share their impressions. |
| Materials                  | • Pictures of different festivities and traditions (pre-task activity).  
• Computers (if making a presentation with powerpoint).  
• Stationary materials if making “hand-made” presentations of visual materials. |
<p>| Post-task                  | The instructor gives feedback if necessary, which the learners can use to improve their presentations. Moreover, as homework they will have to write an email to invite their classmates to participate in their favourite celebration. |</p>
<table>
<thead>
<tr>
<th><strong>Description of the activity</strong></th>
<th>Learners in small groups will have to create presentations on a topic that is decided by them according to their interests.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning goals</strong></td>
<td>• To make questions to get to know someone.  &lt;br&gt;• To present/introduce themselves and other people.  &lt;br&gt;• To practice and develop presentation and oral skills.  &lt;br&gt;• To express opinions and take decisions.  &lt;br&gt;• To use present tense.</td>
</tr>
<tr>
<td><strong>Target group</strong></td>
<td>Beginners</td>
</tr>
<tr>
<td><strong>Total time</strong></td>
<td>70 minutes</td>
</tr>
<tr>
<td><strong>Pre-task cycle</strong></td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Pre-task description</strong></td>
<td>1. The instructor shows learners some covers of magazines and elicits the topic of the lessons: imaginary interviews. In pairs learners will have to answer the following questions:  &lt;br&gt;   • Do they like reading/watching interviews with famous people?  &lt;br&gt;   • Why/why not?  &lt;br&gt;   • Do they remember any memorable interviews?  &lt;br&gt; 2. After having reported some of their answers, learners are introduced to the following activities. In groups they will be given some answers taken out from an interview and they will have to guess and write the question.  &lt;br&gt; 3. Once they have finished, the instructor discusses about their answers and allows learners to compare them to the one the instructor has prepared.</td>
</tr>
<tr>
<td><strong>Task Cycle</strong></td>
<td>60 minutes</td>
</tr>
</tbody>
</table>
### Task description

1. Depending on the level of the learners, the instructor asks learners to write or think about 5-10 questions they would like to ask to their favourite character.
2. In pairs, they practice their questions; one asks and the other answers as if they were that character. Those who listen can keep notes (words or drawing) in order to prepare a presentation. Then they switch roles.
3. Each learner presents the “character” in front of the group. The character presented can add anything they would like that the class knows about them.
4. The learners form small groups of maximum 3 learners and agree on one character upon which they would like to carry out a research. They carry out research based on the questions they have previously written and create a PPT presentation so as to introduce them to the rest of the group. The other learners might ask questions and share their opinion concerning their work.

### Materials

- Magazine with interviews
- Answers to interview questions
- Computers (if making a presentation with powerpoint)
- Stationary materials if making “hand-made” presentations of visual materials.

### Post-task

Learners can practice writing skills by writing a profile of their favourite artist.

### Writing songs

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>Learners write small poems in groups on a topic close to their interests or the country they live, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals</td>
<td>• To learn and use vocabulary related to specific topics through brainstorming or other means.</td>
</tr>
<tr>
<td></td>
<td>• To express their thoughts and feelings through writing a song or chant.</td>
</tr>
<tr>
<td></td>
<td>• To practice writing and oral skills.</td>
</tr>
<tr>
<td>Target group</td>
<td>Beginners/ Intermediate</td>
</tr>
<tr>
<td>Total time</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Pre-task cycle</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
**Pre-task description**

1. The instructor shows learners a famous line from a song and asks learners to guess its title and elicits the topic of the lesson: songs.
2. In pairs, learners answer the following questions:
   - Do they have a favourite song?
   - Which kind of memories does the song recall?
3. After having reported some of their answers to the whole group, learners are given the lyrics of a song with some words missing. They listen to the song and try to fill-in the gaps.
4. Then, they have to analyse the structure of the song.

**Task Cycle**

50 minutes

**Task description**

1. The instructor brings different song lyrics in the classroom (old one, modern, funny, short, long, etc.) and the learners study in small groups their structure. Moreover, they may share what they think about them.
2. The instructor gives a topic to each group of 3 learners (nature, music, city, culture, languages, cinema, etc.).
3. Each group writes 10-20 words concerning the topic (verbs and nouns).
4. They divide the words between the group. Each learner of the group writes 2-4 sentences using the words given to them. Each sentence can be written on a different piece of paper.
5. The learners show their sentences and all together decide the order so as to compose the lyrics of a song on the topic which has been given to them.
6. The groups sing the song, and anybody can speak about their feelings.

**Post-task**

The instructor gives feedback if necessary, which the learners can use to improve the poem. A concert could be improvised if learners agree.

**Note:**

*For beginners' level, the learners could write nursery rhymes/songs/lyrics.*

---

**Visiting a garden**

**Description of the activity**

Learners get in touch with herbs/flowers/plants/trees, visit a botanical garden or a park and they are encouraged to tell the story of a natural element like the above and theirs.
| **Learning goals** | • To learn to express what they like or not (“I like/love”—“I like less/don’t like”).  
• To learn to give reasons.  
• To practice story-telling skills and oral skills as well as writing skills.  
• To practise present tense.  
• To use “green” vocabulary. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target group</strong></td>
<td>Beginners</td>
</tr>
<tr>
<td><strong>Total time</strong></td>
<td>180-300 minutes</td>
</tr>
<tr>
<td><strong>Pre-task cycle</strong></td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Pre-task description</strong></td>
<td>The instructor brings a bag with some local herbs/flowers in the class (dry or fresh) and the learners with the eyes closed guess the names by smelling or touching.</td>
</tr>
<tr>
<td><strong>Task cycle</strong></td>
<td>170-290 minutes (depending on the distances)</td>
</tr>
</tbody>
</table>
| **Task description** | 1. The instructor asks the learners to find 5 different herbs/flowers they like and 2 that they do not like so much, using the Internet. They make a list, with the name of the herb and write why they like it or not “I like mint because the leaves are beautiful”, “I love cinnamon because the smell is nice”, “I don’t like curry because ...”. Then they put them in an order going from what they like less to more.  
2. In small groups of 3 they exchange “Why do/don’t you like (herb/flower)” (and other questions they may occur to them), practicing some oral skills.  
3. The learners visit a Botanical Garden or a Park with the instructor. They have a paper with pictures of some flowers/herbs/trees, and they find them in the garden/park, writing their names.  
4. While being at the park, they choose a favourite plant and explain the reasons. Then they invent the story of their favourite tree/plant (give a name, tell where it lived before, how it decided to come to this park, how it feels here (using like/love), speak about its family, speak about its “green” friends and how they became friends, etc.). They can pretend to be the tree and make small theatrical storytelling acts.  
5. The learners can share their personal stories through storytelling. |
| **Materials**      | • Herbs  
• Internet connection |
Post-task

The learners write their story-telling on a paper or make a creative presentation of their storytelling.

Notes:

- This activity could be combined with the cooking activity, which follows this one.
- The post-task for the learners could be to write a recipe of their country at home where herbs / spices are used. Then they present their recipe as a pre-task for the next lesson and the cooking activity follows.
- The activity should be adapted on herbs or flowers depending on what it is available to visit in the country. In case of working with flowers, it is not recommended that the activity is combined with the cooking activity.

Transportation

<table>
<thead>
<tr>
<th>Description of the activity</th>
<th>Learners learn about transportation and timetables, take a bus to meet for coffee and practice oral skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals</td>
<td>• To learn vocabulary related to transportation.</td>
</tr>
<tr>
<td></td>
<td>• To learn to interpret and use the timetables of transportation.</td>
</tr>
<tr>
<td></td>
<td>• To practice oral skills as well as writing skills regarding everyday dialogues.</td>
</tr>
<tr>
<td>Target group</td>
<td>Beginners/ Intermediate</td>
</tr>
<tr>
<td>Total time</td>
<td>100-190 minutes</td>
</tr>
<tr>
<td>Pre-task Cycle</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Pre-task description</td>
<td>1. The instructor uses shows learners a map of the city transportation system and elicit the topic of the lesson: moving around the city.</td>
</tr>
<tr>
<td></td>
<td>2. In pairs, learners will have to answer the following questions:</td>
</tr>
<tr>
<td></td>
<td>• Do they use public transport?</td>
</tr>
<tr>
<td></td>
<td>• What is their favourite means of transportation when they need to go somewhere?</td>
</tr>
<tr>
<td></td>
<td>3. After having reported some of their answer to the rest of the group, the instructor will introduce them to the following task.</td>
</tr>
</tbody>
</table>
| Task Cycle | 90 minutes in class  
90 minutes for taking the bus and have the tandem pair coffee |
| Task description | 1. Each pair is given one timetable (different lines of the city centre for the buses). The pair localizes what are the information given (bus number, departure stop, departure time, arrival time at destination, stops, price for a single ticket, for a whole day ticket, etc.). Each pair presents to the group their bus line-timetable.  
2. All the learners decide together where they want to go to have a coffee and which bus is appropriate to go from the classroom to the coffee place.  
3. The learners in pairs write dialogues about a bus driver and a passenger entering the bus (salutation, buying a ticket, giving thanks, asking for the stop they want).  
4. The learners make small theatrical presentations of their dialogues.  
5. The learners take the bus and have a coffee out where they can exchange with their colleagues. |
| Post-task | During the post task, the instructor should bring in activities and exercises focusing on form, especially on the skills and language elements that are difficult for the learners and that came forward during the task completion. Moreover, the instructor can give homework to the learners to focus on writing. |
a) Articles


b) Websites

• www.pixabay.com/
• www.insegnareconitask.it/content/chi-siamo
• www.insegnareconitask.it/sites/default/files/vostri_task/16-mary_problem.pdf
• www.insegnareconitask.it/
• www.youtube.com/watch?v=x8L6dcZCxnA
• www.youtube.com/watch?v=bLvqoHBptjg
• www.imdb.com/title/tt0109830/
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