



European Digital Online Game for Intercultural Learning and Translanguaging

Final Report
Intellectual Output 5 –
Curricular Integration and Task Material
(Teacher Training Material & Teacher's Handbook)
Part 2 (of 2)

Erasmus+ Project No.: VG-IN-HE-16-24-022881



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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4. Didactic approach of MElang-E

4.3 Teaching Material

Our proposed classroom activities are presented according to the city they take place in, and are categorised into different domains, according to the main umbrella competence they aim to develop. These are, Linguistic Aspects, Intercultural Competences, Plurilinguistic Competences, Communicative Competences, and Personal Competences. They are a guide and are by no means intended to be prescriptive or exhaustive. Teachers are welcome and encouraged to use them, develop them, and adapt them for their own teaching context and needs.

Oxford

Let's get situated. Where's Mali from?	
Domain	Intercultural Competences.
Dialogue topic and city.	Oxford. A pre-game introductory activity, or to be done early on in the Oxford stage of the game.
Aims & Competences <ul style="list-style-type: none"> • To learn about Mali's hometown and locate the beginning of the story in a real place. • To foster cultural knowledge and understanding. • To promote curiosity and the desire to travel. • To find specific information in an audio-visual text. • To find specific information on the internet. • To express personal interest in another culture. • Digital competence. • Reading competence. • Listening competence. • Speaking competence. 	
Steps of the activity <ol style="list-style-type: none"> 1. Learners familiarize themselves with the questions on the worksheet. Allow them to check unfamiliar vocabulary. They then watch the video and answer all the questions they can. 2. They carry out their own research to answer any remaining questions, using the suggested websites or any others they may find. 3. Learners note down points of personal interest that they have noticed during the activity which they want to share. 4. Optional supplementary activity: an informative group poster (digital or physical) about Oxford. 	
Timing: 45-60 minutes. Learners can carry out this activity in class or at home.	1. 15 minutes 2. 20 minutes 3. 10 minutes

Worksheets/ material required

- Worksheet: Let's get situated. Where's Mali from?
- The following video: <https://www.youtube.com/watch?v=SzRH4LJPcRQ>
- Access to internet.
- Dictionaries.

Assessment

- Comparing answers with peers.
- Open answers can be shared with whole class orally, or submitted to teacher in writing.

Let's get situated. Where's Mali from?

Watch the video on <https://www.youtube.com/watch?v=SzRH4LJPcRQ> and answer these questions:



<https://pixabay.com/de/>

1. What is Oxford famous for?
2. Where is Oxford situated geographically?
.....
3. When was the first settlement in Oxford recorded (how old is Oxford)?
.....
4. Why is the city called "Oxford"?
.....
5. Which river runs through Oxford?
.....
6. Since when is Oxford famous for education and what did the French have to do with this?
.....
.....
7. How many inhabitants does Oxford have?

.....

8. How many people visit Oxford each year?



<https://pixabay.com/de/>

9. What is Oxford's main attraction?

.....

10. Which one is the most famous college of Oxford and when was it founded?

.....

11. What is so special about the dining hall of this college?

.....

12. How many libraries does Oxford have?

.....

13. Which currency do you need in Oxford to pay for goods and services?

.....

14. How can you get to Oxford?

.....

15. How much does a flight from Oxford to Frankfurt, Barcelona or Luxembourg cost in €?

.....

.....

16. Name three places in Oxford which Mali should visit with his friends:

.....

.....

17. Name three things you think are typical for English people:

.....

.....

18. If you could ask a person from Oxford a question, what would you want to find out about their life in Oxford?

.....

.....



<https://pixabay.com/de/>

The following websites could be useful for your research:

<http://travelforkids.com/Funtodo/England/oxford.htm>

<https://en.wikipedia.org/wiki/Oxford>

<https://de.wikipedia.org/wiki/Oxford>

<http://experienceoxfordshire.org/>

Please use a dictionary for unfamiliar words!

Now compare your answers with your partner!

Money doesn't grow on trees....	
Domain	Communicative Competences. Personal Competences.
Dialogue topic and city	Oxford Looking for work (make a flyer and/or a dialogue with a neighbour)
Aims & Competences <ul style="list-style-type: none"> To think of different ways for Mali to earn money to go to Europe and to communicate this idea in a flyer. OR to develop a dialogue with a friend/ acquaintance in which Mali tries to earn money for his trip. Interpersonal competence. Artistic competence. Speaking competence. 	
Steps of the activity <ol style="list-style-type: none"> Individually/in pairs learners brainstorm ideas for raising money for Mali's trip. Task A. Design a flyer to advertise Mali's services. This must be displayed to the class. Task B. Develop a dialogue of at least 3 minutes with a person that could help Mali to raise money. This will be performed in front of the class. In both task a. and task b. learners must use at least 3 new words in the correct context and introduce them to the class. When they have chosen task a. or task b. learners can do the Useful Language worksheet for help with vocabulary. 	
Timing: 40 minutes + presentation time	<ol style="list-style-type: none"> 10 minutes 15-20 minutes 5-10 minutes Presentation of step 2 to the class depends on class size and length of dialogues
Worksheets/ material required Task sheet, Money doesn't grow on trees. Useful Language worksheet	

Money doesn't grow on trees....

1. How could Mali get more money to finance his trip to Europe, find his band members and take part in the music contest? Note down your ideas:

What?

Where?

When?

Who?

How much?

How long?

Task

1. Work in pairs and choose between the following two options:
 - A. Design a flyer (max 200 words) to offer Mali's help/ services (or whatever else he plans to do to earn money).
 - B. Mali is talking to a person who he hopes will help him to get money. Write a three-minute dialogue and practice it to perform in front of the class.

Remember to include all the information you noted down in exercise 1!

Money doesn't grow on trees.... Useful language

1. Here are some ideas for activities Mali could do (but feel free to find more!). First you need to match them so they make sense.

could..., would..., should....

clean	the shopping
delivering	a bank
help	babysitting service
mow	money
go	bird houses
do	out
rob	music lessons
wash	out
sell	music
play	some old CDs
build and sell	newspapers
offer	windows
give	lawns
print	cars

2. Dialogue between Mali and

Here are some useful expressions for the conversation (but be creative!):

Good morning / afternoon/
evening

Hi! Hello.

Excuse me.

Can I help you?

Do you need help with...?

What do you think (of)...?

I have a question.

Can you help me?

I would like to...

This is a good / bad idea...

No, sorry.

Yes, please.

I can...; I can't...

For sale! Write an ad.	
Domain	Linguistic Aspects. Communicative Competences.
Dialogue topic and city	Oxford. How can Mali earn some money to pay for his trip around Europe?
Aims & Competences To write an ad to sell some personal belongings.	
Steps of the activity 1. The students have to write an ad for some of Mali's personal belongings that he is trying to sell in order to get enough money for his travels. They choose an object and try to create an ad for it, with a slogan, a brief description, his contact info and the price.	
Timing	1. 15-20 minutes
Worksheets/ material required For sale! worksheet	





For sale! Write an ad.

Here are some of Mali's personal items. Sadly, he needs to sell them to raise money for his travels.

Pick an item and try to create an ad for it. You need to include the following features:

1. a catchy slogan
2. a brief description
3. Mali's contact info
4. Price

BE CREATIVE!

Leather bag	Polaroid Camera
	
Image by Harsh Jadav, licenced under the Creative Commons CC0 license	Image by Markus Spiske, licenced under the Creative Commons CC0 license
Headphones	Bicycle
	
Image by Kinkate, licenced under the Creative Commons CC0 license	Image by Matt Saling, licenced under the Creative Commons CC0 license

Should he stay or should he go?	
Domain	Communicative Competences. Personal Competences
Dialogue topic and city	Oxford. Should Mali spend money on travelling for the music contest, or should he save it to go to university? Debate.
Aims & Competences <ul style="list-style-type: none"> To think of arguments for either spending money on travelling and a music contest or for saving it to go to university. To defend these arguments within a particular role in a spoken debate. Personal and Interpersonal competence. Speaking and listening competence. 	
Steps of the activity <ol style="list-style-type: none"> Divide the class into 2 groups: Mali and Mali's parents. Each group works in pairs. Mali must justify why he should go to Europe to find his friends and then to the music contest in Tallinn. His parents must explain why he should save his money, find a job, and save to go to university. Learners regroup to make pairs/fours containing "Malis" and "parents" and conduct a debate to decide whether Mali should stay or go! The debate could be repeated at whole class level according to learners' abilities and personalities. A whole class feedback session on how easy/difficult it was to convince others, who was effective at this, tips on how to do so, and other points of interest. 	
Timing 45-55 mins	<ol style="list-style-type: none"> 15 minutes 10-15 minutes 15 minutes 5-10 minutes
Worksheets/ material required Worksheet for making notes in step 1: person A and person B.	
Assessment	Who does the class consider most successful at convincing others?



You are Mali!

Why should you use your “university money” to travel to Europe?

Write down some good reasons:

.....

.....

.....

.....

.....

.....

.....

You could use words and phrases like:

I think that...	you should consider...	also...
in my opinion...	think about...	I would say...
I feel that...	first...; second...	it is also important that...
I believe that...	another argument is...	
But	because...	

And now talk to your parents!



You are Mali's mum or dad!

Why shouldn't Mali use his university money to travel to Europe?

Write down some good reasons why it would be much more important for him to concentrate on going to university:

.....

.....

.....

.....

.....

.....

.....

You could use words and phrases like:

I think that...

in my opinion...

I feel that...

I believe that...

First...; Second...

I would say...

But

Another argument is...

it is also important that

you should consider...

because...

Think about...





also...

And now talk to Mali!

Let's pack a suitcase	
Domain	Linguistic Aspects
Dialogue topic and city	Oxford. Preparing for a holiday.
Aims & Competences <ul style="list-style-type: none"> • To practise vocabulary: going on holiday. • To prioritise necessities for a holiday. • To defend one's list of prioritised necessities against those of a partner. • Personal Competences. • Interpersonal Competences. • Speaking and listening Competence. 	
Steps of the activity <ol style="list-style-type: none"> 1. Give out the worksheets/ project the images on the board. 2. Learners decide individually which ten items to pack for each of the different holidays. 3. In pairs, learners compare lists and compile a common list of ten items for each holiday. 4. Pairs then make groups of 4 to reach another consensus of only ten items! 5. Whole class feedback. Learners can share key items, defend their presence on their lists, and describe the problems they had in reaching a consensus. Depending on class size and character, you may be able to reach a class consensus of just ten or fifteen items! 6. Optional follow-up memory game (see second page of worksheet, <i>Lets Pack a Suitcase</i>). 	
Timing 25-30 mins	<ol style="list-style-type: none"> 1. 2 minutes 2. 5 minutes 3. 5 minutes 4. 5 minutes 5. 10 minutes
Worksheets/ material required Photocopies of optional worksheet, <i>Lets Pack a Suitcase</i> OR a copy of this to project on the whiteboard.	

Let's pack a suitcase

You have to pack a suitcase for different kinds of holidays. Make sure you only pack those things you really need! Space is limited to 10 items per holiday.

Holiday 1	Holiday 2
 <p>Image by Steve Richey, licenced under the Creative Commons CC0 license</p>	 <p>Image by Ameen Fahmy, licenced under the Creative Commons CC0 license</p>
Holiday 3	Holiday 4
 <p>Image by Oziel Gómez, licenced under the Creative Commons CC0 license</p>	 <p>Image by Pablo García Saldaña, licenced under the Creative Commons CC0 license</p>

Let's pack a suitcase

Now play the memory game. For example:

Student 1: "I'm packing my suitcase. I pack a phone charger."

Student 2: "I'm packing my suitcase. I pack a phone charger and some sun tan lotion."

Student 3: "I'm packing my suitcase. I pack a phone charger, some sun tan lotion, and my swim suit."

Student 4: "I'm packing my suitcase. I pack a phone charger, some sun tan lotion, my swim suit, and..."

Will he be OK?	
Domain	Communicative Competences. Personal Competences
Dialogue topic and city	Oxford. Mali's parents are worried about him just after he has left for Europe.
Aims & competences <ul style="list-style-type: none"> • To imagine how Mali's parents are feeling. • To conduct an informal conversation. • Interpersonal competence. • Speaking competence. 	
Steps of the activity <ol style="list-style-type: none"> 1. Give out/ project the worksheet. Using the prompts given, learners imagine and practise the conversations that Mali's worried parents have just after he has left. 2. Learners can act out their conversations to the whole class or write it up to hand in to the teacher. 	
Timing 10-15 minutes + acting out time or writing up time.	<ol style="list-style-type: none"> 1. 10-15 minutes 2. Depending on class size/ activity chosen.
Worksheets/ material required Worksheet, <i>Will he be OK?</i>	

Will he be OK?

Imagine the conversation Mali's worried parents have just after he has left. Here are some of the things they might worry about.

- If he has enough money
- If they made the right decision
- The fact that Mali is a picky eater
- The language problems he may have
- If he remembers to call home every so often
- If this was the right choice for him
- That they will miss him
- Etc.

You can practice this conversation with your partner and then write down a simplified version of it.

I'm off! How does Mali get to the airport?	
Domain	Linguistic aspects. Personal Competences.
Dialogue topic and city	Oxford. To be carried out before checking in at the airport.
Aims & Competences <ul style="list-style-type: none"> • To understand and order expressions for daily routines. • To devise and write down directions from looking at a map. • Writing competence. 	
Steps of the activity <ol style="list-style-type: none"> 1. Project/ give out worksheet <i>How does Mali get to the airport?</i> Read and understand the situation together and explain the two activities the learners must carry out. 2. Learners read and order the typical daily routine expressions. (Individually/ in pairs.) 3. Individually, learners note down directions for Mali to get to the train station. 4. Learners can check their answers to both exercises in pairs, and then compare answers with the whole class. 	
Timing 25-30 minutes	<ol style="list-style-type: none"> 1. 10 minutes 2. 5 minutes 3. 10 minutes
Worksheets/ material required <i>How does Mali get to the airport?</i>	
Assessment Peer correction and whole class feedback.	

I'm off! How does Mali get to the airport?



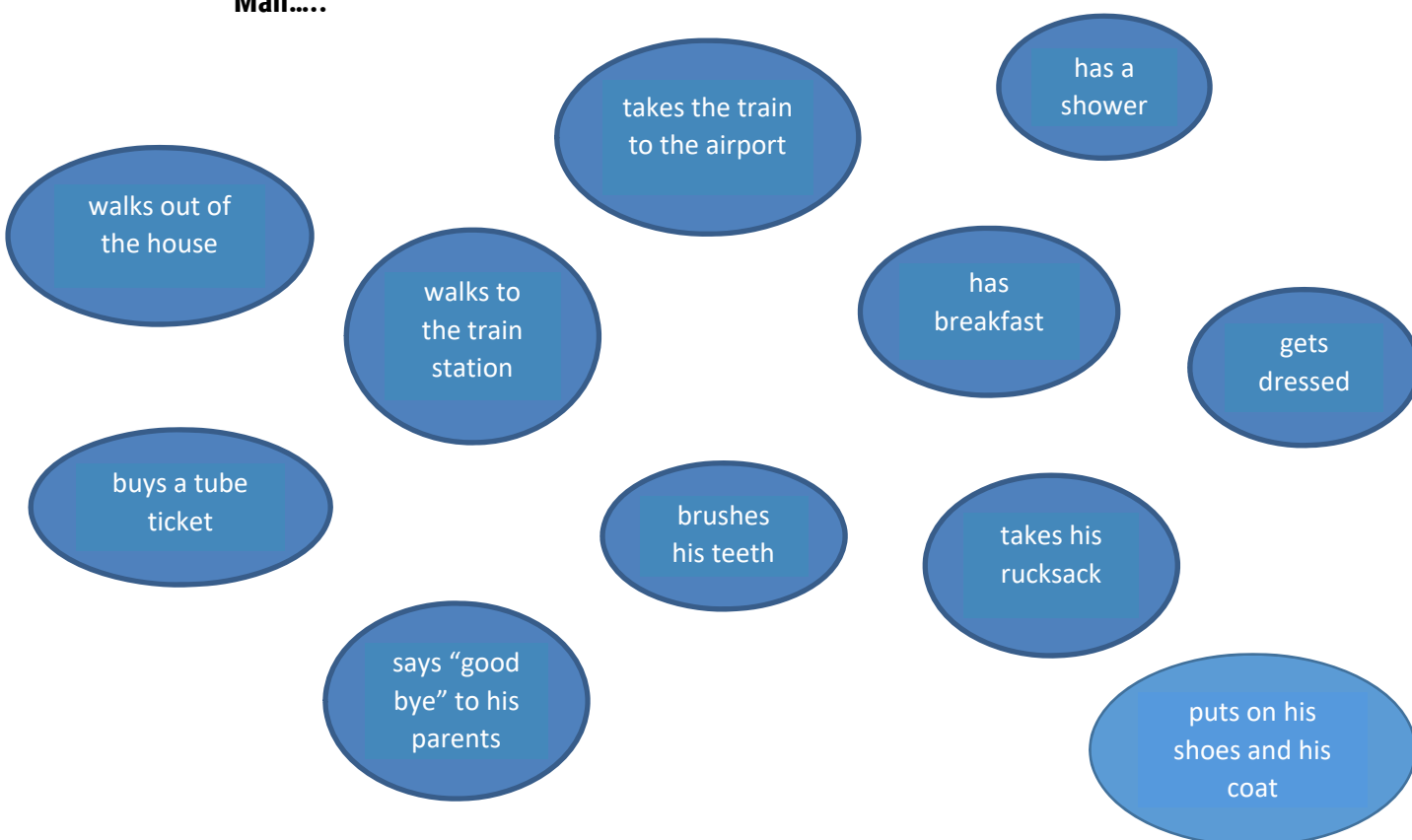
Mali has finally earned enough money to fly to Europe! He is exhausted from babysitting, mowing the neighbours' lawns, and delivering newspapers. But now he is very excited about his trip. Today Mali will fly to Europe, where he wants to find the best musicians in the world!

It's 6 o'clock in the morning. The alarm clock is ringing. Mali is still asleep. He is dreaming. In his dream he is standing on a big stage and the audience is clapping and cheering – but what is this ringing? IT'S THE ALARM CLOCK! GET UP!

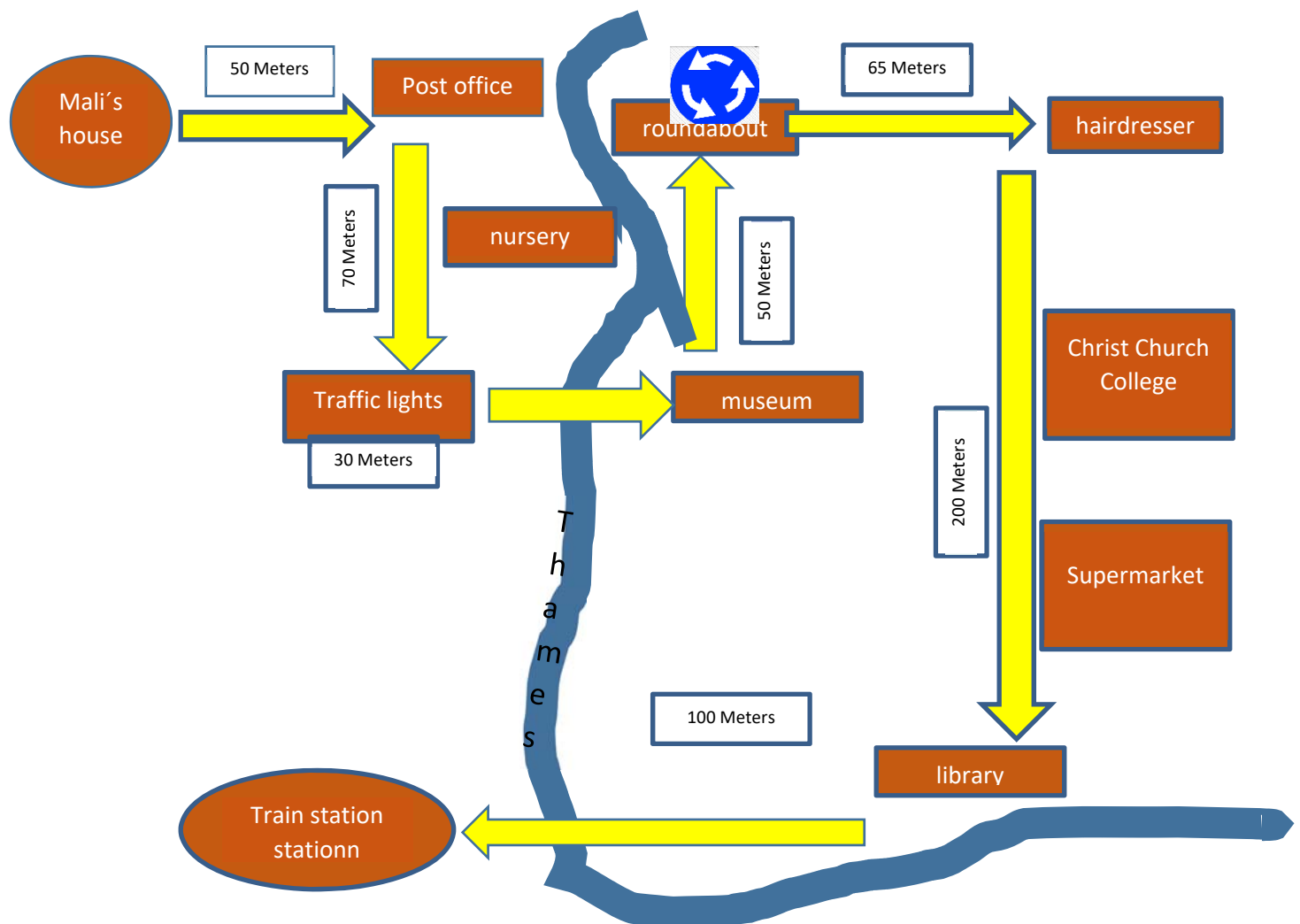
What does Mali need to do now?

1. Put Mali's activities in the correct order:

Mali.....



How does Mali get to the train station?



Mali doesn't often use the train, and he can't remember the best way to the station. Can you remind him? Here are some useful expressions:

Turn left / right at ...

Go past the ...

Walk straight for about ... metres

Walk past the ... on your right / left

Now compare your route with your partner!

Quiz: Who wants to be a Mali-onaire?	
Domain	Linguistic aspects
Dialogue topic and city	Oxford. A fun comprehension-check quiz to be played after the Oxford stage of the game.
Aims & Competences	
To check comprehension of key points of the plot of the Oxford stage of the game.	
Steps of the activity	
<ol style="list-style-type: none"> 1. Separate the class into multi-level groups of 3 or 4 learners. Give each group three cards with A, B, or C written on each card. 2. Explain that you are going to play a quiz game in which they can win A LOT of money! For each question, learners must choose the correct answer, A, B or C. If they are correct, they win the allotted amount of money. If they are not, they win nothing. It is a good idea to allocate a spokesperson for each group who will be responsible for holding up the correct answer card. Answers must be unanimous and can only be submitted by the spokesperson. 3. Project the quiz. After each question, the students have 20 seconds to decide on the correct answer. When the 20 seconds are up, the spokesperson must hold up their chosen answer. Alternatively, the spokesperson can hold one finger up for answer A, two fingers for B and three for C. While the groups deliberate their answers, the teacher can circulate and identify any students that have difficulties answering the questions and therefore may not have understood the storyline of the game. Either the learners themselves or the teacher can note down each group's winnings as the game progresses. Logically, the winning team is the one that wins the most money! 	
Timing 30 minutes	
Worksheets/ material required	
Computer and projector. The quiz pages in projectable format. Small pieces of paper.	
Assessment	
Learners self-assess their understanding of the storyline so far according to how many questions they get right.	



What is happening in Oxford?

Have you understood everything?



Question 1

Mali calls Matthew Turner about...

A ...an English test.

B ...a music contest.

C ...a bike.

Mali calls Matthew Turner about...

A ...an English test.

B ...a music contest.

C ...a bike.

€25

Question 2

Mali tells Matthew...

A ...that he is not interested.

B ...he is very interested.

C ...he would be interested but has no time.

Mali tells Matthew...

A ...that he is not interested.

B ...he is very interested.

C ...he would be interested but has no time.

€50

Question 3

Mali's problem is though...

A ...he does not know where his band members are.

B ...one of his band members is in hospital and won't be fit for the contest.

C ...he has forgotten how to play an instrument.

Mali's problem is though...

A ...he does not know where his band members are.

B ...one of his band members is in hospital and won't be fit for the contest.

C ...he has forgotten how to play an instrument.

€100

Question 4

Which one of these statements is false?

A Marie is a good drummer.

B Nikki lives in Luxembourg.

C Toni is Italian and learns how to play the piano.

Which one of these statements is false?

A Marie is a good drummer.

B Nikki lives in Luxembourg.

C Toni is Italian and learns how to play the piano.

€250

Question 5

What does Mali decide to do?

A He will call them.

B He will give up.

C He will go to Europe and search for them.

What does Mali decide to do?

A He will call them.

B He will give up.

C He will go to Europe and search for them.

€500

Question 6

Mali wants to sell his bike because...

A ...he does not like the color anymore..

B ...he needs the money to buy a trumpet.

C ...he needs money to go to Europe and find his band members.

Mali wants to sell his bike because...

A ...he does not like the color anymore.

B ...he needs the money to buy a trumpet.

C ...he needs money to go to Europe and find his band members.

€750

Question 7

Which ad did Mali find on the website “Sell-your-Stuff.com?”

A ...someone selling a bike.

B ...someone wanting to buy a bike.

C ...someone selling a guitar.

Which ad did Mali find on the website “Sell-your-Stuff.com?”

A ...someone selling a bike.

B ...someone wanting to buy a bike.

C ...someone selling a guitar.

€1.000

Question 8

Is Matthew going to buy Mali's bike?

A No, he has changed his mind and is now looking for a scooter instead.

B No, he's already got one.

C Yes, he is going to buy Mali's bike.

Is Matthew going to buy Mali's bike?

A No, he has changed his mind and is now looking for a scooter instead.

B No, he's already got one.

C Yes, he is going to buy Mali's bike.

€2.500

Question 9

How does Chris Baker reply?

A He is possibly interested...

B He definitely wants to buy the bike...

C He is not at all interested, he hates cycling...

How does Chris Baker reply?

A He is possibly interested...

B He definitely wants to buy the bike...

C He is not at all interested, he hates cycling...

€5.000

Question 10

Who is Dada?

A Mali's best friend.

B Mali's father.

C Mali's grandfather.

Who is Dada?

A Mali's best friend.

B Mali's father.

C Mali's grandfather.

€7.500

Question 11

What does Mali ask his Dada?

A To come to the contest.

B To lend him money to buy a bike.

C To lend him money to travel to Europe.

What does Mali ask his Dada?

A To come to the contest.

B To lend him money to buy a bike.

C To lend him money to travel to Europe.

€10.000

Question 12

Does his Dada give Mali any money?

A No – his Dada is completely against this trip and refuses to give him money.

B No – because his Dada does not have any money.

C Yes – he agrees to lend Mali some money.

Does his Dada give Mali any money?

A No – his Dada is completely against this trip and refuses to give him money.

B No – because his Dada does not have any money.

C Yes – he agrees to lend Mali some money.

€25.000

Question 13

Mali asks his neighbor, Jason
Paul for...

A ...money.

B ...for advice.

C ... for work.

Mali asks his neighbor, Jason
Paul for...

A ...money.

B ...for advice.

C ... for work.

€50.000

Question 14

Mali's neighbour . . .

A ...still owes Mali some money, which he wants to pay him now.

B ...gives Mali money because he is very rich and feels sorry for Mali.

C ...shouts at Mali to stop begging for money.

Mali's neighbour . . .

A ...still owes Mali some money, which he wants to pay him now.

B ...gives Mali money because he is very rich and feels sorry for Mali.

C ...shouts at Mali to stop begging for money.

€100.000

Question 15

What do Mali's parents think about his trip to Europe?

A They are very happy for him.

B They are skeptical.

C They want to come with him.

What do Mali's parents think about his trip to Europe?

A They are very happy for him.

B They are skeptical.

C They want to come with him.

€250.000

Question 16

When Mali finally flies to Europe, does he take any luggage?

A Yes – he takes two big suitcases.

B Yes – a rucksack.

C No – just a bottle of water. He carries his passport, wallet and mobile phone in a plastic bag.

When Mali finally flies to Europe, does he take any luggage?

A Yes – he takes two big suitcases.

B Yes – a rucksack.

C No – just a bottle of water. He carries his passport, wallet and mobile phone in a plastic bag.

€500.000

Question 17

Which of the following destinations can
Mali not choose?

A Paris.

B Frankfurt.

C Barcelona.

Which of the following destinations can
Mali not choose?

A Paris.

B Frankfurt.

C Barcelona.

€1.000.000

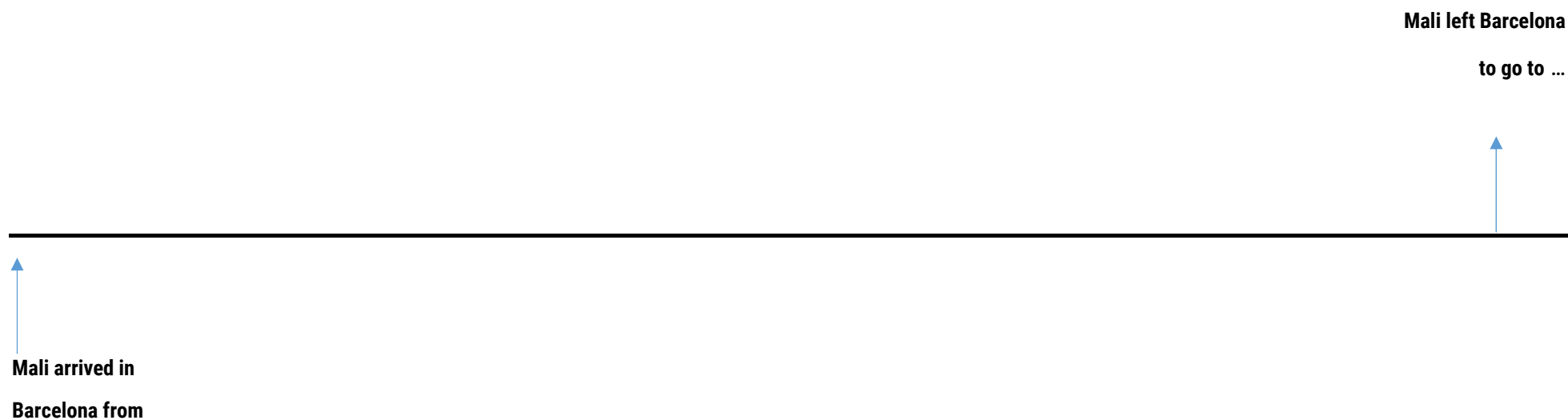
Fantastic !
You've won!!!

Barcelona

Check your understanding: Timeline of Barcelona events.	
Domain	Linguistic Aspects.
Dialogue topic and city	Barcelona. General comprehension of the story so far.
Aims & Competences <ul style="list-style-type: none"> • To check global understanding of the Barcelona stage of the game. • To express the Barcelona stage of the story in a written timeline. • Learning to learn. 	
Steps of the activity <ol style="list-style-type: none"> 1. Discuss with the whole class what a timeline is and what it is for. 2. Give out/ project worksheet. In pairs, learners draw and annotate a timeline for the events in Barcelona so far. 3. Learners can compare their timelines in groups of four before drawing a common timeline on the board all together. 	
Timing 25 minutes	<ol style="list-style-type: none"> 1. 5 minutes 2. 10 minutes 3. 5 minutes
Worksheets/ material required <i>Check your understanding. Timeline of Barcelona events.</i> Photocopy or projectable.	

Check your understanding. Timeline of events in Barcelona.

Draw a time line of the events in Barcelona. Make sure you note down all the important moments.



Who is he? About the taxi driver	
Domain	Linguistic Aspects. Intercultural Competences. Personal Competences.
Dialogue topic and city	Barcelona. The taxi driver.
Aims & Competences <ul style="list-style-type: none"> • To describe the taxi driver (physical appearance, place of origin, personality, hobbies etc.) in a short text. • To practise the use of past and present tenses. • To develop empathy. • Writing competence. 	
Steps of the activity <ol style="list-style-type: none"> 1. The students invent a backstory for the taxi driver and write a short text about him. 2. Optionally, learners could make a fake profile for him for the class blog, or a paper poster to introduce him to the rest of the class. 	
Timing	1. 15-20 minutes
Worksheets/ material required <i>Who is he? About the taxi driver.</i>	

Who is he? About the taxi driver.

Invent and write down a backstory for the taxi driver. Here are some of the aspects you might consider:

- **Name and age**
- **Origins (where he/she grew up, education, siblings, parents' occupation, languages)**
- **Hobbies**
- **Family**
- **Likes and dislikes**
- **Character**

I would like to make a complaint. An e-mail to the taxi company	
Domain	Linguistic aspects. Intercultural Competences.
Dialogue topic and city	Barcelona. The taxi journey.
Aims & Competences To practise formal English in emails, using standard phrases. To lodge a written complaint. Writing competence.	
Steps of the activity <ol style="list-style-type: none"> 1. Discuss the situation with the class. 2. Hand out /project the worksheet <i>I would like to make a complaint. An e-mail to the taxi company.</i> If the standard expressions are not familiar with your students, it is as well to check the meanings before they begin. 3. The learners place the standard formal phrases in the letter of complaint to the taxi company. 4. Challenge: the students must also write the “complaining” part of the email. The tone can vary according to instructions. 	
Timing	<ol style="list-style-type: none"> 1. 5-10 minutes 2. 20 minutes
Worksheets/ material required <i>I would like to make a complaint. An e-mail to the taxi company.</i> <i>Now it's your turn!</i>	
Assessment <ol style="list-style-type: none"> 1. Peer assessment or self-evaluation with the answer key. 2. Feedback with the whole class/ Teacher feedback. 	

I would like to make a complaint. ANSWER KEY

1	October 14 th 2017
2	To Whom It May Concern:
3	I am writing to you with a complaint
4	I look forward to hearing back from you
5	I expect to hear from you
6	Feel free to contact me

I would like to make a complaint. An e-mail to the taxi company.

Here are some formal phrases commonly found in letters. Put them in the right order in the letter.

I look forward to hearing back from you
I expect to hear from you
To Whom It May Concern:
Feel free to contact me
October 14 th 2017
I am writing to you with a complaint

7 Cherry Lane,
Oxford
OX38 9PT

1 _____

2 _____

3 _____

On 14th May 2016, I travelled from Barcelona airport to Carrer de Canet with your company. I have attached a copy of the receipt.

However, you were not supposed to take me to Carrer de Canet in Barcelona, but to Canet de Mar. I clearly remember telling my driver this. He just nodded and drove off. It is true that I was very happy at the time because I was sure he was taking me to my destination.

When we came to a stop, I quickly realized that there had been a mistake. He barely apologized and left. I had wasted a lot of time and money!

4 _____ to confirm what you can do to compensate me for this waste of time and money. 5 _____ within the next three weeks.

6 _____ on (0123) 41 52 63- with any questions or concerns.

Sincerely,

Mali

Now it's your turn!

Write your own e-mail of complaint. Think of a situation where you were not satisfied with a product or service.

For example: Did they bring you a cold pizza? Did your online order of clothes arrive late? Did your skateboard break the first day you used it? Did your "Filmflix" subscription stop working for a whole weekend?

You can decide if you want to be nice and understanding or if you want to be annoyed and cold. Make sure you always remain polite and do not use any swear words!

Barcelona – What will I see?	
Domain	Intercultural Competences.
Dialogue topic and city	Barcelona – What will I see?
Aims & Competences <ul style="list-style-type: none"> • To learn facts about Barcelona city, its language, and some important sights. • To make a personal decision based on this information. • Reading competence. 	
Steps of the activity <ol style="list-style-type: none"> 1. Discuss with the class what they may already know about the city. 2. Learners read the texts and answer the corresponding questions. Individually/ pairs. If they work individually, it may be useful to check their answers in pairs. 3. Learners decide which sight Mali cannot miss during his visit. They can note down and justify their decision on the last page of the worksheet. 	
Timing 30- 45 minutes.	<ol style="list-style-type: none"> 1. 5 minutes 2. 20-30 minutes 3. 5 minutes
Worksheets/ material required <i>Barcelona – What will I see?</i> Internet/ library access to further information about Spain/ Barcelona.	
Assessment <ul style="list-style-type: none"> • Most of the questions are closed. Students can mark them in pairs, or as a whole class. • One open question can be assessed according to how well students justify their answer. 	

Answers to reading comprehension

1. An autonomous region in Spain. In the north-east corner of the Spanish peninsula, bordered by the Mediterranean sea and the Pyrenees.

2. Madrid

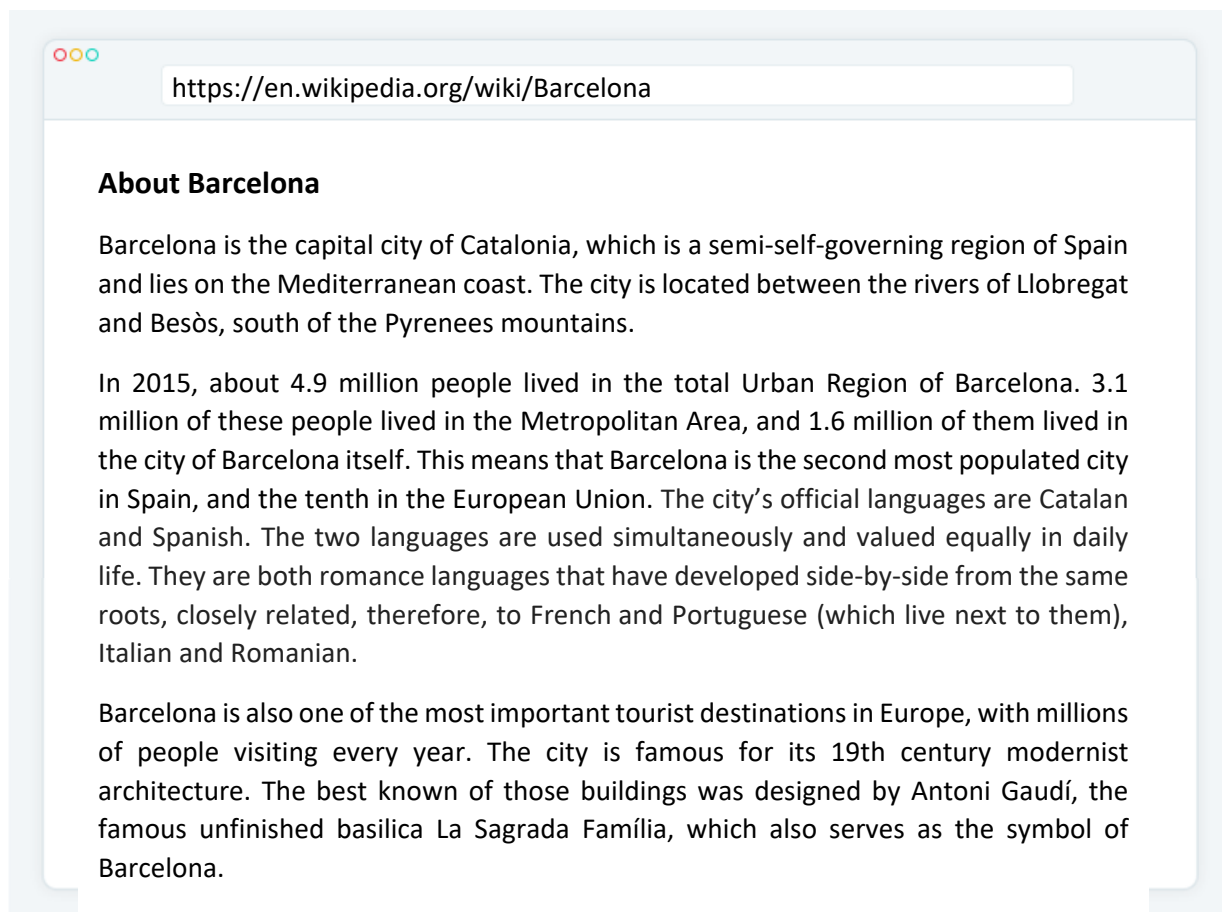
3. Catalan and Spanish

4. Individual solution

Barcelona – What will I see?

Mali needs to visit Barcelona to find his former and future band member, Toni, but so far he knows nothing about the city or its inhabitants. He does some internet research on the subject.

Read the content of the website and answer the corresponding questions. You may need to do additional research to answer the questions.



The screenshot shows a web browser window with the address bar containing the URL <https://en.wikipedia.org/wiki/Barcelona>. The page content is titled "About Barcelona" and contains three paragraphs of text.

About Barcelona

Barcelona is the capital city of Catalonia, which is a semi-self-governing region of Spain and lies on the Mediterranean coast. The city is located between the rivers of Llobregat and Besòs, south of the Pyrenees mountains.

In 2015, about 4.9 million people lived in the total Urban Region of Barcelona. 3.1 million of these people lived in the Metropolitan Area, and 1.6 million of them lived in the city of Barcelona itself. This means that Barcelona is the second most populated city in Spain, and the tenth in the European Union. The city's official languages are Catalan and Spanish. The two languages are used simultaneously and valued equally in daily life. They are both romance languages that have developed side-by-side from the same roots, closely related, therefore, to French and Portuguese (which live next to them), Italian and Romanian.

Barcelona is also one of the most important tourist destinations in Europe, with millions of people visiting every year. The city is famous for its 19th century modernist architecture. The best known of those buildings was designed by Antoni Gaudí, the famous unfinished basilica La Sagrada Família, which also serves as the symbol of Barcelona.

Questions:

1. **What is Catalonia? Where is it?**

2. **What is the capital city of Spain?**

3. **What languages do people speak in Barcelona?**

After learning some basic information on the city, Mali is eager to know more about specific sights and cultural icons of Barcelona. He would like to visit all of them, but unfortunately, he will only have time to visit one.

Read the content of the website. Which sight should Mali choose? Give reasons!



<https://en.wikipedia.org/wiki/Barcelona>

La Sagrada Familia

One of the most prominent and well known tourist attractions in Barcelona is the unfinished basilica of La Sagrada Familia, designed by Antoni Gaudí. If you want to visit it, you should plan 1 to 2 hours to see its interiors and maybe even climb up to the towers. You will need a ticket to enter the basilica but this small fee is actually used to help finish the privately funded construction.



Image by Bernard Gagnon. Licensed under a CC BY-SA 3.0 licence

La Sagrada Família's foundation stone was laid over 100 years ago, in 1882, and while the interior was fully opened to the public in 2012, the outside was around 70% completed in 2015. So far, only 8 of the 18 spires are finished. La Sagrada Família should be completed in 2026 to celebrate the 100th anniversary of Gaudí's tragic death in 1926. When it is finished it will be 144 years since construction began.



https://en.wikipedia.org/wiki/Museu_Picasso

Picasso Museum Barcelona

Picasso, one of the world's most famous painters, lived in Barcelona with his family from 1895 to 1904. Young Picasso had then already started studying arts in Malaga, but Barcelona was still a major influence on his early years as a struggling painter. The Picasso museum in Barcelona does not contain his most famous paintings, but includes many early sketches which explain and show his development as an artist. The museum is located in various magnificent gothic mansions in the more medieval part of Barcelona called El Born.

Mali should visit _____, because

An adventurous journey! Check your understanding.	
Domain	Linguistic Aspects
Dialogue topic and city	Barcelona.
Aims & Competences <ul style="list-style-type: none"> To ensure a general understanding of Mali's adventures in Barcelona. An opportunity, particularly for weaker students, to reflect on exactly what has happened and why. Reading competence. 	
Steps of the activity <ol style="list-style-type: none"> As they play the section on Barcelona, learners are asked to note down the main events of Mali's trip. After playing, students individually answer 7 multiple choice questions related to the game. Weaker students could work in pairs. 	
Timing	15 minutes.
Worksheets/ material required <i>An adventurous journey! Check your understanding.</i> Worksheet/ projectable.	
Assessment The answers can be compared with a partner or with the whole group.	

Answers: 1b, 2c, 3b, 4a, 5c, 6b, 7c

An adventurous journey! Check your understanding.

Play the Barcelona section of Mali's trip in the game and help him to find Toni. Then answer the following questions:

1. Why does the taxi driver bring Mali to the wrong place?
 - a. The taxi driver dislikes Mali because he doesn't speak Spanish.
 - b. The taxi driver thinks Mali wants to go to Canet Street in Barcelona.
 - c. The taxi driver doesn't know the way to Canet de Mar.
2. Which means of transport does Mali choose to get to Canet de Mar?
 - a. The taxi
 - b. The bus
 - c. The train
3. From which place does Mali leave for Canet de Mar?
 - a. Estació del Nord
 - b. Plaça de Catalunya
 - c. Costa Brava
4. How does Mariam help Mali to find Toni?
 - a. She knows the market where Toni's father works.
 - b. She knows the market where Toni works.
 - c. Her father knows Toni.
5. How can Mali communicate with Toni's father, Antoni?
 - a. Mali speaks Catalan.
 - b. Antoni speaks English.
 - c. Susana can speak and translate English and Catalan.
6. How does Mali talk to Toni for the first time?
 - a. Toni joins Mali and his family for dinner.
 - b. They talk on the phone.
 - c. They meet at the market.
7. What is Toni's reaction to Mali's plans of the band contest?
 - a. He likes the idea, but first wants to think about it.
 - b. He doesn't want to join the band contest.
 - c. He wants to join the band contest and has already heard of it.

Can I ask you a few questions? Writing an interview.	
Domain	Communicative Competences. Personal Competences.
Dialogue topic and city	Barcelona (if using given questions). Any country (if learners write own questions/ teacher adapts given questions to another country).
Aims & Competences <ul style="list-style-type: none"> • To write (questions and) responses in an interview situation. • To write a newspaper/ magazine/ blog article based on the interview. • To reflect on possible experiences and difficulties while visiting a foreign country. • To prioritise certain information for its interest to the general public, and tell it from a specific point of view. • To develop interpersonal competence by imagining oneself in the role of another. • Writing Competence. • Speaking and Listening Competence. 	
Steps of the activity, option 1 <ol style="list-style-type: none"> 1. Learners are asked to imagine an English newspaper journalist being interested in Mali's search for his band members. S/he wants to interview Mali. They read the proposed questions and answer them from Mali's point of view. 2. They perform the interview in front of the class. 3. Learners then create a mind map about the different topics that are asked about in the interview. This can be done in pairs/ small groups if learners are used to using this tool to organise their ideas. If not, it may be helpful to create the mind map as a whole class. 4. Learners write a creative, yet accurate newspaper article about Mali's adventures in Barcelona. 5. The finished articles could be distributed to other classes to tell them about the game the class has been playing. 	

<p>Timing, option 1</p> <p>55-60 minutes + time to present interviews if necessary.</p>	<ol style="list-style-type: none"> 1. 15-20 minutes 2. Depends on class size. To reduce time spent, pairs could record interviews with their mobile phones and put them on the school's digital platform/ class IWB. They could be viewed and peer assessed as homework. 3. 10 minutes. 4. 30 minutes.
<p>Steps of the activity, option 2.</p> <ol style="list-style-type: none"> 1. Learners are asked to imagine an English newspaper journalist being interested in Mali's search for his band members. In small groups, they create a mind map about the type of information a journalist may be interested in and then write relevant questions. As in option 1, this can be done in pairs/ small groups if learners are used to using this tool to organise their ideas. If not, it may be helpful to create the mind map as a whole class. 2. Students then change groups and separate into pairs, taking on the role of either journalist or Mali to conduct the interview. 3. They perform them in front of the class, and those watching complete the evaluation questions. 4. They write a creative, yet accurate newspaper article about Mali's adventures in Barcelona. 5. The finished articles could be distributed to other classes to tell them about the game the class has been playing. 	
<p>Timing, option 2</p> <p>60-70 minutes + time to present interviews if necessary.</p>	<ol style="list-style-type: none"> 1. 20 minutes 2. 10 minutes 3. Depends on class size. To reduce time spent, pairs could record interviews with their mobile phones and put them on the school's digital platform/ class IWB. They could be viewed and peer assessed as homework. 4. 30-40 minutes.

Worksheets/ material required

- Option 1: *Can I ask you a few questions? Writing an interview. (Option 1)*
Can I ask you a few questions? Watching the interview. (Option 1)
- Option 2: *Can I ask you a few questions? Writing an interview. (Option 2)*
- Both options: *Can I ask you a few questions? Writing an article about the interview.*
- One copy of each worksheet per student/ pair.

Assessment

- Peer assessment of interview.
- Teacher assessment of newspaper article.

Can I ask you a few questions? Writing an interview. (Option 1)

An English newspaper journalist is interested in Mali's search for his band members. He wants to interview Mali.

Answer the following questions from Mali's point of view. Afterwards, act out the interview with a partner.

1. How did you find Toni without his address?

2. Did you have any problems during your trip?

3. How did you communicate with the people in Spain?

Can I ask you a few questions? Watching the interview. (Option 1)

While you watch your classmates' interviews, answer the following questions:

1. Are Mali's answers relevant and interesting?

Why? _____

Why not? _____

2. Are Mali's answers credible for the character you have seen in the game?

Why? _____

Why not? _____

Can I ask you a few questions? Writing an interview. (Option 2)

Step 1: An English newspaper journalist is interested in Mali's search for his band members. She wants to interview Mali. What type of information will she be interested in? Create a mind map to organize your ideas.

Now write some questions to ask Mali.

Step 2:

Student A You are the journalist. Practise your questions and then interview Mali.

Student B You are Mali. Think about what has happened to you during your trip. What are the most important events? What did you like best? What didn't you like? Answer the journalists' questions (from Mali's point of view!).

Step 3 Now act your interview out for the class.

While you watch your classmates' interviews, answer the following questions:

3. Are the questions relevant and interesting?

Why? _____

Why not? _____

4. Are Mali's answers credible for the character you have seen in the game?

Why? _____

Why not? _____

Can I ask you a few questions? Writing an article about the interview.

Write a newspaper report about Mali's European Adventure. Don't forget a catchy headline!

Headline:

Your text:

The Recipe	
Domain	Intercultural Competences. Linguistic Aspects
Dialogue topic and city	Barcelona. Traditional dishes in Spain.
Aims & Competences <ul style="list-style-type: none"> To become familiar with a typical dish from a foreign culture and its ingredients. To learn typical cooking vocabulary. To adapt the quantities in the recipe for a particular situation. To hear English spoken with a Spanish accent. Listening and writing competence. 	
Steps of the activity <ol style="list-style-type: none"> Learners read the introduction to the worksheet to set the scene. They listen to the audio file of the recipe and write down the steps required to make a potato omelette. The recipe has to be adjusted by the students from 4 for 10 people to write a shopping list, and then in order to make an omelette to share in class. Learners are invited to prepare an omelette to share in the next lesson. If the school is equipped with a kitchen, the class is could try and cook a tortilla together! 	
Timing 20 minutes + cooking time if appropriate!	<ol style="list-style-type: none"> 15 minutes. 5 minutes cooking & eating time!
Worksheets/ material required <ul style="list-style-type: none"> <i>The recipe: A Potato Omelette</i> (worksheet/ projectable) Audio player Kitchen and ingredients for the tortillas if appropriate. 	
Assessment Whole class marking of quantities and ingredients required. A taste test of the finished product!	

The recipe: A Potato Omelette

You are Mali. You receive a call from your Spanish friend Bonita. She asks you how you feel in Spain and what you think of Spanish hospitality. As you have just had such a good time thanks to Toni's family, you tell Bonita that you feel deeply grateful to them. To show your appreciation for their hospitality and of Spanish culture, you want to cook a tortilla for the *whole* family. You ask Bonita for the recipe. Note it down and calculate it for 10 people.¹



Tortilla de patatas

Write down how to prepare the tortilla

1. Shopping list for 10 people + cooking utensils

2. Steps for cooking tortilla in the correct order



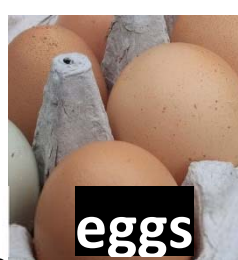
bell pepper



olive oil



potatoes



eggs



onions

¹ Source of images: www.pixabay.com, licence: Creative Commons CC0

Teacher Sheet: key and audio script

Text from Audio file

“Hi Mali. I am really glad that you liked my Tortilla. So here is the recipe for the tortilla. I don’t know how many guests you have but I will tell you the **recipe for 4 people** and you can convert it. So, you need **four big potatoes**, sliced into small slices, **one big onion and one small green bell pepper**. Both need to be chopped into small pieces. You also need **three eggs and 200 ml of olive oil**. You start frying the potato slices in the olive oil and later add the bell pepper and onion pieces. You need a fork to mash the fried vegetables together. Afterwards, you put the mashed vegetables in a bowl and add the eggs. You mix it and add salt and pepper. Finally, you put it all in a pan with some oil and fry it until it’s done. Did you get it, or do you want me to repeat it?”

For 4 people	For 5 people	For 10 people	
4	5	10	Big potatoes
1	1 ¼	2 ½	Big onion(s)
1	1 ¼	2 ½	Small bell peppers
3	4	9	Eggs
200ml	250ml	500ml	Olive oil
+ forks, knives, pans, dishes, stove, bowls, salt & pepper			
Slice the potatoes into small slices. Chop the onions and bell peppers into small pieces. Fry the potato slices in a pan in the oil, and add pieces of bell peppers and onions. Mash it all together with a fork. Put the cooked mash in a bowl and add the eggs. Mix it, add salt and pepper, and put it all back into the pan and fry it until it’s done.			

False Friends. With friends like these, who needs enemies?		
Domain	Plurilingual Competences.	
Dialogue topic and city	Barcelona. False friends in language learning.	
Aims & Competences <ul style="list-style-type: none">• To become aware that the same word has different meanings in different languages, and how this can be affected by sociocultural factors.• To practice interactional strategies for solving misunderstandings• To practice the pronunciation of the same word in different languages		
Steps of the activity <ol style="list-style-type: none">1. The students are given a list of words in 5 different languages spoken in the countries Mali will visit. The students have to look for a false friend in their own language(s).2. Students practice the pronunciation of the false friends in the different languages and invent a way to represent its pronunciation3. Students look for other false friends4. Students put together a false friend collage5. Students produce oral dialogues in which they should insert a false friend and attempt to overcome the misunderstanding		
Timing 1 hour and 15 minutes	1. 15 minutes 2. 10 minutes 3. 15 minutes	4. 20 minutes 5. 20 minutes
Worksheets/ material required <i>False Friends. With friends like these, who needs enemies?</i> Worksheet/ projectable		
Assessment Peer-assessment: in small groups, students will have to prepare a short dialogue with a misunderstanding and the other group will have to solve it.		

False Friends. With friends like these, who needs enemies?

- 1) List of false friends

FRENCH	ENGLISH	GERMAN	CATALAN	SPANISH
RÉSTER	-	-	RESTAR	RESTAR
DINNER	DINNER	-	DINAR	-
CARTE	MAP	-	MAPA	MAPA
-	CARPET	MAPPE	CARPETA	CARPETA
SOUPE	SOAP	SUPPE	SOPA	SOPA
ATTENDRE	ATTEND	-	ATENDRE	ATENDER
EMBARASSER	EMBARASSED	-	EMBARASSADA	EMBARAZADA

- 2) Check the pronunciation of the different words: <http://ca.forvo.com/languages/>

FOREIGN WORD, OR FALSE FRIEND	THE WAY YOU REPRESENT THE PRONUNCIATION	CORRECT TRANSLATION INTO YOUR LANGUAGE

- 3) Check the following websites and choose the false friends you didn't know. You can also check other websites!

<http://mentalfloss.com/article/57195/50-spanish-english-false-friend-words>

<https://www.alsintl.com/blog/false-friends-in-romance-languages/>

<http://www.oxforddictionaries.com/words/difficulties-in-french-false-friends-and-français>

4. Choose the words you like best and make a False Friend Collage to present to your classmates:



5. Now write a dialogue in which a "false friend" causes a misunderstanding. How do the speakers solve the problem?

Frankfurt

How do I get to...? Using the S-Bahn in Frankfurt.	
Domain	Personal Competences.
Dialogue topic and city	Frankfurt. Using the public transport system.
Aims & Competences To learn to use a map of the Frankfurt S-bahn.	
Steps of the activity <ol style="list-style-type: none"> 1. Whole class discussion: What city is Mali right now? What are the different options we may have to travel around a big city as tourists? What public transport networks do we have in our town/ city? Are you familiar with them? Do you use them? Advantages and disadvantages, etc. 2. Introduce the S-Bahn to the class as a quick and easy way to travel around Frankfurt and hand out/ project the map to pairs or small groups. Allow learners a couple of minutes to familiarize themselves with the map. They could compare it to a similar map they have in their own city if appropriate. 3. In pairs, learners work out Mali's route on the S-Bahn from the airport to the hostel to the Zeil, and back again. 4. Check answers as a whole group or in pairs 5. Exercise 2. can be done individually as homework or as additional work for early finishers. 	
Timing 35 minutes	<ol style="list-style-type: none"> 1. 5 minutes 2. 5 minutes 3. 10 minutes 4. 5 minutes 5. 10 minutes
Worksheets/ material required <ul style="list-style-type: none"> • <i>How do I get to...? Using the S-Bahn in Frankfurt.</i> Worksheet per pair/ small group/ learner. • <i>S-Bahn map</i> (printed per pair/ small group/ learner OR projectable). 	
Assessment Peer or teacher assessment using the key provided.	

How do I get to...? Using the S-Bahn in Frankfurt. (ANSWER KEY)

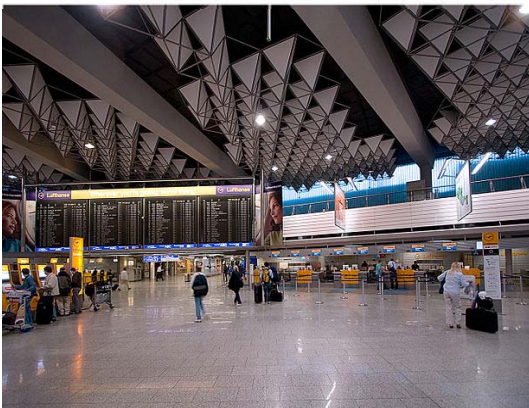
EX 1:

- 1.) Airport to Hostel
Frankfurt (Main) Flughafen Regionalbahnhof
S 8
Richtung Frankfurt (Main) Hauptbahnhof
Frankfurt (Main) Hauptbahnhof
- 2.) Hostel to Zeil
Frankfurt (Main) Hauptbahnhof
U 4
Richtung Seckbacher Landstraße to Willy-Brandt-Platz
Willy-Brandt-Platz
U 2
Richtung Bad Homburg v.d.H.-Gonzenheim
Frankfurt (Main) Hauptwache
- 3.) Zeil to Hostel
See 2.) in reverse
- 4.) Hostel to Airport
see 1.) in reverse

How do I get to...? Using the S-Bahn in Frankfurt.

1. Help Mali to find his way around Frankfurt on the S-Bahn. Use the public transport map to find the right way. These are the places he goes to:

FRANKFURT AIRPORT



By Sven Teschke, Bidingen, BY-SA 3.0 de,
<https://commons.wikimedia.org/w/index.php?curid=7344050>

THE HOSTAL (Hauptbahnhof)



By Wombats Hostels - <http://www.wombats-hostels.com/munich/hostelpictures/>, GFDL,
<https://commons.wikimedia.org/w/index.php?curid=52423943>

ZEIL SHOPPING AREA (Hauptwache)

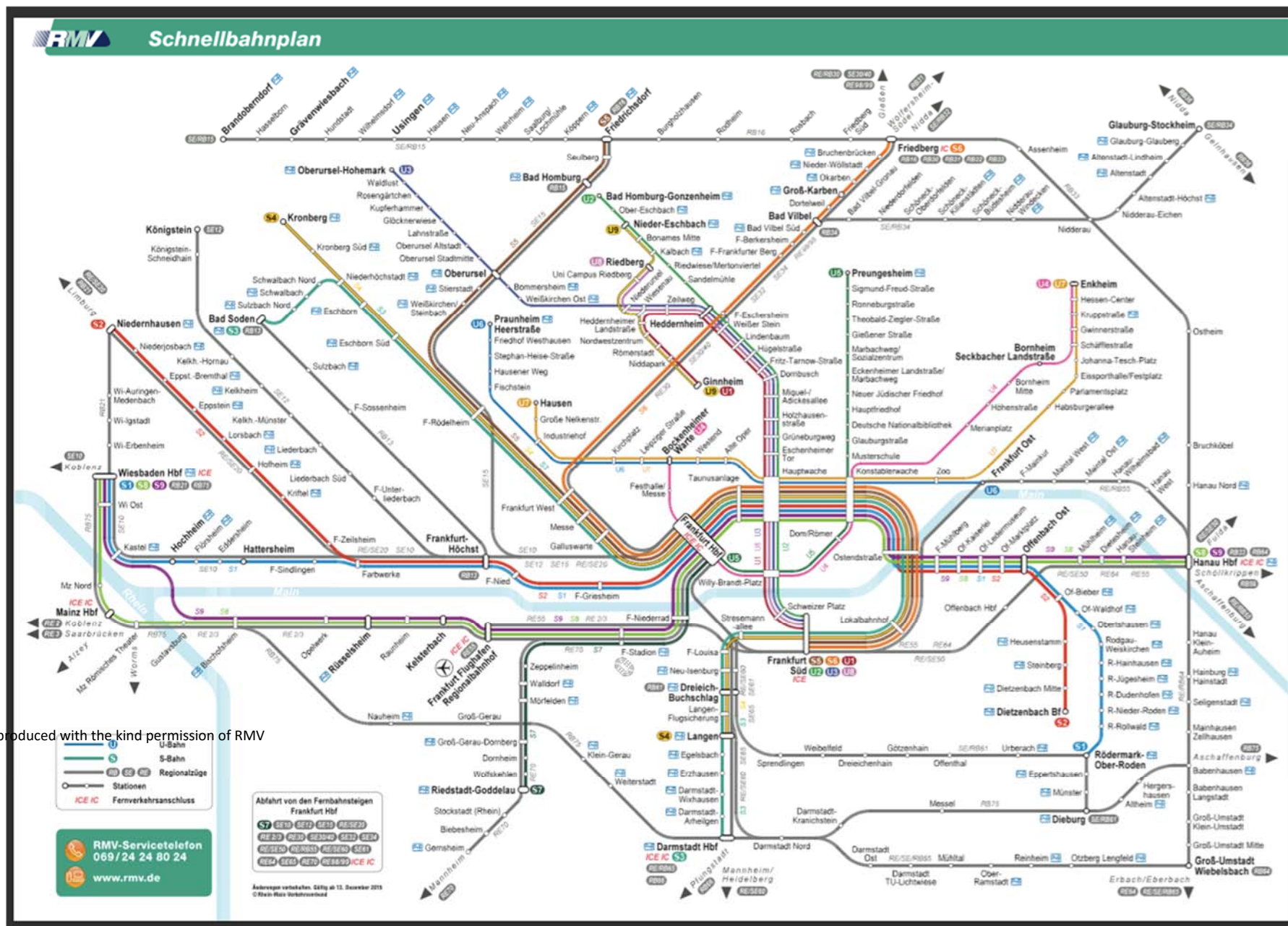


By SB68Mann, CC BY 3.0,
<https://commons.wikimedia.org/w/index.php?curid=6487394>

2. Mali has some time left for sightseeing before he gets his new re-booked flight out of Frankfurt. Choose two of the following destinations and help him find his way on the S-Bahn:
 1. Frankfurt Zoo (S-Bahn stop: Zoo)
 2. Frankfurt Art Museum *Städel Museum* (S-Bahn stop: Schweizer Platz)
 3. Skate Park (S-Bahn stop: Baseler Platz)
 4. English theatre (S-Bahn stop: Willy Brandt Platz)



By Pedelecs, CC BY-SA 3.0,
<https://commons.wikimedia.org/w/index.php?curid=19521251>

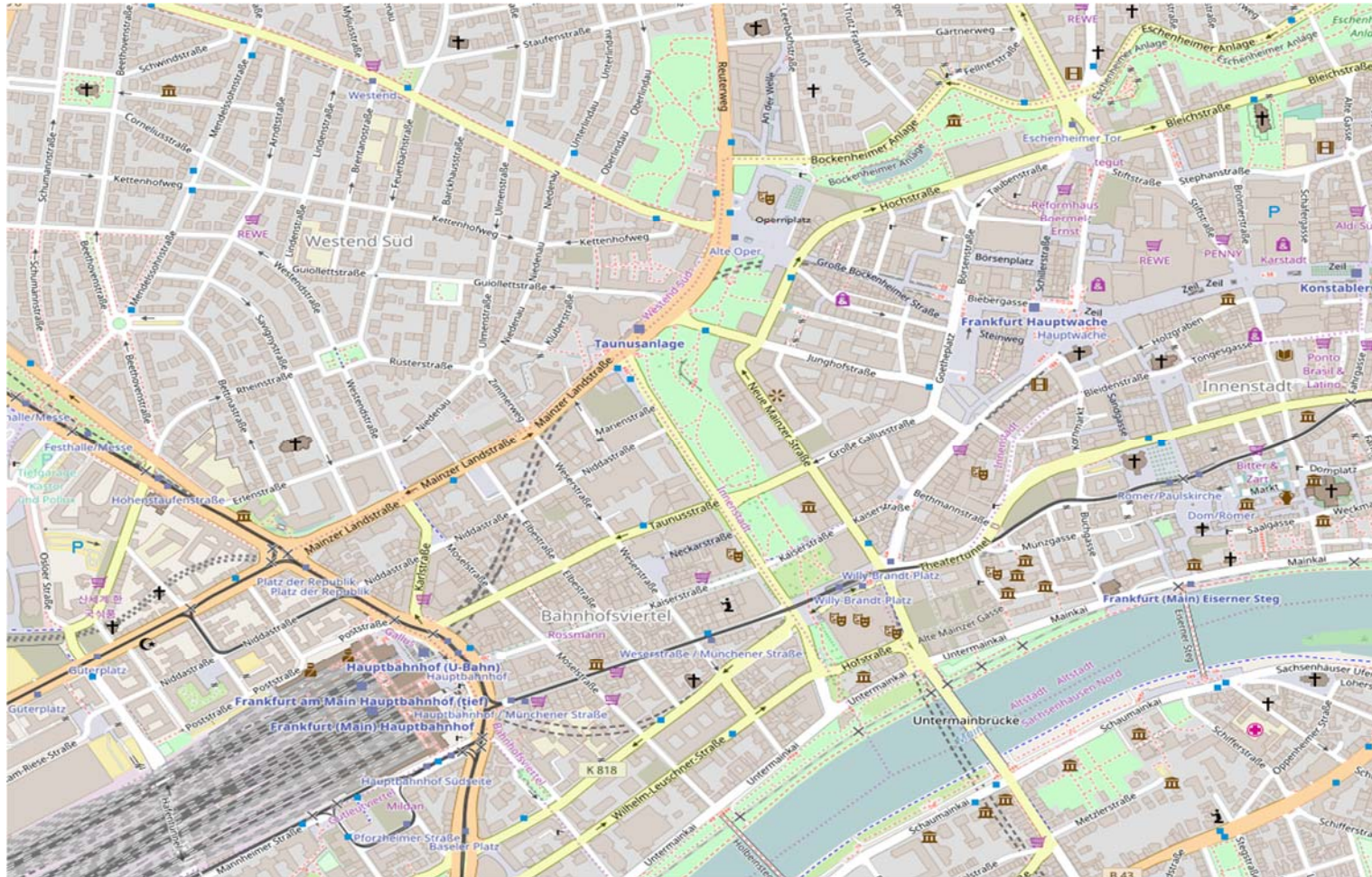


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How can I get to....? Finding my way in Frankfurt	
Domain	Linguistic Aspects. Personal Competences.
Dialogue topic and city	Frankfurt. Mali's arrival at the train station.
Aims & Competences <ul style="list-style-type: none"> • To give and understand directions: Pragmatic competence. • Speaking and listening competence. 	
Steps of the activity <ul style="list-style-type: none"> • In pairs learners look at a simplified map of Frankfurt and give directions to get from one place to another. 	
Timing	10 minutes
Worksheets/ material required <ul style="list-style-type: none"> • Here is a map of Frankfurt. 	
Assessment	Immediate peer evaluation

How can I get to? Finding my way in Frankfurt

Here is a map of Frankfurt. Choose a starting point and guide your partner to your chosen destination. Then switch roles.



Data from OpenStreetMap, licensed under the [Open Data Commons Open Database License](https://openstreetmap.org/) (ODbL) by the [OpenStreetMap Foundation](https://openstreetmap.org/) (OSM)

Where am I? Describing an urban landscape.	
Domain	Linguistic Aspects.
Dialogue topic and city	Frankfurt. Mali's arrival at the train station.
Aims & Competences <ul style="list-style-type: none"> • To describe in detail an urban landscape. • Either writing competence or speaking competence. 	
Steps of the activity <ul style="list-style-type: none"> • In pairs, learners describe what they see in the photos of an urban landscape. Spoken or written production. 	
Timing	10 minutes
Worksheets/ material required	Images of Frankfurt (supplied)
Assessment	Immediate peer evaluation

Where am I? Describing an urban landscape.

You have just arrived in Frankfurt. It's a beautiful city and you don't want to forget it! Describe one of these pictures in detail for your diary.

Picture 1:



Image by Wikimedia user Peng, licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.

Picture 2:



Image by Wikimedia user Dontworry, licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license.



Picture 3:

Image by Wikimedia user Dontworry, licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.

“Hi Mum! Hi Dad!” Mali phones home.	
Domain	Linguistic Aspects. Personal Competences.
Dialogue topic and city	Frankfurt. Mali’s arrival at the train station.
Aims & Competences <ul style="list-style-type: none"> • To write an informal dialogue. • To practise verb tenses; to use colloquial language; to retell events in the past; to talk about future plans. • To develop empathy: Interpersonal competence. • Speaking competence. 	
Steps of the activity <ol style="list-style-type: none"> 1. Explain the situation to the learners. 2. Individually or as a whole class, brainstorm the things Mali and his parents might talk about. Make a common list on the board, or project the list provided to guide learners more closely. 3. Learners then write the dialogue that would take place if Mali called home to talk to his parents from Frankfurt. 	
Timing 20- 25 minutes	<ol style="list-style-type: none"> 1. 5 minutes 2. 5-10 minutes 3. 20 minutes
Worksheets/ material required <i>Hi Mum! Hi Dad! Mali phones home. (Projectable, or one worksheet per pair)</i>	

Hi Mum! Hi Dad! Mali phones home.

Imagine and write down the conversation Mali would have if he called his parents back in Oxford right now. Here are some of the things they could talk about:

- Greetings and small talk
- Adventures Mali has encountered so far
- Cultural differences you have noticed
- Language problems
- What's happening at home
- Future plans
- Feelings and emotions
- Souvenirs
- Etc.

Booking a room in a hostel	
Domain	Linguistic Aspects. Personal Competences.
Dialogue topic and city	Frankfurt & Luxembourg: booking a room in a hostel
Aims & Competences <ul style="list-style-type: none"> • To revise key vocabulary and expressions for booking a room. • To practise booking a room: Pragmatic Competence. • Speaking competence. • Listening competence 	
Steps of the activity <ol style="list-style-type: none"> 1. Learners replay the scene “At the hostel” in Luxembourg or in Frankfurt chapter. In pairs, create a mind-map with key expressions for booking a room in a hostel/hotel. 2. Pool ideas to create whole class mind-map. 3. Exercise 2. Students then write their own dialogue between a receptionist and a foreign tourist with the help of the information provided on the worksheet and their mind-maps. 4. Learners record their dialogues from Exercise 2 in preparation for their homework. 5. Listen to the dialogues and give feedback using the feedback sheet. 6. Homework: learners go to a hotel / hostel in their city and pretend to book a room in English. They record the activity. Alternatively, a family member could act as receptionist. (Teacher must stress the importance of asking permission to record the conversation beforehand!) 	
Timing 1 hour and 15 minutes.	<ol style="list-style-type: none"> 1. 15 minutes 2. 10 minutes 3. 20 minutes 4. 10 minutes 5. 20 minutes 6. Organisation+ recording time!

Worksheets/ material required

- *Booking a room in a hostel. Key vocabulary.* (Worksheet or projectable)
- *Booking a room in a hostel. Write a dialogue.* (Worksheet or projectable)
- *Role-Play / Performance Feedback Sheet* (Worksheet or projectable for peer assessment of homework.)
- Technology that allows voice recording. Mobile phones are ideal, depending on school policy!

Assessment

Homework is suitable for assessment via ungraded, guided peer assessment:

- See Role-Play and Performance Feedback Sheet.

or by summative (graded) assessment by the teacher:

- See Feedback rubrics for graded assessment by the teacher.

Teacher's notes:

Ex 2. Key vocabulary:

Can I help you?	I need a...	How much does ... cost?	per night
Do you speak...?	dorm	How much is it?	member
Can I book ...?	single / double		
I would like (to)...	room		

Exercise 3. Homework can be assessed via ungraded, guided peer assessment: see *Role-Play and Performance Feedback Sheet*.

or by graded assessment by the teacher. Feedback rubrics:

Voice & pronunciation	<p>Were the students easy to understand? (loudness, clarity) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Were the students easy to understand? (pronunciation) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>
Language Use	<p>Did the students use appropriate grammar/structures? (Comprehensible language?) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Did the students use appropriate vocabulary/phrases for the setting, including key vocabulary? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Did the students use polite language suitable for the context? (Includes greetings, use of <i>please</i>, <i>thank you</i>, etc.) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Were the student fluent in their speech? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>
Task-Fulfilment	<p>Would they have been able to book a room in real life? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>

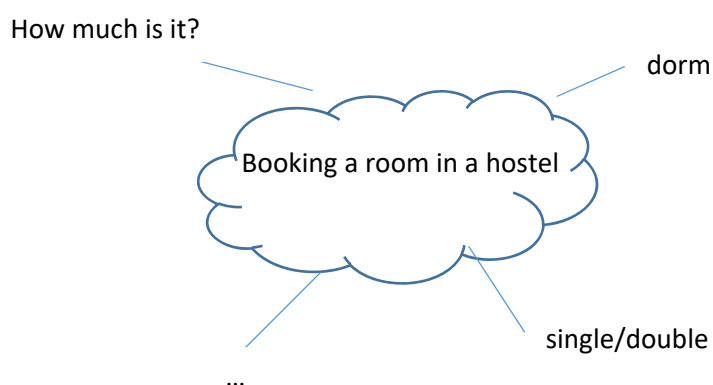
Example grading scale:

Excellent: 35-32	Good: 31-27	Satisfactory: 26-21	Sufficient: 20-15	Insufficient: under 15
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Booking a room in a hostel. Key vocabulary.

1. Replay the scene “At the hostel” in Frankfurt or Luxembourg and create a mind-map with key vocabulary that you need to book a room in a hotel/hostel.

Example



Booking a room in a hostel. Write a dialogue.

2. Now it's your turn! Practice with your partner and create your own dialogue between a receptionist and a foreign tourist trying to book a room in a hostel of your city. Make notes to help you. You may use your mind-map from exercise 1.

[Add picture of receptionist and Mali here]

Here is the price list of your hostel:

ROOM TYPE	PRICE (PER PERSON, PER NIGHT)	
	MEMBERS	NON-MEMBERS
Small Dorm (6 beds)	22,00€	24,00 €
Big Dorm (10 beds)	18,00€	20,00 €
ROOM TYPE	PRICE (PER ROOM, PER NIGHT)	
	MEMBERS	NON-MEMBERS
Private Single Room	48,00 €	50,00 €
Private Double Room	58,00 €	60,00 €
Family Room (1 double-bed, 2 single-beds)	92, 00 €	94,00 €

Booking a room in a hostel. Real life practice!

Exercise 3



- A. Record your dialogues from Exercise 2 and listen to them in class.
- B. Homework: Go to a hotel / hostel in your city and pretend to book a room for two nights. Record your conversation with the receptionist.

*Inform the receptionist about the project before you start!

*Ask for permission to record your conversation first!

If you cannot get the permission to do a recording at a hotel, you may also do the recording with a friend or family member playing the part of the receptionist.

Role-Play / Performance Feedback Sheet

<p>Voice</p> 	<p><i>Could you hear what they said? Did they speak loud and clear?</i></p>
<p>Language</p> 	<p><i>Did they use a lot of different words and phrases? Did they include new vocabulary?</i></p>

How should Mali get to the Old Town?	
Domain	Personal competences Communicative competences Intercultural competences
Dialogue Topic& City	Istanbul- Introductory At the airport
Aims and Competences <ul style="list-style-type: none"> • To learn facts about means of transport from the airport to the Old Town in Istanbul • To solve a problem based on the given information • To make hypothetical personal decisions based on the given information • To compare transportation options • To make suggestions • Reading competence 	
Steps of the Activity <ol style="list-style-type: none"> 1. Discuss with the class some common means of transport from airports to the city centers around the world; elicit already existing information 2. Learners read the texts and solve the problem (What means of transport should Mali choose?), discussing the options in pairs. 3. Learners, then, individually choose an option for a hypothetical situation and state their reasons. 	
Timing 45 minutes	1. 5 minutes 2. 25 minutes 3. 15 minutes
Worksheets/ Material Required At the Airport scene Reading texts	
Assessment (Optional) As the questions are open-ended, learners' answers will need to be justified by their reasons.	

ACTIVITY: How should Mali get to the Old Town?

Mali arrives in Istanbul early Monday morning. Now, he needs to find his old friend Yasin, but he does not have an address or a phone number. He remembers that Yasin's cousin Ömer is a tour guide in Sultanahmet in the Old Town, so he must get there and find Ömer first. But he doesn't know the city and he doesn't have much money. There are some options to get to the Old Town, but he cannot decide what to do.

1: Read the options below and discuss in pairs what Mali should do.



Option A: Metro

Metro is the easiest means of transport to the Old Town if you're travelling light. The metro station is only a few minutes away, but it will certainly be crowded. You can take M1 red line to Yenikapı and then transfer to T1, which is the tram line to get to the Old Town. Make sure you get an Istanbulkart (€2) before you board the train.

Travel time: 45 minutes

Cost: €2



Option B: Taxi

Taxi is the most convenient way to get to the Old Town from the airport, if you are in a hurry and if you have luggage. You can ride along the Marmara Sea and enjoy the beautiful scenery. You can even have a friendly chat with the driver and get some useful tips. However, you can get stuck in traffic for up to 1.5 hours during the rush hour.

Travel time: 30-40 minutes (in good traffic conditions)

Cost: €25-30



Option C: Shuttle

Shuttle buses offer a convenient and spacious means of transport with or without luggage. They operate every 30 minutes and follow the coastal route to Taksim, stopping at Yenikapı on the way. There are more transport means available to get to many different locations in the city from Yenikapı. You do not need a ticket so pay when you get on the bus but make sure you have Turkish currency with you.

Travel time: 45-50 minutes (in good traffic conditions)

Cost: 12 ₺ (nearly €2)



Your answer:

We think Mali should
because.....

2. Imagine yourself newly arrived in Istanbul for winter holiday. Considering the possible duration of your stay, the people you will be with, luggage you have to carry and the amount of money you have, etc , what means of transport would you use to get to the city center? Give your reasons.

I would probably
.....
.....
.....
.....

3. What is the easiest and the most convenient means of transport to get to the city center from the airport in your city or a city you know?

.....
.....
.....
.....

The Famous Blue Mosque	
Domain	Intercultural competences Communicative competences
Dialogue Topic& City	Istanbul At the Tourism Office in the Old Town
Aims and Competences <ul style="list-style-type: none"> • To learn facts about the Old Town of Istanbul • To learn facts about one of the most iconic landmarks in the Old Town, The Blue Mosque • To make personal decisions based on the given information • Listening competence • Reading competence 	
Steps of the Activity <ol style="list-style-type: none"> 1. Discuss with the class what they may already know about the landmarks of Istanbul. 2. Learners read the short introduction text on the Old Town of Istanbul and watch the short video concerning the Blue Mosque. 3. Learners fill in the missing information regarding the Blue Mosque. 4. Learners watch the other short videos about the different landmarks of the Old Town, taking notes. 5. Learners do the third activity in pairs, suggesting possible places of visit to different tourists. 6. Learners individually respond to the question of what landmark they would like to visit in the Old Town, expressing their personal reasons. 	
Timing 60 minutes	<ol style="list-style-type: none"> 1. 5 minutes 2. 5 minutes (10 minutes, if watched twice) 3. 10 minutes 4. 20 minutes 5. 10 minutes 6. 10 minutes
Worksheets/ Material Required Reading texts Internet Access	
Assessment (Optional)	

Answers to the fill in the blanks exercise:

1. 17th
2. 6
3. Take off your shoes and cover your hair
4. Geometric and floral motifs
5. The French; to mean made by Turks
6. Turquoise colored tiles

ACTIVITY: The Famous Blue Mosque

The Old Town of Istanbul is old, indeed! It is a melting pot of different artistic styles and cultures. It contains palaces, mosques, museums, fountains, churches and many other historic sites that date back to the Roman, Byzantine and Ottoman times. Among these we can name the world famous Topkapı Palace, Hagia Sophia, Basilica Cistern, Istanbul Archeology Museums, Gülhane Park, The Grand Bazaar and Sultanahmet Mosque which is known as the Blue Mosque. Thousands of people from all over the world visit these places every year.

1: Watch the short documentary video about the Blue Mosque in the link and provide the missing information.

<https://www.youtube.com/watch?v=ocyxHkCvm8>

1. The Blue Mosque was built in the century.
2. It has minarets.
3. As the required mosque etiquette, you need to And before you enter the Blue Mosque.
4. Inside the mosque, the walls are covered with many and motifs.
5. The word “turquoise” was first used by to mean
6. The name of the mosque comes from its

2. Now, in groups choose one of the following links and watch the short video in the following link. Take notes and then briefly talk about the place you have watched in the video.

<https://www.youtube.com/watch?v=G2rePZHyl8>
<https://www.youtube.com/watch?v=yEP1oWYgpTo>
<https://www.youtube.com/watch?v=KOxkc-1YqsY>
https://www.youtube.com/watch?v=N8Jp42z_Ai4
<https://www.youtube.com/watch?v=MRwTOMySzEA>

3: A tourist group consists university students studying in different majors. They are in Istanbul to do research projects in their fields of study. Brian is studying Renaissance Art, Sue Islamic arts, Connor and Emily environmental engineering.

What places would you suggest they visit in the Old Town? State your reasons.

A good option for Sue is

.....

.....

.....

.....

.....

.....

4. Which historical place in Istanbul Old Town would you like to see the most?

Give your reasons.

I would like to see

.....

.....

Our interests take us to different places!	
Domain	Communicative competences Intercultural competences Personal competences
Dialogue Topic& City	Istanbul (upon completion of Istanbul Chapter)
Aims and Competences <ul style="list-style-type: none"> • To gather information regarding the different sightseeing/touring options which cater to different interests. • To make decisions based on the given information • Reading competence • Writing competence 	
Steps of the Activity <ol style="list-style-type: none"> 1. Learners match characters from Istanbul chapter with their interests. 2. Learners read the ads for six different daily tours taking place in Istanbul. 3. Learners try to guess what the itineraries of the tours might include based on the given information in the ads. 4. Learners make hypothetical choices for different characters based on the already existing information. 5. Learners individually decide what tour they would choose based on their interests. 6. In pairs, learners create a tour that will take place in their city and develop and ad for it. 	
Timing 70-75 minutes	<ol style="list-style-type: none"> 1. 5 minutes 2. 20 minutes 3. 10 minutes 4. 10 minutes 5. 5 minutes 6. 20 minutes
Worksheets/ Material Required Daily tour ads Paper, pictures, photographs of the city	

ACTIVITY: Our interests take us to different places!

1A: Memory Quiz: Remember some of the people whom Mali met in İstanbul Game: Timur, Yasin, Jun, Ömer and Nur. Match characters with their interests.

Who is speaking?

Oh, yes I love cooking. I want to discover new tastes and this is the place where you can find so many different kinds of dried herbs, fruits

.....

.....

I started learning how to play some local instruments such as the electronic-saz.

Oh, yes, I love fishing here. It is fun, the view is amazing and you also have good food for free.

.....

Personally, I love travelling. I guess it's good when working in the tourism sector.

.....

Yes, indeed! I know there are many of the cycling routes in Europe that are amazing. My dream is to be a contestant in the cycling Grand Prix in France one day.

.....

1B: Choose one character and suggest an activity for him or her.
You may use the following expressions

If you're interested in,there's no better place than/ You should try/
..... offers a wide choice of/ I'm sure you will enjoy/
..... gives you the chance to/ Have you heard of? It's a superb experience.

2: Go to Google Maps or another online map service and open a map of Istanbul. Read the following ads for daily Istanbul tours. You can use the map while reading the ads.

DAILY ISTANBUL TOURS

TOUR #1:

Cooking a-la-Turca!

Come and experience one of the greatest cuisines in the world!

Start by learning about the traditional ingredients, cooking methods, different local spices and the best-known dishes. Then, get in the kitchen and cook a three-course Turkish meal by following the instructions of our MasterChef. This will be a whole hands-on experience that you will never forget!

The tour takes place every Monday and Thursday, from 9:00AM to 18:00 PM. If you are interested, meet your guide and instructor at the entrance of the Kaşık Restaurant.

TOUR #2:

Walk, see and taste!

Everybody knows that you must walk in the streets of the city if you really want to get to know it. Istanbul has so much to offer to visitors who want to tread its ages-old streets, get in touch with its people and culture, discover its hidden treasures and taste its simple traditional street food. We promise to feast your eyes and taste buds in this tour. Put your walking shoes on, get your camera and be ready for a short trip through history!

This daily guided tour starts at Eminönü Square every day at 9:00AM and ends at Taksim Square at 17:00 PM.

Tour #3:

Istanbul on a bicycle!

Come and cycle past crowds and “traffic-choked streets”. You will find the opportunity to discover the rhythm of the city in the open air! Our 5-hour tour will take you from the Old Town to the new, from the traditional to the modern settlements of Istanbul. The itinerary has 10 stops where our tour leader will inform you about the places. The bikes are new with all the necessary equipment and helmets. Don’t miss this opportunity to freely enjoy Istanbul!

We meet at 9:00 AM at the Gates of the Topkapı Palace every day of the week.

Tour #4:

Shop till you drop in the Grand Bazaar!

Are you ready for a shopping experience you have never had before? We are going to take you to the oldest and biggest covered bazaar in the world! Yes, this is a bazaar with 60 streets, 4000 shops and 500 stalls! From the exotic carpets to sparkling gold and silver jewelry, from hand-made soap to a variety of genuine leather goods- this shopper's paradise is waiting for you! You will have an opportunity to chat with the local vendors and bargain for the goods and see how tea is used to welcome visitors into the shops. Enjoy!

If interested, we meet at 10:00 AM every Wednesday and Friday at the Nuruosmaniye Entrance. The tour includes lunch and coffee.

Tour #5:

The Golden Horn Tour

Have you ever wondered why it is called the Golden Horn? You will find the answer in this tour which will take you around the body of water that separates the north and south, "old" and "new" parts of European parts of Istanbul. The tour will start at Galata Bridge which is at the mouth of the Golden Horn and take you on a short cruise on a small ferry where you can see and photograph the beautiful scenery. Following the half-hour cruise, we will continue on land and take you to the Pierre Loti Hill by a cable car ride. We promise the tea you drink at the café on the hill will taste like no other!

Come and join us every Monday or Thursday. We meet at the Galata Bridge ferry port at 9:30 AM.

3: Read the following and discuss in pairs what you can do on these tours. The first one is done for you.

Things that you can do...	This can be included in...
Ride a bike	Tours # 4, 6
Buy silver/gold jewelry	
Drink tea	
Talk to local people	
Take photographs of the houses on the shore	
Walk on the Galata Bridge	
Feed the pigeons at Eminönü Square	
Prepare <i>shish kebab</i>	
See the antique carpets	
Make Turkish coffee	
Discover old bookshops	
Try " <i>boza</i> " (a popular Turkish beverage of fermented grains)	
See the Bosphorus Bridge	

4: Which tours, in your opinion, would the following characters be interested in? State your reasons.

I think Esma Ziya would be interested in Tour #.... because

I think Timur Sezgin would be interested in Tour #.... because

I think Jun An would be interested in Tour #.... because

I think Ute Heineman would be interested in Tour #.... because

I think Ömer Ziya would be interested in Tour #.... because

5: Which tour interests you the most? Explain your reasons.

Tour # ... interests me the most because

6: In pairs, create a new daily tour to discover your city. Discuss what the specific focus of the tour will be and design an ad for your tour.

1. Choose a Picture/photo for your tour

2. Create an attention-grabbing tour name

3. Briefly explain the focus and content of your tour, inviting the target group

4. Finish off by saying when the tour takes place, how long it lasts and where to meet.

7: A DAY OUT: Mali decides to stay a day longer in İstanbul. He accepts Nur's invitation to go and spend the day in the Princes' Islands. He hasn't got enough time to visit all four islands and decides to go to Büyükada (Big Island), which is the biggest and the most popular. He wants to learn more about the activities he can do during his excursion.

Which of these questions do you think Mali has asked?

How long does the boat trip to the island take?

What food is there that is typical of the island?

How do you think visitors spend their time in the island?

Add more questions to the list.

.....?

.....?

.....?

.....?

Here is a list of things that can be done/seen in the island trip. Tick the ones Mali would like to do during his tour:

walking through woodlands

fishing

swimming

visiting ancient buildings

sight-seeing in horse-drawn carriages

cycling

riding donkeys

joining handcraft workshops

tasting cookies with cinnamon & gum mastic

shopping for souvenirs

picnicking

Mali decides to write about Büyükada in his diary. He hopes to share it later with family and friends in Oxford. Using the activities chosen from the list and the informative text on Büyükada, write a short description of his day-out in Büyükada.

Büyükada was really fun. First I thought I wouldn't have enough time to discover a big island in three or four hours but I was wrong. First of all, I really enjoyed the boat trip to the island.

.....
.....

The Princess Islands is a paradise for everyone who wants to escape the crowds and noise of İstanbul. Büyükada (Big Island) is the biggest and the most favoured one. Once a place of exile for Byzantine princes, today Büyükada welcomes visitors from all around the world. The journey to Büyükada starts with a 40 minute ferry ride. On your journey, you can sip a cup of tea, enjoy the company of seagulls and even share your simit with them. Büyükada offers a wide choice of things to do; you can take a long-awaited walk through pine forests, stroll around to see the elegant Ottoman-era mansions, rent a bike and ride it from one end of the island to the other in a car-free environment. If you feel tired, just sit back and enjoy these fascinating sights by horse-drawn carriages called “fayton”. If you are interested in discovering a historical site, save your energy to walk the steep path that leads all the way up to Aya Yorgi Monastery or take a donkey ride. Each year, on April 23, the path to the monastery is filled with people hanging ribbons to trees and hoping their wishes become true. End your day with good food offered in fish restaurants or with a refreshing drink at the waterfront promenade.

.....
.....
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.....
.....
.....
.....

Spices are good for many things!	
Domain	Communicative competences Personal competences
Dialogue Topic& City	Istanbul (Jun An) Gülhane dialogue
Aims and Competences <ul style="list-style-type: none"> • To learn facts about the health benefits of different spices • To gather information regarding the history of the spice trade • To find out about different home remedies with spices • Reading competence • Listening competence 	
Steps of the Activity <ol style="list-style-type: none"> 1. Discuss with class what they know about spices. 2. Learners check the names of some basic spices and match them with what they are good for. 3. Learners read some home remedies with spices, adding to the list if they know any other ones. 4. Learners watch a short video regarding the origin of using spices and answer comprehension questions. 5. Learners answer questions that are based on their own likes/ preferences/ experiences with spices. 6. Learners work on phrases and idioms that contain the word "spice". 	
Timing 55-60 minutes	<ol style="list-style-type: none"> 1. 5 minutes 2. 15 minutes 3. 10 minutes 4. 10 minutes 5. 5 minutes 6. 10 minutes
Worksheets/ Material Required Reading text Internet access	

Answers to Exercise 4:

1. They travelled thousands of miles (more than 6000 miles)
2. As there was no refrigeration, the meat went off easily, so they salted and spiced the meat. There was also a lack of water, so they used spices to freshen up.
3. There was no sewage and water.
4. Cinnamon, nutmeg, cloves.
5. They placed some spices in a handkerchief and covered their noses with it.

ACTIVITY: Spices are good for many things!

1: Making winter tea

People love drinking hot, spicy tea on cold winter days to keep themselves warm. They mostly use black or green tea and add different spices to the brew.

Read the following and try to create a recipe for a warm cup of spicy tea by choosing from the lists.

..... grams of black tea / ... grams
of green tea / ... grams of white
tea / ... cups of water / ...

boil / simmer / brew /
...

First... / Then... /
Finally... / after 6-7
minutes...

Add some:
cloves / cardamom/
cinnamon / ginger / ...

Here's my recipe for a nice cup of winter tea :

First, take
.....
.....
.....
.....
.....

2: Watch the short video about spices in the link and answer the following questions.

<https://www.youtube.com/watch?v=mEid5J3FgZo>

1. How far did the Europeans travel to get spices from the East?

.....
2. What were the basic reasons for using spices in the Middle Ages?
.....

3. What were some hygiene problems in the Middle Ages?
.....

4. What were the most popular spices in the late Middle Ages?
.....

5. What did the rich people do with spices to prevent bad smells?
.....

3: What is your favorite spice?

.....

What are the most commonly used spices in your country?

.....

What kind of dishes are cooked with spices in your family or country/countries; e.g. meat dishes, soups, etc.?

.....

4: Do you know these idioms that have the word “spice” in them? Can you use them in sentences?

- Spice of life
- Spice it up!
- Spicer

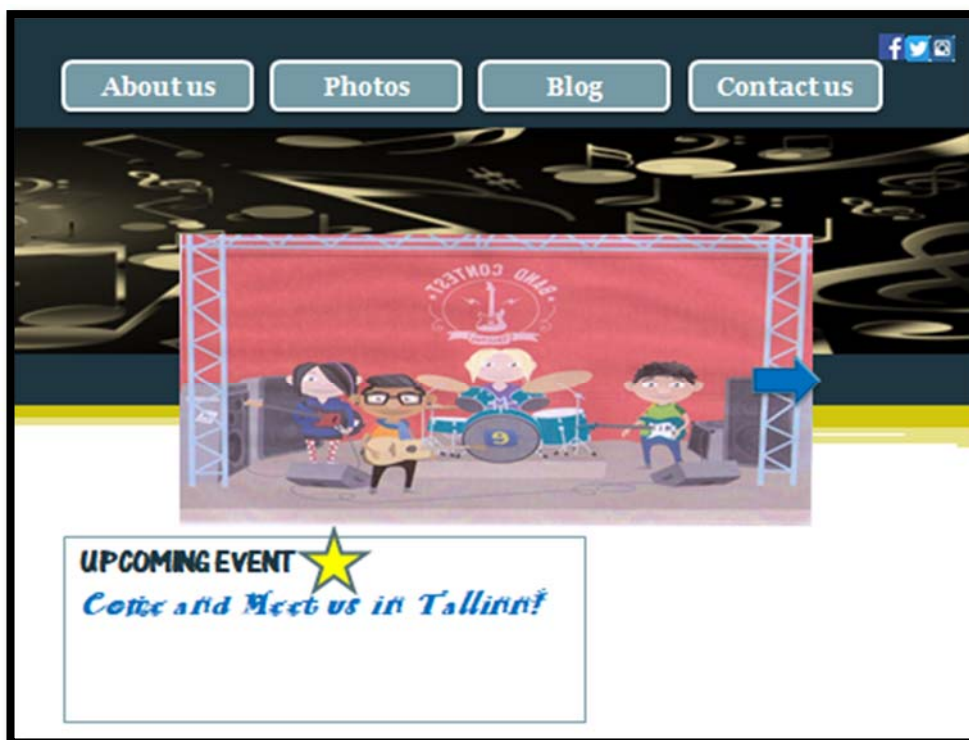
Do you know any other idioms/phrases in other languages that include “spices”?

Mali's Web-page	
Domain	Personal Competences Communicative Competences
Dialogue Topic& City	Istanbul (upon completion of Istanbul Chapter)
Aims and Competences <ul style="list-style-type: none"> • To gather information on web-page design • To gain Social Media Competence • To write about personal plans for the future • To narrate past events • To give personal views and opinions in (social media) writing • To write about lifestyles 	
Steps of the Activity <ol style="list-style-type: none"> 1. Students gather ideas on content development for a web-page. 2. Students write a short invitation for Tallinn band contest and give basic information on the event. 3. Students write a blog entry on Mali's experiences in Istanbul. 	
Timing	1.10 minutes 2.15 Minutes 3.25 Minutes
Worksheets/ Material Required Handout Templates for web-pages (optional)	

ACTIVITY: MALI'S WEB-PAGE

Mali decides to follow Pelin's advice and designs a web-page for their band. He wants other people to learn about the band and their adventures. He hopes this web-page can help other young musicians to follow their dreams.

1: Help Mali design the web-page. Work in pairs and propose a list of things he can do/information he can offer under each navigation bar. (You can visit different web-pages of music groups to get ideas)



About us

History of the band

Introducing band members

.....

.....

.....

Photos

Pictures of the band in Oxford

Pictures of band members

.....

.....

.....

Blog

Mali can respond to the questions of “fans”

Mali gives information on music festivals especially for amateur groups

.....

.....

.....

?

Should Mali include other links to the web-page?

Make suggestions and note down a few tips on what to include under each navigation bar.

2:

UPCOMING EVENT

Come and Meet us in Tallinn!

Mali wants people to click on upcoming event link and hear about the band contest they will join in Tallinn. He hopes people will come and support them in Tallinn. Write a short invitation for the upcoming event: “Tallinn Band Contest”.

Here is one great opportunity to enjoy music and friendship!

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3: In the blog Mali writes about his last stop of his long journey, İstanbul. Play İstanbul scenes again and write a short summary of his experiences in İstanbul. Do not forget to include interesting details of his adventure. (Whom he met? What he saw? What he learned about İstanbul? How he felt?...etc.)

When I first arrived to İstanbul, I had no idea how I would find Yasin. Luckily, I knew that his cousin Ömer was working as a tourist guide in Sultanahmet. So I decided to go to tourist information center first. There I met Mehmet who told me that Ömer goes fishing to Galata Bridge.

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Luxembourg

An adventurous journey! Check your understanding in Luxembourg.	
Domain	Linguistic Aspects.
Dialogue topic and city	Luxembourg.
Aims & Competences <ul style="list-style-type: none"> To ensure a general understanding of Mali's adventures in Luxembourg. An opportunity, particularly for weaker students, to reflect on exactly what has happened and why. Reading competence. 	
Steps of the activity <ol style="list-style-type: none"> During the section on Luxembourg, students are asked to note down the main events of Mali's trip. After playing, students answer, individually or in pairs, multiple choice questions related to the game. 	
Timing	15 minutes.
Worksheets/ material required <i>An adventurous journey! Check your understanding in Luxembourg</i> (Worksheet/ projectable).	
Assessment The answers can be compared with a partner or with the whole group.	

An adventurous journey! Check your understanding in Luxembourg.

Mali is searching for his friend Nicki. He meets a lot of new people and non-native speakers of English. Try to find out the right answers.

1. Mali's first stop to find Nicki in Luxembourg is the MUDAM. What is this?

- a. a museum
- b. a concert
- c. a train station

2. How does he get to the MUDAM?

- a. by train
- b. by bus
- c. on foot

3. Mali cannot find Nicki at MUDAM. Why not?

- a. Nicki is on holidays and is not working today.
- b. Nicki doesn't work there anymore.
- c. Nicki is having lunchtime in the Kinnekswiss park.

4. In the park Mali meets...

- a. an elderly lady
- b. Nicki
- c. a skateboarder

5. Why does Mali need a phone?

- a. to call his parents and ask for money
- b. to search on Facebook
- c. to chat to an Italian girl from the park

6. French is one of the three official languages in Luxembourg, besides German and Luxembourgish? How do you say "How can I help you?" in French.

- a. Comment puis-je vous aider?
- b. Cómo puedo ayudarle?
- c. Je peux vous aider?

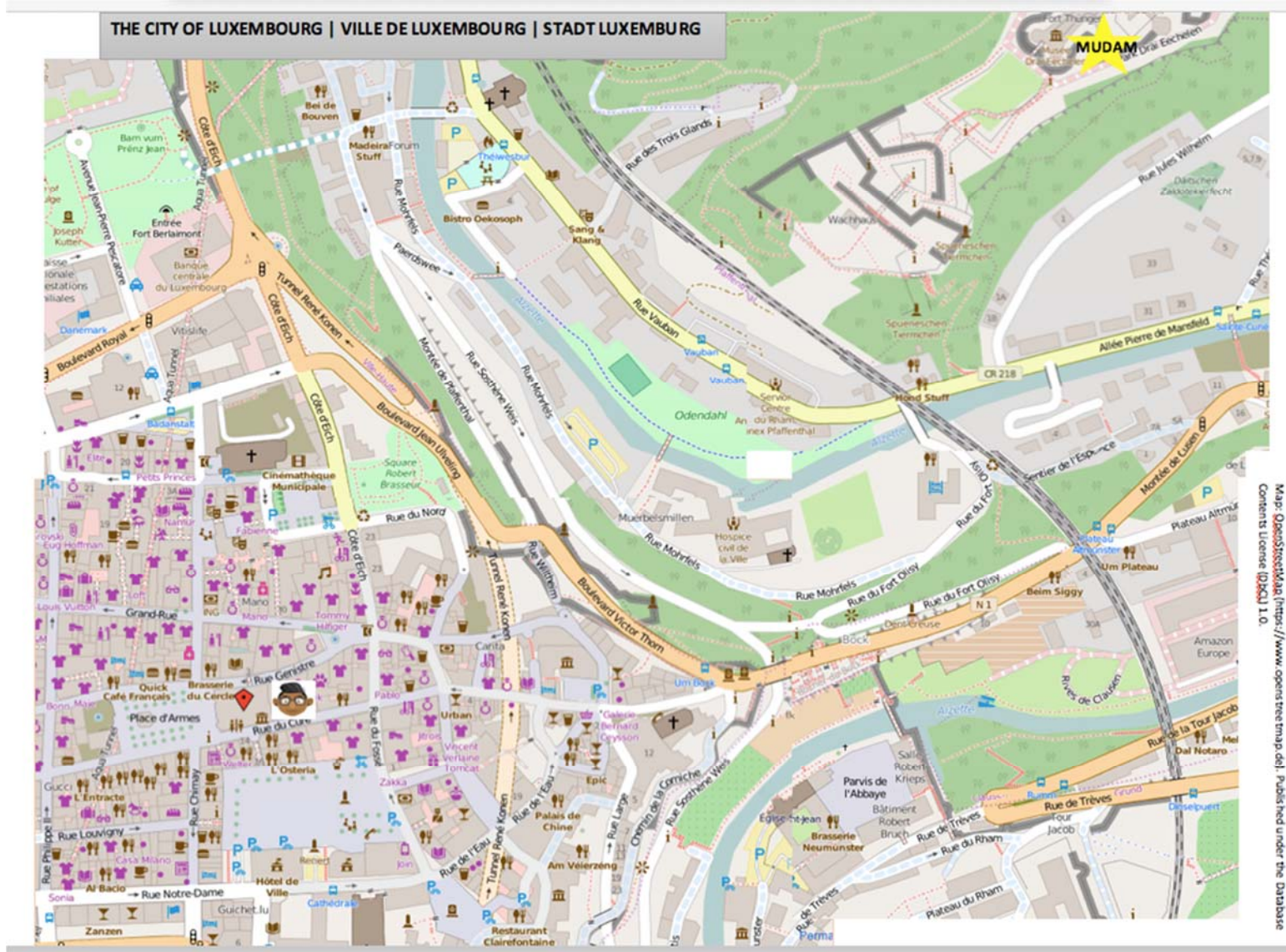
7. What does Mali do in the pub?

- a. Ask for a coke
- b. Ask for a phone
- c. Ask for a job

8. How does Nicki react when she meets Mali?

- a. She is excited to rock the competition
- b. She does not know him and calls the police
- c. She is not interested in a band reunion

How do I get to MUDAM?	
Domain	Linguistic Aspects. Personal Competences.
Dialogue topic and city	Luxembourg. Asking for directions.
Aims & Competences <ul style="list-style-type: none"> • To ask for and understand directions: Pragmatic competence • Speaking and listening competence. 	
Steps of the activity <ul style="list-style-type: none"> • In pairs, learners ask for and give directions from Place d'Armes to MUDAM and mark the route on the map. 	
Timing	15 minutes
Worksheets/ material required <ul style="list-style-type: none"> • Map of Luxemburg (one worksheet per person). 	
Assessment If learners mark the route correctly, they have resolved the task.	



Mali makes it to MUDAM	
Domain	Communicative Competences. Personal Competences.
Dialogue topic and city	Luxembourg: MUDAM museum.
Aims & Competences <ul style="list-style-type: none"> • To become familiar with MUDAM museum and some of its exhibitions. • To experience and respond in a personal way to an art exhibition. To listen to and respond to a classmate's opinion: Artistic and cultural communicative competence; Personal Competence. • Digital competence. • Speaking and listening competence. 	
Steps of the activity <ol style="list-style-type: none"> 1. Learners answer the general questions about the MUDAM as an introduction to the museum and to practise looking for specific information on the internet. 2. They investigate certain exhibitions, or find their own exhibition of interest, and share their responses to it with a partner. Individually or in pairs. 3. Teachers are recommended to collect a short, written reflection on the material and the information shared to focus learners' attention and consolidate the language practised. 	
Timing 65 minutes	<ol style="list-style-type: none"> 1. 15 minutes. 2. 40 minutes 4. 10 minutes
Worksheets/ material required	<i>Mali makes it to MUDAM.</i> This worksheet could be distributed digitally, as learners need access to the links provided. Internet access.
Assessment	Short written reflection on the material and the information shared.

Mali makes it to MUDAM

Mali has finally made it to the MUDAM museum.

Find the MUDAM website and answer the following questions:

1. What does MUDAM stand for?
2. Where is the museum?
3. What exhibitions are on at the moment?
4. Would you like to see any of the current exhibitions?



By Cornischong at Luxembourgish Wikipedia, CC BY-SA 3.0,
<https://commons.wikimedia.org/w/index.php?curid=21196984>

The hall at the MUDAM museum

This museum is known for three-dimensional art installations and sculptures. Follow these links, and look at previous exhibitions at the MUDAM.

Daniel Buren <http://www.mudam.lu/en/expositions/details/exposition/daniel-buren/>

Art orienté objet (Marion Laval-Jeantet and Benoit Mangin)

<http://www.mudam.lu/en/expositions/details/exposition/art-oriente-objet/>

Mac Adams <http://www.mudam.lu/en/expositions/details/exposition/mac-adams/>

(Alternatively, visit the MUDAM website yourself, and choose a 3-dimensional piece that you find interesting. <http://www.mudam.lu/en/expositions/>)

Then talk to a partner about the following questions:

1. What do you see?
2. What could it mean?
3. What do you think about it? Do you like it? Why (not)?

Want to meet up in Luxembourg?	
Domain	Communicative Competences. Personal Competences. Digital Competences.
Dialogue topic and city	Luxembourg. Meeting people.
Aims & Competences <ul style="list-style-type: none"> • To write a text message. • To practise language for getting to know people better. • To reflect upon and discuss uses of social media. 	
Steps of the activity <ol style="list-style-type: none"> 1. Learners familiarize themselves with the situation and write a text message. 2. Optional step: learners swap their messages with their classmates and write a reply as if they were the girl. 3. In pairs, learners discuss the questions. 4. A whole class feedback session could be useful to share ideas about (mis-)uses of social media. 5. Extension activity: the class could draw up a guide/list of recommendations for themselves/ other classes/ younger students on (mis-)uses of social media. This could be displayed in school, or presented as a digital poster to younger learners, eg in tutor-group sessions or in the nearest primary school. 	
Timing 45 minutes + 45 minutes optional extension activity	<ol style="list-style-type: none"> 1. 10 minutes 2. 10 minutes 3. 10 minutes 4. 10-15 minutes 5. 45 minutes
Worksheets/ material required <i>Want to meet up in Luxembourg?</i> (worksheet or projectable). If the material is projected, learners could write their texts on small, phone-sized pieces of paper.	

Want to meet up in Luxembourg?

Mali forgot to log out of Facebook, so the girl who lent him her phone had access to his whole profile. She found his phone number and that he hasn't got a girlfriend, and she sent him a message. Mali is confused but curious to get to know her. She looked nice and seemed very friendly. Mali wants to make himself interesting. Write his reply.



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Which things would you publish on social media? Which things would you **never** publish on Facebook or Instagram, etc.? Why? Discuss with your partner.

A Job Interview	
Domain	Linguistic aspects
Dialogue topic and city	Luxembourg. At the Scott's Pub.
Aims & Competences <ul style="list-style-type: none"> To practise vocabulary: Filling out a form. To practise different verb tenses: Letter of Application. To practise forming questions: Questions in an interview. To practise speaking and listening skills: Interview roleplay. 	
Steps of the activity <ol style="list-style-type: none"> Learners fill in a detailed job application form. Then they use this information to write an application letter for a fictional position. Prepare and write down questions for the interviewer. (Challenge for stronger learners: decide if your interviewer is very nice and welcoming or if they are rather cold and snobbish, for example.) Role-play a job interview using those forms. (Use prompts on worksheet) 	
Timing 50-55 minutes	<ol style="list-style-type: none"> 5-10 minutes 15 minutes 15 minutes 15 minutes
Worksheets/ material required <ul style="list-style-type: none"> <i>Filling in a form.</i> (One worksheet per learner.) <i>A Letter of Application.</i> (One worksheet per learner.) <i>Questions in an interview.</i> (Worksheet or projectable.) 	
Assessment	<ul style="list-style-type: none"> Feedback with the whole class (Tasks 1. and 2.). Feedback in small groups (Tasks 3. And 4.)

TASK 1. Filling in a form

Job Application Form	
First Name	Last Name
Date of birth	Gender M/F
Street and house number	
Postcode	
City	
Country	
Email address	
Phone number (home or mobile)	
Name and contact info of last employer	
Date of last employment	
Driving licence (indicate which category)	
Other previous work experience (Name and dates)	
Education (indicate highest level achieved)	

<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Name and address of the company	Your address
<hr/> Date	
Dear Sir/ Madam,	
Sincerely,	
<hr/> Signature	

Task 3. Questions in an interview.

Here are some things an employer could ask about. Pick the ones you think are important and write questions to ask about these. There are of course more/other possible topics.

- full name
- birthday and birthplace
- address
- phone number & email address
- level of education
- hobbies/leisure activities
- previous employment
- reason why they want a new job
- reason why they want this job
- qualifications for this job
- why the employer should choose them
- expectations of job
- expected salary
- favourite food
- preferred relaxation
- favourite book
- weakness
- strength
- stress situation
- etc.

TASK 4. Interview role-play.

Role-play a job interview using the questions formulated in Task 3.

Reverse Dictation: Solving Communication Problems	
Domain	Plurilingual Competences. Communicative Competences. Intercultural Competences.
Dialogue topic and city	Luxembourg. Any excerpt from any dialogue.
Aims & Competences <ul style="list-style-type: none"> • To relate vocabulary and grammar between different languages. • To notice and discuss similarities and differences between different languages and cultural references. • To develop communication and translation strategies to favour efficient communication. • To develop mental agility and flexibility when dealing with real life plurilingual communicative situations. • Listening, writing, reading and speaking competences. 	
Steps of the activity <p>[N.B. This is a bidirectional activity that can be carried out from L1 to L2, or vice versa, depending on the students' level. Remember that more than one rendered translation can be correct.]</p> <ol style="list-style-type: none"> 1. The teacher reads the text through in one language. 2. Then, the teacher dictates the text at normal reading speed, repeating each sense group twice. 3. The students take down the text in another language. 4. In pairs, the students check their texts. 5. The teacher reads the text through once more. 6. The translations are discussed focusing on similarities and differences between the languages: understanding, accuracy, vocabulary, grammar, cultural references, translation solutions to solve the challenges in the text, etc. 7. <i>Optional:</i> the students can follow the same process and dictate another excerpt from the dialogues to each other. They prepare their excerpt beforehand (see Text-to-Speech, below) 8. <i>Connection Grids:</i> The students work on a grid where they include: <ol style="list-style-type: none"> a) the communication problems they found (language or cultural reference) b) their solution(s) c) a justification for the solution(s) (i.e. why did you translate X as Y?) 	

Timing 45-60 minutes	1 - 6. 20-30 minutes (depending on the final discussion) 7. 15 minutes 8. 10-15 minutes
Worksheets/ material required <ul style="list-style-type: none"> About 80-100 words from any dialogue. Text-to-Speech online site (optional) Not necessary for the dictations <i>Connection Grids</i> 	
Assessment <ol style="list-style-type: none"> The translated texts can be handed in for assessment or can be peer assessed. The <i>Connection Grids</i> can be assessed, too. 	

EXAMPLE OF CONNECTION GRID – Dialogue 2: At the MUDAM. *Neogotische Kapelle mit Röntgenbildern und Springbrunnen mit schwarzer Tinte*

- Hi, I'm looking for my friend Nicki. I believe she used to work here.
- Oh Nicki! Unfortunately, she doesn't work here anymore. She left us a few months ago.
- Oh that's a pity! Do you have any idea where I might find her? I really need to talk to her.
- Hmm, no I am sorry. I have no idea. But maybe the guide over there can tell you. Ask him. They got along really well.

Problem (language or cultural reference)	Solutions (Catalan)	Justification
1. used to	1. <i>Abans treballava aquí</i> 2. <i>Havia treballat aquí</i> 3. <i>Fins fa poc treballava aquí</i> 4. ...	We do not use "solia" in Catalan for this situation. It is not used as frequently as it is in English and it is more formal.
2.		
3.		

TEXT-TO-SPEECH ONLINE SITE

Free online site to practice pronunciation of whole sentences in over 25 languages including different accents from each language. The students can use this site to prepare their dictations:

http://www.oddcast.com/home/demos/tts/tts_example.php?sitepal

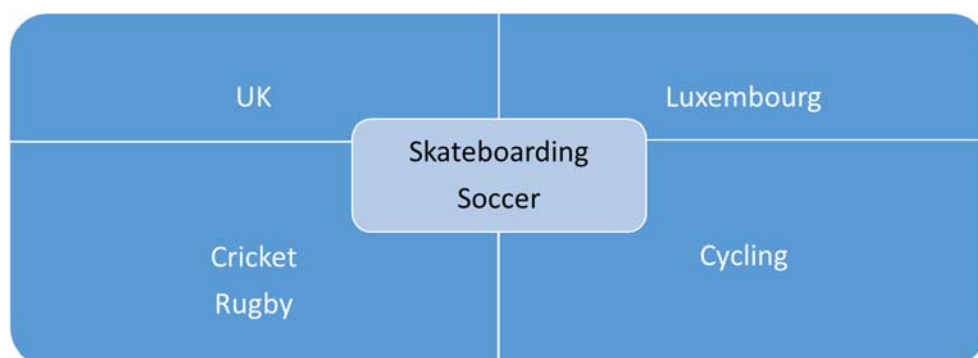
Cultural Intersections: Getting to Know You	
Domain	Intercultural Competences.
Dialogue topic and city	Luxembourg. All the nationalities that participate in the Luxembourg dialogues. "Skateboarding" has been taken from Dialogue 2.
Aims & Competences <ul style="list-style-type: none"> • To make connections between all the cultures in the dialogues: Luxembourgish, English, Italian, French • To develop intercultural communicative competence • To notice and discuss similarities and differences regarding specific cultural topics. • To practice specific terminology. • To develop communication and translation strategies to favour an efficient transfer of meaning. 	
Steps of the activity <ol style="list-style-type: none"> 1. Learners and teacher choose a topic, e.g. sports, leisure activities, greeting, politeness, festivities, timetables, meals, etc., and two (or more) nationalities that appear in the dialogues. 2. In pairs or groups of 3, learners prepare a presentation for their chosen intercultural topic (Powerpoint, Prezi, emaze, etc). Here, they draw two intersecting circles and write a list of indicators related to the topic for each of the nationalities in the circles (one circle for each nationality). 3. Finally, they include similar or coinciding indicators at the point of intersection of the two (or more) circles. <p>Example: Popular sports in the UK and Luxembourg (see example below)</p> <p>[N.B. Interesting intersections between language and culture can also be developed when studying other topics such as "Idioms, Sayings and Proverbs". There will be different intersections for coincidences in form, in meaning or in cultural references.]</p>	
Timing	20-30 minutes

Worksheets/ material required

- No worksheet needed. The blueprint for the intersections can be drawn on the whiteboard. (See the example below.)
- Access to Powerpoint, Prezi, emaze, etc.

Assessment

The students present their cultural intersections to the whole group. They could be displayed on the wall.



Tallinn

An exciting trip to Tallinn	
Domain	Intercultural Competences. Communicative Competences. Personal Competences.
Dialogue topic and city	Tallinn. Before Mali arrives at Tallinn airport. This activity should be done learners play the Tallinn stage.
Aims & Competences <ul style="list-style-type: none"> To learn about Tallinn and locate the final stage of the story in a real place. To foster cultural knowledge and understanding. To promote curiosity and the desire to travel. To respond in a personal way to the facts learnt and the experience gained from the Tallinn stage of the game. Reading competence: To find specific information in a written text. Writing competence: To write an informal e-mail from Mali's point of view, describing his experience in Tallinn. 	
Steps of the activity <ol style="list-style-type: none"> Learners read the dialogue individually or in pairs, and answer the comprehension questions. Feedback in small groups and/or whole class. After playing the Tallinn stage of the game, they write a short email related to the facts learnt in the reading comprehension and Mali's whole experience in Tallinn. 	
Timing 50-70 minutes.	<ol style="list-style-type: none"> 30-40 minutes. 20-30 minutes.
Worksheets/ material required	<ul style="list-style-type: none"> <i>An exciting trip to Tallinn...</i> (One copy per student/ pair.) Final task. Dictionaries to look up unknown words.
Assessment	Feedback from peers and from teacher. Teacher could also collect the worksheets and mark them.

An exciting trip to Tallinn...

Mali is finally on the plane to Tallinn and is very excited. The music contest is very soon. He has found his band members Nikki, Marie and Toni. Now nothing can go wrong! He has never been to Tallinn and is very curious.

Lady: Tere.

Mali: ???

Lady: Sa sõidab Tallinnasse?

Mali: ????

Lady: Ah – you do not speak Estonian?

Mali: Oh – no. I am sorry. I am English. I come from Oxford.

Lady: I see. I come from Tallinn. I have been visiting my sister. Have you been to Tallinn before?

Mali: No – never.

Lady: Tallinn is my hometown. I love it very much.

Mali: Maybe you could tell me a little about Tallinn?

Lady: Muidugi. Of course. Tallinn is the capital of Estonia. It was founded in 1238 and is one of the oldest European capitals. It is also the biggest city in our country. You know of course – Estonia is one of the Baltic states and it used to be part of Russia. But in 1991 we became independent. Today around four hundred and forty thousand people live in Tallinn. Many still speak Russian, even though Estonian is our official language.

Do you speak Russian?

Mali: Njet. Ja nje govoriu po Russky

Lady: Hey, you do!! Otschen chorascho! Estonia borders with Russia and Latvia and Tallinn is situated in the North-East of the country. Do you use Skype?

Mali: Of course.

Lady: Well – Skype was developed in Tallinn. Although people don't earn much money, on average only 1000 Euro per month, but we have many start-up businesses, which create jobs and help our Economy.

Mali: And what do you do?

Lady: I am a software programmer. I work for a large Estonian IT company. I often have to travel to England and Germany and also to Spain.

Mali: That sounds fun.

Lady: Well, it is and it isn't. I love my job, but I would like to spend more time with my children.



Mali: How old are your children?

Lady: My daughter is 14. She loves swimming and last year she was the national junior swimming champion.

Mali: Wow!

Lady: Yes. My son is 18. He has just finished his A-Levels and wants to be a pilot.

Mali: You must be very proud of your children.

Lady: Yes. Of course. Every mother is! By the way – I am Kätlin. Nice to meet you.

Mali: I'm Mali. Nice to meet you. What about the weather in Tallinn? Does it get very hot in the Summer?

Lady: Oh, no. But I hope you brought a raincoat. It rains a lot in Tallinn.

Mali: Oh no! I hope it doesn't rain during our music contest.

Lady: Music contest?

Mali: Yes, that's why I am flying to Tallinn – because my friends and I play in a band and we are participating in this music contest. But I'm worried about my voice. It feels a bit hoarse and I've got a sore throat.

Lady: I am sure you will be fine. Good luck for your contest!!

Mali: Thanks.

Lady: If you have some time, you should definitely visit our Old Town – it has UNESCO World Heritage status. I also recommend our harbour and of course the Maritime Museum. We also have a good Zoo.

Mali: That sounds good. What is so great about the Old Town of Tallinn?

Lady: Our "Vanalinn"? (This is Estonian for "Old Town".) Well, it is an exceptionally complete and well-preserved medieval northern European trading city. It has narrow winding streets with medieval names and many medieval buildings, like the Town Hall, pharmacy, churches, monasteries, merchants' and craftsmen' guilds. You will see for yourself.

Mali: Ok, what about Estonian food? What do people in Tallinn like to eat?

Lady: People in Tallinn, and in fact in Estonia, eat a lot of potatoes and meat. We also like rye bread. You should definitely try one Estonian dessert, like Kissel. This is a thickened juice of berries. I also really like Kringle. This is a sweet yeast bread.

Mali: Hmmm. That sounds good.

(Announcement: Ladies and gentlemen, this is your captain speaking. We are now approaching Tallinn and getting ready for landing. Please put your seatbelts on and place your seat in the upright position. We thank you for choosing Baltic Airlines and wish you a pleasant stay in Tallinn)

Mali: Wow, that was a quick four-hour flight!

Lady: I hope you have a nice stay in Tallinn. Lõbutse hästi (have fun!)!! And good luck for your contest. I would really like to know if you like Tallinn and also how you do at the contest. Why don't you send me an email when you are back in Oxford? Here, here's my email address. (writes)

Mali: OK, I'll do that. Thanks.

Lady: hüvasti

Mali: Goodbye!

Tasks:

1. Read the dialogue with your partner. Look up unknown words in the dictionary and write them in the table below (2.h).

2. Answer the following questions:

a. What do we find out about the lady sitting next to Mali on the plane?

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b. What do we find out about the geography of Tallinn?

.....

.....

c. What do we find out about the climate and the language spoken in Tallinn?

.....

.....

d. What do we find out about the history of Tallinn?

.....

.....

e. What do we find out about the economy in Tallinn?

.....

.....

f. What do we find out about the sights of Tallinn?

.....

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.....

.....

g. Any other information you found interesting?

.....

.....

h. Which new words have you learned?

English / other language	Translation

Now share your answers with your another pair.

Play the final stage of the game: Tallinn.

- 3. Mali is back at home, after an exciting visit to Tallinn and a great music contest. Now write an email to Kätlin, the lady on the airplane. Try to use some of the new words you have learned. Your email should be between 200 and 300 words long. Try to use some good appropriate adjectives and refer to the information you found out about Tallinn.**

To: _____

Subject: _____

From: __Mali – malimusicman@hpost.mu _____

Sent from my computer on _____ via hpost.mu

Where does it hurt?	
Domain	Linguistic aspects. Communicative Competences.
Dialogue topic and city	Tallinn: talking to the doctor
Aims & Competences <ul style="list-style-type: none"> To revise body parts. To describe symptoms to the doctor. Speaking and listening competence. 	
Steps of the activity <ol style="list-style-type: none"> Learners complete <i>Where does it hurt...? Parts of the body</i>. Compare with a neighbour and whole class feedback. Learners match the body parts to possible symptoms on <i>Where does it hurt...? Symptoms</i>, and write sentences to describe the symptoms of different ailments. <i>Where does it hurt...? At the doctor's</i>. They write a short dialogue, "At the doctor's" in pairs and act it out in front of the class. 	
Timing 55-60 minutes + acting time	<ol style="list-style-type: none"> 15 minutes 15 minutes 25-30 minutes + acting time (depending on class size)
Worksheets/ material required <ul style="list-style-type: none"> <i>Where does it hurt...? Parts of the body</i> <i>Where does it hurt...? Symptoms</i> <i>Where does it hurt...? At the doctor's</i> 	
Assessment <ul style="list-style-type: none"> Feedback from peers and from teacher. Teacher could also collect the worksheets and mark them. 	

Where does it hurt...? Parts of the body.

Mali has arrived in Tallinn and he has found his friends in the coffee bar! He is so excited about the music contest, but he has a problem. Do you remember what Mali's problem is?

.....

He even has to visit a doctor!

First, let's revise what you still remember about the human body:

Label the parts of the body



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eye	head	mouth	ear	toe	hand	stomach	armpit
foot	throat	hair	breast	heel	hip	nose	shoulder
knee	leg	thigh	arm	finger	chest	calf	elbow
ankle							

Where does it hurt...? Symptoms.

Connect the body parts with the symptoms

1. Head	a. Itchy
2. Shoulder	b. Swollen
3. Fingers	c. Broken
4. Foot	d. Hurting
5. Ankle	e. Sore
6. Throat	f. Runny
7. Nose	g. Stiff
8. Eye	h. Fractured
9. Neck	i. Aching

Now write five sentences to name five different health problems. Give as much detail as you can:

1....**My neck feels very stiff on the left side**.....

2.....3.....

.....4.....

.....5.....

.....

Where does it hurt...? At the doctor's.

Write a dialogue between Mali and the doctor: "Doctor – I think you misunderstood..."



Remember to say hello and goodbye! Include the doctor's decision, too.

Remember that the doctor is Estonian and may not speak perfect English, so there might be some misunderstandings...!

Here are some useful expressions:	
Mali	Doctor
My is hurting	Where does it hurt?
I feel sick;	Can I see your....?
My is sore/ stiff/ aching/ swollen/ itchy	Open your mouth.
	Move your
	Does it hurt when you....?

Now perform it in front of the class!

Any city or dialogue

We suggest choosing one or the other of the following two activities, according to the abilities and interests of your students.

Dear Diary OR A postcard home.	
Domain	Linguistic Aspects. Personal Competences. Communicative Competences.
Dialogue topic and city	After visiting any city except Oxford.
Dear Diary <ul style="list-style-type: none"> Aimed at students who can write a longer text in English, including a discussion of events, feelings, etc. This activity can be used as a one-off activity during or after playing the entire MELang-E game, or as a repeated activity after each city stage to consolidate and respond to what has been learnt. Learners thus create a complete personal response diary from Mali's point of view for "My European Adventure". 	
Aims & Competences <ul style="list-style-type: none"> To write a diary entry. To respond to the experience of the relevant city in a personal way. Writing competence. 	
Steps of the activity	
<ol style="list-style-type: none"> Whole-class discussion to focus on the main points of the game stage reached. Encourage learners to discuss the city they most enjoyed playing in and why. How do they think Mali felt in this place? Why? Explain that they are going to write a diary entry about a particular city and/ or event, and hand out the worksheet, <i>Dear diary</i>. Learners write their diary entry individually. Pair work: Feedback and reflection. When learners finish their task, they find a partner from the same task group. They read their partner's work and give each other feedback. Stress the need for constructive criticism and for corrections to be made in pencil! Individual work: Revision. Students use the feedback received to revise their texts. This can also be done as homework. 	

<p>5. Learners illustrate their diary entry. This can be hand-drawn, or a collage from pictures cut from magazines/ travel brochures/ internet, or made from personal photos, etc.</p>	
<p>Timing 55 minutes + final writing up time + illustration time</p>	<ol style="list-style-type: none"> 1. 10 minutes 2. 15-20 minutes. 3. 10 minutes. 4. 10 minutes. 5. Depends on each learner.
<p>Worksheets/materials required <i>Dear Diary</i></p>	
<p>Assessment Students receive feedback from their partner on how they can improve their text. The final products can be graded according to the following aspects:</p> <ul style="list-style-type: none"> - Content of the text - Linguistic quality of the text: is it easy to understand? Is it appropriate for a diary entry? - Quality and relevance of the illustration. 	
<p>Dear Diary: Teacher's Notes</p> <ol style="list-style-type: none"> 1. Suggested questions for pre-task classroom discussion: <ul style="list-style-type: none"> • What cities has Mali visited? • Can you remember special/ important monuments? • Can you remember special /important vocabulary from this event/ city? <ul style="list-style-type: none"> ○ e.g. Apfelwein, Bembel, Mettwurst etc. • Can you remember a special event in that city? <p>Collect some ideas on the white board or blackboard (use a graphic organizer).</p> 2. If appropriate, a display can be made in the classroom/ school corridor to display learners' final products. 	

A postcard home

- A postcard home A: Aimed at students who can write a short descriptive text in English, and who can use their world knowledge and artistic skills to design a postcard.
- A postcard home B: for students who can add individual words in English, and who can use their world knowledge and artistic skills to design a postcard.
- This activity can be used as a one-off activity during or after playing the entire MELang-E game, or as a repeated activity after each city stage to consolidate and respond to what has been learnt. Learners thus send postcards home to express a complete personal response from Mali's point of view for "My European Adventure". If learners write a postcard from each city visited, it may not be necessary for them to illustrate them all in the same way.

Aims & Competences

- To write a postcard to send home to family.
- To design and produce an appropriate image for a postcard.
- To respond to the experience of the relevant city in a personal way.
- To develop writing competence.

Steps of the activity

1. Whole-class discussion to focus on the main points of the game stage reached. For example:
 - What cities has Mali visited?
 - Can you remember special/ important monuments?
 - Can you remember special /important vocabulary from this event/ city? e.g. Apfelwein, Bembel, Mettwurst etc.
 - Can you remember a special event in that city?
 - Encourage learners to discuss the city they most enjoyed playing in and why. How do they think Mali felt in this place? Why?
2. Explain that they are going to write a postcard to send home to family about a particular city and/ or event, and hand out the worksheet, *A Postcard Home*.
3. Learners write their postcard individually.

<p>4. Pair work: Feedback and reflection. When learners finish the task, they find a partner from the same task group. They read their partner's work and give each other feedback. The teacher should stress the need for constructive criticism and for corrections to be made in pencil!</p> <p>5. Individual work: Revision. Students use the feedback received to revise their texts. This can also be done as homework.</p> <p>6. Learners illustrate their postcard. This can be hand-drawn, or a collage from pictures cut from magazines/ travel brochures/ internet, or made from personal photos, etc. The teacher may wish to discuss with the class what type of images are relevant for a tourist postcard. If learners produce several postcards in the course of the game, the teacher could provide images for some of them.</p> <p>7. If appropriate, a display can be made in the classroom/ school corridor showing off learners' final products. Don't forget that both sides of the postcard must be visible!</p>	
<p>Timing: 55 minutes + final writing up time + illustration time</p>	<p>1. 10 minutes</p> <p>2. 5 minutes</p> <p>3. 15 minutes</p> <p>4. 10 minutes</p> <p>5. 10 minutes</p> <p>6. Variable. A possible homework task.</p>
<p>Worksheets/materials required</p> <ul style="list-style-type: none"> • <i>A Postcard Home, A</i> or <i>A Postcard Home, B</i> • Postcard-sized pieces of cardboard to write and draw the final version of the postcard on. 	

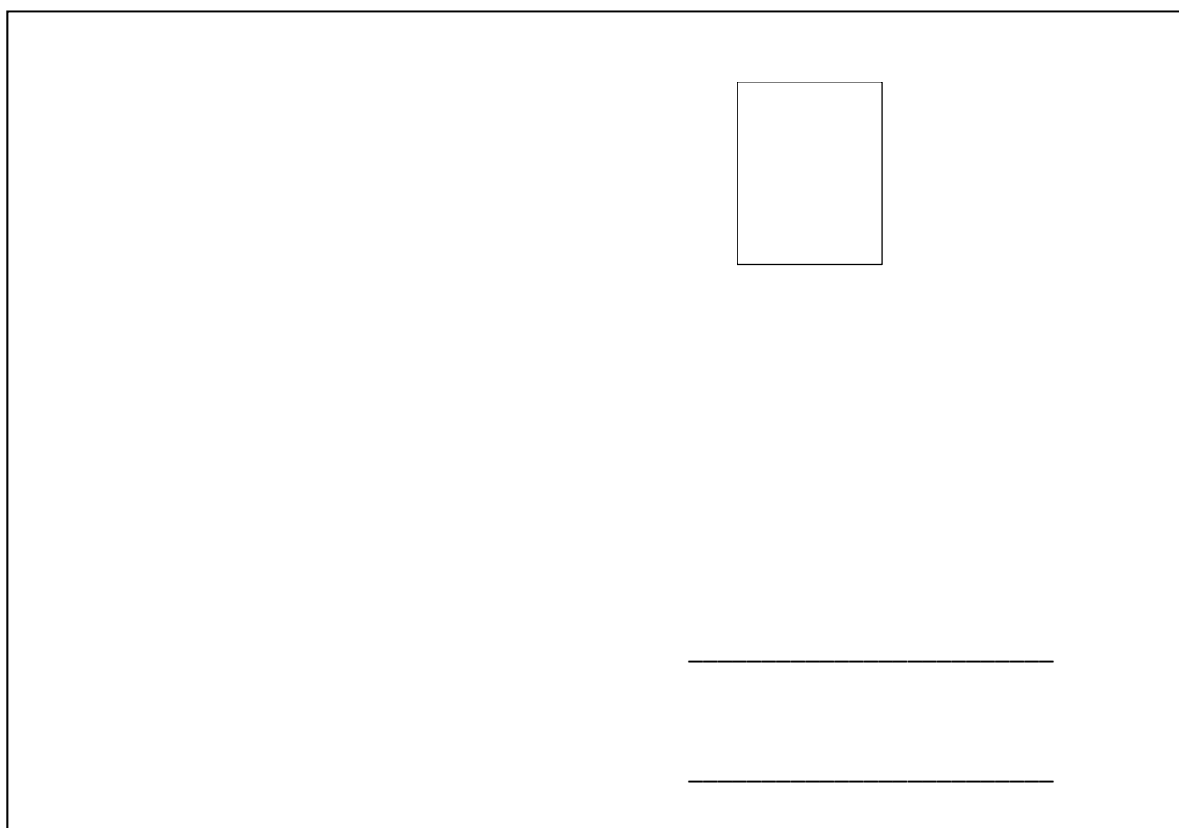
Assessment

Students receive feedback on how they can improve their text from their partner.

The final products can be graded according to the following aspects:

- Content of the text
- Linguistic quality of the text: is it easy to understand? Is it appropriate for a diary entry/postcard?
- Quality of design/layout

A Postcard Home, Template.



A postcard template with a large rectangular area for a drawing, a small square box for an address, and two horizontal lines for a message.

Dear diary.

You are Mali. Choose **one** of the following cities you have visited: Luxemburg, Barcelona, Frankfurt or Tallin. Now describe the most exciting event **or** the most important monument. Be as precise as you can. Include your feelings and expectations and describe your surroundings. You can use words from other languages that were used in the game, too, such as local names of food or monuments. Write your diary entry. Illustrate your entry, too!

How to write a diary entry!

- Include a date
- Start with *Dear Diary*,
- Use a friendly, personal style
- Describe what happened, and how it made you feel (surprised, happy, frightened, enthusiastic...)
- Explain why you felt as you did
- Include plans or ideas for the future (Where do you want to go next? Which of your friends do you want to meet next?)
- Try to include some words you learned in the game, e.g. local words for food, monuments, etc.
- End your entry with *See you tomorrow!* or *Bye for now!*

A Postcard Home, A

You are Mali! You have seen and done many interesting things on your trip. Write a postcard to your grandfather (Dada) to tell him about it.

Choose **one** of the following cities you have visited: Luxemburg, Barcelona, Frankfurt or Tallin. Describe the most exciting event **or** the most important monument.

When you have finished, illustrate the front of the postcard to show the city you have visited.



1. Write your postcard, using the guidelines your teacher gives you.
2. Work with a partner. Read each other's postcard and give feedback:
 - Do you understand everything in the postcard text? Can the text be improved?
 - What would you like to know more about? Why?
3. Use the feedback to re-write your text.
4. Illustrate your postcard. Make sure the image is connected to the text you have written!

Guidelines:

How to write a postcard!

1. Greet the person you are writing to:
Hello
Dear
Hi
2. Write your message as if you were Mali, the character of the computer game.
3. End your postcard:
Lots of love
See you soon
Write to you soon
Goodbye
Don't forget to sign your name. (Mali!)
4. Don't forget to invent Dada's address in Oxford!
5. Draw a stamp.

A Postcard Home, B

You are Mali! You have experienced interesting things on your trip. Write a postcard to your grandfather (Dada) to tell him about it.

Choose **one** of the cities you have visited: Luxemburg, Barcelona, Frankfurt or Tallinn. Complete the sentences.

Illustrate your postcard.

1. _____, _____

Dear Dada,

2. I was in _____.

It is a _____ city.

I visited the _____.

It is a _____.


I met _____.

He/she is an old friend of mine. We had a

_____ time!

Lots of love,

Mali XXX

3. 

Mr. Kahn
3 Wellington Circle
Oxford
OX1 2JD
United Kingdom

1. Write the city and the date, e.g. Barcelona, 21.09.2017
2. Complete the sentences with an appropriate word.
3. Draw a stamp.
4. Find a partner. Read his/ her postcard and give him/ her constructive feedback. Listen to your partner's feedback and then correct your postcard.
5. Illustrate your postcard with a relevant image.

Writing a Wanted Ad

Domain	Communicative Competences. Language Aspects.
Dialogue topic and city	An end-of-game activity, related to any or all of the cities Barcelona, Frankfurt and Luxembourg
Aims & Competences <ul style="list-style-type: none"> To write a wanted ad. To develop language for talking about people's physical descriptions and their habits. To select relevant information and to use a graphic organiser (mind map) to order ideas. 	
Steps of the activity <p>Students must have played the game at least once.</p> <ol style="list-style-type: none"> Class discussion to remind learners of the key points of Mali's trip to Europe: <ul style="list-style-type: none"> What cities has Mali visited? (<i>Barcelona, Frankfurt, Luxembourg</i>) Why does Mali want to fly to different cities? (<i>To find his old band members to convince them to enter the Tallinn music contest</i>) Can you remember what Mali's friends are called? (<i>Nikki, Toni, Marie</i>) What could be a good option to find his friends? (<i>Any ideas the learners may have. Elicit the idea of a wanted ad</i>) Elicit some ideas of how to write a good wanted ad. Learners individually complete the empty mind map with their own ideas. They can then share their ideas in pairs. The teacher can then collect all their ideas on a joint mind map on the board and learners can take down any new ideas on their own mind maps. Divide the class into small groups and assign one of Mali's musician friends to each group. They must make a list of everything they can remember about this friend that could be useful for writing the ad. It may be helpful to do this individually and then as a group so that every group member has the chance to contribute. Each group uses the class mind map and the information they remember about Mali's friends to create a wanted ad. 	

5. A draft of the wanted ads should be displayed around the class so that learners can give constructive feedback about the other groups' work. They can consider the following information:

- Is it realistic? Does it have a picture or a detailed description of the person? Does it contain all the relevant information? How could it be improved?

6. Learners use the feedback to improve their own design and create the final version.

7. Optional speaking practice. Learners create a role-play:

One person could be Mali showing the wanted ad to random people to find his friend.
OR

Learners are unknown pedestrians seeing the wanted ad and talking about it. They may have seen the person or even know him/ her. They are going to take the contact details.
OR

Learners are the character of the wanted ad (Marie, Nikki or Toni) and realise that Mali is looking for them. The student takes the contact details and calls Mali.

Timing

50 minutes + writing up time.

1. 10 minutes
2. 10 minutes
3. 15 minutes
4. 20 minutes
5. 15 minutes
6. 20 minutes

Worksheets/ material required

- Empty mind-map (can also be copied from board).
- *Wanted!*
- Blank Wanted! Ad (Learners can create this for themselves if necessary)

Assessment

- Learners can provide self-assessment related to how effectively they have worked in groups and on their final product.
- Teacher assessment based on final product.

Wanted!

You are Mali. You have just arrived in a new city and you have to find your friend. You decide to make a Wanted! ad.

Organise your ideas:

1. What information should you include in the ad? Create a mind map of the type of things you must write and draw on your Wanted! ad.
2. Share your ideas with your partner, and then with the class.

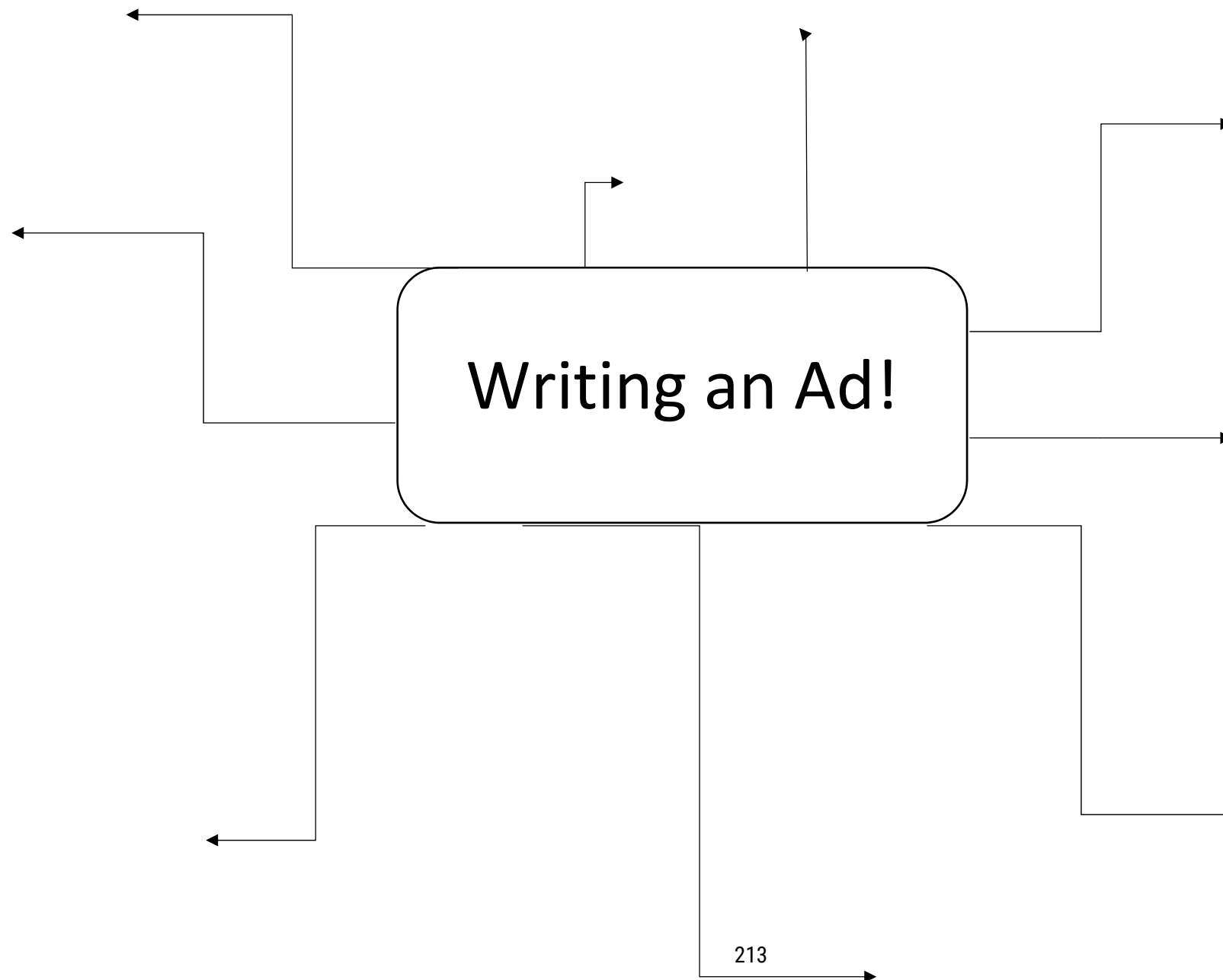
We are looking for _____.

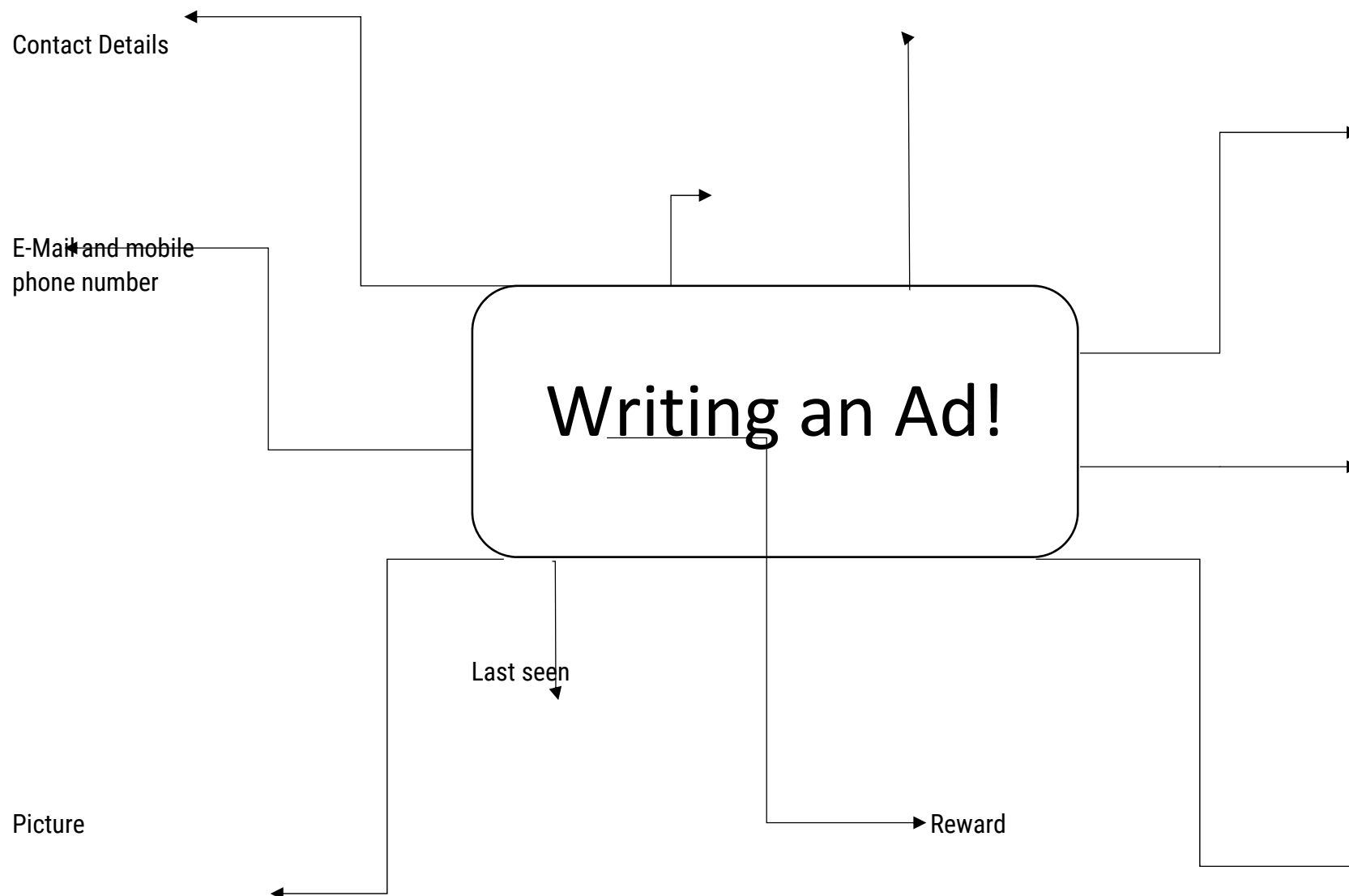
3. Using your mind map, make a specific list of all the information that you know about Marie/ Nikki/ Toni that will be useful for your ad.



4. Rearrange your ideas, if necessary, and put them in order.
5. Create your Wanted! ad.







Starting a conversation	
Domain	Plurilingual Competences.
Dialogue topic and city	Any city or dialogue. Especially related to getting to know people. e.g. Barcelona, <i>On the train</i> ; Barcelona (Canet de Mar), <i>Are you Toni's dad?</i> ; Frankfurt, <i>Interviewing people</i> .
Aims & Competences <ul style="list-style-type: none"> To get to know common colloquial phrases for starting a conversation. To develop strategies for dealing with unknown words or expressions (using the context, familiar words, etc.), and to actively reflect upon these strategies 	
Steps of the activity <ol style="list-style-type: none"> Project or hand out the relevant tables of expressions. Explain that learners must connect the expressions in the left-hand column with the appropriate English translation in the right-hand column. <ul style="list-style-type: none"> The most straightforward version of this activity is for learners to connect the English sentences with a language they use frequently at school. A more challenging version is for learners to match the English sentences with another, less familiar language (e.g. another foreign language taught at school, or a language students do not speak at all). The most challenging version is for learners to match two languages they do not know. Discussion and comparison of students' answers. The teacher collects different strategies for dealing with unknown words on the board, ideally in a table with examples. Students copy the table into their notes. 	
Timing 20-30 minutes	1. 10-15 minutes 2. 10-15 minutes
Worksheets/ material required The relevant list of expressions according to languages chosen. The teacher could make a similar list for a different language s/he may wish to include.	

Starting a conversation: Teacher's Notes:

Key to exercise 1.

1g – 2h – 3a – 4d – 5e – 6c – 7h – 8l – 9f – 10i – 11j – 12b – 13 m


Suggested discussion question:

1. “Was the exercise easy or difficult? Why? What strategies did you use?”

Example strategies and examples for the table:

Examples
WORD FAMILY near = nah → nearby = in der Nähe
CONTEXT to know = wissen → Did you know that...? = Wusstest du das...?


Exercise 8 (Deutsch)

 *Phrases often used in conversations. Find the right translations!*

1	Hallo!	a	Fine, thank you
2	Wie geht's?	b	Nice to meet you!
3	Gut, danke!	c	Do you like...?
4	Wie heißt du?	d	What's your name?
5	Gibt es hier ein ... in der Nähe?	e	Is there a ... nearby?
6	Magst du...?	f	Do you have any plans for tonight?
7	Ich mache hier Urlaub.	g	Hi! / Hello!
8	Hättest du Lust mal zusammen abzuhängen?	h	How are you?
9	Hast du heute Abend schon etwas vor?	i	Did you know that ...?
10	Wusstest du schon, dass ...?	j	Where are you from?
11	Woher kommst du?	k	I am here for a holiday.
12	Nett, dich kennenzulernen!	l	Do you want to hang out sometime?
13	Bis bald!	m	See you soon!




Exercise 8 (Français)

 *Phrases often used in conversations. Find the right translations!*

1	Bonjour! / Salut!	a	Fine, thank you!
2	Ça va?	b	Nice to meet you!
3	Bien, merci!	c	Do you like...?
4	Comment tu t'appelles?	d	What's your name?
5	Est-ce qu'il y a un/une ... près d'ici ?	e	Is there a ... nearby?
6	Tu aimes... ?	f	Do you have any plans for tonight?
7	Je passe mes vacances ici.	g	Hi! / Hello!
8	Ça te dit qu'on se voit un de ces jours ?	h	How are you?
9	Tu as déjà quelque chose de prévu ce soir ?	i	Did you know that ...?
10	Savais-tu que...?	j	Where are you from?
11	Tu viens d'où?	k	I am here for a holiday.
12	Enchanté!	l	Do you want to hang out sometime?
13	A bientôt!	m	See you soon!

Exercise 8 (Español)

 *Phrases often used in conversations. Find the right translations!*

1	¡Hola!	a	Fine, thank you
2	¿Cómo estás?	b	Nice to meet you!
3	¡Bien, gracias!	c	Do you like...?
4	¿Cómo te llamas?	d	What's your name?
5	¿Hay un/una...cerca?	e	Is there a ... nearby?
6	¿Te gusta...?	f	Do you have any plans for tonight?
7	Estoy aquí de vacaciones.	g	Hi! / Hello!
8	¿Te gustaría quedar alguna vez?	h	How are you?
9	¿Tienes planes para esta noche?	i	Did you know that ...?
10	¿Sabías que...?	j	Where are you from?
11	¿De dónde eres?	k	I am here for a holiday.
12	¡Encantado de conocerte!	l	Do you want to hang out sometime?
13	Hasta pronto!	m	See you soon!


Exercise 8 (Eesti Keel)



Phrases often used in conversations. Find the right translations!


1	Tere!	a	Fine, thank you!
2	Kuidas läheb?	b	Nice to meet you!
3	Hästi, tänan!	c	Do you like...?
4	Kuidas su nimi on?	d	What's your name?
5	On siin lähedal ... ?	e	Is there a ... nearby?
6	Kas sulle meeldib...?	f	Do you have any plans for tonight?
7	Olen siin puhkusel.	g	Hi! / Hello!
8	Lähme millalgi koos välja?	h	How are you?
9	Kas sul on õhtuks mingeid plaane?	i	Did you know that ...?
10	Kas teadsid, et...?	j	Where are you from?
11	Kust sa pärit oled?	k	I am here for a holiday.
12	Tore sind näha!	l	Do you want to hang out sometime?
13	Näeme!	m	See you soon!

Exercise 8 (Català)

 *Phrases often used in conversations. Find the right translations!*

1	Hola!	a	Fine, thank you
2	Com va?	b	Nice to meet you!
3	Va bé, gràcies.	c	Do you like...?
4	Com et dius?	d	What's your name?
5	Hi ha aquí... a prop ?	e	Is there a ... nearby?
6	T'agrada...?	f	Do you have any plans for tonight?
7	Passo les vacances aquí.	g	Hi! / Hello!
8	(Vols) passar una estona junts ?	h	How are you?
9	Tens plans per aquesta nit?	i	Did you know that ...?
10	Saps allò?	j	Where are you from?
11	D'on ets?	k	I am here for a holiday.
12	Encantat de conèixer-te!	l	Do you want to hang out sometime?
13	Ens veiem aviat!	m	See you soon!

Exercise 8 (Urdu)

 Phrases often used in conversations. Find the right translations!

1	Salam!	a	Fine, thank you
2	Kia haal hai?	b	Nice to meet you!
3	Theek, shukria!	c	Do you like...?
4	Aap Ka Naam Kya Hai?	d	What's your name?
5	Idar nasdeek hi ...hai?	e	Is there a ... nearby?
6	Kia aap ... pasanda karen gi (w) / karo ge (m)?	f	Do you have any plans for tonight?
7	Me yahan chution par hun.	g	Hi! / Hello!
8	Kuch mill kar karein?	h	How are you?
9	Aaj shaam ke kia iraden hain?	i	Did you know that ...?
10	Aap ko maluum tha?	j	Where are you from?
11	Aap Ka Taaluq Kahan Se Hai?	k	I am here for a holiday.
12	Aap Se milkar khushi huwi!	l	Do you want to hang out sometime?
13	Phir Milaiyin ge!	m	See you soon!

City Descriptions
Oxford (United Kingdom)

Oxford has lots of interesting old monuments and buildings. Oxford University, for example, which is one of the most popular universities in the world.

It has a lot of interesting places to visit.

I like the people. People from Oxford are very kind and helpful.

I like the variety of food and restaurants that you can find in the city.

Oxford is a big city!

Most people in Oxford speak English, but in the United Kingdom there are people from all over the world, so it is easy to hear a large variety of languages.

Oxford has beautiful gardens and fascinating shops.

City Descriptions

Barcelona (Spain)

Barcelona is a big coastal city with a lot of restaurants, museums, theatres. There's a lot of interesting and cultural stuff. It's beautiful!

Barcelona is very touristy! There's a bit mix of cultures, so you can meet lots of different types of people. It's a very busy city.

I love the shopping centres and the big squares. I like the views over the city you can see from Tibidabo amusement park.

The weather's great!

Barcelona is well-known for its gastronomy, which attracts a lot of tourists.

You can hear lots of different languages! Catalan, Spanish, English, French, German, Portuguese, Chinese, Arabic, amongst others!

City Descriptions

Canet de Mar (Spain)

It is a little coastal town where you can have a peaceful stroll. Important cultural buildings like Santa Florentina's castle and some modernist buildings. It's a nice place to live.

The town is very small! I like walking in the woods or on the beach. The beach is quiet and very clean! You can eat very well here, and the people are really nice.

People speak Catalan and Spanish, and some people talk in Chinese and Arabic, too. You can also hear English and some French, mostly from tourists.

City Descriptions

Frankfurt (Germany)

The beautiful skyline and River Main make it really pretty! I love the parks and the river.

It's small but important: there are lots of banks and shops in the centre.

There are lots of job opportunities.

There's lots to do, like cinemas, sports centres, restaurants and museums. Public transport is very good.

People speak German, Chinese, English, French, Italian, Polish, Russian, Serbian, Spanish, Turkish... Just about everything!

It's modern and has many skyscrapers. It's busy and alive, and it can be noisy.

City Descriptions

Luxembourg (Luxembourg)

There are lots of restaurants and shops, all close to each other.
Public transport is very good.

Luxembourg is the capital city of Luxembourg.

The weather is always different!

It's small, quiet and safe. People are usually very friendly. The services are good quality.

It's small and it's got beautiful scenery, especially the fortress and the river. There are lots of lovely squares and parks, too.

It's old, and it's got a very interesting history and a rich culture. There are lots of historical places to visit.

It's an international town, and people from all over the world live here, mainly to work in the European institutions.

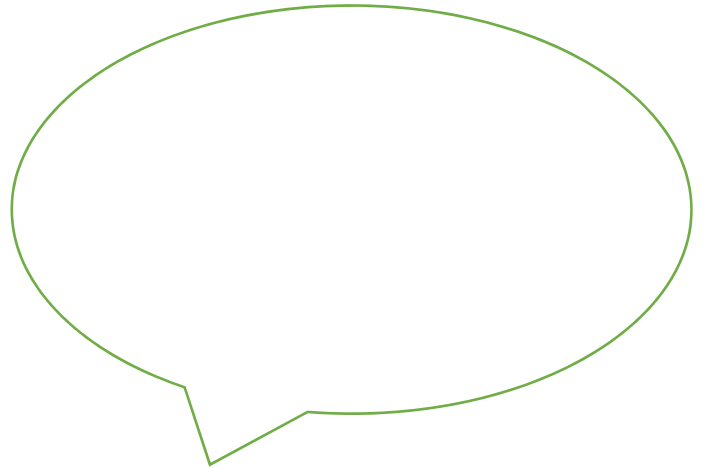
The main languages that you hear are Luxembourgish, English, French, German and Portuguese.

City Descriptions

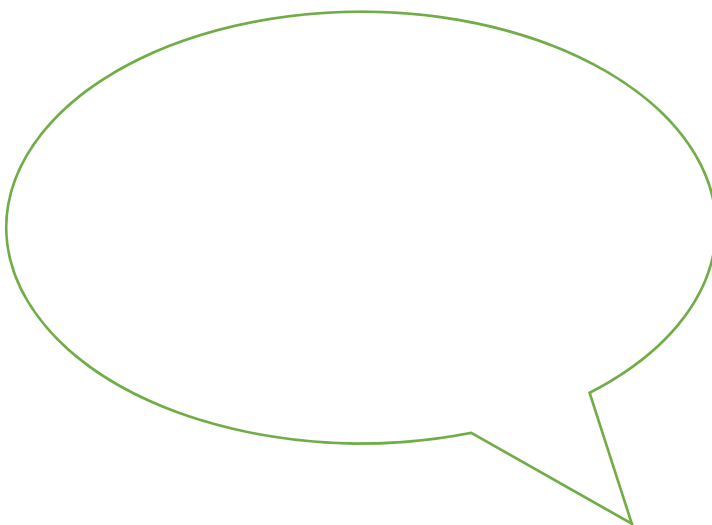
Tallinn (Estonia)

Now it's your turn! Use the internet, a library, or ask people who have been in Tallinn, to find out more about the capital of Estonia. Then fill in the speech bubbles!

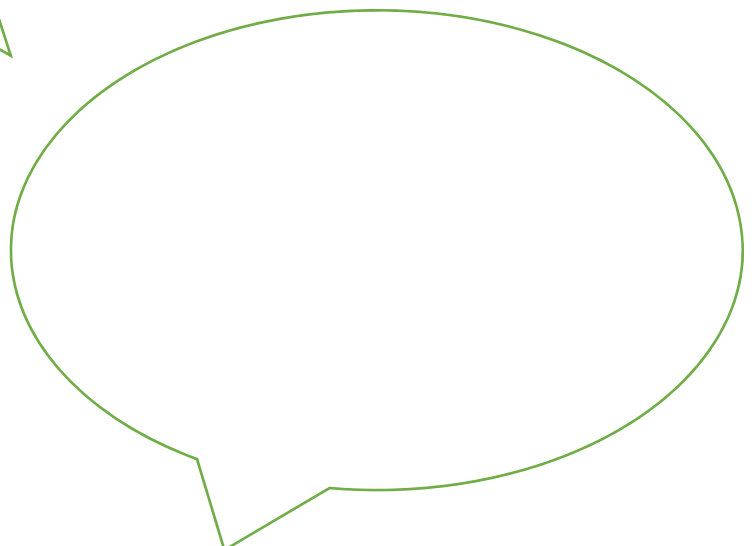
1. How would you describe Tallinn to someone who has never been there?



2. What do you like about Tallinn?



3. Which languages can you hear in Tallinn?

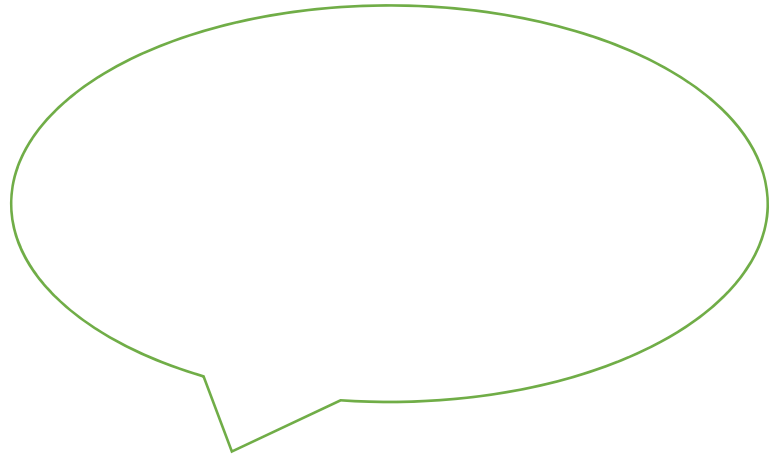


Now your city...

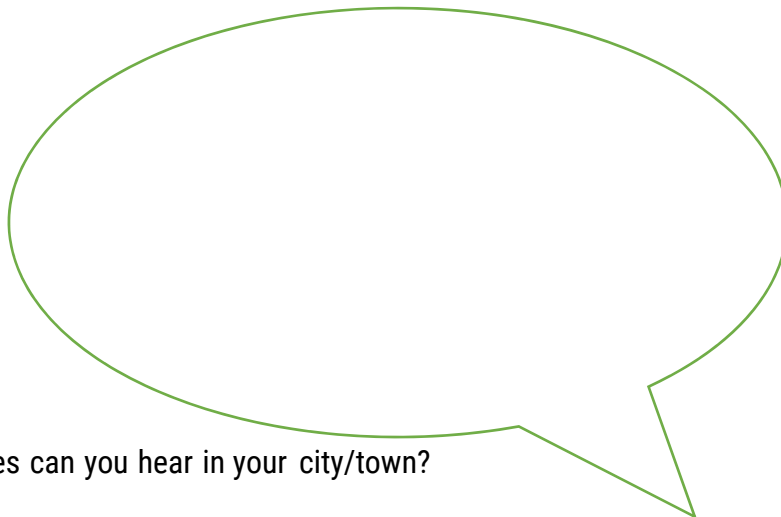
Mali has been to many different cities in Europe. Perhaps he could visit your city/town, too?

Describe your city/ town for him!

1. How would you describe your city/town to someone who has never been there?



2. What do you like about your city/ town?



3. Which languages can you hear in your city/town?

