



DIDAGLO

innovative teaching
modules for adult L2
learning

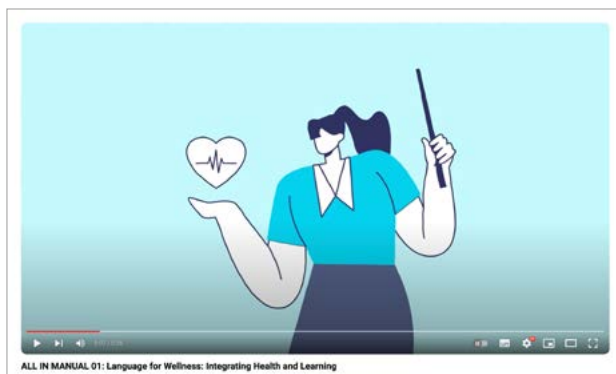


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VIDEOS

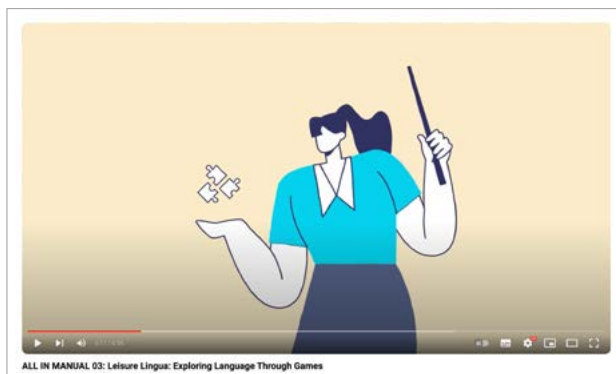
Please find below the video for each unit:



UNIT 01:
THEATRE - HEALTH
Language for Wellness:
Integrating Health
and Learning



UNIT 02:
ICT - HOUSING
Home Talk:
Language Learning
Through Housing



UNIT 03:
GAME - FREE TIME
Leisure Lingua:
Exploring Language
Through Games



UNIT 04:
TV SERIES - EDUCATION
Series Speak:
Mastering Language
Through TV and Film



INTRODUCTION



Learners have different types of needs that affect their learning when learning a foreign language. These needs are personal (related to age, gender, cultural background, interests, educational background, motivation), learning styles (past language learning experience, learning goals and expectations for the course, learner autonomy, learning gap, for instance the gap between the present level and the target level of language proficiency and knowledge of the target culture), professional needs (language requirements for employment, training or education). Teachers working with adults going through migration must be able to meet the learner's needs. It is obvious from the information above, different people have different learning needs. Therefore, they must be taught in diverse ways and they need to learn all kinds of different things in the classroom when studying L2. Hence the importance of language needs, whose prerogative is underlined several times in the Common European Framework of Reference for Languages. Indeed, the Council of Europe (2002: 4) affirms that every teaching proposal must be centred on the learner and their needs, in order to put the learner in the foreground of the teaching relationship by founding language teaching and learning on learners' needs, motivations, characteristics and resources. Considering the specific needs of our informants and the one of many adult migrants residing in the four partner countries of the ALL-IN project, descriptors, language activities, resources for teaching literacy and second language illustrated in the LASLLIAM report are good starting point to provide practical support for the effective implementation of policy and to encourage good practice and high quality in the provision of language courses.

In the wake of these important European documents, as part of the ALL IN project we carried out a survey to define the linguistic, communicative and cultural needs of adult migrants residing in Italy, Germany, Greece and Spain. Thanks to this investigation, Guidelines on innovative methodologies and approaches in teaching L2 to adults experiencing migration and displacement were created. This document also highlights the linguistic and teaching needs of teachers to meet the needs of students. These guidelines are in line with the Goal-Oriented Co-Operation descriptors taken from the LASLLIAM report. These "Goal-Oriented Co-Operation focuses on task-based activities where learner and interlocutor are required to collaborate in order to achieve a shared aim. Therefore, the descriptors refer both to formal and informal contexts. Key concepts operationalised in the scale include the following: ease of listening and speaking: as outlined in the sections on oral reception and production; complexity of the instruction: from acting on basic instructions mostly with body language to acting on more complex instructions (e.g. involving times, locations and numbers) degree of engagement and role in the interaction: from responding to a proposal and later on asking and giving permission" (Council of Europe, 2022: 71).

According to this perspective, the needs analysis proves to be a privileged tool for all the parties involved: on the one hand it proves to be extremely useful for the teacher, in all phases of the training course, on the other it becomes essential for the student, who can reflect more critically on the personal difficulties and progress. Both teacher and learner assume a degree of awareness such as to allow a certain collaboration, aimed at solving the problems that every form of teaching or learning



involves. As Vedovelli (2001: 36) states «motivation comes to play an important role perhaps as much as that of linguistic characteristics of a structural type on the ability to learn the new language and to constantly develop the spontaneous and/or guided learning process». Therefore, motivation is the trigger that makes any form of learning possible and that plays a central role in the analysis of needs. Indeed, the latter constitutes the preliminary work that leads to the definition of the objectives of a course, the construction of the program and the choice of specific teaching strategies for a certain type of audience. With reference to adults experiencing migration, in the light of the main European documents, we can observe that their main linguistic-communicative needs are divided into at least six specific areas: welcoming process, family, school, work, health, free time. From this point of view, it is clear that the analysis of communication needs is justified by the need to precisely identify the type of communicative competence that each individual required, in order to concentrate their attention and efforts exclusively on the language they will then actually use. The training plan modelled on the learner's profile will be in this way very motivating and effective.

In line with these theoretical assumptions, as part of the ALL IN project, syllabus proposals were designed according to the needs of Adults experiencing migration and displacement and supposed to learn the languages of ALL IN project partner countries: German, Greek, Italian and Spanish. The aim of each syllabus is to develop an ability to use the language effectively for practical communication. The articulations of the syllabus are based on the linked language skills of listening, reading, speaking and writing, and these are built on according to the needs of the learners in the host society. Each syllabus also aims to offering sights into the culture of host countries. According to the results of IO1, language activities of these syllabuses refered on practical communicative issues: ICT (VHS), Game (Interorthodoxchurch), Theatre (Guarani) and TV Series (Cospe). Based on the linguistic needs of informants and considering the challenges and peculiarities of the four countries involved in the project, the syllabuses also take into consideration the following innovative teaching approaches: Total Physical Response, Communicative approach, Task-based Language Teaching, Computer-Assisted Language Learning, Content and Language Integrated Learning, Cooperative learningApproach).

Taking into consideration the syllabus, a manual was created for teaching the Italian, German, Greek and Spanish languages to adult migrants residing respectively in these countries. The manual entitled DIDAGLO: innovative teaching modules for adult L2 learning is divided into different modules and each module is divided into different teaching activities. The modules are: Theatre – Guarani; ICT – VHS; Game - Inter Orthodox Church; TV Series – COSPE. Actually, an innovative aspect of the manual is that each topic is illustrated through specific teaching tools and contexts: the topic of healthcare Language for Wellness: Integrating Health and Learning is illustrated through theatre; the topic of the housing Home Talk: Language Learning through Housing is illustrated with the use of new digital technologies; Free time topic intitled Leisure Lingua: Exploring Language Through Games is presented through play; the educational topic entitled Series Speak: Mastering Language Through TV and Film is illustrated through television series. After its design and implementation, the piloting activities have been carried out in the regular teaching activities of each partner. The modules have been used in the 4 countries involved in the project with very interesting results.



UNIT 01 - THEATRE - HEALTH

Language for Wellness: Integrating Health and Learning

1. HEALTH CHECK IN

Overall duration: 45 minutes

Necessary materials: List of vocabulary.

Target group: Adult migrants with an A1-A2 language level.

Environmental conditions/ requirements: An area which is considered the stage and an area for the audience. Chairs can be used for the audience.

Development

The objective of this activity is to learn vocabulary related to health and to practice the description of symptoms. The activity will also allow them to use verbal and non-verbal language.

First the teacher will develop a setting, i.e. *a cozy coffee shop where two friends engage in casual conversation while have a drink.*

Two people will have the role of friends and the other participants will be the audience. The activity will consist of improvisation so, the audience will shout from time to time vocabulary related to medicine and the actors will have to add the word to their conversation. We recommend the teacher to bring a list of vocabulary and revise it with the participants beforehand.

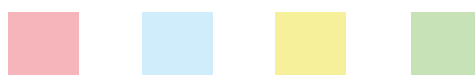
The conversation should consist in how one of the friends is feeling sick. For example:

Friend 1: (Looking concerned) Hey, XXX. How have you been feeling lately? You know, health-wise?

Friend 2: (Thoughtful) Well, I've been experiencing some unusual symptoms lately. I've been having frequent headaches, and it's starting to worry me. I'm not sure what's causing them.

Friend 1: (Supportive) I'm sorry to hear that. It's important to get those checked out. (Turning to the audience) Can anyone give us a medical term related to headaches that we can use in our conversation?

(Audience member shouts: "Migraine!")



2. DOCTOR'S DIAGNOSIS

Overall duration: 1 hour 30 minutes

Necessary materials: Scripts for each pair.

Target group: Adult migrants with an A1-A2 language level.

Environmental conditions/ requirements: An area which is considered the stage and an area for the audience. Chairs can be used for the audience.

Development

The objective of this activity is to practice the polite form (this will change according to the language they are learning), to understand simple instructions and to practice health related vocabulary.

First the teacher will develop a setting, i.e. *doctor's office where the doctor is asking the patient what brings him to his office.*

The group will be divided in pairs; it is a role playing activity so one of the participants will play the doctor and the other one the patient.

The teacher will give each pair a different script with the description of different symptoms.

For example:

Doctor: (Friendly) Hello, XXX. How can I help you today? What seems to be the problem?

Patient: (Nervous) Hi, Doctor. I've been feeling really unwell lately. I've been experiencing some troubling symptoms.

Doctor: (Understanding) I see.

Patient: (Coughing) Yes, I've had this persistent cough too, along with the fever. It's been really uncomfortable.

Doctor: (Concerned) I'm sorry to hear that.

Doctor: It sounds like you might have a respiratory infection. I'll perform some tests to confirm, but for now, I recommend rest, fluids, and over-the-counter cough medicine to help alleviate your symptoms.

Patient: (Relieved) Thank you. I was really worried, but your diagnosis puts my mind at ease.

The pairs should be given 15 minutes to practice their short scripts and then they will all perform for the others, one at a time.



3. VISIT TO THE PHARMACY

Overall duration: 1 hour

Necessary materials: Pharmacist's coat (recommended)

Target group: Immigrants with an A1-A2 language level.

Environmental conditions/ requirements: An area which is considered the stage and an area for the audience. Chairs can be used for the audience.

Development

The objective of this activity is to put everything they learned into practice by improvising a conversation. They will also keep on practicing the polite form and health related vocabulary.

First the teacher will develop a setting, i.e. *a pharmacy where the patient enters to ask for its medication.*

Two people will start the play and improvise a conversation between the pharmacist and the patient. After a few minutes, the teacher will select two different participants from the audience and ask them to continue improvising. This can be done as many times as the teacher considers necessary so that everyone gets to participate.

4. GROUP THERAPY

Overall duration: 1 hour and 30 minutes

Necessary materials: Different masks for every emotion.

Target group: Adult migrants with an A1-A2 language level.

Environmental conditions/ requirements: An area which is considered the stage and an area for the audience. Chairs can be used for the audience.

Development

The objective of this activity is to learn vocabulary related to emotions and to express themselves in the language they are learning.

Everyone will seat in a circle and the teacher will give a mask to each one of them. The teacher will act as the psychologist and start asking questions about their feelings to each participant. The participants will describe what he or she is feeling according to the mask they are wearing.

For example:

Psychologist: Can you share with all of us how have you been feeling?

Person with a mask that represents happiness: I have been feeling great! I've been pursuing my hobbies, nurturing positive relationships, and practicing self-care, which has all been boosting my happiness.



5. EMOTIONAL EXPRESSIONS THEATRE

Overall duration: 2 hours

Necessary materials: Cards with different emotions written on them (happy, sad, angry, surprised, scared, etc.).
Hats, scarves, or any accessories that can help students “feel” the assigned emotion.

Target group: Immigrants with an A1-A2 language level.

Environmental conditions/ requirements: An area which is considered the stage and an area for the audience. Chairs can be used for the audience.

Development

The objective of this activity is to learn vocabulary related to emotions and to express themselves in the language they are learning. Moreover, to enhance comprehension and oral communication skills.

First of all, we will do an icebreaker activity to get students comfortable with each other and the space. It can be the game “2 truths and 1 lie” in which everyone introduces themselves with 3 facts about them and then the others have to spot the lie. Then, the teacher does a quick review of the language related to emotions.

The teacher then will distribute the cards assigned to each student with a specific emotion and they will discuss how it is typically expressed. Then, they will select an accessory to enhance their expression of the assigned emotion.

The students engage in improvisational exercises individually, expressing their assigned emotion through movement and gestures. Then, they will form small groups and create short scenes incorporating their assigned emotions. Once they have practiced, they will each perform in front of the “audience” (the other classmates).

6. HEALTHY CHARADES

Overall duration: 2 hours

Necessary materials: Health instruments cards (Thermometer, blood pressure monitor, stethoscope, etc)

Target group: Adult migrants with an A1-A2 language level.

Environmental conditions/ requirements: An area which is considered the stage and an area for the audience. Chairs can be used for the audience.



Development

The objective of this activity is to learn vocabulary related to the instruments used by health personnel. Moreover, to enhance physical response and cooperative learning.

First of all, the teacher will revise with the students the vocabulary corresponding to health instruments. Then, the students are going to pair up and the teacher will hand out different cards to different groups.

These pairs will have 30 minutes to practice the charade of the instrument in their card. Then, each of them will perform without being allowed to talk and their peers have to guess the instrument they were assigned.

EVALUATION:

At the end of each activity the teacher will gather the participants and ask them what they have learned, how they have felt and they can share and exchange different experiences related to the activity.

UNIT 02 - ICT - HOUSING

Home Talk: Language Learning through Housing

ACTIVITY 1 - APARTMENT SEARCH

Total duration: 2 lessons (90 minutes)

Materials needed: Smartphones; possibly laptops or tablets; Teacher PC with internet access

Target group: Immigrants with a language level between A2 and B1.

Environmental Conditions/Requirements: Classroom, with a U-shaped table setup; freely accessible WiFi



Contents

Communicative approach, computer-assisted language learning Written and oral reception, production

At the end of the learning unit, learners will be able to:

- understand a telephone conversation about “hunting for an apartment”.
- have a telephone conversation about “hunting for an apartment”.
- understand abbreviations in apartment advertisements
- understanding apartment listings
- write an apartment advertisement
- search apartment advertisements on the Internet
- talk about the advantages and disadvantages of an apartment

1. Read the information about the “Housing search” video.

Gary is a tenant in a house/flat/apartment. He meets and greets a prospective tenant, Marta at his place of residence. In the exchange many aspects of housing are talked about such as the bathroom, bedroom, furniture and brightness. Vocabulary associated with the kitchen is also mentioned e.g. fridge, cooker, microwave, dishes etc. In the sitting room they discuss Marta’s studies and the location of her school. They make an arrangement to meet the following day.

2. Watch the video and decide: right or wrong?

<https://www.youtube.com/watch?v=84cfB1bBwQ0&list=PLAHmRvsK0yq3eKlr-35DOT7-5M2f7ynl4m&index=54>

1. Gary is from Limerick.
2. There are two windows in the room Marta is considering renting.
3. There are two bathrooms. Both are yellow.
4. Marta will move in at 11 tomorrow morning.

3. Watch the video again. Fill in the gaps.

Gary- And then the kitchen, it is a little _____ but there’s everything we need: plates, _____, pots, a _____, a cooker, and a _____. We mostly eat _____ and _____. Do you _____?

Marta- Ah...from time to time. My Mum taught me some _____.

Gary- Okay, well if you come to live with us, we’ll have to try your Mum’s _____!

In the sitting room, there is a _____ with four chairs, a _____, a TV with _____, there is the _____ and an _____. We usually all come together here to,



4. Watch the video and replay the telephone conversation.

Ask the following questions:

- When is the flat free?
- How much does the warm rent cost?
- Does the apartment have a balcony?
- When can I move in?
- How does the heating work?
- How much is the deposit?

5. Watch the ad below. Do you understand them without any problems?

Highlight the abbreviations in the list. Go online and find out what these abbreviations mean. Then complete the table below.

<https://www.sfu.ca/students/isap/explore/housing/housing-advertisement-terminology.html#:~:text=These%20are%20some%20of%20the,usually%20preceded%20by%20a%20number.>

2br, 1lr, eik, elev., balc., a/c

½ bath		flr	
a/c		hw	
appl		ht	
balc		incl	
br		lr	
da		pvt rm	
dr		sf	
eik		util incl	
elev		yd	

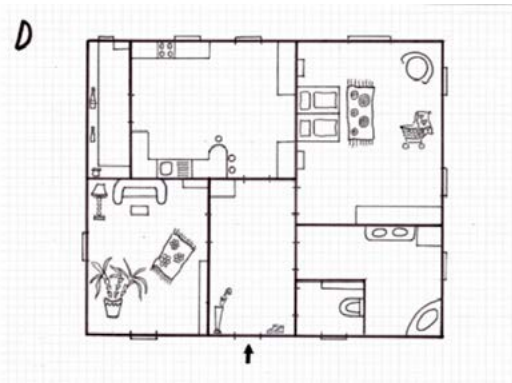
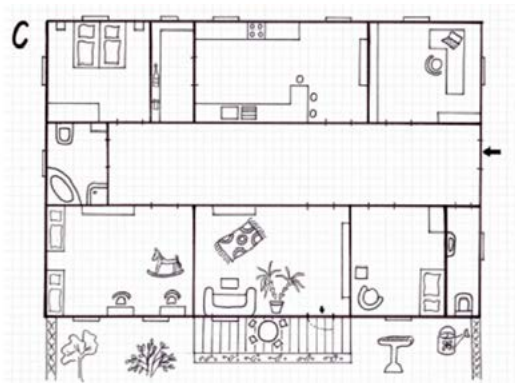
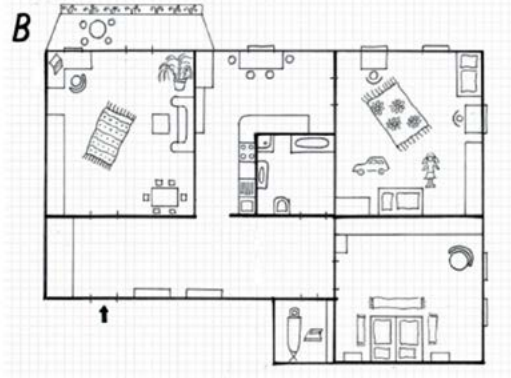
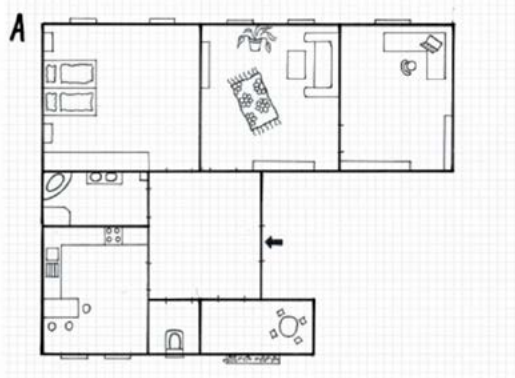
6. Keep practising with the new abbreviations.

<https://quizlet.com/559551791/abbreviations-on-classified-ads-looking-for-an-apartment-flash-cards/>



7. Write an advertisement for each plan. Use the abbreviations from the table, see task 5.

APARTMENT PLAN:	ADVERTISEMENT:
Plan A	
Plan B	
Plan C	
Plan D	



8. Situation: A small family (4 people) is looking for an apartment in a small town. Their children are 7 and 4 years old and enjoy playing outside and cycling. Both of their parents work and have a car.



a. What do you think a suitable apartment for this family should look like?

Discuss the following points with your conversation partner:

- Apartment size?
- Housing location?
- Rental costs?
- Garage?
- Playground?
- School/kindergarten?

b. Work in pairs. Write an apartment search ad for the family.

First, find out how to write such an ad online.

c. Work in small groups (3-4 people). Search the internet for available rental apartments in the city and find a suitable apartment for the small family. Select three apartments. Write down the pros and cons of each apartment. Talk as a group and decide together on an apartment that best suits the family.

9. Repeat the vocabulary you have learned. Can you find all the words?

Search vertically, horizontally and diagonally.

Flat

P	G	N	A	M	R	A	G	E	B	O	O	A	E
T	G	B	P	N	M	G	L	O	A	W	A	O	H
B	A	O	A	G	D	B	H	E	L	H	E	U	R
S	R	M	R	A	A	P	E	A	C	L	L	Y	R
T	D	E	T	R	A	L	O	H	O	R	E	U	E
O	E	W	M	A	S	A	Y	G	N	O	V	A	O
W	N	R	E	G	O	Y	R	N	Y	N	A	A	B
N	A	Y	N	E	L	G	B	E	A	E	T	N	A
H	T	R	T	C	O	R	E	O	E	H	O	O	T
O	T	R	M	E	E	O	D	V	E	C	R	O	H
U	E	N	A	D	O	U	R	L	M	T	B	T	R
S	B	O	N	U	W	N	O	A	E	I	B	T	O
E	T	R	L	M	D	D	O	U	T	K	E	A	O
C	R	T	T	H	R	O	M	B	O	U	R	R	M

GARAGE
KITCHEN
BATHROOM
GARDEN
BEDROOM
APARTMENT
PLAYGROUND
ELEVATOR
BALCONY
TOWNHOUSE

10. Watch other useful videos on the topic of "finding an apartment":

<https://www.youtube.com/watch?v=tF6hyRVpTNQ>

<https://www.youtube.com/watch?v=OTBsMgwQaE8>



ACTIVITY 2 - APARTMENT VIEWING

Total duration: 2 lessons (90 minutes)

Materials required: blackboard, data projector, beamer; Smartphones

Target group: Adult migrants with a language level of A2.

Environmental Conditions/Requirements: Classroom, with a U-shaped table setup; freely accessible WiFi

Contents

Communicative approach, computer-assisted language learning
Written and oral reception, production

At the end of the learning unit, learners will be able to:

- Understand the conversation on the topic of "viewing an apartment".
- have a conversation during the "apartment tour".
- Apologize for the viewing appointment by phone and cancel the appointment
- to describe a flat

1. Work in pairs. How can you rent a flat? What can you do? Where can you get information? Gather information on the Internet.

2. Watch the video and decide: right or wrong?

<https://www.youtube.com/watch?v=QCi65jBrmcM>

	RIGHT	WRONG
1. The man is looking for an apartment.	☐	☐
2. The woman has seen a vacant flat.	☐	☐
3. He is looking for an apartment with a small bathroom.	☐	☐
4. He should look on the internet.	☐	☐
5. The new apartment has four rooms.	☐	☐



3. Vocabulary exercise

Complete the text with the following words. Example:

Condition – dining area – friendly – narrow – bright – light – electrical appliances

1. The corridor is narrow.
2. The large windows in the children's room give a lot of _____.
3. The rooms are _____ and _____.
4. The _____ can be in the living room because the kitchen is not is big.
5. The kitchen furniture and _____ are in good _____.

4. Grammar exercise

Add the appropriate forms and prepositions. Example:

The rooms are brighter and friendlier than ours.

Apartment.

Will the fitted kitchen remain _____ the apartment?

But you can put the dining area _____ the living room.

_____ the fitted kitchen remain in the apartment?

The furniture and electrical appliances _____ are _____ good condition.

Well, we will write that _____ the rental agreement.

5. Go to the following website on the Internet: <https://synonyme.woxikon.de/> and look for synonyms for the word "corridor". Write down 4 synonyms and write a sentence with each word.

6. First watch the video and note the most important vocabulary

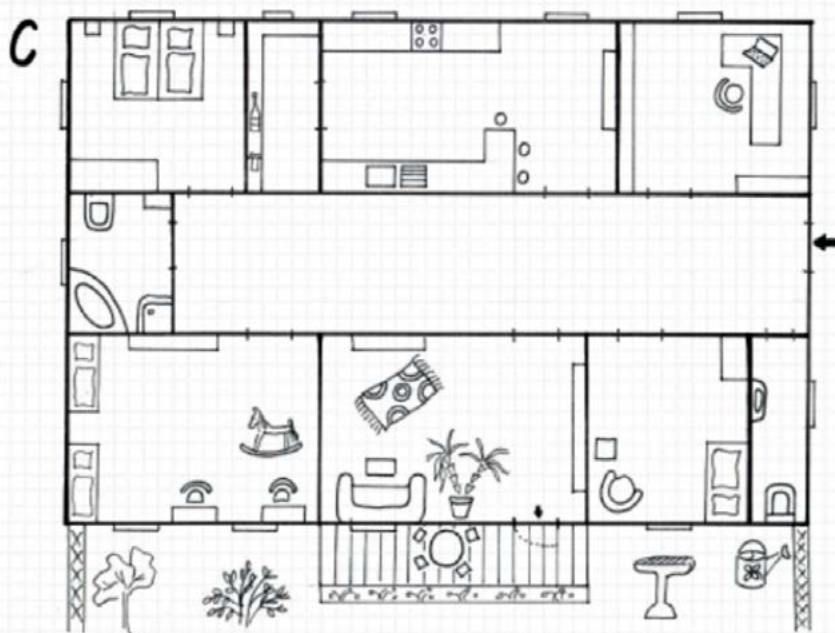
<https://www.youtube.com/watch?v=otYbvFPA5MI>

7. Work in pairs. Take the notes you made on the video and then look closely at the plan.

a. Ask each other W-questions, e.g. B. How many rooms does the apartment have? What's in the living room? What's on the terrace? etc.

b. Imagine this apartment in 3D form and take a virtual walkthrough. Describe as accurately as possible what can be seen in each room.





8. Work in pairs.

Scenario 1: You have made a viewing appointment for today at 5 p.m. Unfortunately, you have to work longer hours and don't make it on time. Call the property owner and explain the situation.

Scenario 2: You have made an appointment to view the apartment at the weekend, but unfortunately you have to travel. Call the property owner and ask for a new appointment.

Scenario 3: You have made an appointment to view the apartment, but have already found another apartment. Call the property owner.



ACTIVITY 3 - RENTAL AND RENTAL AGREEMENT

Total duration: 2 lessons (90 minutes)

Materials required: blackboard, data projector, beamer; Smartphones

Target group: Immigrants with a language level of B1-B2.

Environmental Conditions/Requirements: Classroom, with a U-shaped table setup; freely accessible WiFi

Contents

Communicative approach, computer-assisted language learning
Written and oral reception, production

At the end of the learning unit, learners will be able to:

- Understanding the conversation on the topic of "renting".
- have a conversation with the "rental agreement".
- understand the vocabulary of a rental agreement
- Search the Internet for relevant information about the rental agreement
- Download a free rental agreement

1. Tell me: What are your experiences with renting an apartment? Where did you find out what a rental agreement looks like and what it includes? Research online and collect as much information as possible.

2. Read the short description of the "TIPS FOR RENTING YOUR FIRST APARTMENT"

https://www.youtube.com/watch?v=_aHjNoD-Uos video.

Think about what questions can be asked in the video. Collect all ideas.

Write down the questions.

3. Watch the video.

https://www.youtube.com/watch?v=_aHjNoD-Uos

Retell the content in present continuous.

4. Listening comprehension exercise. Watch the video:

<https://www.youtube.com/watch?v=U4I-ID6bsgs>

Tick the correct answer. Example:

1. The new apartment is located

- a) in London. ☐
- b) in Brighton. ☐
- c) in Liverpool. ☐



2. The parking space

- a) is not included in the rent. ☐
- b) is included in the rent. ☐
- c) costs 300 pounds more. ☐

3. The apartment becomes available

- a) in mid-May. ☐
- b) in mid-June. ☐
- c) from the 15th of the current month. ☐

4. The apartment costs

- a) 1,650 pounds. ☐
- b) 680 pounds. ☐
- c) 1200 pounds. ☐

5. Exercise for expression

Find three ways to express consent in the dialogue:

1. _____
2. _____
3. _____

6. Fill in the missing verbs

Please _____ a seat.

Can you _____ in by June 1st?

First, please _____ me the birth dates of your family members.

Please have the _____ debited via a standing order.

Where are you _____ at the moment?

Please _____ 1,000 pounds to me by mid-June.

If you have any further questions, please _____ me.

You can _____ my phone number in the rental agreement.



7. Work in small groups of 3-4 people.

a. Read the first page of an apartment rental agreement carefully. Use a green marker to mark all the words you understand. Exchange ideas in the group and explain the terms to each other.

Apartment rental agreement

The landlord(s).

living in

and the (the tenants)

conclude the following rental agreement:

1 Rental rooms

1. In the house -----

(Town, street, house number, floor)

The following rooms are rented:

_____ rooms, _____ kitchen/kitchenette, _____ bathroom/shower/toilet, _____ floor rooms/
storage no.: _____, _____ cellar rooms no.: _____
_____ garage / parking space no.: _____ garden, _____ commercially used rooms

2. The tenant is entitled to use the laundry room, drying floor/drying area, _____
in accordance with the house rules.

3. The landlord will provide the tenant with the following for the rental period:

_____ house, _____ apartment, _____ room, _____ floor/storage, _____ garage keys

4. The living space is _____ square meters.

5. The apartment is a condominium. yes ☐ no ☐



2 Rental period

The rental agreement begins on _____ and runs for an indefinite period of time. The contractual partners are aiming for a longer-term rental agreement. The landlord's right to ordinary termination (termination for personal use, as a granny flat, partial termination and termination of sale §§ 573, 573a, 573b BGB) is therefore excluded. The termination requirements are also based on the legal regulations and the contractual agreements (see §§ 8, 17 – 22 of this contract).

3 Rent

1. The rent is _____ euros per month.

in words _____
_____ Euro.

The contracting parties agree that the rent will not be increased for a period of _____ years.

Important note: All entries and changes to the contract must be made identically in both the contract text intended for the landlord and the tenant. To the one with one Please tick what you want in the designated places.

b. Work individually. Take a red pen and mark all the difficult words that you did not understand or only partially understood. Research these words on the Internet.

Create a word list: on the left side are all the "difficult" words, on the right side you enter the meanings in "simple" English.

c. Click on the following link <https://www.cram.com/flashcards/create> and register for free. To do this you need your email address and a password. Then create 10 flashcards online that you wrote on the list. The "difficult" word is written on the front of each flashcard and the explanation is on the back. When you're done, make your flashcard public. You can then try out other groups' flashcards. You can also have the flashcards read aloud automatically.



8. Take the rental agreement template and fill it in with the details of your current apartment. (If you don't know some of the information exactly, please estimate it.), e.g. <https://eforms.com/rental/>



ACTIVITY 4 - HOUSE RULES

Total duration: 45 minutes

Materials required: blackboard, data projector, beamer; Smartphones

Target group: Adult migrants with a language level of B1-B2 of the GER (also higher)

Environmental Conditions/Requirements: Classroom, with a U-shaped table setup; freely accessible WiFi

Contents

Communicative approach, computer-assisted language learning
Written and oral reception, production

At the end of the learning unit, learners will be able to:

- Understand your rental property rights and responsibilities
- Understand tenant rights and tenant responsibilities
- Understand landlord rights and responsibilities
- Filter out important information from info video
- Create flashcards yourself online

1. What else do you need to know about the rental agreement and your rights and obligations?
Read the text and solve the tasks.

Housing – rental agreement, rights and obligations

The rental agreement is an important document that states what rights and obligations the tenant and landlord have. It is important that everyone knows their rights and obligations exactly and sticks to them so that there are no disputes between neighbors or with the landlord. The house rules, which are usually posted in the entrance, are also part of the rental agreement!

The tenant's first and foremost obligation is to pay the rent. To ensure that the rent is received on time, we recommend setting up a standing order. The tenant must always inform the landlord immediately if something in the apartment does not work or breaks. He also has to be considerate of other neighbors, e.g. For example, he is not allowed to listen to loud music at night because it disturbs the neighbors. The tenant must also comply with other obligations that are either in the rental agreement or in the house rules, e.g. For example, he has to clean the stairwell during the so-called "sweeping week" or clear the snow from the sidewalk in front of the house in winter.

The tenant not only has obligations, but also many rights. For example, he can furnish the apartment according to his taste, paint the walls or lay a carpet. Of course, the tenant can also invite friends or family, celebrate with them or listen to music. In any case, the tenant must adhere to the quiet times during which no noise is allowed (normally at night from 10 p.m. to 6 a.m. and at lunchtime from 1 p.m. to 3 p.m.).

The landlord's most important duty is to ensure that the apartment is in order. If the tenant reports damage to the apartment, the landlord must ensure that it is repaired. Example: The toilet no longer flushes, the water just keeps running. It is important to let the landlord know quickly so



that the flush can be repaired. Otherwise the tenant will receive a high bill for the water they used because of the broken flush. But beware! Even if the landlord takes care of the repairs, it can still happen that the tenant has to pay for them themselves. These are called "minor repairs". If you are not sure whether you have to pay or not, you can check the rental agreement.

The landlord's rights include rent increases, which he must justify, e.g. B. if the apartment has been modernized. The landlord may give notice of termination without notice if the tenant disturbs the peace or does not pay the rent on time.

1. Name 3 tenant rights:

2. Name 3 tenant obligations:

3. Name 3 landlord rights:

4. Name 3 landlord obligations:

2. Watch the video "Landlord: Duties, Responsibilities, and Rights" <https://www.youtube.com/watch?v=tRExXkGL7Eo>

Answer these questions:

What is a landlord?

What landlords do:

Types of landlords:

3. You will find the most important information about your obligations in the house rules. Watch the video "The House Rules" and take notes. <https://www.youtube.com/watch?v=DmmV7GPe0aE>

Answer the following questions:

- Why doesn't Steffi like her first apartment so much?



4. What do you need to know if you have rented a new apartment? Read the text and insert the following words (or parts of words) into the gaps:

*Common areas - Barbecue - House cleaning - Home security
Garbage disposal - Use - Smoking - Rest times - Snow - Staircase*

What are the house rules?

The house rules can usually be found in an apartment building as a notice in the stairwell/hallway, often on the bulletin board. Sometimes the house rules are also part of the rental agreement.

_____: regulates, for example, when you have to close or lock front doors or which substances or objects you are not allowed to store in the basement or underground car park

_____: determines periods during which the residents should avoid noise (e.g. loud music) or the washing machine is not allowed to run (e.g. on weekdays from 10 p.m. to 7 a.m.)

_____: regulates when and how often the tenant has to clean the stairwell if no cleaning service does this, the so-called "sweeping week"

Use of _____ and basement hallway: determines, for example, where you can park strollers

Use of the _____ such as the attic or laundry room: regulates how and when tenants are allowed to use these rooms

_____: regulates how garbage should be separated or prohibits storing it in front of the apartment door

_____ and black ice removal: specifies times when this service should be carried out if no service provider is taking care of it

_____: determines whether and to what extent tenants are allowed to grill on the balcony, terrace or in the garden

_____ of the inner courtyard: regulates, for example, whether tenants have the right to park their bicycles there

_____: for example, prohibits smoking in the stairwell

5. Work in pairs. Talk about your experiences living in your house.

Are there any house rules in your house?

What are you allowed to do/what aren't you allowed to do?

What happens if you do something forbidden?

6. In the house rules you learned that tenants are often required to "remove snow and ice". What does that mean exactly? Watch the video "Snow clearing - tenant or owner - who is responsible for clearing snow in Munich happy-immo.de" and solve the tasks.

<https://www.youtube.com/watch?v=5LJvUpXTUaw>



Questions about the video:

Who has to clear the snow?

What all needs to be cleared?

When does it have to be evacuated?

Can you sprinkle?

Does only the owner always have to vacate?

Who pays if a person is injured because of snow or ice?

7. The landlord's obligations include: B. that the apartment is warm in winter. But when does the heating have to be turned on and what should the tenants do? Read the text and find out more. Which statements are correct?

Correct room temperature

An apartment usually has several rooms, such as living room, bedroom, children's room, kitchen and bathroom. Before winter comes and the temperatures outside drop, the heating season begins. It depends on how cold it is, which means it can start on a different day every year. Normally the heating season starts on October 1st and ends on March 31st.

Experts recommend a temperature between 18° C and 24° C for the different rooms in the house. If you never or rarely use a room, you should set the thermostat to the asterisk. Then the heating only runs when the temperatures fall below 5° C. This protects the heater from frost.

Experts recommend the following temperatures for most rooms: In the bedroom and kitchen it should be around 18° C, in the living room it can be warmer, around 20° C. It should be warmest in the bathroom; The temperatures here can be between approx. 22° C and 24° C.

- | | |
|--|--------------------------|
| The heating season lasts five months. | ☐ |
| The heating season always starts on October 1st. | ☐ |
| Each room should have a different temperature. | ☐ |
| Temperatures range between 18° C and 24° C. | ☐ |
| The coldest temperature is in the kitchen and bedroom. | ☐ |
| It is warmest in the bathroom. | ☐ |



8. Create flashcards for this lesson's vocabulary at the following link <https://www.cram.com/flashcards/create>. To register you need your email address and a password. Then create 10 - 15 flashcards online of vocabulary that gave you difficulty.

ACTIVITY 5 - PROBLEMS AROUND THE APARTMENT

Total duration: 90 minutes

Materials required: blackboard, data projector, beamer; Smartphones

Target group: Immigrants with a language level between A2 and B1 of the CEFR

Environmental Conditions/Requirements: Classroom, with a U-shaped table setup; freely accessible WiFi

Development

Communicative approach, computer-assisted language learning

Written and oral reception, production

At the end of the learning unit, learners will be able to:

- write a complaint letter
- a complaint to the landlord/property management
- Find suitable learning videos on YouTube

1. Watch the "Noise Pollution" video. <https://www.youtube.com/watch?v=9IOJEX-2w5Y> What problem does the tenant have? What bothers him? What does he do about it? Who is he calling? How did he solve the problem?

2. Read the dialogue and fill in the missing words. Then practice the dialogue in pairs.



Martin Hey! Can you hear that _____?

Gary Martin, I told you that sometimes late at night there are guys at the bar making a lot of noise.

Martin Yes, I remember, but this is ridiculous! I've got an exam at 9:00am!

Gary Try to close the windows. Maybe it will make it quieter.

Martin The _____ are already closed.

Gary Wait, I'll tell them to make less noise.

Martin I've already tried but they won't listen!

Gary Ah well, I don't know what you can _____.

Martin Damn it! This isn't on.

Gary Wait, I've an _____. Why don't you put your head under the pillow!

Martin Ha ha ha, very funny. No no no. I can't sleep with my head underneath the _____. Anyway, I can't breathe.

Gary Patience, Martin. I'm sure these guys will quieten down eventually.

Martin Five more _____ and I'm going down there myself to tell them to stop.

Gary Are you going in your pyjamas?

Martin Of course! I'm very angry...

Gary I think that when they see you in your _____ they will buy you a drink and convince you to go singing with them! Hahahaha!

Martin Stop, stop!

Gary You're nervous because of the _____ tomorrow.

Martin Yes, I know. The real problem is that I'm nervous about the exam.

Lisa Hi Martin, hi Gary. What are you doing still up and what's with those expressions on your _____?

Martin I can't sleep. Ugh! The boys down in the bar are making too much noise.

Gary Martin is worried because he has an exam tomorrow and he won't be able to sleep.

Lisa Yes, it's true there are some guys talking loudly outside but the bar will be closed soon and they'll have to go.

Martin Let's hope so.

Lisa Anyway, I can give you some earplugs so you won't hear any more _____.

Martin Ah Lisa, thanks! That's a great _____.

Gary Yes, I agree it's a good idea but I would prefer to see Martin go down there with his _____ on! Hahahaha!

3. If you live in an apartment building that has a property manager, you must contact the property manager if you have any problems.

Read through the situation. Write a complaint letter.

You live in a rented house. A window in the bedroom doesn't close and cold air enters your apartment. You've called before but got no answer.



4. Watch the video “Writing a letter - problem in the apartment”, which offers valuable tips that you can use with any complaint.

<https://www.youtube.com/watch?v=IRCmCvF1904>

Then compare your complaint letter with the sample letter. Did you cope with the task well? What mistakes have you made? What do you need to pay attention to next time you write?

5. Continue writing complaint emails about you. Here are examples of problems that may occur:

a. You live in a rented house. The light in the stairs has been broken for two days. You have not been able to reach the property management by phone. Write an email. Explain the problem and request a repair.

b. You live in a rented apartment. It's mid-November, it's 5 C° outside and it's only 16 C° in your apartment. The heating has been broken for three days. Your children already have a cold. Write an email to the landlord and ask them to repair it quickly.

6. If you have a problem with the apartment, you can also contact the property management or landlord by telephone. Work in pairs and role play. (landlord - tenant) in the following situations:

a. Her bathroom currently only has lukewarm water. You ask for a repair appointment.

b. The elevator in the apartment building doesn't work. You live on the 6th floor and have a small child sitting in a stroller. Ask the property management for a quick repair appointment.

7. Repeat the entire module creating flashcards. Go to the following page <https://www.cram.com/flashcards/create> To register you will need your email address and a password. Then create flashcards of the vocabulary words that are on the list. The word goes on the front and the word in context on the back. (= sentence)

1. transfer fee

You have to pay a fee for the kitchen.

2. fitted kitchen

The furniture store has a wide range of fitted kitchens.

3. move in

After the renovation you can move in immediately.

4. dining area

The dining area is a cozy place in the apartment.

5. gas

Some houses are heated with gas.

6. heating

The heating needs to be modernized after fifteen years.

7. deposit

The deposit is three months' rent.

8. corridor

There is a wardrobe in the corridor.



9. noise

The noise from the airport bothers many residents.

10. rental agreement

The rental agreement is signed by the tenant and the landlord.

11. neighbor

Yesterday I met my new neighbors.

12. room

The apartment has five rooms.

13. electricity

The electricity is paid for with the additional costs.

14. rent

Small apartments are rented out quickly.

15. apartment advertisement

There are apartment ads in the newspaper on Saturday.



EVALUATION

In order to improve the learning materials and thus our work, we need your support. We would be delighted if you could answer a few questions after each activity.

1. How did you like the activities?

Please rate on a scale from 1 to 5:

(1 = very bad to 5 = very good)

ACTIVITY 1 - APARTMENT SEARCH

1 ☐ ☐ ☐ ☐ ☐ 5

ACTIVITY 2 - APARTMENT VIEWING

1 ☐ ☐ ☐ ☐ ☐ 5

ACTIVITY 3 - RENTAL AND RENTAL AGREEMENT

1 ☐ ☐ ☐ ☐ ☐ 5

ACTIVITY 4 - HOUSE RULES

1 ☐ ☐ ☐ ☐ ☐ 5

ACTIVITY 5 - PROBLEMS AROUND THE APARTMENT

1 ☐ ☐ ☐ ☐ ☐ 5

2. Name the activity that provided you with the most information:

3. How understandable were the instructions for the activities?

Please rate on a scale from 1 to 5:

(1 = very bad to 5 = very good)

1 ☐ ☐ ☐ ☐ ☐ 5

4. How difficult were the activities?

Please rate on a scale from 1 to 5:

(1 = too easy to 5 = too difficult)

ACTIVITY 1 - APARTMENT SEARCH

1 ☐ ☐ ☐ ☐ ☐ 5

ACTIVITY 2 - APARTMENT VIEWING

1 ☐ ☐ ☐ ☐ ☐ 5

5. How appropriate was the time allowed for each activity?

Too short a time ☐ Too long ☐ Adequate ☐

6. Are there other activities you would like to suggest?

Thank you for your feedback!

Bibliography: Some videos were created as part of the "L-Pack" project: <https://www.l-pack.eu/?lang=de>



UNIT 03 - GAME - FREE TIME

Title: Leisure Lingua: Exploring Language Through Games

1st Lesson: Introduction to the topic "Free time" (55')
1. "Word associations"
Overall duration: 15'
Necessary materials: -
Target group: Adult migrants with an A1-A2 language level.
Environmental conditions/ requirements: Plenty of free space. Chairs in a circle.
Development
■ Have students sit in a circle. ■ Start with a word related to free time, for example, "swimming." ■ The next person has to come up with a word related to the previous one, e.g., "pool." ■ Continue around the circle, and if someone can't think of a related word within a few seconds, they are out. ■ The game goes on until only one person remains.
2. "The free time" Charades
Overall duration: 20'
Necessary materials: Flashcards (list of free time vocabulary words), a score board
Target group: Migrants and refugees with an A1-A2 language level.
Environmental conditions/ requirements: Plenty of free space.
Development
■ Divide the class into two (or more) teams. ■ A student from Team A comes up and picks a flashcard from the pile at the front desk, without showing or telling his team anything. ■ The student acts out the particular activity. ■ His team must guess the word within a one-minute time limit. If the team guesses the word correctly, they get a point. If they are unable to guess, no point is awarded. ■ Then it's Team B's turn to act out, etc. ■ The game continues in this manner until the time defined at the beginning of the game is over. The team with the most points at the end of the game wins. <i>This activity not only strengthens students' vocabulary related to the topic of 'free time', but also encourages teamwork, quick thinking, and creativity. It's a fun and engaging way of learning that caters to students' interests.</i>



3. Online Storytelling about "Free time"

Overall duration: 20'

Necessary materials: *Flashcards* (list of free time vocabulary words), creation of a digital wall (*Padlet*, *Linoit*) and a *survey*

Target group: Adult migrants with an A1-A2 language level.

Environmental conditions/ requirements: smartphones, tablets or computers, internet access, Wifi

Development

- The teacher uses flashcards.
- The students select a card and create a story in their preferred digital text editor or notebook.
- The teacher generates a digital Wall (*Padlet*, *Linoit*, etc.) where students can upload their written work, including a picture or relevant media, so that every student has access to the class stories.
- Finally, the teacher conducts a *survey* so that students can vote for their favorite story or they can comment under their favorite post.

2nd Lesson: "Getting to know each other...better"! (55')

1. Class (human) Bingo

Overall duration: 10'

Necessary materials: *worksheet*, pencil or pen, *timer*

Target group: Migrants and refugees with an A1-A2 language level.

Environmental conditions/ requirements: Plenty of free classroom space

Development

- Every student gets a copy of the worksheet, walks around the classroom and mingles phrasing questions using topics from the fields on his worksheet.
- Everytime a peer answers 'yes' to a field question, the student has to write his/her name on the particular field on the bingo sheet. Peer's name should not appear more than two times on a field.
Example:
Do you like playing video games?
Do you enjoy spending time with your grandparents?
- Winner is the student who raises the most filled - out fields with most names of his/her comates.
- The teacher sets the timer on the interactive whiteboard (not less than 5' and not more than 10').
- Depending on the number of students, teacher decides the duration of the game, how many questions should be raised, how many times a peer's name should appear, etc.



2. License Plate

Overall duration: 25'

Necessary materials: Random letters [generator](#), [Timer](#)

Target group: Adult migrants with an A1-A2 language level

Environmental conditions/ requirements: Plenty of free classroom space

Development

Teacher dials letters (as many as he decides) by using a random letters generator. Then he assigns students to use these letters and create (a) phrase/s, (where the first letter of each word must correspond with the dialed letters) to the topic: "My free time". He can also set a count-down using this timer.

There are only 2 other rules:

- A.** the phrase or sentence must make sense in the target language (syntax), and
- B.** creativity is the key.

The response can be as fantastical and bizarre as students want.

3. Two Truths One Lie

Overall duration: 20'

Necessary materials: [Random chooser app](#), [coin flip app](#), post it

Target group: Adult migrants with an A1-A2 language level

Environmental conditions/ requirements: Maybe a computer with internet access, but the activity can be done without any technical equipment.

Development

1. Teacher splits the class into two teams randomly or by using a random chooser app.
2. Peers are assigned to write on a "post-it" two truths and one lie about themselves on the topic "Free time". The teacher posts the students' notes in a specific area on the board or a classroom wall.
3. The two groups have to sit across from each other and use a [coin flip app](#), to decide who will play first.
4. The teacher decides each time which student will take the floor and read his/her own post it. The other students in each respective group try to guess what their classmate has written that is true and what is false. If they find it, they earn one point.
5. The team with the most correct guesses wins.
6. The statements can include personal details, or past experiences. The statement presented as false may be absurd, comical, or deceptively similar to the truth, posing a challenge for opposing teams to identify its inaccuracy.



3rd Lesson: "Understanding Names and Numbers" (55')

1. Chinese whispers - telephone lines (Circle Game - Understanding a number - group work)

Overall duration: 10'

Necessary materials: -

Target group: *Migrants and refugees with an A1-A2 language level*

Environmental conditions/ requirements: *Chairs in a circle*

Development

- *A telephone number is whispered around the circle.*
- *The last pupil to receive the message either says it out loud or writes it on the board.*
- *This can be a fun way to introduce the topic (understanding a number heard on the phone) and activate the schema at the beginning of the class.*
- *For example, whisper the question*
 - *"What is your personal mobile phone number?" or*
 - *"What is your best friend's phone number?" or if it sounds too personal*
 - *What phone number do you use when you order pizza or any kind of food?"*

2. Let's play Bingo!

Overall duration: 20'

Necessary materials: *scorecards, [Bingo numbers generator](#), [Free custom bingo card generator](#)*

Target group: *Adult migrants with an A1-A2 language level*

Environmental conditions/ requirements: *internet access, computer, beamer, white board or a laptop/tablet where the teacher can use the random numbers generator. He/she could also use lottery tickets with numbers from 1 to 75, etc.*

Development

- *Bingo score cards usually have 25 randomly numbered squares with the word "BINGO" written at the top.*
- *Each player or team gets one card*
- *The goal is to cover 5 of these squares in vertical, horizontal or diagonal order.*
- *The teacher decides how many squares must be filled to complete the game and have a winner due to the time limit.*
- *Attention! The [Digital Bingo Number Generator](#) and the [Free Custom Bingo Card Generator](#) accept customization whether you play with numbers from 1-75 or more and respectively how many cards to create, etc.*



3. Let's play Quizizz!

Overall duration: 15'

Necessary materials: [Quizizz](#)

Target group: Adult migrants with an A1-A2 language level

Environmental conditions/ requirements: computer, smartphones, internet access, wifi, white board, beamer

Development

- *This game can be played in two ways: either the teacher directs it by projecting it on the whiteboard while the students use their own mobile devices or computers.*
- *Or students can play the activity on their own pace, as long as they can see the progress of the game on a screen, while playing on their own device or in another browser*
- *You don't need to enroll to play the game. If an enrollment window appears, close it.*

4. Listen to phone numbers and names! (Autonomous learning)

Overall duration: 10'

Necessary materials: [Learning apps](#)

Target group: Migrants and refugees with an A1-A2 language level

Environmental conditions/ requirements: computer/laptop or tablet, internet access, wifi

Development

Play with an activity from [Learning apps](#) and practice numbers and names!

4th Lesson: "Basic Phone Conversations" (55')

1. Phone expressions and appropriate responses (Autonomous learning)

Overall duration: 10'

Necessary materials: [Learningapps](#)

Target group: Adult migrants with an A1-A2 language level

Environmental conditions/ requirements: computer/laptop or tablet, internet access, wifi

Development

Play with an activity from [Learning apps](#) and practice numbers and names!



2. "Who's calling, please?"

Overall duration: 10'

Necessary materials: [Learning apps](#)

Target group: Migrants and refugees with an A1-A2 language level

Environmental conditions/ requirements: computer/laptop or tablet, internet access, wifi

Development

- Teacher: "Play with an activity from [Learning apps](#), and put the dialog in right order!"
- Teacher: "Now, work with your partner on your notebook. Create your own dialogue about the previous activity."
- Teacher: "Share your roleplay with the class!"

3. Telephone role plays

Overall duration: 35'

Necessary materials: **flashcards**, [emoticon cards](#), post it in various colors, [Decision Roulette](#) (Random chooser app)

Target group: Adult migrants with an A1-A2 language level

Environmental conditions/ requirements: If the teacher uses the random chooser app, then he/she must have access to computer/laptop/tablet, internet, beamer and white board.

Development

- The teacher uses flashcards and a pile with various emoticon cards. (Both the flash cards and the emoticons have to be printed out in advance.)
- He also has post-it in five different colors. He has pre-defined each color to represent a point on a rating scale from 1 (very bad) to 5 (very good).
- The teacher divides the pupils randomly into several groups of two.
- Each group has to choose a flashcard showing a different telephone conversation with a doctor, a secretary in a medical center, a publisher, a florist, a travel agent, etc.
- Each team must also choose an emoticon. Depending on what the emoticon expresses (happiness, excitement, sadness, frustration, etc.), the pupils should create an appropriate dialogue.
- Students are given a few minutes to prepare their dialogues and then present them to the whole class.
- At a certain spot in the classroom, the teacher has put up some cardboards, one for each group. Each time a group presents its dialogue, it is evaluated by the other groups (after a joint decision by the group members) with a post it which, according to its color, expresses a mark from 1 (very bad) to 5 (very good).
- The team with the highest score wins.



5th Lesson: "Understanding and Sending Text Messages" (55')

1. Discover acronyms! (Autonomous learning)

Overall duration: 10'

Necessary materials: [Learningapps](#)

Target group: Adult migrants *with an A1-A2 language level*

Environmental conditions/ requirements: *computer/laptop or tablet, internet access, wifi*

Development

Match acronyms with their meanings using [Learningapps](#)

2. Play discovering acronyms! (Autonomous learning)

Overall duration: 15'

Necessary materials: [Quizalize](#)

Target group: Adult migrants *with an A1-A2 language level*

Environmental conditions/ requirements: *computer/laptop or tablet, internet access, wifi*

Development

- Discover the [acronyms](#) in a fun way! Try all three levels
- [Alternative choice](#)

3. Send me an sms!

Overall duration: 30'

Necessary materials: [iFaketextmessage](#),

Target group: *Migrants and refugees with an A1-A2 language level*

Environmental conditions/ requirements: *computer/laptops/tablets/smartphones, internet access/Whiteboard/beamer*



Development

- The teacher is sharing an address for a fake texting application.
- He divides students into small groups of two.
- Then he invites students to use a web application on their mobile phone or computer, etc. to compose a message, e.g. an invitation to a party, a day trip, a night out, an evening out for coffee, etc.
- All Fake sms, downloaded as png, are emailed to the teacher or are shared in some other online way (e.g. uploaded to a digital wall, etc.)
- The teacher displays the fake sms on the whiteboard
- Each group has to choose an SMS from another group
- A presentation of the sms is made. The best answer is selected after evaluation by the students.

6th Lesson: "Social Media and Posting" (55')

1. Do you like my Fakebook page?

Overall duration: 30'

Necessary materials: Fakebook, Poll maker

Target group: Adult migrants with an A1-A2 language level

Environmental conditions/ requirements: computer/laptops/tablets/smartphones, internet access/wifi/Whiteboard/beamer

Development

- The teacher shares an url to "Fakebook", a web application from a website that creates fake Facebook pages.
- He asks his students to customize their page to their liking. They should use their imagination and add some fake "information" about themselves, free fake photos they can find on the internet, different blocks, about things they like or dislike, etc.
- Finally, they should add three posts relating to their favorite leisure activities, save their page and email the URL to their teacher.
- He projects their work on the WB and each student presents his/her own.
- The most successful page, as determined by their classmates (through a poll?!), is the winner.

2. Let's post!

Overall duration: 25'

Necessary materials: Zeoob, Wheel of names

Target group: Migrants and refugees with an A1-A2 language level

Environmental conditions/ requirements: computer/laptops/tablets/smartphones, internet access/wifi/Whiteboard/beamer



Development

- The teacher provides a link to a [website](#) that allows the creation of posts for different social media such as Instagram, Snapchat, Whatsapp, Twitter, Tic Toc, etc.
- He then assigns each student to create a post on one of these social media sites, by using an application that allows random selection (he registers all of the social media in the application).
- Once the students have completed their post, they email it to the teacher.
- The teacher displays the students' creations per medium on the IWB.
- Students vote for the best post in each category.

7th Lesson: "Verbal and Non-Verbal Communication in Technology" (55')

1. "Swipe Racer"

Overall duration: 15'

Necessary materials: [Spaceship Maze](#), [online Stopwatch](#), [Free Maze Generator](#)

Target group: Adult migrants with an A1-A2 language level

Environmental conditions/ requirements: computer/laptops/tablets/smartphones, internet access/wifi/Whiteboard/beamer

Development

Objective: race against the clock by using various gestures (swipe, click, scroll, drag, pinch, zoom, double-click, scroll up/down, etc.) to navigate a maze and reach the finish line.

Instructions:

- Players in groups of two use a touch screen device (smartphone or tablet) to play.
- This particular game displays a maze on the screen (sent by the teacher via email) with a starting point and a finishing line.
- The aim of the players (who take turns to play) is to reach the finish line as quickly as possible by swiping in the right direction, following the instructions of their partner. ("Swipe left/right", "Zoom in", "Zoom out", "Scroll up/down", etc.).
- The teacher sets the time for each level of the game, 1' (or less) for the first three levels, more for the upper levels, etc.
- The player who completes the maze in the shortest time is the winner.

Alternative:

The labyrinth can be created without levels using [other labyrinth generators](#).

2. "Emojination Challenge"

Overall duration: 20'

Necessary materials: [Coin flip app](#), [online scoreboard](#)

Target group: Migrants and refugees with an A1-A2 language level

Environmental conditions/ requirements: computer/laptops/tablets/smartphones, internet access/wifi/Whiteboard/beamer, messaging app in their social media group



Development

Objective: *This game tests your ability to communicate using emojis and gestures in a race against the clock.*

Instructions:

- *Players form teams and sit opposite each other.*
- *In the plenary of their team, they identify two players: the 'emoter' and the 'guesser'.*
- *Each team is given a list of sentences that the teacher has already prepared, such as "Let's go to the beach"; "I'm hungry for pizza"; "Meet me at the cinema at 7 p.m."; etc., or sentences that they have to communicate to the guesser of the opposite group, using only emoticons and gestures.*
- *The groups take turns playing. Who starts can be decided using the [coin flip app](#).*
- *The teacher prepares an [online scoreboard](#).*
- *The emoter of the first group chooses a phrase from the list and uses emoticons and gestures on his/her device to convey the message to the guesser of the opposite group via a messaging app in their social media group.*
- *The guesser has to interpret the message correctly and type it in on his/her device within a time limit in their social media group messaging app.*
- *If the guesser is correct, the team scores a point, which the teacher should record on the scoreboard. The teacher also sets the amount or number of rounds to be played.*
- *The team with the most points at the end wins.*

3. "Emoji Story Challenge"

Overall duration: 20'

Necessary materials: *messaging app in a social media group such as Viber, Instagram, Facebook, Whatsapp*

Target group: *Adult migrants with an A1-A2 language level*

Environmental conditions/ requirements: *computer/laptops/tablets/smartphones, internet access/wifi/Whiteboard/beamer, messaging app in their social media group*

Development

Objective: *Create stories using only emojis and let others guess the plot.*

Instructions:

- *Players need a smartphone or tablet with a chat or messaging app and all students, as well as the teacher, should have access to a group on a social media network such as Viber, Instagram, Facebook, Whatsapp, etc.*
- *One player, the storyteller, creates a story using emoticons and sends it to the other players via their shared messaging app or group.*
- *The receiving players have to guess the plot of the story based on the emoticons.*
- *Once they've guessed, the storyteller reveals the correct story.*
- *Points are awarded for correct guesses and the next player takes over as storyteller.*
- *The player with the most points at the end wins.*



8th Lesson: "Appliances-a necessity!" (55')

1. "Electrical Appliances - autonomous learning"

Overall duration: 20'

Necessary materials: [Quizizz](#), [Genially](#), [Escape room with Genially](#)

Target group: Adult migrants with an A1-A2 language level

Environmental conditions/ requirements: computer/laptops/tablets/smartphones, internet access/wifi

Development

Three different playful autonomous learning activities are presented.

A. [Quizizz](#) - 10'

- Students can play the activity at their own pace, as long as they can see the progress of the game on a screen while playing on their own device or in another browser, (or the teacher directs it by projecting it on the whiteboard while the students use their own mobile devices or computers).
- You don't need to enroll to play the game. If an enrollment window appears, close it.

B. [Genially](#) - 5'

- Students can play the activity on their own pace

C. [Escape room with Genially](#) - 5'

- Students can play the activity on their own pace

2. "Guess the Function"

Overall duration: 15'

Necessary materials: [flashcards](#)

Target group: Adult migrants with an A1-A2 language level

Environmental conditions/ requirements: computer/laptop/tablet, internet access, white board

Development

- The teacher uses [flashcards](#) representing different functions such as a fridge, a microwave, a coffee machine, a toaster, etc. (The teacher should cut the flashcards from the PDF, stick the picture side to the blank side and separate the pictures.)
- He divides his students into two groups to play against each other.
- For each round, a student chosen from the group selects a flashcard, looks at the picture of an appliance on it and tries to describe the function of the item in English. For example:
 "This appliance heats food quickly. What is it?"
 "This machine makes coffee. What is that?"
 "This appliance toasts bread. What is that?"
- The teacher encourages the learners to answer using the correct vocabulary and focusing on clear pronunciation, which could possibly be displayed on the WB in the form of a word cloud created in a previous lesson.
- If their group guesses correctly, they get a point. If not, the other group can answer. If they guess correctly, they win the point and continue the guessing game.



3. "Appliance Store Role-Play"

Overall duration: 20'

Necessary materials: [Wheel of names](#), [Flashcards](#)

Target group: Adult migrants with an A1-A2 language level

Environmental conditions/ requirements: computer/laptop/tablet, internet access, white board

Development

- The teacher randomly divides the students into groups of two and prepares the flashcards for the role play. (After downloading the cards, put them together in the right order. Separate the customer and salesperson cards, but keep the correct combination!)
- The teacher invites one student from each group to choose a combination of salesperson and customer cards.
- Then he/she gives each group 5' to prepare the dialogue to be presented.
- He or she also makes sure that the classroom is set up, so that it resembles a shop.
- Once the preparation time is over, the first pair begins to present their scenario. Each pair has a maximum of 2' to perform.
- When the first team finishes, the rest of the class votes with a like or dislike gesture.
- The teacher notes the score of each team on the board.
- Then the second team continues and so on. The team with the most likes is declared the winner.

This activity can be done in the form of self-learning with a chatbot programmed for this purpose. Each learner through [this link](#), switches to the relevant environment and develops dialogue accordingly through artificial intelligence.

9th Lesson: "Clothes-a necessity!" (55')

Clothing Bingo

Overall duration: 20'

Necessary materials: [Scorecards](#), [Free custom bingo card generator](#)

Target group: Adult migrants with an A1-A2 language level

Environmental conditions/ requirements: Maybe a computer/laptop to present the call list



Development

- Get at least 1 scorecard for each player or create teams of two or three.
- Bingo cards usually have several random squares with the word "BINGO" written across the top. Your aim is to fill in a fixed number of these squares in a vertical, horizontal or diagonal row. The teacher decides how many squares must be filled in to complete the game and have a winner because of the time limit.
- [Here](#) are the scorecards and the call list.
- Or you can create them using any digital tool

https://www.freepik.com/free-photo/sports-adventure-concept-close-up-shot-female-legs-wearing-pink-running-shoes-forest-while-exercising-summer-nature_9660722.htm#query=woman%20sport%20shoes%20free%20to%20use&position=2&from_view=search&track=ais

https://www.freepik.com/free-photo/hand-holding-light-brown-beige-pants_65109518.htm#query=woman%20trousers&position=2&from_view=search&track=ais

https://www.freepik.com/free-photo/casual-white-blouse-women-s-fashion_15439789.htm#query=blouse&position=2&from_view=search&track=sph

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https://www.freepik.com/free-photo/hand-wearing-gold-bracelet-front-view_33334047.htm#query=bracelet&position=3&from_view=search&track=sph

Please, these pictures were used for the creation of the scoreboards.

They are free to use, but require attribution!

Clothing fashion show

Overall duration: 35'

Necessary materials: A variety of clothes and accessories, a full-length mirror and [small cards](#) with outfit descriptions, which must be cut and joined together.

Target group: Adult migrants with an A1-A2 language level

Environmental conditions/ requirements: -

Development

Aim: To encourage learners to use clothing and accessory vocabulary when describing outfits.

Instructions:

- Arrange a selection of clothes and accessories in the room and ensure that a full-length mirror is available, if possible.
- Give each learner a card with an outfit description, e.g. "You are attending a formal event. Describe what you are wearing."
- One by one, the learners select items of clothing and accessories to create outfits based on the description.
- After getting dressed, learners stand in front of the mirror and describe their outfits to the class, explaining their choice of clothes and accessories.

Encourage the rest of the learners to ask questions about the outfits for further discussion.



10th Lesson: "Let's enjoy!" (55')
1. "Cause I'm happy!" (Autonomous learning)
Overall duration: 20'
Necessary materials: "HAPPY - Pharrell Williams (feat. Minions), Edpuzzle
Target group: Adult migrants with an A1-A2 language level
Environmental conditions/ requirements: computer/laptop/tablet, internet access
Development
■ Listening and reading comprehension with Edpuzzle ■ Teacher assigns through his open class an interactive video based on the hit "HAPPY - Pharrell Williams (feat. Minions). ■ Click and play! <i>Some Information about this app...</i> 1. Teacher has several options to assign this activity through his account in Edpuzzle (it is free). A. With Edpuzzle's Live Mode feature, you can project your video live in front of the whole class while students answer in real-time on their own devices! B. You can either assign each video individually or assign multiple videos at once. C. With open classes, your students can join a class and complete assignments without an Edpuzzle account. This makes using an open class a great option for younger students, one-off groups of learners, and more!
2. Scavenger Hunt Challenge
Overall duration: 35'
Necessary materials: List of free time related items or activities
Target group: Adult migrants with an A1-A2 language level
Environmental conditions/ requirements: computer/laptop/tablet, internet access



Development

***Objective:** To engage learners in a digital scavenger hunt related to “free time” activities.*

***Create a List:** Prepare a list of “free time” related items or activities that participants can find or capture using their mobile phones or tablets. For example, include items like “a photo of a book,” “a selfie at a park,” “a video of someone playing a musical instrument,” or “a screenshot of a favorite free time app.” ([Here you can find an already created list.](#))*

***Explain the Rules:** Share the list of items with the learners and explain that they have a set amount of time to find and capture as many items as possible. Encourage them to use English to describe or document each item they find.*

***Set a Time Limit:** Set a reasonable time limit for the scavenger hunt.*

***Scavenger Hunt:** Let the participants use their mobile phones or tablets to hunt for the items on the list. They can take photos, videos, or screenshots and use English to describe what they find. If this activity cannot be done outdoors, they can search on the internet.*

***Review and Share:** Gather the participants at the end of the time limit and have them share their findings and describe the items in English. Discuss the experiences and encourage them to use the vocabulary learned during the module.*

UNIT 04: TV SERIES - EDUCATION

Series Speak: Mastering Language Through TV and Film

Overview. The pedagogical implications of integrating audiovisual media into foreign language teaching have gained substantial recognition in Italy since the mid-1980s. This acknowledgment stems from the widespread use and scholarly exploration of audio and video materials in language education, a trend that has intensified with the societal impact of cinema and television on the Italian sociolinguistic landscape post-World War II (Diadori 2019, p. 361).

Within the linguistic context of television series, an examination of the contemporary linguistic repertoire reveals a multitude of linguistic variations and the presence of diverse languages within the narrative terrain. Parameters of linguistic diversity, including geographical provenance, the societal stratum of the characters, the communicative context, and the intricacies of message encoding and decoding, offer fertile ground for exploration within the TV series medium.

Furthermore, the possibility of temporal proximity of television series to the present corresponds with their heightened relevance to contemporary issues, situations, and lifestyles. This temporal immediacy not only facilitates intercultural dialogues but also serves as a catalyst for the deconstruction of stereotypes associated with the target culture. Notably, the accelerated obsolescence of series, coupled with the perpetual influx of new content, introduces a temporal dimension that warrants due consideration in the examination of cultural construction and deconstruction through the medium of television series (Diadori 2019, p. 364, 365).

Target group. Considering the extensive array of topics addressed and the sheer volume of TV series in production, the potential audience for educational engagement varies widely depending



on the specific TV series selected. Undoubtedly, one of the primary target groups comprises young adults, as they represent a significant consumer base for TV series and are particularly receptive to the educational potential inherent in such content. Regarding language proficiency, preference is given to students with intermediate proficiency or higher. This preference is based on the typically challenging linguistic content and variety found in TV series.

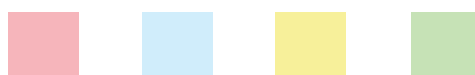
1. INTRODUCTION

The subject matter and pivotal terms within the upcoming clip/episode will direct this initial phase. In specific instances, it might be essential to contextualize the forthcoming material by introducing temporal and spatial references or additional information that aids comprehension. During this stage, students' existing knowledge can also be retrieved and shared with the entire class.

Let's take a guess!
Overall duration: 30 minutes
Necessary materials: photo clips
Target group: young adults
Environmental conditions/ requirements? An area with tables where it is possible to work in small groups
Development
The objective of this activity is to introduce the episode's topic during the lesson and to draw out vocabulary essential for a subsequent comprehension of the TV series segment.
In the whole class setting, students inquire about the episode's theme based on the TV series title, engaging in a collective brainstorming session on the blackboard. Following this, in smaller groups, visual clips from the episode are distributed, and students are tasked with arranging them sequentially on a poster board. Throughout this exercise, the goal is to extract keywords associated with each scene of the episode, noting them on the blackboard. Alternatively, words can be provided for students to associate with each scene.

2. DEVELOPMENT

The comprehension queries act as a roadmap for navigating the video excerpt, whether in sound-only, visual-only, or the original version, complete with both video and audio. Beyond instigating anticipation and motivation, this form of observation, designed to pinpoint essential information cores, can, if expanded to group work, foster the comparison of perspectives and encourage collective discussions. Additional pedagogical techniques can steer subsequent viewings of the chosen sequence. Follow-up observations of the sequence may involve executing tasks that necessitate identifying specific functions. The paralinguistic and extralinguistic elements present can also serve as subjects for analysis and reflection.



Engaging in the transcription of the audio facilitates the creation of exercises aimed at cultivating non-speech receptive skills, reconstructing segments of the text, and organizing specific elements encountered in the material. In a subsequent stage, students have the opportunity to either reiterate or creatively interpret the heard dialogues, delve into discussions on the film's theme, linguistically perform in situations reminiscent of those depicted, articulate descriptions of characters or environments, formulate hypotheses regarding the story's inception or development, and more. Subtitles in the same language offer the possibility of comparing the audio with the written text.

Another chance

Overall duration: 15 minutes

Necessary materials: photo clips, list of vocabulary, posters, pens and markers, glue

Target group: young adults

Environmental conditions/ requirements?

An area with tables where it is possible to work in small groups

Development

After watching the TV series or excerpt, the language facilitator gives the small groups the opportunity to change the order of the photo clips previously provided and ordered before the viewing. They are then asked to paste them on a poster board and give a title (or words) to each frame. Plenary discussion with comprehension questions about the episode.

Creative dubbing

Overall duration: 15 minutes (more if shown to the class)

Necessary materials: video player, guide text provided by teachers

Target group: young adults

Environmental conditions/ requirements? An area where it is possible to work in pairs

Development

The objective of this activity is to creatively dramatise one part of the sequence to develop oral interaction skills.

The teacher shows the video sequence previously seen in other parts of the lesson and asks the pairs to dub the sequence creatively, imagining a completely different dialogue between the two characters. Depending on the language level, the teacher may decide to provide some funny themes as a cue.



3. CONCLUSION

During this stage, dedicated to consolidating the material covered through intensive exploration, we transition to a more open-ended reuse approach. This shift is geared towards achieving objectives that hold genuine significance for the student. For instance, this may involve viewing the entire episode, or subsequent episodes, subsequent to examining a clip or sequence of clips. Alternatively, students might engage in activities such as researching additional information on a topic addressed in the dialogue or seeking out other texts, images, or news items related to the overarching theme of the episode.

Surprise ending
Overall duration: depending on the tv series (1h)
Necessary materials: video player, tv series, notebook, pen
Target group: young adults
Environmental conditions/ requirements? A space where students can watch a video and write
Development
The teacher asks the students to write a hypothesis on how the plot of the TV series episode proceeds. In class or at home, students are encouraged to write down their hypotheses and then watch the next episode to compare them.

EVALUATION

Assessing the proposed activities for potential improvements can be beneficial. This is crucial for the diverse groups of learners and the overall success of the activities. While there are various evaluation questions that can be utilised, we provide some examples that may be presented to students in the form of a questionnaire, which can also be made engaging:

- On a scale of 1 to 5, please rate how enjoyable the activity was for you.
- Identify the activity you found most enjoyable.
- On a scale of 1 to 5, assess the comprehensibility of the instructions.
- Rate the difficulty of the activities on a scale of 1 to 5 (1 = too easy; 5 = too difficult).
- Evaluate, on a scale of 1 to 5, the appropriateness of the time allocated for the activities.
- Are there any activities you would like to suggest?

Bibliography:

Diadori, P. (Ed.). (2019). *Insegnare italiano L2*. Firenze: Le Monnier.

