

## Activity: Task-Based Learning Lesson

### What to do:

1. In groups of 2-3, read the Scrambled TBL lesson Plan. Note that the steps are mixed up.
2. Discuss and reorder the steps of the lesson into the most logical order.
3. Compare your reordered lesson with that of another group.
  - a. Do you agree with their arrangement? What changes might you suggest to them or what changes do you want to make on your own reordered lesson?
4. When you are satisfied with the order of steps, discuss the questions at the bottom of the page.

### Scrambled TBL Lesson Plan (Based on Unit 2 *Interact in English*)

<b>a.</b> Learners write captions for the photos: Learners write about themselves (e.g. My name is Rizwan Khan, I love cricket.) and about their heroes (e.g. This is Lata Mangeshkar. She is one of the greatest singers in Indian history.) 10 minutes
<b>b.</b> Discuss the complete projects with learners, give feedback on poster's appearance and use of English language. 5 minutes
<b>c.</b> Learners make posters: Learners discuss their plan for the design. Remind them to stick to English! Groups then stick on photos, captions, add title, decorations. 5-10 minutes
<b>d.</b> Introduce Learners to project: explain purpose, draw picture of poster on board. 3 minutes
<b>e.</b> Materials: Textbook page 16, picture of each Learner brought by Learners, pictures of Learners' heroes brought by Learners, sheets of large poster paper (one per group), scissors, glue and colored pens
<b>f.</b> Learners put posters on wall; Learners read other groups' posters. 5 minutes
<b>g.</b> Learners show other members of their group the caption they have written; group corrects each other's English 5-10 minutes
<b>h.</b> Learners get out pictures of themselves and their pictures of famous people; Learners break into groups of 5 (10 pictures per poster). 2 minutes
<b>i.</b> Aims: to produce a poster on which every Learner has a picture of him/herself with a caption, and a picture of his or her hero, with captions; to revise present tense, possessive adjectives, contractions (I'm/he's/she's) and names of countries and nationalities.

### Questions about the Task-Based Lesson Plan

1. What language tasks were done during the lesson?
2. What primary language skills were used to complete the tasks? For what objective?
3. What sub-skills were practiced during the lesson?
4. When did the students use non-verbal skills to communicate during the lesson?
5. How could you adapt this lesson to fit your teaching situation?

### Questions about this activity

1. What language tasks did YOU complete during this activity?
2. What primary language skills did you employ to complete the tasks? For what objective?
3. What sub-skills did you practice during the activity?
4. How did you use your non-verbal skills to communicate?
5. Did you enjoy this activity? Why or why not?

TBL lessons are highly motivating for students and at the same time, maximize language retention. Reflect on how you could use TBL to provide opportunities for authentic communication, allow plenty of practice, and create an active, interesting classroom!