Matching	**Ordering and sorting**	**Problem solving**	**Sharing personal experiences, narrating and story telling**	**Structure-based production tasks**
Comparing finding similarities and differences	**Comprehension tasks**	**Consciousness-raising tasks**	**Listing and or brainstorming**	

	The main focus here is that language learning takes place through input. The learners are forced to notice certain linguistic forms that are present in the input, be it listening or reading.
	These tasks are designed for the learner to focus on using specific target language. This usually a mixture or certain vocabulary, along with specific grammar that is needed for the task as well as the functional language that is attached to the real world task
	Here the learning is made explicit, this goes beyond the noticing but rather focuses on understanding of the language. This means the students need to discuss the language and are asked to create their own grammar rules.
	Brainstorming and fact finding: this includes completing some sort of list, or creating a mind map. For example, agree on a list of the top 5 inventions that had the most impact on the world. Talk to your partner and ask what he did last weekend. Make a list of those activities and check with your partner to see if you forgot anything.
	Sequencing, ranking, classifying, categorising: sorting information according to certain criteria. For example Look at the list of inventions which will stay popular in the future and which will become less popular. Look at the pictures of the story, put them in the correct order and tell the story.
	Looking for similarities, differences, matching information and put everything in the 'correct' order. For example: Match the picture of the invention with the invention. Then talk to your partner/class on how you managed to match them. Match the newspaper headlines with the texts. Tell your partner/class how you did this. Important here is not to forget the learner interaction where they either do the task together or at least talk about it afterwards.
	Here you can compare similar text, pictures and try to find the similarities and differences. For example, compare your list with 5 inventions of your partner. Do you have the same inventions? Why did you choose these? Now together make a new list of five combining your 2 lists.
	Analysing real and or hypothetical situations, reasoning and making decisions. The end result of the activity should provide a solution which could also be evaluated. These tasks often incorporate a combination of the previous tasks. For example: Your city is too polluted. Make a list of all the problems your city has. Then think of 2 or 3 different solutions for each problem. Make a list of the advantages and disadvantages of each problem. Rank them according to which is more cost effective/cheaper to implement. Now discuss your solutions with another group/class and decide which ones you will suggest to the city council.

LIVEWORKSHEETS

	Here the students talk about their own lives and experiences they had on a certain topic. This also shows that there are social and cultural differences between you and your partners. This helps create bonds and new insights into different cultures and or experiences. It's important to make sure that it goes beyond just sharing and includes one or more of the previous tasks. For example rather than talk about what you had for breakfast, make a list of the things you usually have for breakfast and compare. Talk about your last holiday and find 5 things you have in common.

LIVEWORKSHEETS