Multimedia Didactics

- The Art and Science of Teaching Host Country Language –

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A GUIDE TO TEACHING FOREIGN LANGUAGES FROM A NEURODIDACTIC PERSPECTIVE

Activities and tools for teaching a host-country language
in blended learning and online courses

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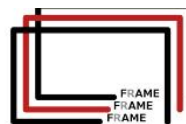# Table of contents

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Multimedia Didactics - The Art and Science of Teaching Host Country Language

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Europe thrives on people meeting and understanding each other. Language is the key competence for this. We want to enable young Europeans to study in other European countries. In doing so, we focus on countries that are less in demand and languages that are less widely spoken. Learning these languages in a relatively short time requires sophisticated didactics and methodology. The process of getting to the foreign country for studies can be tricky. One barrier may be language skills. Comprehensive methodology and didactics for teaching languages as a second language for newcomers rapidly has not been developed yet. Insufficient or no support (both didactic and formal) has been found in any of the partner countries. In the process of looking for solutions for the above described challenges, the partnership of TeachME project decided to create neuro didactic based online tools not only for international students but also for teachers, educators and facilitators of such intensive language courses.

The project brings significant learning outcomes to students who want to study in the host-country language since it offers innovative blending of synchronous and asynchronous learning. International students get authentic information about language structures, they learn vocabulary, culture and civilization, grammatical structures specific to each host country language and the mechanisms of their usage. They integrate appropriate grammatical structures in the oral and written discourse, in real-life communicative contexts. In contrast to students that spend their time in countries with minor languages and study English programmes, we want international students not only to choose countries less in demand but also to immerse into the host country language and culture. In this way, students are more connected to their learning and integrate knowledge and skills with other areas of their lives.

Based on the innovative approach to learning, we expect that partner organizations will attract more foreign students to study at universities in partner countries with minor languages. The objectives of the TeachME project are:

- *To increase the number of young adults who want to learn minor European languages*
- *To establish a European role model: a set of intensive language programs tailored to the needs of youth interested in the study at a foreign university in any of the partner countries.*
- *To promote transnational cooperation and mutual learning between the partners who represent different sectors of education in order to improve education systems, structures and processes.*
- *To support exchanges and make visible good practices, dialogue, mutual learning and cooperation among policymakers, practitioners and stakeholders from partner countries.*

www.teachmeproject.eu

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Introduction

In this guide, we put into practice the principles of neurodidactics, an interdisciplinary method that combines neuroscience, educational science, didactics, and psychology (cf. Moravcová & Maďarová 2016: 635). By incorporating neurodidactics in learning a host-country language, teachers can organise the educational processes according to the **personality of the learner** and focus on the **motivation to learn** the language.

Starting from the premise that young adults and adults need **concrete learning situations** that trigger active learning processes to learn a specific language, this guide is organised into two parts. Part 1 includes **72 teaching activities** that are described from a neurodidactic perspective, while Part 2 includes **24 integrated scripts** that can be used as such or as starting points in blended learning. In both parts, the information is coherently organised according to four levels according to CEFR, i.e., A1 to B2, and includes first the *receptive skills* (reading and listening), followed by the *productive skills* (writing and speaking) as well as activities meant to develop *grammar* and *vocabulary*.

In Part 1, under each study level, for each skill, there are 3 suggestions for teaching activities. Each teaching activity included in the guide presents the *learning format* (plenum, individual, groupwork, etc.), *materials* (e.g., chunks of texts, a ball made of paper, images, cards, etc.), a detailed *procedure*, the *aim*, and some *neurodidactic insights* (e.g., use of humour, visual representations, multisensory approach, etc.) to be taken into account when choosing one activity over another.

In Part 2, under each study level, for each skill, there is one example of an integrated script. Each script is designed for blended learning and includes five components – *pre-learning*, *core-learning*, *post-learning*, *assessment*, and *follow-up* – with core-learning compulsory organised as a live, face-to-face event. Each script also contains one or all the teaching activities presented in Part 1 so that the guide is coherent and easy to follow. Since there are components that are taking place online, we also included examples of tools that may be used during the assessment and/or follow-up stages.

We are aware numerous activities can be chosen during the educational process, but we are confident that these suggestions will motivate teachers to find the most suitable activities for their learners and integrate them into coherent scripts so that learners boost confidence and build autonomy.

Part 1. Teaching activities from a neurodidactic perspective.
Descriptions and uses for A1-B2 levels.

READING COMPREHENSION

Study level: A1

ENDLESS TEXT

Learning format:	individual or groupwork
Materials:	prepared text
Procedure:	Each student or group is given a text that is written in capital letters and without full stops or commas. The text should be related to students' everyday life. The students have to recognize the word boundaries, use upper and lower case correctly and use punctuation marks. Students can either rewrite the whole text correctly or only mark the word boundaries. e.g., *MYGRANDMAWENTTOADOCTORBECAUSESHEHADAPROBLEMWITHHERSTOMACH.*
Aim:	to distinguish and learn new words, to strengthen students´ knowledge regarding vocabulary, morphology and grammar
Neurodidactic insights:	Using text related to students' lives helps them better see the meaning of this activity and remember what they learned. The familiar situation increases motivation, interest, and thus attention. Cooperation among students positively affects their relations and creates a stress-free atmosphere, resulting in greater engagement of students, and their ability to think, remember, and recall.

A LETTER FROM A DYSLEXIC

Learning format:	groupwork (plenum, pairwork, individual work).
Materials:	texts full of spelling and sentence structure mistakes (alternatives: snippets with sentences or text parts, cards, blackboard etc.) for each group.
Procedure:	The teacher divides students into groups of 3. Each group is given a text (based on vocabulary; and grammar knowledge from previous lessons) where the spelling (alternatively the order of the sentences) is incorrect. Each group has to rewrite the text correctly as quickly as possible. Then each team takes a turn in reading the corrected text. Each team continues until it makes a mistake. The chosen text should be relatable for students, entertaining, and in the form of a letter. e.g., *Dare John, hou ar you donig. I am writting you to let you knwo that I have new kity. She is very baeutiful.*

Aim:	to improve reading skills, public reading, to enhance vocabulary, to advance grammar and accurate spelling, and cooperation among students.
Neurodidactic insights:	The form and content of the text connect with the student´s daily life, enhancing the relatability and interest of students. Furthermore, they take on the role of a teacher. Role-playing is an attractive activity for consolidating vocabulary.

MOVE THE WORDS

Learning format:	plenum
Materials:	text to read for each student
Procedure:	Each student gets a paper with the same text. Students take turns in reading. Each student read one sentence. Before the reading, the teacher selects specific words that are often mentioned in the text. Each student is assigned one word. Anytime the word is mentioned the student who has been assigned to the word has to pantomime the given word. Students can change the form of the pantomime.
	e.g., The student is assigned the word ´dancer´. Anytime the word dancer or its form is being read, the student must pantomime – pretend to be a ballerina; Michael Jackson; do a chicken dance, etc. The more creative and funnier the better.
Aim:	to improve reading skills, to enhance students´ confidence and skill in reading publicly, to enhance vocabulary, and to stimulate the creativity of the participants. Furthermore, it increases students´ cognitive, and information processing speed.
Neurodidactic insights:	Interconnection of movement, visual, and auditory dimensions with vocabulary is an efficient way to boost learning. Humour positively affects the degree of focus, ability to store information, and build a positive climate, resulting in stress reduction and endorphins release. Movement on its own increases blood circulation in our brain, enhancing our ability to think. This activity helps the students to stay interested and focused, store information, retention, and recall.

QUESTIONS

Learning format:	individual, plenum
Materials:	text
Procedure:	Each student individually reads a text prepared by the teacher. Each student then writes several (3-5) questions to it. The teacher arranges the exchange of questions and determines the time needed to answer them. Students then present the questions and answers to the class.
Aim:	to practice reading comprehension and the ability to select the information needed
Neurodidactic insights:	Preparing questions for their classmates increases students' engagement in the activity (as a rule, they want to come up with the most challenging questions) and motivation, which are crucial in the learning process. Creating and asking questions is one way to activate students. Not only do they work in a more motivated and focused way, but they also develop a better awareness of how best to learn a language.

GALLERY WALK

Learning format:	individual, plenum
Materials:	text divided into fragments, exercise sheets
Procedure:	The teacher prepares the text by dividing it into smaller pieces and attaching them in different places in the classroom. Students are informed that they are in the art gallery but that there are X minutes left until closing time. Each student is given a piece of paper on which there is a short task to complete (true/false, finding the answer to a question in the text, filling in missing information, ranking in order, etc.). Students walk around the room, read parts of the text and follow the instructions. After a set amount of time, students present the results of their work to the class.
Aim:	to practice reading comprehension and the ability to find the information you need
Neurodidactic insights:	Breaking up the material and being able to learn it at your own pace is one of the brain-friendly learning activities. Movement is one of the key elements to improve memorability. The interesting form of the exercise also has a positive effect on students' engagement and willingness to participate.

QUIZ

Learning format:	individual
Materials:	text, questions developed in web-based or smartphone applications such as Kahoot!
Procedure:	The teacher distributes a text to the students, which the students have to read. They then log in to the app and solve a test prepared by the teacher. The teacher displays the results on the board for the students to see. At the end, the teacher discusses those points where there were problems. Alternatively, students can be asked to compose a short quiz for their colleagues themselves.
Aim:	to practise reading comprehension skills
Neurodidactic insights:	The use of digital technologies to which students are accustomed can positively influence their engagement in the lesson. Students who are used to a multi-sensory environment are more likely to pay attention to interesting, colourful images and the opportunity to use new technologies. In addition, gamification elements increase student motivation.

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DOUBLE-ENTRY JOURNAL

Learning format:	individual, in pairs
Materials:	reading text, table with two columns
Procedure:	Students read a text to which the activity is related. They receive a sheet that is divided into two columns: on the first column, they will transcribe a chosen fragment/expression/ new words, so that, in the second column they can note their comments, questions, quotes, personal impressions, feelings, emotions or even to draw impactful things from the text.
Aim:	to make students connect the text with their curiosity and experience
Neurodidactic insights:	The activity stimulates critical thinking and improves students' vocabulary, comprehension, and content retention. This interactive activity promotes cooperative learning, activates prior knowledge and present emotions, and fosters the connection between reading and writing. It reinforces the fact that the thoughts/reactions that students record should make a connection between the text and themselves ('text-to-self') or the text and another text ('text-to-text').

SIX THINKING HATS

Learning format:	group activity
Materials:	six coloured hats, worksheets, reading text
Procedure:	Students are divided into six groups and are asked to approach the text from a particular perspective according to the hat they wear. The teacher will guide and support students by providing questions: yellow hat group ('The optimist') 'to see' the text in a positive light, red hat ('The intuitive') to express their feelings/ emotions about an issue, white hat ('the one who thinks objectively') to offer information about the text, green hat ('The creative') to generate creative ideas, blue hat ('The conductor') to summarize the text or to drag the conclusions and black hat group ('The judge') to express critical judgements.
Aim:	to get students to look at the text in different ways, to stimulate the creativity of the participants based on role-playing according to the chosen hat
Neurodidactic insights:	This activity stimulates students' creative potential, ensures their need for movement and gives them courage and confidence to use their emotions as a powerful tool. Moreover, it activates the ability to make decisions and develops linguistic, logical, and interpersonal intelligence.

SNOWBALL THROWING

Learning format:	plenum, group activity
Materials:	a ball made of paper (with questions and tasks)
Procedure:	Each student is given a sheet of paper to write down a question related to any matter which has been learned from the text. The paper containing the questions is turned into a ball and thrown from one student to another. After getting one ball/question, students are given time to answer in turn. Optionally, as students answer the questions, the teacher takes notes to evaluate the responses.
Aim:	to explore students' creativity in asking and answering questions that are combined through imaginative play in groups
Neurodidactic insights:	The activity combines integrative and process skills; the activity will make students dynamic because they not only have to think, read, write, ask and speak but also need to do a physical activity by rolling up the paper and throwing it. Thus, it is also a fun way to learn, because students are throwing the paper ball to another student as if they were playing with a snowball.

READING TEXTS ABOUT DIFFERENT TOPICS

Learning format:	individual work, plenum
Materials:	reading texts (authentic teaching material)
Procedure:	In general, any text that provides an occasion to communicate can be used in language learning, according to the learners' level. The corresponding tasks can range from basic comprehension questions to a grammatical focus or opinion exercises related to bigger contexts.
Aim:	to refine reading, to train vocabulary
Neurodidactic insights:	Authentic texts that relate to the day-to-day world of the learners are more likely to be remembered. It is also beneficial to work on texts that include further connections concerning the current learning content after the initial input. In that way, learners can find proper closure regarding the subject. If learners are given information that has something to do with their lives, they will remember the included linguistic aspects more easily.

WHAT IS WRONG HERE?

Learning format:	individual work, pairwork, groupwork
Materials:	texts with incorrect words
Procedure:	The participants are given texts with wrong words (instead of the learning words) and then have to correct them digitally or face-to-face. If the interaction is a bit lower in blended learning formats, the teacher can decide whose turn it is to give the next word or the participants decide for themselves who the next person should be.
Aim:	to refine reading, to train vocabulary
Neurodidactic insights:	Just as connecting things of the same category, it is equally effective to identify what does not fit in. This also supports interconnected thinking and enhances attention because students have to look/listen closely.

WHAT WOULD YOU HAVE DONE?

Learning format:	groupwork, plenum
Materials:	cards with tricky situations written on them (as many as the number of groups)
Procedure:	1. Decide how many stories you want to circulate and have the appropriate number of small groups formed.

2. Give each group a different story that contains a particularly tricky or discussion-worthy situation. It should be read and discussed. All participants should have understood the text - but not necessarily every single word - and be able to reproduce it in their own words. Collect the texts again (10 minutes).

3. Form new groups in which each story is covered by at least one participant.

4. Within the new groups, the participants tell their stories to each other (5 minutes per story).

5. Lastly, they are given another 10-15 minutes to share the stories that particularly interested them - asking: "What would you have done in this situation?"

Note:

- If you wish, you can have the groups briefly report on which stories had the most divergent opinions.

- Intervene as little as possible during the activity but note important mistakes for a later correction phase. |
| Aim: | to develop global reading, to paraphrase and narrate. |
| Neurodidactic insights: | The exchange of personal opinions and assessments is good for group dynamics and promotes social learning. The life-world reference represents the involvement of the participants in the course planning and increases the relevance of the learning material and therefore sustainable storage in the long-term memory. |

LISTENING COMPREHENSION

Study level: A1

ALL BIRDS FLY HIGH

Learning format:	groupwork
Materials:	none
Procedure:	First, a general topic is agreed upon – for example: "eatable". The teacher or a student says a series of words: sausage – bread – banana peel – strawberry - … The students have to stand up at every word that describes something to eat (i.e., when they say "banana peel", you should sit down). *Variation 1:* Right or false? Someone formulates correct or wrong sentences. For correct sentences, you have to stand up (Bavaria is a federal state in Germany.), and for wrong ones, you have to remain seated (In Switzerland, they speak Spanish). *Variation 2:* I have 7 siblings Every student says something about their life. The other participants decide by standing up (*yes*) or sitting down (*no*) whether they believe them. Example: I have been to Paris before. – I have 5 siblings. – I eat chocolate every day.
Aim:	to practice word fields
Neurodidactic insights:	The game involves *movement/physical exercise* which helps to reinvigorate concentration and freshen the students' minds during lessons. The basic outcome of the activity is a strengthened ability of students to understand spoken text, get familiar with differences in pronunciation of various words and uncover the correct meaning of every mentioned term.

CHINESE WHISPERS

Learning format:	plenum, groupwork
Materials:	none
Procedure:	The participants sit in a circle. One person whispers a word or a sentence in the ear of the person next to them. The latter whispers what they hear into their neighbour's ear, and so on. At the end, the last person next to the person who started the round is allowed to say what they have understood.
Aim:	to practice listening and understanding of spoken words/sentences and the ability to concentrate on the meaning to be able to pass the message further on

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Neurodidactic insights:	The development of communication competencies is the main outcome of this activity. Moreover, it can bring some fun to the group when the outcome is different from the original message and it can also help the students find out the words and phrases they did not understand correctly in the game.

DRAW THIS

Learning format:	groupwork, pairwork
Materials:	whiteboard/chalkboard, marker/chalk
Procedure:	Students follow step-by-step instructions for an image. For example, if a teacher wants them to draw a house, the instructions could sound like this: - Draw a large square in the centre of your page. - Then draw a small rectangle vertically on the bottom of the square. - Draw two small squares on either side of the rectangle. - Now draw a large triangle on top of the largest square. These instructions should guide students toward a completed image that is not recognizable until the final instructions. To help student leads, you can provide pre-written instructions for several images and allow them to choose from your selection. Students will then reveal their artwork to see if their drawings followed the given instructions. Alternatively, a student can read instructions to other students or two teams can give instructions to one another.
Aim:	to practice and strengthen the knowledge of terms describing place, shape and position ("under", "square", "on top", etc.) and to use them in sentences of their own
Neurodidactic insights:	This activity combines audio instructions with visual interpretation. This *multisensory activity* helps the students to practice and strengthen the connection between the received audio message, its interpretation in their minds and the final visualisation on the whiteboard/chalkboard. Moreover, it encourages students to *work together* and rely on each other's instructions to make up a desired outcome.

TEXT RECONSTRUCTION

Learning format:	individual, in pairs, plenum
Materials:	text prepared by the teacher
Procedure:	The teacher reads several times a specially prepared short text (about 50-60 words) containing specific grammatical structures. Students first individually try to note down as much information as possible. Then they pair up and compare notes, completing and correcting information. In the next stage of work, two pairs join together in a group of four and repeat the activities. At the end of their work, they should reconstruct the text read by the teacher at the beginning.
Aim:	to practice listening comprehension and selective listening skills
Neurodidactic insights:	The multi-stage activity, the opportunity to consult others and the joint collection of materials reduce the stress associated with the risk of not completing the task, which improves neurotransmitter function. In addition, the interaction orientation supports the learning process, as students have to present their notes, compare them with others, choose the best ones, negotiate and discuss with each other. Interaction is particularly strong when students are actively involved in the preparation, execution and control of tasks and exercises.

I AM SURE OF IT

Learning format:	individual, in pairs
Materials:	none
Procedure:	Students listen to the recording 2-3 times and during this time note down the relevant information in the form of a table with two columns: "I am sure" and "I am not sure". In the first, they write down the information they have understood well and are sure of its meaning and function in the text. In the second, they write down incomplete information about the meaning and role of which they are not completely sure. They then pair up and compare their notes, completing them. Finally, each pair presents the information they have gathered.
Aim:	to practice listening comprehension and selective listening skills
Neurodidactic insights:	An orientation towards interaction supports the learning process, as students have to present their notes, compare them with others, choose the best ones, negotiate and discuss with each other. Interaction is particularly strong when students are actively involved in the preparation, execution and control of tasks and exercises. In exercises of this type, the autonomy of the students is promoted, as they come to the solution of the problem themselves. The teacher does not give ready-made answers but supports, accompanies and guides them to the right path when he or she perceives students' problems.

WHERE IS MY TRAIN?

Learning format:	individual
Materials:	train tickets
Procedure:	Each student is given a train ticket. They study the information on it for a while. Then the reader gives the announcements in the same way as at the railway station. Those students who hear the details of their journey stand up. The teacher can prepare sections in advance in different parts of the room which correspond to platform and track numbers. Then the students have to line up at the corresponding point in the classroom. Announcements about delays and changes in platform numbers can also be added. Then the students have to react correctly by changing their place.
Aim:	to review and consolidate information concerning train travel and to practice listening with comprehension
Neurodidactic insights:	The action-oriented exercise offers students situations and topics that students can encounter in real life. Students perceive its usefulness because they have been or will be in a similar situation, and this has a positive effect on their engagement with the activity and thus also on their learning and memorisation process. Contextualisation is also used: the exercise is linked to the real world and enables content and authentic language to be learned. Students can practise sentences and constructions in class that will be applicable in similar situations outside the course, facilitated by authentic materials. The movement elements associated with moving around the room also support learning processes and will be particularly appreciated by kinaesthetic students.

LISTENING TO EMOTIONS

Learning format:	individual work
Materials:	listening text
Procedure:	When listening to an audio message (dialogue or monologue), the students should describe how the people feel, according to the tone of their voices. They should identify the presence or the absence of emotions (neutral, involved, detached tone) and the type of emotional display (happy, sad, furious, anxious, etc.). This task can be supported visually by emojis/pictures.
Aim:	to promote intercultural learning, to understand human emotions as they arise from words, to practise forming hypotheses
Neurodidactic insights:	The activity *involves the hearing sense* and *focuses on emotions*. The activity promotes *intercultural learning* because the students have to pay attention to the melody of the sentence and adjust their observations to their previous cultural knowledge about expressing emotions.

CARDS UP

Learning format:	plenum
Materials:	cards with keywords from a listening text
Procedure:	The key terms from a listening text are written down on cards and distributed to the students. By using these key terms, the participants re-create the listening text which draws attention to the key terms. Hypotheses should be formed about the content of the listening text in advance. Alternatively, the activity can be used in a challenging manner – each student receives several cards containing the answer to a matching task (e.g., they are asked to listen to the audio content and complete the missing words/ phrases from a gapped text based on the audio content). The card with the appropriate answer is raised in the air. The student who manages to raise their hand first can gain a point.
Aim:	to promote pre-relief listening, to loosen up through movement
Neurodidactic insights:	The activity involves *physical exercise*; it focuses on *establishing meaning* according to two types of input (audio and written), thus providing *multiple sensory* exposure.

TWO TRUTHS AND A LIE

Learning format:	plenum/pair-work
Materials:	none
Procedure:	Start with an example: Say three sentences, two true statements and one lie. These can be about your life, likes and dislikes, experiences or adventures, historical events, or text content. Students try to identify the lie. Afterwards, each student prepares and presents their personal three sentences (plenum or in pairs). The learning objective can differ from reactivating previous knowledge to consolidating grammatical structures and/ or practising speaking.
Aim:	to encourage listening for details
Neurodidactic insights:	Depending on the learning objective, the activity may focus on *intercultural insights* and may include *emotions* or *humour.* At the same time, the activity may raise the level of *intrinsic motivation* by using personal experience (telling personal stories).

WHAT DID YOU HEAR?

Learning format:	plenum
Materials:	different terms
Procedure:	The students are shown different terms (up to 20). Then a listening text is played. About 75% of the terms are directly from the audio text and about 25% are non-related words. The students have to mark which terms they have heard. *Internal differentiation:* Different terms can be prepared within the group of students. **Note***:* When used in blended learning, the teacher can show the terms via screen-sharing. *Variation:* Easy to difficult: terms are in the correct order - more correct than incorrect terms - fewer difficult words - many incorrect or almost exclusively correct terms - terms are mixed up - more terms. If possible, students should be allowed to choose how hard they want their task to be that day.
Aim:	to listen carefully for information
Neurodidactic insights:	Listening carefully enhances attention and if students are still insecure with new vocabulary, it helps to choose between possibly right and wrong words.

LISTENING COMPREHENSION WITH RADIO FOOTAGE/ NEWS

Learning format:	individual work, groupwork, plenum
Materials:	spoken news or radio segment
Procedure:	News represents beneficial learning material since it serves as an authentic source for foreign language teaching. Regarding foreign language learning, there are many resources available that are specifically adapted to language learners. Either way, participants listen to an excerpt and have to answer questions or share their point of view according to the discussed subject. *Note:* In blended learning formats, the teacher has to make sure that the excerpts are playable and comprehensible and that there are suitable technical conditions.
Aim:	to listen carefully for information
Neurodidactic insights:	Language material that refers to current happenings has relevance and can be implemented into everyday life for practising purposes. It is a good way of expressing opinions and a convenient starting point for further discussions which benefits interconnected learning.

WHO TELLS THE TRUTH?

Learning format:	plenum
Materials:	- Sample pictures, advertising photos, art postcards (glued on cardboard) - Mock-up (a piece of cardboard that looks like the photos or postcards from the back). - Important: The backs of the photos, cards, and the mock-up must look the same. - Envelopes for the photos or cards.
Procedure:	1. Put a picture and the mock-up each in an envelope. 2. Ask 2 participants to go outside the door with you for a short time. Each participant chooses one of the two envelopes. 3. Now explain to the two participants that they are going to describe a picture. 4. However, only one participant has a picture; the other has a mock-up. 5. Tell the participant with the mock-up to imagine a picture that they know well, e.g., a calendar picture. 6. Allow 2 minutes for the participants to come up with a description. 7. In the meantime, go back to the classroom and say that everyone is about to hear 2 descriptions of the picture. However, only one participant talks about a picture, the other one "lies". 8. The two participants come into the classroom and talk about their pictures for 2-3 minutes. 9. The class may speculate who has a picture. 10. Afterwards, the participants try to find out if the guesses were correct by asking questions. **Notes**: - The participants must hold the picture or dummy in such a way that the class cannot see who is holding what in their hands. - After two or three rounds, you can give both participants a picture or a dummy.
Aim:	to talk about characteristics, to work on descriptive expressions, to review prepositions and adjectives
Neurodidactic insights:	The riddle-like procedure of the task adds to the gamification element of teaching and is beneficial for the students' motivation. It's also a useful exercise to practice non-verbal communication signals since the participants have to find out which person is lying.

WRITING

Study level: A1

WHEN TWO PEOPLE MET

Learning format:	pairwork
Materials:	paper, pen
Procedure:	The teacher chooses a topic students have been already introduced to (in the restaurant, asking for direction, making a plan). Then students make pairs and their task is to write down a short and simple dialogue between two people in the specific situation, e.g., in the restaurant. Students can be creative as much as possible, they can include funny situations, etc., within their limited language skills. When the dialog is ready, students start practicing the dialog. This activity is enriched by performing the dialogue in front of the classroom. Students can imagine they are in that situation and make it as realistic as possible including intonation, gesture, etc.
Aim:	to activate students' imagination, to develop writing skills, to connect their real-life experiences with the acquired language
Neurodidactic insights:	This activity allows students to show their creativity and act independently. It is an excellent opportunity to enhance creativity and use imagination, enhance cooperation among students, include elements of humour, and establish a positive environment in the classroom. It builds tighter relations among students, resulting in a stress-free, encouraging environment. Using situations related to students´ lives helps them see the meaning of this teaching activity. The familiar situation increases motivation, interest, and attention.

REWRITE THE STORY

Learning format:	groupwork (optional, individual work, pairwork)
Materials:	short famous stories on A1 level
Procedure:	Students divide themselves into groups of 3-5. Each group of students gets a short story in written form (ideally well-known by all). The goal is to rewrite the text based on the criteria set up by the teacher, e.g., replace every noun with a different one. In that case, students no longer write about *The Three Little Pigs* but about *The Three Little Coffee Cups*. Encourage students to be creative and funny. In the end, each group reads aloud the "new" story. Students can upgrade it by supplementing their performance with pantomime.
Aim:	to stimulate the creativity of the students, building vocabulary, cooperation and positive experience among classmates, deepening students´ skill in public reading, and presentation
Neurodidactic insights:	This activity is an excellent opportunity to develop creativity and use imagination, enhance cooperation among students, include elements of humour, and establish a positive environment in the classroom. These elements have a positive impact on emotions, enhancing motivation, ability to focus and remember, as well as a community spirit, resulting in more efficient learning.

DID, WHAT, WHERE?

Learning format:	a combination of individual work and plenum
Materials:	papers and pens
Procedure:	Students will together create a story. Each student gets a sheet of paper. On the top of the paper, each student first writes down an adjective and bends the top of the paper so the next person will not see the written words. All students then send the paper to the person sitting next to them. Then everyone writes down "who" and repeats the previous – bend the paper and send it to the person next to him/her. This continues with the following criteria (question):
	Asking:
	1) what, which – blue, kind… (an adjective)
	2) who – mum, tree, Emma... (a person, thing)
	3) did what/ was doing what – was climbing, slept, played... (verb)
	4) when – during spring, at 5 pm, at the night
	5) where – at school, on the top of the house... (place)
	6) with whom/what – with his dog, friend, pen... (a person, thing)
	7) why – because... they were too old; the weather was nice (a reason why he/she/they did it)
	When students write down the last one, ´why´, they send it once again. It is time to read the stories.
Aim:	to stimulate creativity, and imagination, to train writing and reading skills, vocabulary revision and acquisition
Neurodidactic insights:	Using humour and creativity enhances students´ interest, attention, motivation, and community spirit, reduces stress, and creates a positive and safe environment that enhances the ability to think, remember, recall, and maintain attention.

WELCOME TO THE PARTY

Learning format:	pairwork, plenum
Materials:	examples of different invitations
Procedure:	First, students read and analyse the invitation texts provided by the teacher. Then, in small groupwork, pairwork, they try to select sentences and phrases typical of this form. In the next step, based on the analysed material and with the help of the teacher, they establish a scheme for an invitation. In groupwork, pairwork, they attempt to write an invitation for their group mates to a birthday party. All groupwork, pairwork then present their work and revise together.
Aim:	to familiarise students with the new written form, to establish its scheme and to develop writing skills.
Neurodidactic insights:	Teamwork leads to active participation, positive emotional involvement, better socialisation, multi-sensory activation and better understanding. An everyday situation with which students can identify and see future benefits for themselves increases motivation levels. Self-discovery of the rules also contributes to greater student involvement.

WHAT WAS NEXT?

Learning format:	individual, plenum
Materials:	none
Procedure:	The teacher says any short sentence, e.g., "She got in the car and drove away". Students spend a few minutes coming up with questions they can ask to gain more information. They then ask them to the teacher and note down the answers. After gathering more information, each student writes a story inspired by this sentence using the knowledge gained.
Aim:	to practice creative writing
Neurodidactic insights:	The more amusing the teacher's answers, the better, as the use of laughter and humour in the lesson has many benefits. The part of the exercise where students ask questions makes them actively participate in the preparation of the exercise and the whole learning process.

SHAKY STORIES

Learning format:	individual
Materials:	texts prepared by the teacher
Procedure:	The teacher distributes the texts to the students and informs them of the task: there was an earthquake in the world of the text and the words and sentences shifted. Students have to try to reconstruct the text to its original form or another form that also retains the meaning. Finally, students present the results of their work.
Aim:	to exercise coherence and cohesion of the text and the logical order of text organisation
Neurodidactic insights:	The unusual form of the activity, and the change in everyday activities arouses positive emotions in students which results in the effectiveness of their work. Allowing other versions than the teacher's original allows students to show their creativity and act independently. The opportunity to present their version to the class and to talk to other students about it supports the building of social relationships and peer interaction.

JOURNALING

Learning format:	individual work
Materials:	personal file in one's computer or personal paperback journal or copybook
Procedure:	Students are encouraged to keep a daily or weekly journal on personal topics, but more critically, on their reflections on what they have learned in class, the challenges they faced, and the strategies they used to overcome those challenges. They are asked to name the issue under description and the feelings they faced towards it and to place this in the topic sentence of a paragraph. Afterwards, they are asked to describe the reactions they showed towards that certain new element or over the problem encountered and to develop upon the main idea, using support sentences for them to enlarge upon the main aspect, in detail, by describing, explaining, clarifying and exemplifying. The paragraph should end with a small introspection and a possible solution. Each issue should be allotted just one paragraph. **Example:** *Journal entry* *23rd January 2023* *Today the Sports teacher suggested that we should have the class in the open, even though there were only 2^0C and I felt outraged. It was very cold and completely inappropriate to run in snickers on the ice and breathe the freezing air. As I've just recovered from a serious cold and 10 of my classmates are missing because of the same condition, I found his decision inappropriate. I wanted to tell my teacher about it but did not have the courage, as it is never a good idea to question your teacher's decisions. Should I be more daring if the situation repeats? I will certainly ask for my mother's opinion, as she is a teacher and may approach the issue better from the inside.*
Aim:	to practice paragraph construction and problem description
Neurodidactic insights:	This task helps develop critical thinking, introspection, putting things into perspective, having insights over certain issues, analysing a problem, rendering personal opinions, challenging real-life contexts and generating solutions.

CREATIVE WRITING

Learning format:	pair work or groupwork
Materials:	image cards = visual prompts (e.g., Dixit game) and copybooks
Procedure:	Students are presented with a set of image cards containing different elements: character/s in different contexts wearing different outfits, objects, views, nature, instruments, animals, settings, etc. out of which a selection of 5 can be randomly operated. To the students' amusement, the moment of selection can represent a fun activity in itself, with 2 students being asked to come in front of the class and choose the cards by chance. In pairs or groups, the students are invited to create a story from the prompts selected, activating their imagination and creating a fictional world that can support the development of their ideas. At the end of the activity, the stories are shared with the others for a winner to be voted for and rewarded.
Aim:	to boost creativity, to transpose visual clues into a coherent text, and to practice guided creative writing
Neurodidactic insights:	This activity is game-based using the Dixit game introduced to initiate it, but also gamified, as choices are the main feature the students have at hand when creating their stories, winners are voted at the end and fun if a core element throughout the activity. Also, the activity involves movement, both at the beginning of the activity, for the selection of the cards, and at the end, when groups share their stories. Moreover, imagination is targeted, so the brain activates soft skills. But what is more important is that this activity enables information transfer from visual clues into written text.

BLOGGING

Learning format:	individual work / pair work / groupwork
Materials:	PC / tablet / mobile phone / laptop and Internet connection
Procedure:	Students may be assigned a topic, appropriate to their age and interests, but very real-life based in line with some debates/topics of the day and asked to create a blog entry individually, in pairs or groups, not before they are presented with the necessary information regarding this type of text creation and its features. For this, they also need to activate their digital skills, as special platforms can be used, from didactic platforms, such as ClassDojo, to real blogging platforms, like WordPress, Ghost, or Tumblr. The students need to be aware of several aspects put together, such as creative writing with its freedom of expression, logical argumentation of ideas, critical thinking, public writing, journalistic style, and social outcome.
Aim:	to practice functional writing
Neurodidactic insights:	This activity invites the activation of critical thinking and argumentation skills, develops empathy, but at the same time improves processes like memory and reflection, thus helping students retain new information more effectively, as a way to better understand and process information.

THE COOKING SHOW

Learning format:	individual work, plenum
Materials:	worksheet with ingredients
Procedure:	Each participant gets a worksheet. Next, verbs related to the meaning of "to cook" are collected (e. g. *to sauté*, *to pickle*, *to stir*, *to roast*, *to stew*, etc.). The participants then choose four ingredients on the worksheet (plus quantities) and invent a recipe with these. Afterwards, the participants present the recipe as if they were preparing it in front of the audience. **Note**: Afterwards, the participants can talk about eating habits, favourite dishes and so on. When used in blended learning, the teacher can use a brainstorming tool in which the participants can collaborate and collect vocabulary. When writing the recipe online, cameras and sound can be turned off in terms of focus and the time to finish the task can be specified. When talking about recipes and other food-related topics, it is best when all cameras are activated since it enhances interaction.
Aim:	to practice functional writing
Neurodidactic insights:	This task provides the possibility to be creative and the theatrical component with movements and gestures helps to build a long-lasting learning impact while enhancing self-confidence through play.

WRITING TEXTS ABOUT YOURSELF

Learning format:	individual work, groupwork, plenum
Materials:	if necessary, linguistic chunks or didactic support to help with text structure
Procedure:	Participants write a text with personal references. *Note:* Writing texts is challenging for language students, so this is a suitable activity to prepare between classes – given the fact that there is corresponding feedback from the teacher. In blended learning formats, teachers should keep text length within limits so that the ongoing class is not "interrupted" by writing phases for too long. Popular subjects for writing in a foreign language are family, one's hometown or favourite things. *Alternative:* A less demanding version of a regular text is an *elevenie*. There, participants have to write a short text that consists of eleven words written down in five verse lines. Each line has its specifications, e.g., an activity or characteristics (detailed instruction is available online).
Aim:	to practice functional writing
Neurodidactic insights:	When writing personal texts, it is often nice for students to be able to express something relevant to them. This has a motivational effect. As with little elevens, the playful approach to language helps to develop remembrance networks in the brain and adds to creativity and fun.

PICTURES AS WRITING PROMPTS

Learning format:	individual work, plenum
Materials:	pictures
Procedure:	Pictures are a great way to get started with writing. Especially ambiguous pictures or those that point to something hidden or a bigger context (hidden object pictures, quiz pictures) work well. In that case, participants are allowed to make assumptions, report on their own experiences, express their points of view or talk about possible scenarios. **Note**: For structural clarity and learning progression, it is advised to put a picture description at the beginning (*What do you see?*) before providing transfer tasks. **Example**: (Source: Wimmelbild_Familie.jpg, dorotheewolters.de)
Aim:	to practice functional writing
Neurodidactic insights:	Visual impressions are a good way of rehearsing vocabulary in a stimulating way or providing speaking occasions about the picture content and oneself about that (keywords: contextual learning, reference to everyday life).

SPEAKING

Study level: A1

WHAT IS THE WORD

Learning format:	plenum, pairwork, groupwork
Materials:	paper, blackboard (optional)
Procedure:	Before the game, the teacher revises with students the new vocabulary. One student sits in front of the blackboard facing the classroom. Behind the student, the teacher shows the rest of the classroom a picture of one word or expressions. The students aim to describe what is on the picture without using the word or its root. The student facing the rest of the classroom guesses the word.
Aim:	to revise and enhance vocabulary, to develop (public) speaking skills, to increase students´ cognitive, and information processing speed
Neurodidactic insights:	Creating and asking questions is an efficient way to activate students, keep their attention, and enhance their engagement. Combining visual and verbal aspects enhances learning and improves students´ attention. This activity requires cooperation among students, and building mutual respect.

ASSOCIATIONS

Learning format:	groupwork
Materials:	none
Procedure:	Students form two rows on one side of the room facing the opposite side of the room. Each row includes the same number of students. Then, the teacher chooses one word that students already know and says it aloud. Students at the end of the row have to say a word that is connected (associated) to the previous one, e.g., car – bus – plane etc. When the student says the right word they go to the back of the row. The team that first reaches the opposite side of the room wins. Teachers can enhance a positive environment by connecting the words with pantomime. Each word needs to be supplemented by pantomime.
Aim:	to train cognitive functions and pronunciation, to enhance and review vocabulary, to boost cooperation and communication among students
Neurodidactic insights:	Movement is a significant element in memory enhancement. The connection of things belonging to the same category supports interconnected thinking, and competitiveness and teamwork increase students´ motivation, resulting in better focus, speed of thinking, and students´ willingness to participate. Pantomime resulting in laughter helps to reduce stress and create a positive environment that significantly affects attention and memory.

TEACH ME

CHAMELEONS

Learning format:	plenum
Materials:	none
Procedure:	Each student creates a fictional person with details about them (age, gender, education, etc.) and impersonates this character including visual, and auditory aspects of the character (accent, voice, physical attributes, etc.) For example, *I am an 80-year-old Afro-American woman with a hump and problems with limp*. The funnier and more creative the better. Then students walk into the class and introduce themselves to each other. The other student listens carefully and tries to remember as much as possible about the other fictional character. When both students are done with the introductions, they take on the fictional character of the other one. Each student continues with the new character and searches for a new classmate to exchange characters. In the end, each student presents their current character in front of the rest of the class. The student who created the original character then presents its prime form. Afterwards, the class shall compare these versions (to establish differences and similarities).
Aim:	to train memory, to develop communication skills, to identify cultural, gender and other assumptions and stigmas, to embrace creativity through the creation and presentation of new characters
Neurodidactic insights:	This activity includes movement which enhances students´ ability to think. Impersonating fictional characters in all aspects will create a relaxed environment, supplemented by laughter. These aspects have a positive impact on attention, and information storing, as well as on boding among students, which further enhances a positive climate in the classroom.

THE CITY I WOULD LIKE TO LIVE IN

Learning format:	individual
Materials:	information from the Internet, photographs, multimedia presentation
Procedure:	The teacher presents several selected cities in the form of a multimedia presentation. He gives information on location, size, sights and attractions. Students are then asked to choose one city (it has to be different from the one presented by the teacher), collect the necessary information about it and create a presentation about it in any form. At the end of the lesson, students should discuss why they have chosen this particular city and why they would like to live there. At the end of the lesson, allow a few minutes for discussion, comparing expectations, advantages and disadvantages of the cities discussed.
Aim:	to familiarise students with popular cities, to practise vocabulary related to city life, to be able to present the information gathered, to develop argumentative skills
Neurodidactic insights:	Appeal to students' own experiences and desires (personalisation of content) increases motivation and involvement. The possibility to freely choose the method of presentation increases the attractiveness of the class, as the result will be presented in a variety of ways. Asking questions and making comments is an opportunity to activate students.

HOW TO GET TO...?

Learning format:	individual, in pairs
Materials:	maps depicting the city plan, sheets of paper with names of city objects
Procedure:	Each student is given a map. Everyone walks around the "city", i.e., the classroom. At arbitrary times, they draw cards on which it is written where they are at the moment and what point they are looking for. The student has to approach another person and ask for directions. e.g., *Excuse me, I am at the pharmacy. How can I get to the supermarket?*
Aim:	to practise pointing the way, repeating the names of urban objects and use of prepositions to define location
Neurodidactic insights:	In this activity, the focus is on the development of communicative competence and action skills. An authentic situation with which students can identify and see its usefulness in real life and the possibility of repeating it in an out-of-school situation is equally important. Student involvement is increased. Social relationships and the ability to interact in a foreign language are also built.

WHAT HAPPENED?

Learning format:	individual, plenum
Materials:	playing cards
Procedure:	Depending on the size of the group, this activity can be done individually (in small groups) or the group can be divided into smaller teams. A student or team representative draws a card. On each one information is written: who, where, when, thing encountered. The student's task is to make a few sentences with all the information mentioned. The student/team gets a point for completing the task.
Aim:	to encourage speaking, to practise spontaneous speech
Neurodidactic insights:	The activity introduces elements of fun, laughter, and humour into the lesson, which reduces the stress of learning or the risk of failure. The tournament format positively influences students' intrinsic motivation and engagement. The high freedom of content encourages students to think creatively and outside the box.

50/50 or STOP TALK

Learning format:	groupwork, pair group or individual
Materials:	none
Procedure:	Before the game, the teacher asks students to invent or remember an anecdote. A student tells an anecdote in the past tense. When the teacher claps hands, the student continues the story but in a gestural way. The teacher gives the signal again and the student speaks again. Students are encouraged to express themselves like a storyteller, articulate and change their tone to capture the audience's attention. After the game, the teacher asks the audience to summarize the story or recite one of the acted-out passages. Alternatively, a student mimes a short anecdote. Once the scene is over, another participant transcribes the story. For oral comprehension: one student tells an anecdote orally, while another mimes it simultaneously.
Aim:	to tell a story/ an anecdote in the past, to develop public speaking skills
Neurodidactic insights:	Firstly, this activity allows a multisensory approach: hearing and sight. The more the brain is stimulated in different ways, the more it develops. Secondly, this activity involves active pedagogy, in which the student becomes aware of themselves through movement. Finally, this activity can play on humour since the gestures can be funny.

CRITICISM

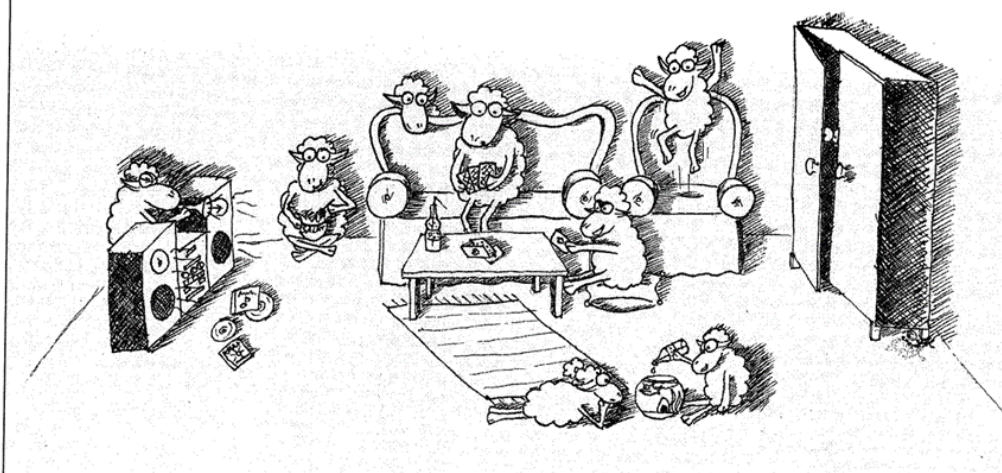| Learning format:	groupwork, pair group or individual
Materials:	a questionnaire, a mobile phone, an MP3 recorder or a Dictaphone (optional)
Procedure:	Before the game, the teacher asks students to form pairs: a journalist and an interviewee. The interviewees choose a film they have seen recently. Journalists prepare a list of questions. The students act out an interview at the exit of the cinema. Alternatively, the journalist asks the director or actors of the film for self-criticism.
Aim:	to express opinions using a variety of grammar structures and functional phrases, to activate vocabulary related to the description of characters and situations, and to develop intercultural awareness and critical thinking
Neurodidactic insights:	This activity involves a lot of movement, with roles to play. Then, it requires teamwork, a project-based pedagogy, which is supposed to make all the students active. It also involves memory activation for better assimilation of knowledge. It promotes immediate feedback by recording, feedback is essential to adjust neural connections. If the feedback is negative, it can allow correction mechanisms in the brain and makes it possible to limit the repetition of errors. If the feedback is positive, it allows a boost of dopamine, a feeling of well-being and satisfaction and suddenly the desire and motivation to taste the same pleasure again.

SUN AND MOON

Learning format:	groupwork or pair group
Materials:	cards with pairs of opposites
Procedure:	The teacher prepares pairs of opposites. There are no limits to creativity: happy – sad, hot – cold, vegetable – meat, radio – TV, etc. One word is attached to each side of the room. The participants are asked to stand by one of the words. Afterwards, there are different possibilities: • *Group* The group has to prepare a short statement about why the word chosen is the better one or why they have chosen this word. • *Individual* The participants receive a ball. The first person who has the ball says a sentence related to the word (e.g., *I used to listen to the radio and I want to listen once again soon*.) and passes the ball on to the opposite group. The statements are switched back and forth until everyone has said something. To allow for internal differentiation, it can be left up to the group to decide how much each person says. *Alternatively*, the activity could be used to introduce new topics. An opposing thesis could be set up or a thesis could be stated. Two corners of the room could be declared "agreement" and "disagreement". The participants could place themselves between the poles and could briefly comment on their decision.
Aim:	to develop argumentative speaking
Neurodidactic insights:	This activity would be very productive for vocabulary exercises when learning new words because the two cerebral hemispheres would be activated. It is an activity that involves movement and active pedagogy, allowing the activation of neurons linked to learning. At the same time, it arouses the interest and attention of students, putting them into action and facilitating understanding. This activity can also be a very funny way to activate vocabulary. Some of the arguments may involve humour, an important vector for boosting student motivation by increasing attention and creating a friendly environment. This activity promotes teamwork, thus developing the ability to learn when doing things together with fellows.

THE ALL-SELLER

Learning format:	plenum
Materials:	example picture with sample items
Procedure:	The teacher first describes the situation: A noble store is emptying its warehouse to make room for new products. This means that both the seller and the customer are very distinguished and polite. The teacher then shows the participants the items that are to be sold. The task of the participants is to choose one item at a time and sell it for as much as possible. To do this, they must argue that the items are more valuable than they are. The teacher, therefore, conducts a sample conversation with a selected participant as a salesperson to help with chunking and sentence structure. Then, time is given for the participants to prepare for the sales pitch. The teacher then selects two participants per round to conduct this very sales pitch. The game ends when all items have been talked about. **Note:** Teachers should encourage participants to exaggerate when selling and to describe the items in the most compelling way possible.
Aim:	to practise reasoning, to enhance creativity
Neurodidactic insights:	Contextual learning with the help of direct experiences and conversation intent helps with processing learning content. Besides, the possibility to exaggerate and to think of all the ways to use the items boosts creativity and discussion skills.

SHEEP PARTY

Learning format:	individual work, plenum
Materials:	photo(s)
Procedure:	1. Depending on the language level, previous support with vocabulary and idioms is necessary.
	2. The participants look at the picture and everybody chooses a sheep secretly.
	3. The participants then take on the role of the chosen sheep, give it a name and think about what their sheep might have experienced at the party.
	4. One after the other, the stories of the sheep are presented to the group without being too specific.
	5. The group has to guess which sheep the story is about.
	Variation: Other pictures can also be used according to language level. Particularly suitable are hidden object pictures or pictures that encourage further discussion.
Aim:	to talk about characteristics, to practise reporting in the past, to boost creativity
Neurodidactic insights:	Inventing stories around a hidden character and letting others guess improves storytelling, is fun and creative which lengthens the attention span.

DIVA

Learning format:	plenum
Materials:	reasons why the diva is upset
Procedure:	1. One participant plays the diva (regardless of gender!). The diva is known to be extremely difficult and moody. She is enthroned in her chair while the circle of her friends, fans and employees - the other participants - stand around her at a respectful distance.
	2. Explain to the participants why everyone is worried about the diva at the moment. The idea is to persuade her to change her behaviour.
	Possible reasons could be, for example, the following (you can of course think of other reasons):
	• The diva has not eaten for three days.
	• The diva is ready for a holiday.
	• The diva has a vitamin deficiency because she only eats pudding.
	• The diva doesn't want to go outside since her puppy died.
	3. One participant carefully takes a step towards the diva and makes a suggestion. If the diva is inclined to continue listening, they take another step forward while continuing to talk to the diva. But be careful: If the diva shows a negative attitude, one should retreat quickly, because her tantrums are feared. In this case, someone else will try.
	4. Whoever manages to persuade the diva takes over her role and sits on the diva throne. For the new round, a new problem is announced.
	Note: Once the participants know the game, they can think of new problems to use themselves.
Aim:	to practice giving advice, showing emotions, convincing someone
Neurodidactic insights:	The use of exaggerated emotions and the search for convincing arguments requires theatrical and creative approaches that help create a connection between learning content and emotions. Besides, scenario-oriented didactics are beneficial when it comes to contextualized learning and relevance to everyday life.

GRAMMAR

Study level: A1

AMERICAN GREETINGS

Learning format:	plenum, groupwork
Materials:	none
Procedure:	The students are moving all over the room. When they meet someone, they both shake their right hands; both say their names (My name is Peter. – My name is Daria.). Then they switch to the left hand and both say the name of the other person (You are Daria. – You are Peter.). Then they move along again. Round 2: Name and age Round 3: Name, age and favourite colour Round 4: Name, age, favourite colour, etc. *Variation:* If the participants do not want to shake hands, they can just say "Hi" and nod slightly toward each other, wave with their right/left hand, etc.
Aim:	to practise structures (e.g., asking questions, sentences in the past, etc.), to train memory skills
Neurodidactic insights:	First, the activity helps to reactivate students and freshen their minds through movement. Besides, they use the phrases and vocabulary in a meaningful situation (introducing themselves to others and collecting information about others), which makes *meaning* to the whole exercise and helps to keep and *retain* acquired skills.

CORRECTING WITH POST-ITS

Learning format:	plenum, groupwork
Materials:	group tables, different coloured sheets of paper or sticky notes, pencils
Procedure:	The students form 2 or 3 groups. Each group gets a grid with incorrect sentences and at least 12 sticky notes. Each group gets a different colour. The groups correct the mistakes and write the corrected sentences legibly on one sticky note each. For a better overview, the sticky notes can be stuck on the grid, so that the wrong sentences are covered. The grid prepared by the teacher is now hung up on a pinboard, blackboard or wall. When all groups are finished with their corrections, they decide on which group starts playing. The goal is to cover as many connected fields as possible. (i.e., fields that touch on a narrow or long side) with your colour.

	The first group chooses a field, sticks on the accordingly prepared sticky note and reads out the sentence. If the correction attempt is correct, the note remains stuck; if not, it is removed again. In both cases, the next group takes its turn.
Aim:	to correct errors
Neurodidactic insights:	Associating colours with a certain type of grammatical error helps improve attention to detail.

SOMETHING IN COMMON

Learning format:	pairwork, groupwork
Materials:	none
Procedure:	Explain that we can all find something in common with those around us. The object of this game is to discover as many things you have in common with fellow students or to be the first to find five things in common. Brainstorm examples with the whole class, noting suggestions, e.g.:
	o We both have long-haired cats.
	o We have both seen Robbie Williams in concert.
	o We all like Harry Potter.
	o We both have a younger sister called Georgia.
	o Our favourite colour is green.
	o Our families go to the same supermarket, church, club, holiday place.
	o We both believe in love at first sight, ghosts, miracles, etc.
	Give students a time limit to mingle and find out as many things they have in common. The one who finds the most is the winner. Alternatively, ask them to find five things and the first person to shout 'five' is the winner.
Aim:	to use the words "as", "like", etc. correctly; to get in conversation with other students and to find out more about them
Neurodidactic insights:	feedback (reality check), retention, social interaction

TEACH ME

WHO'S FIRST AT THE FINISH LINE

Learning format:	group, individual
Materials:	game board, dice, pawns
Procedure:	Students can be divided into smaller groups in case of a large class. Each group is given an A4 size game board (or larger) divided into 25 squares (or correspondingly more). The first box is entitled START; the last box is entitled META. In each field, there is a grammatical task to be completed, e.g., making the correct forms (tenses, cases, etc.). Students take turns to throw the dice and move as many fields as the number they have drawn. They read out and perform the task on which their pawn was placed. If they complete the task correctly, they stay on that field, if not, they have to move back to the previous field. The first person to cross the finish line wins.
Aim:	to review and consolidate grammatical forms or structures selected by the teacher
Neurodidactic insights:	The competitive element has a positive effect on students' engagement and motivation, encouraging them to act and follow instructions. Learning through play is more effective. Humour and laughter present during the game also have a positive impact on learning and memorisation. Replacing traditional grammar exercises with a game board is another element that increases the effectiveness of the lesson.

CLOCK BINGO

Learning format:	individual
Materials:	bingo cards, draw cards
Procedure:	Each student is given a board on which the hours are written in several columns and rows. There should be several boards with different arrangements of the hours. The teacher draws slips of paper with the hour written on it and reads it out loud. Students try to find it on their board. The teacher verifies correctness. Whoever gets a whole row or column first - wins. To make the game more difficult, the hours on the board can be written in the official system and read by the teacher in the unofficial system.
Aim:	to review and consolidate the hour system in two stylistic variations. The game can be adapted to different grammatical issues.
Neurodidactic insights:	The use of attractive learning aids such as bingo cards and changing the form of the grammar exercise into a game positively influences the effectiveness of the work and the involvement of the students. Learning through play is one of the brain-friendly methods. The element of peer competition makes students more willing and able to follow instructions.

WHAT IF…?

Learning format:	individual, plenum
Materials:	none
Procedure:	The teacher starts "What if…" and finishes the sentence, e.g., "What if Adam had been on time for the train?". The first student answers, e.g., "If Adam had timed the train, he would have been on time for the meeting". The next person starts at this point and continues the stories: "If he had been at the meeting on time, he would have been promoted".
Aim:	to review conditional clauses
Neurodidactic insights:	Such an activity is an excellent opportunity to develop creativity in students. Interesting, out-of-the-box, and sometimes even unusual ideas introduce elements of humour, laughter and fun, which have a very positive impact on the learning process. Creating a funny story together increases student involvement.

Study level: **B1**

JUMBLED STRUCTURES

Learning format:	plenum, pairwork, groupwork
Materials:	snippets with sentences or text parts
Procedure:	Students get a snippet with a sentence part/text parts and are asked to find the partner whose snippet, when put together, forms a correct sentence/text. They should form as many versions as possible and write them down. The versions are either discussed in plenum or compared with the help of a solution sheet. The correct sentences/text can then be used to create a learning poster on correct sentence formation.
Aim:	to recognize the sentencing system (first position – second position – middle position) and the logic of a text.
Neurodidactic insights:	The activity involves *movement* and focuses on *establishing meaning* together with a partner. It can lead to active participation, positive emotional involvement, and a better understanding of the grammatical structure.

GRAMMAR AUCTION

Learning format:	groupwork
Materials:	(live)worksheets, virtual money
Procedure:	The teacher divides students into groups, offers them 500 EUR as virtual money and presents them with the Grammar auction sheet. The worksheet contains 20 sentences, some of which are incorrect. The students' task is to bet virtual money on each sentence (between 5 EUR and 50 EUR) and determine which sentences are correct and which are not. If their answer is right, they gain the money they bet. If it's not, they lose it. The winning team is the one with the biggest profit/ smaller loss in the end. The worksheet may contain a mix of various grammar structures or focus on a specific grammar structure that was previously discussed in class.
Aim:	to practice and strengthen grammar structures
Neurodidactic insights:	The activity involves *game design elements* and promotes the *engagement* of students, giving them a *sense of achievement* that can be transferred to real-life activities such as spending, saving, and budgeting expenses. At the same time, it makes the learning process more *fun*, enhancing positive feelings.

"SPINNING A YARN"

Learning format:	plenum
Materials:	cards with bits of various clauses (e.g., conditional, relative) in a hat or box
Procedure:	The teacher prepares the bits of various clauses, puts them in a hat/box and asks the students to sit in a circle. The teacher starts the story (e.g., *We were all sitting in our living room playing Monopoly when we heard this strange noise coming from the outside)* and the first student picks one card from the hat/box. The student needs to continue the story until he/she can incorporate the card in it (e.g., *At first, we thought it came from our next-door neighbour **who often tested his new inventions in his garage***).
	Once the clause is incorporated, the hat/box is passed on to the next student. The students continue the story while trying to use another relative clause. The student does not have to use the relative clause in the first sentence they say but continues the story until they can fit the relative clause in. If they are lost for ideas or use the relative clause in an illogical or incorrect way, they must stand up and the next student takes over.
	The winner is whoever remains seated. As an alternative, the teacher can use cards with verbs, prepositions, quantifiers, adverbs, or any other grammar structure.
Aim:	to practice grammar structures
Neurodidactic insights:	The activity gives students the chance *to be creative*. It also activates the right hemisphere since it requires students to use their *imagination* and *customize the story*. At the same time, the development of the story is unexpected and this creates involvement: students work together to achieve a common goal.

STRANGE EXCUSES

Learning format:	groupwork
Materials:	signal generator (bell, music, whistle), several example excuses
Procedure:	1. The participants are divided into two groups: One half are teachers, the other half are students. 2. The situation is as follows: Some students were absent in class yesterday. By chance, they meet their teacher in the city. Both are very polite and do not bring up the subject directly. Only after a little small talk they get to the topic, and the student has to apologize for his absence and embellish the situation accordingly. The teachers try to expose the false excuses by asking questions. 3. Students and teachers walk around the room (possibly with music). At a signal from the actual teacher (stop the music, whistle, etc.), one student and one teacher come together and start their dialogue. Example of a possible excuse: *I would have come to class if my dog hadn't gotten sick.* 4. After another signal from the actual teacher, the partners say goodbye. All participants walk around the room again until the real teacher gives another signal and pairs of students and teachers come together again. 5. After two rounds, students and teachers change roles. 6. At the end, the best excuse is chosen by the class. 7. *Note*: Before the game, collect possible reasons for the absence. In addition, the game works with simpler means of speech as well and can be played as soon as the present and perfect tenses have been introduced.
Aim:	to repeat and consolidate grammar structures and sentence patterns
Neurodidactic insights:	The neurodidactic strength of this exercise lies in the freedom to imagine absurd and far-fetched apologies combined with a real-life situation most participants are familiar with (at least being late for class, if not skipping). The conversations conducted represent an exchange of contextualised and creative language production which benefits both long-term memory and motivation.

INGENIOUS MACHINES

Learning format:	groupwork, plenum
Materials:	paper and pencils, picture of a fantasy machine
Procedure:	1. Show the participants the machine. The participants should guess what kind of machine this could be and describe what one can do with it. 2. Ask the participants to draw a fantasy machine themselves. 3. If needed, ideas can be given to the plenary, e.g., an elephant machine, an electronic household help, a special alarm clock, etc. 4. At the end the machines are presented in groups and the best invention is chosen. **Note**: Passive and passive alternatives are a possibility for the linguistic realization of descriptions. The sentences do not necessarily have to have the same structure, otherwise the descriptions will not seem authentic.
Aim:	to practise passive structures, understanding and producing mechanical functions and instructions
Neurodidactic insights:	The element of surprise and wonder which is included in the activity is beneficial for the participants' motivation and the possibility of inventing fictional machines adds to creativity and consequently boosts retention processes in the brain.

WHAT CAN YOU DO THERE?

Learning format:	pairwork, groupwork
Materials:	prepared locations (sent individually via chat)
Procedure:	The participants are each given a specific location (via chat or on a piece of paper). It indicates what one can do there, what one is not allowed to do there and what one should or must do there. They formulate sentences and the other participants have to guess which place it is.
Aim:	to differentiate and practice *may*, *should*, *must*
Neurodidactic insights:	Guessing games are exciting and keep the attention up.

VOCABULARY

Study level: A1

LETTER SALAD

Learning format:	plenum, pairwork, groupwork
Materials:	cards with letters, chalkboard/whiteboard, pen and paper
Procedure:	The teacher writes some of the vocabulary of the last lesson on the blackboard – however, they do so while mixing up the letters. Students now need to find the word hidden behind the mixed-up letters.
Aim:	to (re-)entry into the lesson, because the participants must remember the last lesson. Alternatively, participants can write down the words
Neurodidactic insights:	The main goal of the activity is *neurodidactic reactivation* of the knowledge acquired in the previous lesson(s). Moreover, it contains *a primacy-recency* effect and helps to establish a *learning atmosphere* at the end of the lesson.

COLOUR CALL

Learning format:	plenum, groupwork
Materials:	a ball (preferably the size of a volleyball or similar)
Procedure:	One student starts with a ball. They throw it to another student while saying a colour. The second student now has to think of something they associate with that colour. In level A1, it can be only one word; more advanced students can make up a sentence instead. Example: "blue" – "sea" – "I went on vacation to the sea last year."
Aim:	to train associative thinking and speaking as well as spontaneous verbal expression.
Neurodidactic insights:	The game involves *movement/physical exercise* which helps to reinvigorate concentration and freshen the students' minds during lessons. Moreover, it brings some *fun* into the lesson. Last, but not least, it supports the *development of communication competencies in a second language* with the need for associative thinking and retention of basic vocabulary.

TEACH ME

FOCUSING ON WHAT'S FAMILIAR

Learning format:	individual work, pairwork
Materials:	printed texts, writing utensils
Procedure:	The teacher distributes texts for reading. The students should now mark all the words they know. In the second step, the texts are compared and completed in pairwork. If necessary, a second step can now be added in a group of four to compare the texts and supplement the shared knowledge.
Aim:	to build on vocabulary together, to support strategy training
Neurodidactic insights:	feedback (reality check), retention, social interaction

THE IDEAL TEACHER

Learning format:	in groupwork, pairwork
Materials:	none
Procedure:	Students in groups of several think about and write down the character traits and personalities that the ideal teacher should have. They create a list of desirable qualities and behaviours. They then prepare short scenes illustrating how the ideal teacher should behave and what to say in typical classroom situations. After each scene, the rest of the group comments on the behaviour of the "teacher" and expresses their own opinions about their behaviour.
Aim:	to review and consolidate vocabulary on character traits
Neurodidactic insights:	Working in groupwork, pairwork enables active participation, positive emotional involvement, better socialisation, activation of multiple senses and better understanding. Role-playing is an attractive way of consolidating vocabulary so that it is better remembered. Allowing the participants to express their own opinions and include a comment at the end of the exercise not only allows them to make a personal connection, but to relate to their own experiences. Also, the teacher can receive feedback on what the students expect from them.

WE HANG THE LAUNDRY

Learning format:	individual, plenum
Materials:	string strung around the room, vocabulary cards, basket, laundry clips
Procedure:	Students are given a 'laundry basket' which contains cards with vocabulary learned earlier in the lesson. Their task is to divide the drawn words into appropriate categories and attach them to the correct string.
Aim:	to review and consolidate subject vocabulary learnt in class
Neurodidactic insights:	This is a way of introducing a bit of movement into language classes. Students have to walk around the room, pinning up cards - there is a recirculation of blood. Students do the exercise while standing. The interesting form of the exercise also promotes a positive classroom atmosphere and builds positive emotions.

ESCAPE ROOM

Learning format:	individual
Materials:	QR codes
Procedure:	QR codes are placed at various points in the room, under which are small portions of lexical material divided into appropriate categories. Students visit the points in any order and at their own pace, collecting information.
Aim:	to familiarise students with new lexical material
Neurodidactic insights:	Movement, and the need to move around the room has a positive effect on brain function. In addition, the exercise prepared in this way takes into account different learning styles and will be good for both visual and kinaesthetic students. It also allows students to work individually at their own pace, with students deciding in which order they will visit each station. The use of new technology has a positive effect on the students' interest in the topic and the work.

ANYTHING THAT IS…

Learning format:	plenum
Materials:	none
Procedure:	One student starts with a sentence ("Anything that is…") and mentions one colour, for example, *red*. The teacher instructs all students to write down in one minute as many words as possible for things that are *red*: tomato, strawberry, cherry, heart, etc. After one minute the teacher calls "stop", collects the words and discusses them in plenum. More rounds can follow and alternatives may be used depending on the focus of the lesson: *Anything that is expensive/ Anything that is only available in summer/ Anything you can eat/ Anything you have in your apartment* etc.
Aim:	to organize vocabulary according to various criteria.
Neurodidactic insights:	The activity involves the *activation of semantic networks* in the brain. It promotes the *expansion of the number of networks* that connect to the new learning, thereby making the future transfer more likely.

THINK-(JOT)-SHARE-PAIR

Learning format:	pair-work
Materials:	post-its (for jotting down ideas)
Procedure:	Students work together to come to a shared understanding of the focus word presented by the teacher. Before turning to talk or pair with their partner, students are asked to spend a moment (1-2 minutes) thinking about the topic/focus word independently in preparation to share their thoughts. Students pair with someone to describe, explain and compare understandings (3 minutes).
	In the end, partners work together to share their understanding of the topic. Students can share their understanding by writing a sentence or by drawing a picture (3-5 minutes). Alternatively, the teacher can ask students to jot/write some ideas on post-its *before* pairing them with their partners.
Aim:	to encourage student discourse and build community by having partners work together to share their findings.
Neurodidactic insights:	The activity may *build confidence* within those students who do not usually like to share out loud with a large group. Discussing with a partner *maximizes participation*, *focuses attention* and *engages* students in the activity.

ODD ONE OUT

Learning format:	plenum
Materials:	word chains (5-7 words) in which one word does not fit, pictures or cards
Procedure:	The teacher shows the students the word groups and asks them to explain why the word does not fit. Depending on the language skills, students are asked to give reasons for the selection and find the generic term. For example, *fruit* = apple – cherry – banana – cucumber (the odd one). If the students have too little vocabulary, the teacher can use illustrations/ pictures/ cards and asks students to write the words underneath.
Aim:	to recognize categories, to learn generic terms, to differentiate between individual language levels and word meaning, and to deepen what has been learned.
Neurodidactic insights:	The activity involves *critical thinking* allowing students to make connections to their past learning, enhancing meaning, and seeing possibilities for transfer.

UNCLE OTTO/ AUNT ANNA

Learning format:	groupwork
Materials:	paper and pencil
Procedure:	In groups, participants find synonyms for *Uncle Otto celebrates his birthday with a cake on Sunday at 4 pm*. For example: *Aunt Anna goes to the swimming pool with a donkey on Wednesday at noon.*
Aim:	to review sentence structures, have fun and loosen up
Neurodidactic insights:	Since the students can form crazy sentences, creativity, fun and playfulness are promoted. The individual way of interaction leads to a positive learning experience.

PACKING MY SUITCASE

Learning format:	plenum
Materials:	none
Procedure:	1. The teacher introduces the sentence *I am packing my suitcase and taking it with me: (...)*. The teacher then explains that everyone should pack a suitcase together and choose one item that they would like to take with them. 2. One after the other, the participants say the same sentence over and over again, repeating the items already presented in turn and then adding their items. 3. If a participant does not get further on their own or cannot remember a certain item, they can either be given help or eliminated. The game can be played for one round or several rounds. **Note**: The vocabulary can be adjusted according to the language level/content and it is more exciting when participants imagine absurd objects, concepts or even immaterial things.
Aim:	to review vocabulary
Neurodidactic insights:	By remembering so much vocabulary at once and by making up absurd packing items, creativity and competition are encouraged which benefits the retention of learning content.

GUESS WHO?

Learning format:	pairwork
Materials:	none
Procedure:	The participants choose a famous person secretly and describe him/her. The others must guess who it is. Here, a lot of adjectives should be used to identify the person.
Aim:	to motivate students to speak
Neurodidactic insights:	Guessing games are beneficial for motivation and collaborative teamwork is required.

Part 2. Integrated scripts for blended learning.
Examples of good practices for A1-B2 levels.

READING COMPREHENSION

Study level: **A1**

General data:	Type of lesson: Reading Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative, online or offline) (e-)learning** • Each student or group is given a text that is written in capital letters and without full stops or commas (in an online Word document) • The students have to recognize the word boundaries, use upper and lower case correctly and use punctuation marks. • e.g., MYGRANDMAWENTTOADOCTORBECAUSESHEHADAPROBLEMWITHHERSTOMACH.
Core-learning:	**(Live event, face-to-face) Classroom training** • The teacher prints the correct version of the text and gives each student one. • Students take turns in reading. Each student read one sentence. • Before the reading, the teacher selects specific words that are often mentioned in the text. • Each student is assigned one word. Anytime the word is mentioned the student who has been assigned to the word has to pantomime the given word. Students can change the form of the pantomime. • e.g., The student is assigned the word ´dancer´. Anytime the word dancer or its form is being read, the student must pantomime – pretend to be a ballerina; Michel Jackson; do a chicken dance, … The more creative and funnier the better. • Alternatively, anytime student uses a wrong pronunciation they have to get up and pantomime the word.

TEACH ME

Post-learning:	(Online content) • The teacher will upload on the shared online platform the original (correct) text and a video, or recording of the text, so students can hear the pronunciation correctly. • Students can record themselves (Dictaphone, HP5…) reading it aloud. Then, they listen to it and correct the mistakes they have made (they can use the recording provided by the teacher to listen to the correct pronunciation). • They can share it with their classmates on the shared online platform.
Assessment:	(Online content) • The teacher can use H5P to create an exercise where the student has to put paragraphs of text in the correct order.
Follow up:	(Online content) • The teacher can add new words to Quizlet set for students to practice.

TEACH ME

General data:	Type of lesson: Reading Group: 10-20 students Type of learning: blended
Pre-learning:	(Collaborative, online or offline) (e-)learning • Students in an app such as Forms complete a questionnaire, deciding what the topic for the next lesson should be.
Core-learning:	(Live event, face-to-face) Classroom training • Students enter the classroom and each finds a QR code placed in different areas of the room. After scanning it, they are given one part of the story. They have to read it carefully and then summarise the most important facts to a colleague. The overarching task is to arrange the fragments into a logical whole.
Post-learning:	(Online content) • On the platform, the teacher publishes the entire text as well as classic comprehension questions such as true/false, gap-fill and short answer questions. He also includes an answer key so that students can check their level of understanding of the text.
Assessment:	(Online content) • In an online comic generator, e.g., storyboardthat.com, students are asked to create a short comic based on the text they read in class. They can also be asked to create an alternative version or continuation of the story.
Follow up:	(Online content) • The teacher publishes on the platform a text in which certain keywords are missing. In each case, the student is given 3-4 suggestions to choose from. They are all synonyms, but only one fits the context.

General data:	Type of lesson: Reading Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative, online or offline) (e-)learning** • The teacher shares an online survey on an e-platform (e.g., *typeform.com)* and asks students to vote for a specific topic (taken from Minimal Description for B1 level) they would like to cover in the current week. • After choosing the topic, students are asked to complete the first column of the table's online version (e.g., app.creately.com) (*I know – I want to know – I learned)* with 3-5 keywords or descriptive phrases. Students will pay attention not to repeat the data already written by their colleagues, and if they have no information about the topic, they will specify this, so that the teacher can look for a suitable text to be read.
Core-learning:	**(Live event, face-to-face) Classroom training** • The teacher displays the completed column on the screen, exchanging views on the pre-learning activity (information they already know about the chosen topic). Using brainstorming, students will complete the second column of the table, regarding the information they want to know about the chosen topic (this activity can be done orally or by using *tricider.com*). • The teacher prepares the material to be read and a table with two columns then encourages students to read the text individually and to note in the first column sentences or ideas from the text that are particularly meaningful to them. The second column will be completed with comments on the selected information, unknown words/expressions, questions about the text or even the emotions they felt while reading the text (*Double-entry journal)*. After the individual work, students share their observations with the class and put the new words into context. • The teacher divides students into six groups by using the online app *wheelofnames.com*. Each group receives a coloured hat that has a specific meaning, imposing a certain type of task (*Six Thinking Hats*): *white hat* - information about the text; *red hat* - feelings, instincts, and emotions; *yellow hat* - looking at issues found in the text in the most positive light; *green hat* - generating new ideas; *black hat* - critical judgement; *blue hat* - conclusion and decisions. While they are presenting the results/conclusions, they must express themselves according to the colour of the hat, using appropriate nonverbal and paraverbal cues. • Students are asked to contribute to a follow-up activity by writing a question on a worksheet that reflects the text's comprehension. The paper is rolled up into a ball and thrown from one student to another for approximately 5 minutes (*Snowball throwing)*. Every student has his turn to answer the question; students who answer wrong and get the lowest score are given a penalty (such as 'Read the text again'/ 'Write two ideas you learned from the text', 'Mention 3 keywords of the text' etc.). While students answer, the teacher completes the third column of the table - 'I learned'.

Post-learning:	(Online content) Reference materials or videos • Students are asked to submit a short video (e.g., *info.flipgrid.com*) to express their opinion regarding the text's central idea, playing the role of a TV presenter. They will have to use not only adequate vocabulary but also appropriate nonverbal and paraverbal cues, such as gestures, facial expression, posture, inflexion and proper intonation of the voice, pitch, pauses etc. The other students will appreciate the most inspiring video and will react or leave comments.
Assessment:	(Online content) Quizzes • For students who missed the class or are willing to revise their reading skills, the teacher will upload the text on the e-platform and ask students to solve the exercises that reflect the comprehension of the text, such as gap-filling exercises, true or false exercises, multiple choice questions etc. (e.g., *goformative.com*).
Follow up:	(Online content) Vocabulary • The teacher will upload on the e-platform a text (*Parallel text*) similar to the one studied in the classroom, with only a few words changed with their synonyms. Students are asked to read the two texts to find the differences between them. As an extension activity, they can solve a matching exercise between the words in the initial text and their synonyms in the second one (e.g., *learningapps.com*).

General data:	Type of lesson: Reading Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative manner, online or offline):** • The participants are given texts with wrong words (instead of the corresponding learning words) and then must correct them digitally or face-to-face. • Preferably, it is a text relating to current teaching subjects. • If the interaction is a bit lower in blended learning formats, the teacher can decide whose turn it is to give the next word or the participants decide for themselves who the next person should be.

Core-learning:	**(Live event, face-to-face) Classroom training**
	
	• The participants choose a topic about a generic term pre-selected by the teacher (e.g., sustainability: fast fashion – endangerment of bee colonies – eco-friendly living).
	
	• They decide on a topic and in which way they want to work on the corresponding texts, individually or as a group. It gets more interesting if the types of text vary (e.g., interview, article, descriptive text etc.).
	
	• Then, the different texts are read. The participants have to:
	
	    1. Present main contents for the other class members
	
	    2. Preparing questions for further discussion in class
	
	    3. AND one of the following:
	
	    o expressing one's opinion/ talking about experiences regarding the given subject
	
	    o writing a blog post, or letter or getting creative (e.g., searching for further tips in terms of eco-friendly living or inventing a new eco-friendly product and selling it to the class members)
	
	• It is beneficial to work with authentic language material that provides many speech occasions and that has something to do with the everyday life of the participants.
	
	• Each group presents the content of their text and the additional activity they have chosen.

Post-learning:	**(Online content)** • The teacher offers additional material (videos, pictures, graphs), for example, a video about reading recommendations for foreign language learners (this could be fiction, blogs, news websites, etc.). • The participants then must write a short post about what they would recommend for this purpose and/or for other language skills (speaking, writing, etc.).

TEACH ME

Assessment:	(Online content)

- The first part of the game "House of Questions" is prepared individually online.
  - *Step 1: Individual work*

Participants read a text (preferably about a corresponding topic according to the completed class) and mark important points or write down keywords. They then pick up the house template and read the clues on the first floor before developing two questions with these clues. Afterwards, they answer the questions in the group after having written down their answers to these questions.

- The second part (groupwork and plenary) is moved to the next class and serves as an introduction/revision:
  - *Step 2: Groupwork/plenary*

One of the participants presents a question, the others answer it and so on.

Then, the group continues on the second floor. Steps 1 and 2 are supposed to be repeated for the 1st floor and the top floor.

- In the end, the most interesting or unanswered questions are being asked in class.
- Structure of the house:

ROOF FLOOR:
Note: Questions that require your fellow participants to judge and reflect.
- How do you judge the content of the text? Is there anything you disagree with? Why? Which ideas do you agree with?
- Do you know what is written in the text? Have you ever experienced this in your environment?
- What can you learn from the text?
- How understandable is the text? Why?
- ...

1st LEVEL
Note: Ask questions about connections that are not given in the text and that you need to think about.
- What is the cause of...? How does... come about?
- What are the consequences of...?
- How is ... related to ...?
- Compare: How do ... differ from ...? What is common to...?
- Explanations: What does ... mean?
- ...

GROUND FLOOR
Note: These are questions where the answers can be found in the text. The questions should refer to important things. Ask for individual pieces of information.
Use W-questions for this, for example:
- What happens...?
- Who is important?
- When...?

- Note: Ask your fellow participants to formulate answers in their own words.

TEACH ME

Follow up:	(Online content) Grammar

	• The participants are given a reading text/ cloze about a topic related to the class. It could also be a subject that has something to do with the everyday life of the participants, for example, leisure activities and the so-called "leisure pressure/ FOMO (fear of missing out)" in modern societies since it is not only important to act mindful towards our environment but also to be mindful with oneself.
	
	• Sticking to the example above, the participants are first supposed to work on the cloze (grammatical structures are left out and prompts are given below the text as support).
	
	• Finally, the participants must answer the following questions about their perception and realization of leisure time and bring them to the next class for discussion:
	   o What is relaxing for you after work and why?
	   o Do you rather recharge alone or among people?
	   o Which aspects are important for you in your free time?
	   o Is there something that bothers you regarding leisure time?
	   o Is there something you want to change in this regard? Why?
	
	• Since there is a grammatical focus, the corresponding answers could include certain grammatical according to language levels such as nominalizations or connectors.
	
	• The follow-up can also be expanded by implementing the game *What would you have done?* regarding the covered topics. To do so, the teacher can set up a communication tool (e.g., Padlet) and provide a few tricky situations according to the game rules. The participants then can exchange perspectives, opinions, and arguments online while simultaneously repeating and revising the learning content. It is also possible to implement this game into the core learning part since there is also an element of opinion exchange.

LISTENING COMPREHENSION

Study level: A1

General data:	Type of lesson: Listening (the core learning activities involve listening) Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative, online or offline) (e-)learning** • The teacher distributes a short audio with an easy text/dialogue along with a set of questions/claims. The students should listen to the audio recording and then answer the questions or determine whether the claims are true or false. e.g., two people are discussing the list of items they are going to buy in a grocery shop. The questions should contain items that are/are not going to be bought by a couple, the choice of shops they are going to buy this or that item in, etc. • Alternatively, the text can only be a short description or a list of items, according to the actual level of language proficiency in the class.
Core-learning:	**(Live event, face-to-face) Classroom training** • Students meet with the teacher and go through correct answers to questions/claims from the pre-learning phase. The teacher writes words/phrases that were difficult to understand on the backside of the board. • The students then move to the activity *All Birds Fly High* to activate their bodies and freshen their minds. • First, a general topic is agreed upon – for example: "eatable". The teacher or a student says a series of words: sausage – bread – banana peel – strawberry… • The students have to stand up at every word that describes something to eat (i.e., when they say "banana peel", you should sit down). • Someone formulates correct or wrong sentences. For correct sentences, you have to stand up (Bavaria is a federal state in Germany.), and for wrong ones, you have to remain seated (In Switzerland, they speak Spanish). • Alternatively, every student says something about his or her life. ("I have been to Paris." – "I have seven siblings." – etc.) • Alternatively, the class can use the activity *Chinese Whispers* instead to activate their minds. • The other participants decide by standing up (yes) or sitting down (no) whether they believe him/her.

	• Finally, the class moves to the activity *Draw this.* The teacher reads instructions for an image. Every student is drawing on their paper according to the paper/chalkboard (if there is an option to have more papers/chalkboards covered by each other, that would be ideal) according to these instructions.
	
	 • These instructions should guide students toward a completed image that is not recognizable until the final instructions.
	
	 • For example, if a teacher wants them to draw a house, the instructions could sound like this:
	
	     o Draw a large square in the centre of your page.
	     o Then draw a small rectangle vertically on the bottom of the square.
	     o Draw two small squares on either side of the rectangle.
	     o Now draw a large triangle on top of the largest square.

Post-learning:	(Online content) Videos revising the content, reference materials • At the end, the students compare their drawings and discuss with the teacher the correct outcome.
Assessment:	(Online content) Quizzes • Students are asked to listen to a short story read by the teacher (this can be done during the lesson or as homework individually). Their task is to find out all words they cannot understand and to try to decipher their meaning from the sentences they are involved in. The teacher gives the solution to a separate folder and gives access to the students, so they can check if they were right in their tips.
Follow up:	(Online content) Vocabulary • The teacher writes some of the vocabulary of the last lesson in an online file – however, he or she does so while mixing up the letters. Students now need to find the word hidden behind the mixed-up letters.

General data:	Type of lesson: Listening Group: 10-20 students Type of learning: blended
Pre-learning:	(Collaborative manner, online or offline) (e)-learning • Students are divided into smaller groups and work in separate rooms, such as on the Teams platform. • They try to collect as much weather-related vocabulary as possible: weather elements (rain, sunshine, hail, etc.), verbs (shines, blows, etc.) adjectives (day what?) and adverbs (is it like?). • The teacher then combines the groups into larger ones so that the students can exchange ideas and fill in any gaps. The practice is repeated until the students come together as a whole class.
Core-learning:	(Live event, face-to-face) Classroom training • The teacher informs the students that today's topic will be the weather forecast. First, everyone is given a contour map of the country and stickers marking typical weather elements along with the temperature. Students listen to the weather announcement. Their task is to place the correct symbols correctly. • The teacher then distributes the text of the weather forecast listened to earlier. This time the students have to fill the gaps with the missing information. • At the end, students in pairs or smaller groups are given weather maps. Their task is to prepare an oral message that can be delivered after the evening news.
Post-learning:	(Online content) • The teacher may suggest listening to YouTube videos or podcasts in which people talk about the climate and weather in different parts of the world.
Assessment:	(Online content) • The teacher can encourage students to solve some online exercises about the weather.
Follow up:	(Online content) • The teacher suggests that students listen to *Singin' In The Rain* and then fill in the gaps in the text. Such a text can be prepared in a gap generator (e.g., progmar.net.pl). The student can stop the song at any time and listen to parts of it as many times as they need.

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General data:	Type of lesson: Listening Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative, online or offline) (e-)learning** • Students are asked to decide in a collaborative manner which of the topics proposed by the teacher (selected from a list comprising topics taken from the Minimal Description for B1 level) they would like to cover this week. • Then they are asked to contribute (e.g., Vocabulary safari) with a short video (either original or carefully chosen from the available ones) depicting the chosen subject. • The video, along with 5-7 keywords/descriptive phrases will be uploaded on a platform so that everybody gets access to it. Students may have the chance to vote for the most inspiring material.
Core-learning:	**(Live event, face-to-face) Classroom training** • Students meet with the teacher and exchange views on the pre-learning activity – how they decide on the topic, how easy/ difficult was the decision on the content/ on what video to choose/make, etc. They review the top 3 choices of the students' vote for the best uploaded video and mindmap the keywords on the blackboard/ whiteboard around the proposed central topic (also functioning as prediction-making for the following activity). • The teacher prepares the listening material consisting of five short monologues belonging to different speakers / or a dialogue involving several speakers (identified by first names) related to the specific topic. Students are asked to listen to the recording once and to identify the speakers and the main topics. The names are noted on the blackboard/ whiteboard. After the first listening, students discuss the similarities/ differences between their predictions and what they listened to. • Students are asked to identify the emotions behind each speaker's voice (*Listening to emotions – What did they sound like?*) and propose a descriptive word for it that will be noted on the board near the name of the speaker. If necessary, a list of words will be provided by the teacher to aid the process. • Students are asked to listen to the recording for the second time to match the speakers with the detailed activities/ opinions belonging to each of them (e.g., using Wordwall). For a more difficult approach, the teacher could add 1-2 distractors. After checking for the correct answers, the teacher may propose a third listening of the recording to make sure everybody got the right meaning.

	• Alternatively, the teacher may prepare cards with various answers/ or keywords and give one to every student (*Cards up*). Upon listening, the student who holds the card with the correct answer/ an adequate keyword raises his card to mark that he identified the answer/ the keyword. • Students are asked to contribute to a follow-up activity by thinking about 3 short stories (*Two truths and a lie*) about themselves and telling them to their colleagues, who are supposed to guess which one is deceptive, based on voice inflexions, or non-verbal clues. Students who cannot complete the task during the class, are encouraged to submit a short recording (e.g., on an electronic platform) and their colleagues can vote for the deceptive one in the next 24 hours.
Post-learning:	**(Online content) Videos revising the content, reference materials** • The teacher may offer additional material (video or even short articles) on how emotions sound, or about the non-verbal clues that help us identify and understand them.
Assessment:	**(Online content) Quizzes** • For students who missed the class or are willing to revise their listening skills, the teacher will upload the recording (e.g., an electronic platform) and will ask students to complete a gapped text adapted after the script with 1-3 missing words.
Follow up:	**(Online content) Vocabulary** • An extensive list of emotions will be provided online, along with their definitions/ descriptions/ examples/ contextualizing cues. This can help students prepare for other follow-up/ related tasks.

General data:	Type of lesson: Listening Group: 10-20 students Type of learning: blended
Pre-learning:	(Collaborative manner, online or offline): As an introduction, the game *Who tells the truth?* is played: 1. Put a picture and a dummy picture each in an envelope. 2. Ask 2 participants to go outside the door with you for a short time. Each participant chooses one of the two envelopes. 3. Now explain to the two participants that they are going to describe a picture. 4. However, only one participant has a picture; the other has a mock-up. 5. Tell the participant with the dummy to imagine a picture that they know well, e.g., a calendar picture. 6. Allow 2 minutes for the participants to come up with a description. 7. In the meantime, go back to the classroom and say that everyone is about to hear 2 descriptions of the picture. However, only one participant talks about a picture, the other one "lies". 8. The two participants come into the classroom and talk about their pictures for 2-3 minutes. 9. The class may speculate who has a picture. 10. Afterwards, the participants try to find out if the guesses were correct by asking questions. **Note**: In blended learning formats, it is best to describe the whole procedure first for all the participants. Then, you can send the pictures/ the dummy pictures via chat and give all of the participants some time to phrase their answers before they "present" in pairs. If you stick to the news topic for core learning (see below), you can draw a line to the news format by describing a weather forecast together or by introducing "news speech" (characteristics of the news in different media formats). For the latter, participants are for example asked to write a short report for TV news (realistic or fictional) and when they have the time in class, they could also create their news show on that basis.
Core-learning:	(Live event, face-to-face) Classroom training • Listening to the news is beneficial for both cultural studies and authentic audio material in the corresponding common language. • In this context, participants listen to audio footage according to their language level. • A combination of listening comprehension and transfer questions/tasks is advised. • Participants should listen to the audio twice: once without linguistic information and once with the help of the corresponding written text.

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	• As a transfer task, groups can be formed regarding the different headlines covered in the news. • They then are supposed to write their news of the same headline subject area with made-up happenings. The subjects can be specified further by the teacher if necessary. • The classroom news is eventually presented one after another, complemented by a voluntary field reporter or the weather forecast, according to the groups' preferences.
Post-learning:	(Online content) • The teacher offers additional material, for example, this could be further social, cultural, or political input according to the covered news. As an example, the teacher can present learning resources like the materials of BBC Learning English. • If the news is about inflation and rising costs of living, the participants could watch the video about money. Furthermore, if the news is about climate change, the students could watch the video about means of transportation (cars, public transport etc.) or organic food. This applies to other learning languages as well (with similar language learning material).
Assessment:	(Online content) • The students are shown different terms (up to 20). • They then listen to a provided audio that contains some of the shown expressions. • About 75% of the terms are directly from the audio text and about 25% are non-related words. • The students have to indicate which terms they have heard and submit their solutions. • The teacher corrects the students' work digitally. • The complexity of the task is determined by the students' proficiency level – terms can for example be in the correct order, mixed up or easy/difficult to understand.
Follow up:	(Online content) Reading • The participants are asked to conduct internet research (articles, news, etc.) about the news in the corresponding target language from exactly 1, 5 or 10 years ago. The results are collected on a collaborative online platform (e.g., Padlet) and serve as an introduction/ starter for upcoming classes. Questions could be: What was your life situation back then? Is this subject still relevant for you/on a broader scale? What was the development like of that particular event? Which dreams and aspirations did you have at that time?

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WRITING

Study level: A1

General data:	Type of lesson: Writing (the core learning activities involve writing) Group: 10-20 students Type of learning: blended
Pre-learning:	(Collaborative, online or offline) (e-)learning • The teacher picks up a couple of texts, based on several students in the group so 4-5 students have the same story (ideally a well-known fairy tale), and changes the fairy tale so there are mistakes (tenses, used vocabulary, spelling, sentence structure, etc.). • For each story, the teacher creates an online Word document and shares each story with 4-5 students. Afterwards, the teacher informs students about the nature and number of mistakes. • They must find all the mistakes in the shared document and correct them. • Students must identify the mistakes.
Core-learning:	(Live event, face-to-face) Classroom training • The teacher prints the corrected version of the fairy tale and gives each group one. • The goal is to rewrite the text based on the criteria set up by the teacher, e.g., replace every noun with a different one. In that case, students no longer write about *The Three Little Pigs* but about *The Three Little Coffee Cups*. • Encourage students to be creative and funny. In the end, each group reads aloud the "new" story. • Students can upgrade it by supplementing their performance with pantomime.
Post-learning:	(Online content) Videos revising the content, reference materials • The teacher uploads the original story without mistakes and with highlighted key information (past/present tense, adjectives etc.) based on the current level of language. • They can add comments regarding the chosen dimension, e.g., the reason for this specific tense, declension, explanation of words, sentence structure etc.
Assessment:	(Online content) • The teacher uploads the original story but instead of mistakes the teacher gives 3 options where only one is correct (the teacher can create this quiz in e.g., HP5)

Follow up:	(Online content)
	- Students make an online group (chat, video call – messenger, Skype, university platform...) of 7 and create a Mentimeter. - Then each student will get one topic of the following (1-7) - what, which – blue, kind... (an adjective) - who – mum, tree, Emma... (a person, thing) - did what/ was doing what – was climbing, slept, played... (verb) - when – during spring, at 5 pm, at the night - where – at school, on the top of the house... (place) - with whom/what - with his dog, friend, pen... (a person, thing) - why – because... they were too old; the weather was nice (a reason why he/she/they did it) - Each student has to remember and use only information from the fairy tale. e.g., a student with number 5 will use a Cinderella castle, number 2 a pirate, etc. - Then each student uses their phone and sends an answer in Mentimeter (always needs to write their number). - When all are done, the answers are revealed. - If students at online call one of them reads the new story and they can all laugh together. - If they want to, they can share it with other groups.

General data:	Type of lesson: Writing Group: 10-20 students Type of learning: blended
Pre-learning:	(Collaborative, online or offline) (e)-learning • Students on the platform or in a shared document create a list of what they think are the jobs of the future. • They also separately collect the qualities and features they think a good employee should have.
Core-learning:	(Live event, face-to-face) Classroom training • Students present the material they collected earlier and briefly discuss the topics. • The teacher shows an example of a CV. The students' task is to read the text, analyse the form and try to guess what position the candidates who have submitted these documents might be applying for. • Together they discuss (with the possible help of the teacher) what are the obligatory and optional elements of a CV, and the layout of this text. • The teacher then presents various job advertisements. Students are to choose the one they find most interesting for themselves and briefly justify their decision.
Post-learning:	(Online content) • Students read a presentation prepared on genial.ly about how to write a CV. • Students solve editorial exercises suggested by the teacher.
Assessment:	(Online content) • Students are asked to create a CV in an online creator (e.g., jobseeker.com) for a position chosen in the core phase and then email it to the teacher, playing the role of a job seeker
Follow up:	(Online content) • Students will look at guides available on YouTube or websites on how to write a CV correctly.

General data:	Type of lesson: Writing Group: 10-20 students Type of learning: blended
Pre-learning:	*Types of interactions*: collaborative (pair/groupwork) / individual work *Learning medium*: web-assisted or web-based (WALL/WBLL), online - The teacher indicates to the students via a post on the Class Story of the eLearning platform used (preferably Class Dojo, https://teach.classdojo.com) where they can find appropriate blog entries, considering their age and interests. - Students are invited to browse through the Internet, access the sources indicated by the teacher and identify characteristics of blog writing. - Students are also asked to activate their computer skills, in terms of Internet browsing. - Individually, or in groupwork, pairwork, the students post on Class Dojo the characteristics identified, under the form of a drawing = diagram, which can be selected as a type of assignment on this teaching platform.
Core-learning:	**(Live event, face-to-face) Classroom training** *Types of interactions*: classroom interaction, collaborative (pair/groupwork) / individual work *Learning medium:* onsite (institutionalised), CALL (computer-assisted) - offline and online - The teacher asks the students to choose how they want to work: in groups, in pairs or individually, each of them being left with the choice they make for themselves, without imposing a general style. - The teacher projects on a screen the students' diagram-answers uploaded by them on the platform before the beginning of the class and selects the most representative characteristics of the type of text called 'blog entry' from their answers, at the same time adding the missing features (if the case). - The students are invited to decide, in the pairs/groups they formed or individually what topic they would like to write a blog entry on. For this, they can brainstorm from the blogs they researched beforehand or they can also think of a topic of their interest. - The students are challenged to perform (in pairs, groups or individually) the topics they decided on for their colleagues to guess. Creativity is dared, various types of media can be used, and, most importantly, a multitude of senses can be activated in the process of enacting the topic. Interactivity can also be the case, as the other students are invited to contribute with suggestions for the miming or performing choices the 'actors' use. - After the guessing performance game is over, the students are invited to work on their blog entry, on electronic pages, observing the rules by creating a first draft and a second draft.

	• The proofreading stage can be cross-performed, with various chance exchanges being operated among the pairs/groups/individual students. This stage involves a lot of movement on the part of the students, as they exchange places in front of the computer screens they used so far. • When the final version of their text is ready, the students are invited to submit it on the Class Dojo platform, in the form of a text portfolio, for the teacher to be able to assess it. • The teacher provides feedback for each blog entry on the platform, so the students leave the classroom with the final form of their texts.
Post-learning:	(Online content) *Types of interactions*: collaborative (pair/groupwork) / individual work *Learning medium:* online • The students are asked to create their own webpage/blog page on a site dedicated to such a scope: www.weebly.com or https://wordpress.com/. If some of the students are not so computer literate in this respect, the http://www.storyjumper.com/ platform can be used, as a lighter version of an online story creation tool.
Assessment:	(Online content) *Learning medium:* online, computer-assisted (CALL) • The teacher visits the blog pages created by the students and assigns discrete points for both aspects of the blog entry creation considered: text type (writing skills) and text form (digital skills).
Follow up:	(Online content) *Types of interactions*: collaborative (pair/groupwork) / individual work *Learning medium:* onsite (externalised) and online, computer-assisted (CALL) and technology-assisted (TALL) • The students are asked to transform the blog entry into a vlog entry and to submit it on the Class Dojo platform, as a video.

Study level: **B2**

General data:	Type of lesson: Writing Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative manner, online or offline):** • Each participant gets a worksheet. Next, verbs related to cooking are brainstormed together (e.g., verbs - *to sauté*, *to pickle*, *to stir*, *to roast*, *to stew*, etc.). • Note for blended learning: When used in blended learning, the teacher can provide a brainstorming tool in which the participants can collaborate and collect vocabulary. • Then, the students are encouraged to write an *elevenie* about their favourite food and post it on a prepared Padlet. • The *elevenies* are read aloud in plenary or pairwork and serve as a first discussion about food in the everyday life of the participants (e.g., "Why is this my favourite food? Is there a food I don't like? Why that?") • If the interaction is low, a ball can be thrown among the participants to enhance speech shares or when done digitally, the participants each choose whose turn it is next.
Core-learning:	**(Live event, face-to-face) Classroom training** • Each participant gets a worksheet with many food items. • The participants then choose four ingredients on the given worksheet (plus quantities) and invent a recipe with these (~ 150 words). • Note for blended learning: When writing the recipe, cameras and sound can be turned off in terms of focus and the time to finish the task can be specified. When talking about recipes and other food-related topics, it is best when all cameras are on since it enhances interaction. • Afterwards, the participants present the recipe as if they were preparing it in front of the audience, acting as if they were in a live cooking show. The teacher should encourage the students to put themselves in their roles to make the others hungry for one's dish. • Afterwards, the participants can talk about what recipe (except their own) they liked the most and why. The most popular dish of the group can be voted on. It is also possible to talk about eating habits or about family eating culture, especially in heterogeneous groups.
Post-learning:	**(Online content)** • Pictures are great for writing prompts. Especially ambiguous pictures or those that point to something hidden or a bigger context (hidden object pictures, quiz pictures) work well. In that case, participants are allowed to make assumptions, report on their experiences, express their points of view or talk about possible scenarios. • In the context of Eating & Cooking, the reference picture can show the importance of food on a broader scale, e.g., meat substitutes, lab-grown meat or insects as a food source.

Assessment:	(Online content) • The participants are supposed to write a text with personal references (~150 words). To be more precise, the task is to write about a dish they are likely to prepare for guests for a special occasion, e.g., a housewarming party, a specific festivity (e.g., Halloween) or other purposes. It is beneficial if the texts are topically linked to upcoming subjects. • As a supportive element, linguistic chunks can be given by the teacher for sentence structure.
Follow up:	(Online content) Listening • There are a lot of phrases and idioms connected to food, which is suitable for listening or vocabulary exercises. • Participants are for example asked to listen to an audio file about food idioms. • They then have to collect food idioms of their language and present them to others digitally. This can serve as an introduction for upcoming classes. If the audio is rather difficult, comprehension tasks can be used.

SPEAKING

Study level: A1

General data:	Type of lesson: Speaking (the core learning activities involve speaking) Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative, online or offline) (e-)learning** • Before the lessons students have to prepare a fictional character with as many details as possible and they need to memorise this persona. • Afterwards, they make a short video where they introduce this character ("I" – form) and upload it on a shared online platform.
Core-learning:	**(Live event, face-to-face) Classroom training** • Each student impersonates their character including visual, and auditory aspects of the character (accent, voice, physical attributes, etc.) For example, *I am an 80-year-old Afro-American woman with a hump and problems with limp*. The funnier and more creative the better. • Then students walk into the class and introduce themselves to each other. • The other student listens carefully and tries to remember as much as possible about the other fictional character. • Anytime they hear a new word they write it down. • When both students are done with the introductions, they take on the fictional character of the other one. • Each student continues with the new character and searches for a new classmate to exchange characters. • In the end, each student presents their current character in front of the rest of the class. The teacher then plays the video of the original character which has been uploaded on the shared online platform. • Afterwards, the class shall compare these versions (to establish differences and similarities). During this discussion, the teacher writes down all the unknown words on the blackboard. • When the discussion is over, student one by one goes to the blackboard and chooses one word without telling the others. • Each student describes the word without using the word or its root. • Other students guess the word, and the one who guesses it correctly is the next.

Post-learning:	(Online content) Videos revising the content, reference materials
	• The teacher provides all the students with the videos they have created in the first activity and with all the new words uploads them on the shared online platform.
	• Additionally, the teacher can use Quizlet and uploads the new words there.
Assessment:	none
Follow up:	(Online content)
	• Each student chooses one of the new words and has to record a video or audio message where they explain the letter.
	• Then they upload it to the created Quizlet set, so all of the students can revise all the new vocabulary.

General data:	Type of lesson: Speaking Group: 10-20 students Type of learning: blended
Pre-learning:	(Collaborative, online or offline) (e-)learning • On a digital whiteboard (e.g., Jamboard), students use a mind map to list the associations they have with the words *town* and *village*.
Core-learning:	(Live event, face-to-face) Classroom training • First, students loosely discuss the advantages and disadvantages of living in the countryside and the city. Students are divided into two groups according to their preferences. • Those 2 groups are divided by the teacher into smaller groups, which make a list of advantages and disadvantages of living in a city/rural area. After a few minutes, the teacher merges the smaller groups into larger ones so that students can exchange ideas and complete the list. • When the advantages and disadvantages have been gathered, the group representatives present their arguments and discuss with the group with opposing views. The teacher keeps an eye on the merits and culture of the discussion. • To make the work more difficult and to provoke a deeper analysis, the groups can be asked to prepare arguments in reverse, i.e., those in favour of living in the countryside must prepare the advantages and disadvantages of living in the countryside.
Post-learning:	(Online content) • The teacher encourages students to read articles on the topic under discussion and statistical data.
Assessment:	(Online content) • Students solve a quiz prepared in an application, e.g., Kahoot! on vocabulary related to rural and urban life.
Follow up:	None

General data:	Type of lesson: Speaking Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative, online or offline) (e-)learning** • The teacher proposes a list of qualifying adjectives and the students have to provide the word with the opposite meaning (e.g., in WordWall). • Then the teacher proposes the *Sun and Moon* activity adapted for online learning. Students work individually. Each person says a sentence related to the word that they worked on already in the vocabulary exercise (e.g., *I used to be bored in the class, but now I am interested*.) and names a classmate to continue. • Afterwards, the students are invited to watch a video which covers grammar structures: past tense. After watching the video, the students write a short description of a movie in the past tense, which they will upload to the online platform. • The video and the word cloud will be uploaded to the online platform so that everyone can access it.
Core-learning:	**(Live event, face-to-face) Classroom training** • The students meet the teacher and exchange their views on the pre-learning activity and they ask questions about the content of the video clip that contains grammar. • After the warm-up phase, the students are invited to read the descriptions of the movie produced by their classmates, using different tones. For this, they draw lots for the ticket with the description of the tone, a card which contains an emoticon associated with the tone they must use: sad, cheerful, bored, secret, etc. • Once this activity is completed, students are divided into several teams, which will prepare a story from a movie. The story will be told in the past tense in front of their classmates (*Stop Talk*). A student tells a story in the past tense. When the teacher claps hands, students continue their story in a gestural way. The teacher gives the signal again and the student speaks again. Students are encouraged to express themselves like a storyteller, articulate and change their tone to capture the audience's attention. After the game, the teacher asks the audience to summarize the story or recite one of the acted-out passages. Classmates will vote for the best storyteller. • Another oral production activity could be *Silent interview/Criticism*, which allows students to use the qualifying adjectives worked in the pre-learning phase. • The teacher asks students to pair up: a journalist and an interviewee. The interviewees choose a movie they have seen recently. The journalists prepare a list of questions. The students act out an interview at the exit of the cinema. This improvisation is recorded to spot language mistakes.
Post-learning:	**(Online content) Videos revising the content, reference materials** • The teacher may offer additional material about movie description, past tenses and qualifying adjectives.

Assessment:	(Online content)
	• For students who missed the class or are willing to revise their speaking skills, the teacher will upload all the materials on the online platform and ask the students to work in groups or individually on a podcast in which they have to tell a movie using past tense and qualifying adjectives. The students will work on the podcast using Audacity, which also allows the work of transversal skills.

General data:	Type of lesson: Speaking Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative manner, online or offline):** The game *Diva* is played as an introduction: • One participant plays the diva (regardless of gender!). The diva is known to be extremely difficult and moody. She is enthroned in her chair while the circle of her friends, fans and employees - the other participants - stand around her at a respectful distance. • Explain to the participants why everyone is worried about the diva at the moment. The idea is to persuade her to change her behaviour. Possible reasons could be, for example, the following (you can of course think of other reasons): – The diva has not eaten for three days. – The diva is ready for a holiday. – The diva has a vitamin deficiency because she only eats pudding. – The diva doesn't want to go outside since her puppy died. • One participant carefully takes a step toward the diva and makes a suggestion. If the diva is inclined to continue listening, they take a step forward while continuing to talk to the diva. But be careful: If the diva shows a negative attitude, one should retreat quickly, because her tantrums are feared. In this case, someone else will try. • Whoever manages to persuade the diva takes over her role and sits on the diva's throne. For the new round, a new problem is announced. **Note**: For blended learning purposes, the first diva should be determined by the teacher and whoever wants to be next should use the raised-hand feature (e.g., on MS Teams) so that the online conversation does not get too chaotic. The game builds a perfect bridge to the core-learning activity since speaking persuasively is a key competence in many real-life situations and one can compare the diva from the presented game to the customer-client relationship.
Core-learning:	**(Live event, face-to-face) Classroom training** • The participants practice expressing arguments and speaking convincingly. For this purpose, the game named *The All-Seller* is presented. • Here, the participants are supposed to imagine that they were sellers of noble goods: A high-end store is emptying its warehouse to create space for new products. Both the seller and the customer are very distinguished and polite.

	• The teacher then shows which items are to be sold (this can be everyday items such as a bottle opener, a whisk or a coat hanger. • The task of the participants is to choose one item at a time and sell it for as much as possible. For this purpose, they must argue that the items are more valuable than they are. • The teacher, therefore, conducts a sample conversation with a selected participant as a salesperson to help with chunking and sentence structure. • Then, a few minutes are given for the participants to prepare for the sales pitch. The teacher then selects two participants per round to conduct this very sales pitch. • The game ends when all items have been talked about. • Note: Teachers should encourage participants to exaggerate and describe the items in the most compelling way possible.
Post-learning:	(Online content) • The teacher offers additional material (videos, pictures, graphs) to consolidate an overview of the covered means of expression and to provide a different communication situation containing the elaborated chunks/course of conversation, e.g., a sales talk in retail. • The participants have to answer corresponding questions.
Assessment:	(Online content) • The participants are given a picture of sheep having a party *("Sheep Party")*. • They then are supposed to choose one sheep secretly to describe what this particular sheep is experiencing at the party. • One after another, the stories of the sheep are presented to the group without being too specific. • The group is to guess which sheep is described every time. • Note: The same can be submitted with other kinds of speech-inspiring pictures according to language level, e.g., hidden object pictures.
Follow up:	(Online content) Vocabulary • The participants watch a video about fast fashion which relates to the provided sales talk in post-learning (e.g., How Fast Fashion Became Faster and Worse for the Earth - The New York Times). • They then have to make an individual mind map with the corresponding vocabulary and they also have to post their opinion about fast fashion on a *Padlet* for the upcoming class (if needed, an overview with chunks of expression of opinion can be provided by the teacher).

GRAMMAR

Study level: A1

General data:	Type of lesson: Grammar Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative, online or offline) (e-)learning** • The teacher introduces a "direction" exercise to students. Their task is to describe how they are going to reach the classroom. • Each student will screen the map with the place they are going to start their journey and the address of the classroom. Then they describe (either orally or by adding the file with description) their journey in words (e.g., "I will leave my house, turn left and go 50 metres to the crossroad. Then I will turn right and go across the street...") • Each student then receives one of the direction descriptions and tries to reach the school from a selected destination on a map (alternatively, they can try it in real life, too), using the descriptions prepared by their peer. • The students can reflect on their experience with described paths and whether they were successful in reaching the classroom.
Core-learning:	**(Live event, face-to-face) Classroom training** • Students meet with the teacher and exchange views on the suggestions – how they decided on them, how easy/difficult was it to find the way according to the instructions, etc. The teacher writes the suggestions made by each team on the board. • The teacher introduces the activity American Greetings and instructs students to meet and introduce themselves to each other in this way. In the next step, the students will use the activity to find out more about others, such as their age, favourite colour, etc. This enables students to get familiar with each other and also to ease the atmosphere at the start of the lesson. Moreover, it adds more motivation to students when they are practising the achieved knowledge in real-life situations. • The teacher divides the students into 2-3 teams, equips them with group tables, different coloured sheets of paper or sticky notes and assures they are equipped with pencils/writing utensils. Then the teacher introduces the game Correcting with Post-Its. • The students play the game *Correcting with Post-Its*. Each group gets a grid with incorrect sentences and at least 12 sticky notes. For a better overview, the sticky notes can be stuck on the grid, so that the wrong sentences are covered.

	- The grid prepared by the teacher is now hung up on a pinboard, blackboard or wall. When all groups are finished with their corrections, they decide on which group starts playing. The goal is to cover as many connected fields as possible. (i.e., fields that touch on a narrow or long side) with your colour. - The first group chooses a field, sticks on the accordingly prepared sticky note and reads out the sentence. If the correction attempt is correct, the note remains stuck; if not, it is removed again. In both cases, the next group takes its turn. - The teacher monitors the activity offering help with vocabulary when needed. - When the game is finished, the teacher goes through the achievements of each team and the results and outcomes of the activity. - The teacher monitors the activity offering help with vocabulary when needed. - The students are asked to contribute to a follow-up activity: they make up groups of 5-6 students and make up the activity "Something in Common". The activity itself takes about 15-20 minutes and at the end, each group will present the outcome – what they have found out to have in common within the group – to others.
Post-learning:	(Online content) Videos revising the content, reference materials The teacher offers additional material (videos, charts, graphs etc.) to encourage students to visually organise information and make connections.
Assessment:	(Online content) Quizzes The teacher asks the students to complete a set of matching exercises (e.g., on WordWall, Live Worksheets).
Follow up:	(Online content) Listening The teacher shares the picture with a set of various people and a text in which he reads a short description of the picture in which some of the people in it are described. The students will sign all mentioned people in the picture and send their results to the teacher who will then inform them about correct answers.

General data:	Type of lesson: Grammar Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative, online or offline) (e-)learning** • The teacher publishes an online survey (e.g., Microsoft Forms) in which students choose which grammar topic they want to learn in the next lessons. • Once the topic has been chosen, students are asked to complete an interactive table on the platform according to their ideas. This presents a brief characterisation of the problem the individual is facing (e.g., I think I have put on a bit of weight recently, or I work a lot, I have a very stressful job). The students' task is to add good and bad advice for them on what they should do to solve their problems.
Core-learning:	**(Live event, face-to-face) Classroom training** • The teacher presents the collected material and together with the class selects the most interesting examples of solutions to the problems described. • The teacher then presents these pieces of advice, written in the imperative. Students analyse the sentences and try to work out what the rules are for creating this grammatical construction. • Students, together with the teacher, write on the board the rules on how to create imperative forms. • Councils created in the introductory phase convert so that they contain the imperative forms. • The teacher divides the class into groups of several people. Each group's task is to create a Decalogue for healthy eating, successful studying for an exam, protecting the environment, etc. using constructions in the imperative forms. Group representatives present the collected guidelines to the class.
Post-learning:	**(Online content)** • The teacher points out grammar exercises on Wordwall platforms to consolidate the formation and use of the imperative forms. Students choose from the indicated few and solve them.
Assessment:	**(Online content)** • Students solve a quiz on the formation and use of the imperative mode prepared in an application like Kahoot!
Follow up:	**(Online content)** • The teacher provides students with valuable material in the form of links on the YouTube platform, blogs or Instagram profiles, where teachers discuss this grammatical phenomenon. He or she encourages students to read them to consolidate the knowledge they have acquired.

General data:	Type of lesson: Grammar Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative, online or offline) (e-)learning** • The teacher creates an interactive experience (e.g., Goose Chase) by adding 8-10 static and dynamic missions. • Students are asked to join a team and fulfil the missions. Some missions contain a keyword that needs to be collected so that students can identify the topic of this week's class. • One of the missions involves Jumbled structures and asks members of the same team to find and write a suitable continuation of a given snippet of a sentence (e.g., *If I were the mayor of the city…*) so that they form a correct sentence. • At the end of the interactive experience, each group posts the keywords on the e-platform and makes suggestions for the topic.
Core-learning:	**(Live event, face-to-face) Classroom training** • Students meet with the teacher and exchange views on the suggestions – how did they decide on them, how easy/difficult was it to make a decision based on the keywords, etc. The teacher writes the suggestions made by each team on the board. • The teacher divides the students into two teams and instructs them that it is the night before the general election, and it is the last chance for the two main parties to convince voters to vote for them. To keep it fun, the teacher suggests comical names for the parties, such as the *Muffin Party* or the *Milkshake Party*. Students are given 3-5 minutes to decide on their policies and how they will convince the public to vote for them. The teacher may write a couple of examples on the board (e.g., *If you vote for us, we will give everyone a free cup of milkshake on their birthday*). • The teacher monitors the activity offering help with vocabulary when needed. • The representative of each party comes to the board and writes their sentence. Once the sentences are written on the board, the teacher checks if there are any mistakes or errors, clarifies them and decides who won the debate. • The teacher prepares bits of conditional clauses, puts them in a hat/box and asks the students to sit in a circle (Spinning a yarn). The teacher starts the story and the first student picks one card from the hat/box. The student needs to continue the story until he/she can incorporate the card into it. Once the clause is incorporated, the hat/box is passed on to the next student. The students continue the story while trying to use another conditional clause. If they are lost for ideas or incorrectly use the conditional clause, they must stand up and the next student takes over. The winner is whoever remains seated.

	• Alternatively, the teacher divides students into groups, offers them 500 EUR as virtual money and presents them with a Grammar auction sheet. The worksheet contains 20 conditional clauses, some of which are incorrect. The students' task is to bet virtual money on each sentence (between 5 EUR and 50 EUR) and determine which sentences are correct and which are not. If their answer is right, they gain the money they bet. If it's not, they lose it. The winning team is the one with the biggest profit/ smaller loss in the end. • The students are asked to contribute to a follow-up activity: they need to choose a classmate, prepare and record a short interview (2-3 minutes) on the topic *of Holidays*. The recording will be submitted on the online platform and their classmates can vote for the best interview in the next 24 hours.
Post-learning:	(Online content) Videos revising the content, reference materials • The teacher offers additional material (videos, charts, graphs etc.) to encourage students to visually organise information and make connections.
Assessment:	(Online content) Quizzes • The teacher asks the students to complete a set of matching exercises (e.g., on WordWall, Live Worksheets).
Follow up:	(Online content) Speaking and writing • The teacher uploads the song "If I were a rich man" from the musical "Fiddler on the Roof" or indicates a link to the video clip. The students survey each other about what they would do if they were rich, write a short report on the findings (150 words) and upload it on the online platform.

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General data:	Type of lesson: Grammar Group: 10-20 students Type of learning: blended
Pre-learning:	(Collaborative manner, on- or offline): - Students have to solve a grammatical crossword puzzle generated by the teacher in advance to rehearse former grammatical topics (e.g., subjunctive declension). The solutions are discussed at the beginning of class. - To start the lesson, *Strange Excuses* is played (see activities B2) to repeat and consolidate the covered grammatical topics. There, the participants are supposed to conduct conversations in the role of teachers and students. The students have to come up with questionable excuses for their absence in class while the teachers try to debunk them by asking questions. The game can be adapted in its complexity according to language level and in blended learning, the participants can talk one after another in the form of a chain exercise.
Core-learning:	(Live event, face-to-face) Classroom training - Next, the game called *Ingenious Machines* is played to get a creative approach to the text type of instructions and machines. In order to do so, the plenum can collect corresponding verbs and phrases first and afterwards, the structure of instructions and manuals can be covered alongside with example texts. - For the game, each team is supposed to invent a fictional machine and an accompanying description of it. - After writing down their descriptions and user recommendations for their fictional machines, participants present them preferably in a convincing and enthusiastic way so that the competitive element of the game can be taken advantage of.
Post-learning:	(Online content) The teacher provides a video about the covered grammatical subject (e.g., passive structures).
Assessment:	(Online content) The teacher asks the participants to prepare riddles for the game *What Can You Do There?* with the covered grammatical topic and in order to collect them on a collaborative platform (Padlet etc.) so that it can serve as a basis for the introduction to the next class.

Follow up:	(Online content) Writing • The teacher uploads a video about peculiar Guinness World Records. • He or she assigns the participants to write about the most unique kind of record they could think of for themselves (and to incorporate the subjunctive form) as well as how the procedure could look like in detail (~ 150 words). • The text can be uploaded on the online learning platform.

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VOCABULARY

Study level: A1

General data:	Type of lesson: Vocabulary Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative, online or offline) (e-)learning** • The teacher distributes texts for reading. The students should now mark all the words they know (activity *Focusing On What's Familiar*). • In the second step, the texts are compared and completed in pairwork. If necessary, a second step can now be added in online groups of four to compare the texts and supplement the shared knowledge.
Core-learning:	**(Live event, face-to-face) Classroom training** • Students meet with the teacher and exchange views on the collected knowledge of vocabulary. The teacher writes words that were difficult to define on the backside of the board, so the students do not see them. However, he is writing some of the vocabulary while mixing up the letters. • Students start with the activity *Colour Call*. They sit in a circle and the teacher takes out a ball (a volleyball or any other suitable size). • One student starts with a ball. They throw it to another student while saying a colour. The second student now has to think of something they associate with that colour. • In level A1, it can be only one word; more advanced students can make up a sentence instead. Example: "blue" – "sea" – "I went on vacation to the sea last year." • After the game, the students get back to their original positions within the class. • The teacher then turns/uncovers the blackboard/chalkboard and students can now see the mixed-up words. • Students now need to find the word hidden behind the mixed-up letters (activity *Letter salad*). They are reminded that the words are those from their pre-learning activity. • The combination and schedule of activities help to remind students of the findings from the commencing period of the lesson and to strengthen their ability to retain.
Post-learning:	**(Online content) Videos revising the content, reference materials** • The teacher offers additional material (videos, charts, graphs etc.) to encourage students to visually organise information and make connections.
Assessment:	**(Online content) Quizzes** • Students are asked to do an online word formation activity (e.g., Live Worksheets): they need to type the correct form of the word in brackets to fill the gaps with work- and/or job-related vocabulary, masculine or feminine nouns.

Follow up:	(Online content) Listening
	• Students are asked to listen to a short story read by the teacher (this can be done during the lesson or as homework individually). Their task is to find out all words they cannot understand and to try to decipher their meaning from the sentences they are involved in. The teacher gives the solution to a separate folder and gives access to the students, so they can check if they were right in their tips.

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General data:	Type of lesson: Vocabulary Group: 10-20 students Type of learning: blended
Pre-learning:	(collaborative, online or offline) (e)-learning • In Wordwall or genial.ly, students are asked to match the names of the animals with their shadows/contours. • Students collect information on the sounds made by the most common animals (e.g., cat, dog, duck, etc.) in both the host country language and their mother tongue.
Core-learning:	(Live event, face-to-face) Classroom training • Students share the information they have gathered and compare languages. • They receive pictures of animals from the teacher. In pairs or small groups, they classify into domestic, wild and farm animals. • The teacher then explains what phraseological compounds are. The teacher distributes cards to the students. Each card contains animal names, but this information is removed. Students, working in pairs or small groups, try to complete the phrases with the name of an appropriate (chosen from a given list) animal and explain their meaning.
Post-learning:	(Online content) • The teacher suggests that students search for songs in the target language that contain the names of animals.
Assessment:	(Online content) • In an application such as Kahoot!, students take a quiz that involves choosing the correct phraseological association (containing the name of an animal) which is the correct response to the situation presented.
Follow up:	(Online content) • The teacher posts on the platform an extensive list of names of various animals and phraseological compounds other than in the lesson, which can be helpful at a later stage of learning.

General data:	Type of lesson: Vocabulary Group: 10-20 students Type of learning: blended
Pre-learning:	**(Collaborative, online or offline) (e-)learning** • The teacher uploads a text about the Royal Family or a short video (e.g., *The Crown*, *The King's Speech*, *The Queen*) and asks students to read/watch and put down 3-5 adjectives that are related to their emotions (e.g., *happy*, *sad*, *curious*, *enthusiastic*, etc.) while reading/watching. • Students are asked to share their choices on an online platform.
Core-learning:	**(Live event, face-to-face) Classroom training** • Students meet with the teacher and exchange views on the collected adjectives related to emotions. The teacher writes some of the adjectives on the board and asks students to remember what they had learned in a previous lesson and make nouns from the given adjectives: e.g., *happy – happiness*, *sad – sadness*, *curious – curiosity*, etc. • The teacher divides the students into groups and gives them a list with word groups containing work- and job-related vocabulary. The teacher asks the students to explain why one word does not fit (Odd one out) in the group: e.g., music*ian* – physic*ian* – mathematic*ian* – lingu*ist* (the odd one because of the suffix), lingu*ist* – pian*ist* – pharmac*ist* – teach*er* (the odd one because of the suffix), etc. • Each group is asked to identify the endings/suffixes in their list and complete it with the endings/suffixes identified by the group in front of them. The teacher writes all the endings/suffixes identified by all groups. • The teacher reminds students they read a text/watched a video about the Royal Family. The teacher asks one student to start a game with the sentence Anything that is… royal. The teacher instructs all students to write down in one minute as many words as possible referring to the *Royal Family*: king, queen, prince, princess, duke, duchess, etc. After one minute the teacher calls "stop", collects the words and discusses them in plenum from the point of view of gender formation, distinguishing between nouns with independent forms for masculine and feminine (e.g., king – queen, husband – wife, brother – sister, etc.) and nouns that get the suffix *–ess* for feminine.
Post-learning:	**(Online content) Videos revising the content, reference materials** • The teacher offers additional material (videos, charts, graphs etc.) to encourage students to visually organise information and make connections.
Assessment:	**(Online content) Quizzes** • Students are asked to do an online word formation activity (e.g., Live Worksheets): they need to type the correct form of the word in brackets to fill the gaps with work- and/or job-related vocabulary, masculine or feminine nouns.
Follow up:	**(Online content) Writing** • Students are asked to write a story themed around a word they choose from the work- and job-related vocabulary. The story can be from their own life or fictional.

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General data:	Type of lesson: Vocabulary Group: 10-20 students Type of learning: blended
Pre-learning:	(Collaborative manner, online or offline): • The students have to collect vocabulary relating to compound verbs (this is suitable as a concept of overall compound structures). The answers can be collected on a collaborative platform for blended learning. • As an introduction to the class, the game *Packing My Suitcase* can be used to get a feeling for compounding as a linguistic concept. • Here, the participants have to collect items that can be packed into a suitcase one after the other while memorizing and naming all of the items correctly (works online and offline). According to language level, the items can be of a realistic or fictional nature, and they can contain different elements such as verbs, nouns or both. • As an alternative, the teacher can present topically related verbs and the participants are supposed to guess the generic term while explaining how they arrived at their conclusions.
Core-learning:	(Live event, face-to-face) Classroom training • The teacher provides corresponding teaching materials regarding verb compounding • (e.g., vocabulary lists) which is preferable for groupwork. • After that, the game *Uncle Otto/ Aunt Anna* can be used to consolidate sentence structures with compound verbs. Here, students are supposed to find structural synonyms for the sentence *Uncle Otto celebrates his birthday with a cake on Sunday at 4 p.m.* The difficulty of the basic sentence can be adapted according to the group of students. • Participants should be motivated to use their fantasy and creativity to create far-fetched sentences with compound verbs since this enhances learning and retention processes. • Additionally, a picture quiz can be used to find further vocabulary together.
Post-learning:	(Online content) • The teacher offers additional material (videos, pictures, graphs) to encourage students to visualize the covered vocabulary, e.g., with the help of a mind map or an online filing box.
Assessment:	(Online content) • The participants are asked to play a dice game that aims to rehearse compound verbs.
Follow up:	(Online content) Speaking • The participants are asked to make a short video/audio relating to the game *Guess Who?* where they describe a famous person while using many covered verbs, e.g., by illustrating their favourite or characteristic activities. • The others have to guess which persons are meant with the given descriptions. • The videos/audio materials are to be uploaded on the corresponding learning platform.

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