

Teaching with *Kite*

Practical Activities for Promoting Linguistic and Cultural Inclusion



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This volume is the result of a collaborative effort involving authors from seven European universities. Each chapter was developed primarily by one institution and benefited from contributions, comments, and cross-review by members of the other participating institutions. The final chapter, *Combining KITES*, was jointly authored by contributors from all the institutions involved. Members of Taras Shevchenko National University of Kyiv contributed comments and carried out cross-reviews of all chapters. The images and maps included in this work were generated with the aid of AI-assisted computational tools. The authors take responsibility for their content.

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Introduction

Teaching with KITE: Practical Activities for Promoting Linguistic and Cultural Inclusion is a guide for exploring the multilingual resources available on the KITE platform (<https://kite.usal.es/>) and for applying them in diverse educational contexts. It brings together a set of pedagogical activities designed to help migrants and refugees connect language learning with real-life communication in the host country, fostering inclusive interaction, literacy development, and social integration.

Through activities such as matching exercises, role-plays, pronunciation practice, visual associations, and short creative tasks, learners develop both linguistic and intercultural competence. They discover how words and gestures combine to create meaning, how politeness varies across situations and cultures, and how cultural expectations influence everyday communication and one's perceptions of others.

The KITE platform on which this guide is based provides content in **French, German, Italian, Polish, Portuguese, and Spanish**, with translations into **English and Ukrainian**. This multilingual framework creates many possibilities for the language classroom, be it formal or informal, inspiring teaching strategies that promote interlinguistic awareness, collaborative learning, and linguistic mediation. As such, many of the activities in this guide were designed to encourage learners to notice similarities and differences between languages and cultures, to work together across linguistic backgrounds, and to support one another through translation or explanation. In this way, the guide becomes a rich and flexible tool for all those involved in second language teaching and in the promotion of integration, helping them create inclusive, cooperative, and rich language learning experiences for the learners.

How is the guide organised?

The pedagogical activities proposed in this guide are presented in seven different chapters.

Each of the six main chapters focuses on one of the sections of the KITE platform, highlighting practical applications of its specific resources:

KITE 1: *Arriving in a host country*

KITE 2: *Picture dictionary*

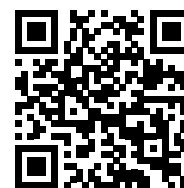
KITE 3: *Sounds of language*

KITE 4: *Communicative interaction*

KITE 5: *Non-verbal communication*

KITE 6: *Intercultural experiences*

Each chapter follows a consistent pedagogical structure that includes clear learning objectives (*What do we intend to achieve?*), suggested activities, required material, and detailed Instructions, often enriched with variations and examples in the target languages. This structure allows teachers to explore each of the six KITE areas and to adapt the proposed activities flexibly to different learner levels, teaching goals, and multilingual contexts.



Access to the platform

Finally, possible combinations of resources in implementing pedagogical activities are explored in the last chapter: ***Combining KITES***.

Who is the guide for?

This guide is designed for all those involved in supporting the language learning and integration of migrants and refugees, particularly at beginner or initial levels. It is particularly relevant for formal and informal learning contexts in six European countries: **France, Germany, Italy, Poland, Portugal, and Spain**.

Primary users include:

- **Teachers and trainers** working in reception, second language and literacy development in newcomer or adult education classrooms;
- **Social educators, language mediators, and community agents** who accompany migrants through integration processes;
- **Volunteers or facilitators** involved in language learning initiatives for migrants and refugees.

Kite 1.

Arriving in a host country

Introduction

- What is K1?
- How is K1 organised?
- How to use K1?

The learning process

- What do we intend to achieve?
- Suggested activities

1. Introduction

What is K1?

K1 is a digital resource that provides practical and administrative information to support individuals during their stay in a host country. It is designed to support refugees, migrants, and those who assist them. This resource serves as a comprehensive and practical guide to daily life in the host country, offering support on several levels:

- **Practical:** Helps users manage daily life tasks (finding housing, jobs, schools, accessing healthcare or social services, using public transport, etc.);
- **Cultural:** Provides clear and reliable information, helping ease the cultural adjustment process by offering basic knowledge of the host country;
- **Linguistic:** Supports cross-linguistic comparisons and familiarisation with key terminology and institutions in the host country's language.

K1 currently covers six countries: France, Germany, Italy, Poland, Portugal and Spain.

How is K1 organised?

The resource is divided into 15 thematic sections, each presenting core information on immigration procedures, essential services, NGOs, and other relevant institutions. The sections are: *Arrival to the host country, Hotlines, How do I use a host country phone number?, Reception centres, How to register, Find accommodation or flat, Get material support, Find medical help, Transport, Cars and driving license, Work, Social security, Education, Translation and language learning, Support from NGOs*. The resource also includes useful links for further reading.

Each section is available in three languages:

- **the language of the host country**
- **English**
- **Ukrainian**

This multilingual approach ensures broad accessibility for various users.

How to use K1?

Kite 1. Arriving in a host country provides an excellent foundation for preparing refugees and migrants to handle everyday situations in the local language. K1 can serve multiple purposes in this process. Its primary goal is to help users search for and retrieve the information they need.

Educators and people supporting migrants can practice with them how to locate and verify specific details, which at the same time develops both practical and linguistic skills.

Developing competence in reading for orientation and/or for information, as outlined in the CEFR (2020), is an integral part of this process. This involves searching for specific details and may include engaging with “simple, short, illustrated informational material” as well as various text types such as “notices or leaflets,” as highlighted in the CEFR (2020). In the context of Kite 1 resources, these recommendations can be interpreted as tasks like identifying the names of institutions relevant to specific life situations, or locating telephone numbers and addresses.

In addition, K1 can also be used directly as a tool for language learning. In early-stage language instruction, K1 may support the development of communicative skills and foster metalinguistic awareness by encouraging learners to compare content across three languages. It also provides opportunities to improve reading comprehension in the host country’s language, while at the same time supporting linguistic and cultural mediation.

2. The learning process

What do we intend to achieve?

- Guide the learners in the understanding of practical information regarding key services in the host country.
- Familiarise students with the structure and content of the K1 resource through practical exploration.
- Develop skills to navigate and extract relevant information from the resource quickly and effectively.
- Enable students to use K1 as a practical reference tool for real-life situations upon arrival in the host country.
- Help learners identify which sections of the resource are most relevant for different needs (health, housing, work, transport, etc.).
- Build confidence in understanding and applying the administrative information, contacts, and procedures provided in K1.
- Encourage autonomous and repeated use of the resource as students settle into the host country.
- Practice using the specific vocabulary, phone numbers, links, and guidance contained in the resource.

Suggested activities

Activity 1: Roleplay - Emergency calls

Material: K1 resource.

Language: L1 / L2 (depending on the students' level of proficiency in L2).

Instructions:

- The instructor selects a real situation from Kite 1: medical emergency, asking for housing at an NGO, enquiring about work, getting transport information, etc.
- The instructor prepares and reads short simple dialogues based on K1 information (e.g., asking for medical help, asking for housing at an NGO, enquiring about work, getting transport information...) that the learners repeat as a group.
- Learners then work in pairs to create similar dialogues, as to practice making emergency or information phone calls or requests in face-to-face situations: one learner is the newly arrived person, the other is the service provider (phone operator, NGO worker, health centre staff, employment office worker).
- In the roleplay activity (5-10 minutes), the actual phone numbers, contact details, addresses, and specific information available in the resource should be used (for example: *Hello, I need to get a health card. Can you tell me where the nearest health centre is? I live in ... or I need temporary accommodation. Can [name of NGO or support service] help me?*).
- The roleplay should include: greeting, explaining the situation, asking specific questions based on K1 information, and closing.
- Each pair performs their roleplay in front of the group (2-3 minutes per pair).

Variation: After each performance, the class discusses the following topics:

- Was the information from K1 used correctly?
- What vocabulary or phrases were helpful?

Activity 2: What do I need first?

Material: K1 resource.

Language: L1 / L2 (depending on the students' level of proficiency in L2).

Instructions:

- Students are asked to read through all sections of K1 individually (15 minutes), and to pay attention to the different types of information it contains, while considering how they would answer the following questions:
 - *If you were arriving in this country today (or remember when you arrived), which sections would be most important for you? Why?*
 - *What factors influence your priorities (family, health, work situation)?*



- In groups of 3-4, learners share their choices orally and explain, referring to specific sections of K1:
 - what information from the resource is most useful for their personal situation;
 - if they have experienced similar situations to those described in K1;
 - which sections of K1 they would consult first, second, third, etc.
- Finally, each group presents to the class what the 3 most common priorities are, and in which sections of K1 they can be found.

Activity 3: Information gap

Material: Printed or digital excerpts from a K1 section divided into complementary parts (e.g., one set with information about required documents, another with addresses or office hours); blank forms or checklists for completion.

Instructions:

- Students work in pairs, with each partner receiving a different portion of information from a K1 section. One student, for example, may have details about required documents, while the other has information about addresses or office hours.
- Through asking and answering questions, they share their information and collaborate to complete a form or checklist.

Activity 4: Explain to your friend

Material: K1 resource.

Language: L1 / L2.

Instructions:

- Students are asked to imagine a friend of theirs has just arrived in the host country yesterday. This friend has a lower level in the host country's language or doesn't speak it at all.
- Using the information in K1, each student is required to explain (orally) to their friend:
 - The most important information contained in K1 (3-5 key points);
 - What they need to attend to first and why;
 - Key phone numbers, websites, or contacts they must save;
 - Essential words or phrases in the target language for each selected situation;
 - Where to find help if they don't understand key information.
- Students are then required to:
 - practice explaining complex information from K1 in simple, clear terms to their friend, someone with a lower language level;
 - present their explanations to the class, as if the class were the newly arrived friend.

Activity 5: Travel plan and advice

Material: K1 resource.

Language: L1/ L2 (depending on the students' level of proficiency in L2).

Instructions:

- Students are required to create a practical, personalised travel and settlement plan for someone arriving in the host country soon, by using specific information from K1. To do so, they should consider the end user's profile.
 - Are they traveling alone or with family?
 - Do they have children, specific health needs, urgency in finding work?
 - What is their target language level?
- Using K1, students prepare a document with information found in K1:
 - Basic host country data: key emergency phone numbers, useful contacts.
 - Priority tasks agenda: What to do on day 1, week 1, week 2 (based on information in K1: e.g., register, get health card, buy phone card, find housing, etc.).
 - Specific phone numbers from K1 that are essential, considering this person's profile.
 - Public transport information: How to get around (metro, bus, train information).
 - Practical advice: What should this person know about local currency, NGO support, their rights, etc.

Activity 6: Consulting the resource

Material: K1 resource (printed or on devices), signs for different offices/locations.

Language: L1/ L2 (depending on the students' level of proficiency in L2).

Instructions:

- Different areas in the classroom are made to represent specific locations: Health Centre, Employment Office, Transport Office, local NGO, Phone shop, etc.
- Half the students are *newly arrived* in the host country in need of information; the other half are *staff* who can provide it.
- Those who play the role of *newly arrived* in the host country rotate through the locations with K1 in hand (printed or on devices) and should:
 - Consult the resource to find relevant information for each location, before or during their oral interactions with the *staff*.
 - Ask appropriate questions using vocabulary and information from K1.
 - Obtain specific help: health card process, job information and minimum wage, transport card options, housing assistance contacts, phone card purchase, etc.
- *Staff* can only provide information based on the content in K1 (they should also consult the resource).

Kite 2.

Picture dictionary

Introduction

- What is K2?
- How is K2 organised?
- How to use K2?

Lexical learning in four stages

- 1. Discover: observe and notice
 - What do we intend to achieve?
 - Suggested activities
- 2. Learn: recognise and memorise
 - What do we intend to achieve?
 - Suggested activities
- 3. Produce: activate and use
 - What do we intend to achieve?
 - Suggested activities
- 4. Beyond K2: communication skills and literacy
 - What do we intend to achieve?
 - Written expression
 - Oral expression
 - Listening comprehension

Games

- What do we intend to achieve?

K2 as a multilingual tool

- What do we intend to achieve?
- Suggested activities

1. Introduction

What is K2?

The CommuniKITE multilingual picture dictionary (K2) is a resource designed to facilitate learners' initial contact with a foreign language, providing easy access to basic terms frequently used in everyday communication. Thanks to its visual nature and intuitive organisation, this dictionary allows the learner to recognise, learn and put into practice key words in French, German, Italian, Polish, Portuguese and Spanish, each of which paired with English and Ukrainian translations.

Incorporating an interlinguistic perspective, K2 not only reinforces understanding of new vocabulary, but also allows participants to draw on other languages, make meaningful connections, recognise patterns and gain autonomy in learning. By comparing words between languages, identifying similarities and differences, or searching for equivalents, strategies are activated that strengthen memory, motivation, and linguistic self-esteem.

Unlike a conventional visual dictionary, K2 has been designed with immediate applications in mind: it can be used in formal teaching settings as well as in social, community or individual support contexts, with both homogeneous and heterogeneous groups, according to native language, target language proficiency level, etc.

The dictionary is especially useful for working with migrants or refugees who, in many cases, have had no previous contact with the host language. With these learners, who often have multilingual profiles, resorting to K2 can also favour mediation and cooperation. This can be especially useful in heterogeneous groups of people who share some languages, but don't speak the same native language, or who have different proficiency levels in the target language, since members can help each other linguistically and/or culturally.

K2 provides:

- **Visual access to everyday vocabulary:** Images facilitate immediate understanding of meaning, making K2 an accessible resource for people at different levels of linguistic competence, including those in the process of literacy acquisition.
- **Support for plurilingualism:** Each word is available in eight languages, allowing users to recognise similarities, detect differences and appreciate their own and others' linguistic repertoire. It is ideal for multilingual classrooms and intercultural teaching contexts.
- **Access to everyday communication:** The selected vocabulary is designed for everyday situations (health, housing, work, school, etc.), with the aim of supporting migrants from their first steps in their new environment.
- **Flexibility of use:** K2 can be used in digital or printed form, in or outside the classroom, independently or with guidance, in formal teaching sessions or in more informal contexts, such as libraries, associations or reception centres.

How is K2 organised?

The glossary contains **558 words grouped into five thematic areas/categories**. Each category includes subcategories that allow for orderly and intuitive access to the vocabulary that is essential for functioning in different contexts related to the five **thematic areas**:



How to use K2?

The picture dictionary is available in an **interactive digital format** on the KITE platform and also in a **downloadable format** for printing. Each thematic category presents an identifying image, which can be clicked on to discover the relevant words it contains, all of which are also illustrated with images. The images have been specially created by a professional illustration team with a clear, friendly and culturally neutral style to ensure visual and conceptual accessibility.

The activities proposed in this chapter aim to offer practical ideas for getting the most out of this resource at different levels and in different situations. All of them are based on the pedagogical value of images as a vehicle for meaning, motivation and access to the language being learned.

This chapter is structured into practical sections that offer activities and teaching proposals aimed at specific objectives: presentation, learning and consolidation of vocabulary, development of communication skills, interlinguistic awareness and functional literacy. Each of these sections includes learning goals, and examples of suggested activities. The suggested activities aimed at presentation, learning and consolidation of vocabulary have been organised for a progressive approach to lexical acquisition, in three phases: **discovery (observation and noticing)**, **learning (recognition and memorisation)** and **production (activation and use)**. These phases are not rigid or necessarily sequential, but together they allow learners to progress from visual recognition to communicative production, helping them to ultimately incorporate new words into their first linguistic interactions,

a fundamental starting point for the future development of communicative skills and literacy (focus of the *Beyond K2: development of communication skills and literacy* section of this chapter).

The role of the trainer or facilitator is key: it is not just a matter of **using** the dictionary, but of **creating conditions for this resource to make sense in the learners' reality**.

In this sense, it is essential to remember that the dictionary is, above all, a **gateway to meaning**. Therefore, the facilitator (teacher/instructor) should:

- support **visual, verbal and contextual understanding** of words;
- **provide a foundation** (structures, examples, repetition) that allows learners to move from recognition to production;
- be sensitive to **literacy difficulties**, by using images as support for communication, without requiring reading or writing if these skills have not been previously developed.

When used effectively, the picture dictionary contributes to the development of basic communication skills, as **it draws on what people do know and recognise**, even when they are not yet able to express it, facilitating learning **without strict language barriers**. This approach and its dynamics are essential, especially when working with migrants, who often have **complex life trajectories**, diverse linguistic repertoires, and very specific needs in terms of communication, access to services and integration.

The activities proposed are not all original creations; many are well-established classroom activities. Their value lies in their integration as a comprehensive collection designed to facilitate the exploitation of the glossary, adapted specifically for use with this resource, and compiled to serve users as a practical activity bank.

2. Lexical learning in four stages

1. Discover: observe and notice

What do we intend to achieve?

- Encourage initial contact with the vocabulary in the glossary from a visual, interactive approach, without oral production, reading or writing requirements, especially adequate for beginner learners in the process of literacy acquisition.
- Familiarise students with the thematic areas of the glossary, in a participatory environment.
- Encourage confidence while using the target language.
- Stimulate interest and curiosity, sparking interest in the new vocabulary.
- Value and activate prior lexical knowledge (in any language).
- Introduce new terms in a simple and accessible way.

Suggested activities

Activity 1: What do you see? What do you know?

Material: Thumbnail of one of the thematic categories (e.g., *House*).

Instructions:

- In order to create an initial contact with the vocabulary in the glossary, the illustration is shown without providing the words (digitally) or in print.
- Learners are asked to observe and say in their own language what they recognise.
- The group looks for words they already know in the target language.

Variation: Place post-it notes on the images (on paper) or point them out on the screen.

Activity 2: Predict the word

Material: Wordless illustration cards / thumbnail of one of the thematic categories.

Instructions:

- Five illustrations from the thematic category are selected.



- The facilitator shows them one by one and asks: *What is it? Do you know a word for this in any language?*, activating prior lexical knowledge.
- The word in the target language is then revealed.

Activity 3: Targeted search in the scene

Material: The illustrations for each of the five thematic categories in K2 (thumbnails).

Instructions:

- Learners are presented with the illustrations to familiarise them with the thematic areas of the glossary and its vocabulary.
- They are then instructed to identify specific items, e.g., *something used for cooking / something found in the bathroom / something we use for writing, etc.*
- Learners locate the corresponding image and say what they think the name of the object is.
- Then the word is revealed or checked with cards.

2. Learn: recognise and memorise

What do we intend to achieve?

- Active acquisition of new vocabulary.
- Recognition, understanding and memorisation of vocabulary.
- Establishment of clear associations between images, spoken words and written words.
- Internalisation of the meanings of words through meaningful repetition.
- Development of personal strategies for remembering and categorising vocabulary.
- Initiation of guided production of the learned vocabulary (repetition, model sentences).

Suggested activities

Activity 1: Match the illustrations and words

Material: Decks of cut-out cards, half with images and the other half with matching words (in several languages or only in the target language) of the same thematic category.

Instructions:

- Participants are divided into pairs.



- The facilitator shuffles the cards and distributes a deck to each pair.
- Participants in each pair work collaboratively to match the cards correctly.

Variation: The difficulty of the activity can be increased by adding extra words that do not belong in the same thematic category.

Activity 2: The sentence circle

Material: Cards with images.

Instructions:

- Learners sit in a circle.
- Each receives an image from one of the thematic categories.
- The instructor reads sentences in which each of the distributed words appear.
- Learners try to identify, in the sentences read by the instructor, the word corresponding to what is shown on their card.
- Taking turns, learners then say a sentence themselves in which their word appears (e.g., *In my house there is a window / My mother works at the hospital*).

Activity 3: Searching within the scene

Material: Illustrations of the five thematic blocks from K2 (an overview of each thematic block).

Instructions:

- The illustrations are shown to the students so that they can familiarise themselves with the thematic areas of the glossary and its vocabulary.
- Then, they are asked to identify specific items, for example, *something used for cooking, something found in the bathroom, something we use for writing*, etc. Afterwards, the word is revealed or checked against flashcards.

3. Produce: activate and use

What do we intend to achieve?

- Use of the learned vocabulary in meaningful, creative, or communicative contexts, by helping learners to take words beyond the recognition stage, integrating them into actions, stories, games, or simulated situations that encourage production, interaction, and consolidation.

- Consolidation of the learned vocabulary through its contextualised use.
- Encouragement of oral and written production, adapted to the level of the group.
- Reinforcement of meaningful learning through purposeful tasks.
- Stimulation of learners' creativity and playful interaction with the target language.
- Encouragement of autonomy and collaboration, connecting the vocabulary to the group's experiences.

Suggested activities

The activities in this stage are aimed at promoting the functional and meaningful use of vocabulary, either through interactive activities or guided tasks. Autonomy and collaboration are encouraged, and the aim is always to connect vocabulary with the group's experiences and interests. The objective is to consolidate vocabulary through use.

Activity 1: Role-play with cards

Material: Image cards / areas of the classroom set up as stages.

Instructions:

- Learners are presented with different situations: *going to the doctor, shopping, looking for a flat, etc.*
- Learners then choose cards and construct a short dialogue using the relevant vocabulary in contextualised situations.
- The dialogue can be performed in front of the group or recorded on audio/video.

Activity 2: Story chain

Material: A selection of image cards.

Instructions:

- The instructor places all image cards face down.
- Each student picks up a card without looking at it.
- Taking turns, students build a story as a group, incorporating the words each of them have been given to encourage oral production and creativity with the target language.
- The result can be written down or performed as a short scene.

Activity 3: Drawing from a description

Material: Drawing and writing material; K2 words.

Instructions:

- A learner (or the facilitator) describes a scene using the vocabulary from one of the thematic categories (e.g., *There is a chair next to the table. On the table there is a glass...*).
- The rest of the group draws what they have understood from the description. Learners then compare and comment on their drawings to consolidate the learned vocabulary.

Activity 4: Expanding the glossary

Material: Drawing and writing material; K2 words.

Instructions:

- In groups (or as the class as a whole), learners review the words in each thematic category of the glossary.
- They then think of new words that could complete the thematic categories.
- Images or drawings representing these words can be created in class to encourage collaboration and to promote the acquisition of new words in the target language.

Variation: The activity can be proposed the other way round. The learners brainstorm ideas for a thematic category and then they check the glossary in order to add missing words.

4. Beyond K2: communication skills and literacy

What do we intend to achieve?

- Extend beyond the glossary itself, strengthening vocabulary learning by connecting it to communication skills and literacy development.
- Use of K2 as an effective starting point for developing the four communication skills (listening comprehension, reading comprehension, speaking and writing).
- Design of tasks using K2's images and words that simulate real-life communication situations common in everyday life, facilitating practical application in social and functional contexts beyond vocabulary memorisation.
- Contextualisation of language learning at initial levels, ensuring it is not based solely on memorising structures and lexical units, but also on situating them within social interaction contexts.
- Provision of activities that are contextualised, useful and aimed exclusively at adult audiences: action-oriented, focused on solving real tasks and directly using learned vocabulary.

- Response to specific needs such as accessing healthcare systems, completing applications, attending interviews, participating in children's schooling, or understanding bills – situations requiring literacy skills.
- Understanding of literacy in adult language teaching as a tool for linguistic and social empowerment rather than solely as a technical process of deciphering letters.
- Use of K2 as a valuable resource for initiating and reinforcing functional literacy processes focused on reading, writing and understanding what is needed to live independently in a new environment.

Written expression

At initial levels, written production is usually limited, but necessary in everyday contexts: for filling out a form, writing a note or leaving a message, etc. K2 facilitates this task by offering a repertoire of key words with visual support. Through short, guided activities, the functional use of the vocabulary learned can be promoted in authentic situations.

Activity 1: Filling in a basic form

Material: Real documents/forms to be filled in; K2 vocabulary related to identity, family, housing, profession.

Instructions:

- Students are presented with a real form (for registration at a health centre, enrolment in an activity, an appointment form, a census, etc.).
- With the help of the vocabulary in K2 (family, personal details, professions, etc.), the participants fill in the required fields.

Activity 2: Writing a note or short message

Material: Writing material; K2 vocabulary related to health, weather, calendar, etc.

Instructions:

- Learners are presented with a realistic situation, such as: *I need to write a note to say that I cannot go to class/work/the school meeting tomorrow/today; I want to make an appointment; I need someone to remind me of something.*
- Learners work on how to write a short functional message: name, date, subject.
- The visual dictionary is used as a repository of useful words to complete these messages.

Note: It can be useful to provide real models for text exchanges, such as WhatsApp, iMessage, Telegram, etc.

Activity 3: Create a survival dossier

Material: Notebook and pen/pencil; K2 words from key thematic categories.

Instructions:

- Students are requested to create a personalised notebook with useful words and phrases.
- Each student selects words that are important for their own daily life within different topics (*health, house, work...*): *hospital, work, appointment, children's names, allergies, etc.*
- Besides the word, each entry in the notebook can include an image from K2, and, if desired, a functional phrase (*I am allergic to...*).
- The notebook becomes a real tool to show others or to read out loud in everyday situations.

Oral expression

Oral expression is essential for social interaction in real-life situations, as well as in reception and integration contexts: asking for information, introducing oneself, participating in an interview or explaining a need. The picture dictionary provides visual support that allows participants to express themselves even if their grammatical skills are limited. The images help to evoke vocabulary and reduce the cognitive load during oral production.

Activity 4: Simulated interview or procedure

Material: K2 vocabulary related to work, health, housing, personal details. A script or support cards can be provided to reinforce autonomy.

Instructions:

- The facilitator plays the role of an institutional figure (employment office worker, doctor, social worker, etc.) in a short oral conversation with a learner.
- The learner answers the basic questions using vocabulary from K2.

Activity 5: Describe an everyday situation

Material: K2 images of physical locations.

Instructions:

- The instructor shows an image of a location (e.g., a kitchen, a classroom, a market) and asks learners to describe what they see, who is in the image, and what can be done in the shown location.
- Students are encouraged to produce short sentences with visual support and vocabulary from K2 to describe relevant aspects of the images.

Listening comprehension

Listening and understanding is a constant necessity in everyday life: instructions, notices, appointments, short conversations. With the support of K2, simple audio recordings can be used in the cases in which the vocabulary is visually recognisable. This reinforces comprehension and helps to associate sounds with meanings, facilitating the development of listening strategies.

Activity 6: Listening to instructions and acting

Material: K2 vocabulary related to home, recycling, city, administration, etc.

Instructions:

- The facilitator gives oral instructions regarding practical tasks related to the selected theme: *Find the lift; Put the bottle in the blue bin; Hand in the document at the counter.*
- The participant must follow the instructions by performing the correct action (or by pointing to a relevant image), revealing understanding of the oral messages.

Activity 7: Identifying key information in an audio recording

Material: K2 vocabulary related to calendar, health, institutions; audio recordings of short functional messages; writing material or a checklist.

Instructions:

- Learners listen to the short functional messages, simulating a telephone call, a notice from the health centre, an appointment recording, etc.
- They are required to recognise relevant information (time, place, name, reason, etc.), by writing it down (taking notes) or by selecting it from a checklist.

Reading comprehension

Reading short, functional texts (signs, posters, timetables, administrative documents) is essential for getting around in the environment. The glossary allows participants to familiarise themselves with the key words in these texts, making them easier to recognise and understand. Tasks can be designed for different levels using real or simulated materials.

Activity 8: Reading and understanding posters or signs

Material: Real or simulated signs or short messages commonly displayed in public environments (in a hospital, transportation, administration, school setting, etc.); K2 vocabulary related to city, traffic, administration, health, etc.



Instructions:

The learners are asked, for each sign /short message presented to them:

- *Where can this sign / message be found?*
- *What does it mean?*
- *What can and cannot be done, according to the sign?*

Activity 9: Locating information in documents

Material: Short real-life documents (timetables, brochures, doctor's appointments, invoices, receipts, etc.); K2 vocabulary related to calendar, services, housing, work, etc.

Instructions:

- Learners are presented with a series of real-life documents.
- For each document, they must search for and understand specific details in order to answer questions or locate information requested by the instructor (e.g. date, place, price, recipient, etc.).

Activity 10: Reading for orientation

Material: Words such as *entrance, exit, opening hours, open, appointment* presented in written form; K2 images of locations (e.g. *health centre, supermarket*).

Instructions:

- Using a K2 image of a location (e.g. *health centre, supermarket*), learners identify words related to those places.
- If possible, the instructor can plan an outing to allow learners to observe these words in the environment.

3. Games

What do we intend to achieve?

- Consolidation of the previously learned vocabulary through activities with a motivational value.
- Repetition, reinforcement, and activation of vocabulary in a functional way.
- Promotion of participation, attention and collaboration through visual, auditory, and associative activities.
- Meaningful practice opportunities adapted to diverse learning needs and communication styles.

Game 1: Memory game

Material: Two decks of double cards, one with images and another with the corresponding words in the target language.

Instructions:

- The instructor places all cards faced down.
- On their turn, each player picks up two cards and tries to find the correct pair (image-word).
- If they are successful, they keep the pair; if not, they put them back in their place faced down.

Variations:

- The game can be played by category (e.g. only words for professions or relevant in a kitchen setting).
- Words in two different languages (Spanish-Ukrainian, for example, or combinations of other languages represented in K2) can be used to promote interlinguistic awareness).

Note: Ideal for beginners, with participants speaking different languages, or in visual reinforcement sessions.

Game 2: The taboo word

Material: Cards with images from K2.

Instructions:

- One player draws a card and must get the group to guess the word corresponding to the image.
- The player holding the card can give the group clues, using gestures or synonyms, but not by directly referring to the target term.

Variations:

- For higher proficiency levels, difficulty can be increased by specifying words that students cannot use when describing the target word. These restrictions may include synonyms, words from the same word family or root, generic terms, or semantically related words. For example, if the word is *paint* (verb), the student cannot use *draw* (synonym), *painter* (word family), or *brush* (semantic field).
- This game can be played in teams, with a time limit. It can also be played in pairs of learners alternating roles.

Note: Useful for working on vocabulary through oral communication, without requiring complex grammatical structures.

Game 3: Lexical bingo

Material: Bingo cards with images; tokens or markers.

Instructions:

- Each participant receives a card with different images from K2.
- The facilitator says each word (or phrases containing the word) aloud.
- Students practice oral vocabulary comprehension and visual association. The first person to complete a row, column, or diagonal wins.

Variations: Participants can take turns to "call out" the words.

Note: Useful for reviewing vocabulary from specific thematic categories or as a fun way to end a session.

Game 4: Find your partner

Material: Cards distributed among the group (half with images, half with words).

Instructions:

- Each player receives a card (image or word).
- They walk around the classroom inquiring about other participants until they find their partner (holding the matching word or image).
- Once the pairs are formed, they must say a sentence using that word or explain it to the group.

Variation: Instead of isolated words, participants can try to match an image with a sentence.

Note: Ideal as an icebreaker, encouraging interaction and reinforcing vocabulary without pressure.

Game 5: Double vocabulary

Material: Cards with 4–6 images from K2 (each card shares exactly one image with every other card).

Instructions:

- The cards are distributed among the players.
- On each turn, two players compare their cards and must quickly find and name the image their cards have in common.
- The first person to say the corresponding word correctly wins the round.



Variations:

- The game can either be played with images from different thematic categories or from the same theme.
- Words can be used instead of images.

Note: Very useful for developing lexical agility, visual attention and speed in vocabulary retrieval.

Game 6: Vocabulary roulette

Material: A roulette wheel (physical or digital) with words or images from K2.

Instructions:

- Each participant spins the wheel and performs a task based on the word or image that appears (e.g. *say a sentence, make a gesture, draw it, translate it, etc.*).
- The tasks, designed to activate the vocabulary in a fun, random, and participatory way, can be pre-established or chosen at random.

Variations:

- The wheel can be divided into categories (*transport, food, professions, etc.*).
- The roulette wheel with words or images can be combined with another action wheel (*say, act, write, compare, etc.*).

Note: Ideal as a resource for lexical review, motivation, or energising sessions.

Game 7: Visual dominoes

Material: Domino pieces with images or words on two different sides (one on each end).

Instructions:

- As in classic dominoes, the tiles are placed by matching related terms (by image, category, function, etc.).
- The dominoes can present image-image, image-word or word-word combinations to reinforce lexical association and semantic categorisation.

Variations:

- Instead of matching by image alone, players can be asked to justify why two images are related.
- The game can be played in groups or in pairs, collaboratively.

Note: Ideal for promoting lexical reasoning, thematic organisation, and interaction between participants.

4. K2 as a multilingual tool

What do we intend to achieve?

- Make K2 a useful resource for homogeneous and heterogeneous groups from the perspective of the native language.
- Incorporate an interlinguistic perspective which reinforces the understanding of new vocabulary and allows participants to draw on other languages and make meaningful connections.
- In the case of migrants, favour situations of mediation and cooperation, where learners can help each other linguistically or culturally.
- Take advantage of the participants' prior knowledge, even if they are not literate, working on respect, curiosity and intercultural awareness.

Suggested activities

Activity 1: Similar words

Material: K2 images with corresponding words in different languages; poster or individual sheets with two columns and other writing material.

Instructions:

- Learners look at images with words in the target language and in other languages represented in K2.
- They discuss words that are "similar" to others they already know (in French, Arabic, Russian, etc.).
- A poster or table with columns can be used to write them down.

Note: This activity helps learners recognise words that they will see on signs, in documents or hear in everyday conversations (*at the hospital, on the telephone, in the supermarket, etc.*), reinforcing their functional access to these contexts.

Activity 2: Watch out for this word!

Material: Examples of "false friends" between languages (e.g., *ropa* in Spanish ≠ *rope* in English); poster and writing material.

Instructions:

- The students must follow the steps outlined to identify words that may cause confusion due to their similarity to another language.
- Following the presentation of "false friends" between languages, learners share experiences with the group, explaining their own encounters with similar cases in their daily lives (confusion of words in shops, at doctor's appointments, etc.).



- The words are then written down on a collective *Watch out for this word!* wall /poster!

Note: This activity, focused on words that may cause confusion due to their similarity to those of another language, helps prevent misunderstandings and build confidence in everyday situations.

Activity 3: Group dictionary

Material: K2 images; writing material (paper or digital) for creating a collective multilingual dictionary.

Instructions:

- Each learner chooses words they find important or useful, and presents them in their own language, and in the host language.
- Using the images in K2, a collective multilingual dictionary is created, with illustrations, phrases, and/or real-life uses.

Note: This resource can be used for personal reference, to share with others, or as a review tool for autonomous study.

Kite 3.

Sounds of language

Introduction

- What is K3?
- How is K3 organised?
- How to use K3?

The learning process

- 1. Discover
 - What do we intend to achieve?
 - Suggested activities
- 2. Recognise
 - What do we intend to achieve?
 - Suggested activities
- 3. Produce
 - What do we intend to achieve?
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Games

1. Introduction

What is K3?

K3 is a resource designed to facilitate the first contact with a foreign language through familiarisation with sounds and their corresponding letters, and the way sounds are combined in syllables and words. Examples of intonation in sentences are also provided.

With an intuitive and accessible organisation, this resource allows learners to train the capacity to recognise sounds through a variety of audios, and their graphic forms, accompanied by examples of their occurrence in everyday words.

How is K3 organised?

The resource is organised in 3 sections: *Sounds of letters*; *Letters for sounds*; *Sounds grouped together*.

- The *Sounds of letters* section aims to familiarise the learners with the sound each letter can represent in the target language. For each letter of the alphabet, presented in upper and lower case format, the sounds it can represent, their phonetic transcription and audio/ written examples of words in which they occur are presented.
- The *Letters for sounds* section aims to illustrate how to write specific sounds in each target language. The sounds are presented in phonetic transcription with their possible spellings, along with examples of words in which they occur.
- The *Sounds grouped together* section provides information on (i) how to combine sounds in the target language; (ii) the way syllables are organised; (iii) word stress patterns; (iv) sentence intonation.

How to use K3?

K3 allows initial contact with essential aspects of the perception and production of the sounds of the target language, and the recognition of the sounds associated with each letter, the letters that represent each sound, and the relations between these sounds and letters within words. Based on a functional approach, centred on everyday communication, this resource also explores some basic aspects of the intonational patterns of the target language.

K3 is a flexible tool that can be adapted to multiple contexts and educational needs. Thanks to its structure, it allows working on pronunciation from both formal and non-formal approaches, in educational, social or community settings. It can be used as a starting point for the acquisition of basic letter-sound pairings as well as a resource for developing communicative skills, interlinguistic awareness or initial literacy. The activities proposed below are organised in three stages: introduction (familiarization with letters and sounds); recognition of letter-sound pairings; production (words and sentences). These activities seek to offer practical ideas for getting the most out of this resource.

2. The learning process

Discover

What do we intend to achieve?

- For learners who are not familiar with the Latin alphabet, familiarisation with letters, developing the learners' capacity to:
 - match symbols for uppercase and lowercase of the same letter;
 - identify letters included in the alphabet of the target-languages;
 - identify the names of letters in the target-languages;
 - identify letters with accents or other diacritics.
- Familiarisation with sounds, developing the learners' capacity to:
 - identify general categories of sounds (vowels, consonants, glides);
 - identify combinations of sounds (such as diphthongs and consonant clusters) vs. single sounds.

Suggested activities

Activity 1: What is the uppercase / lowercase of this letter?

Material: Cards with uppercase and lowercase of all the alphabet letters.

Instructions: Mix the cards and ask the learners to pair each uppercase letter with its corresponding lowercase letter or vice versa (e.g., A - a / b - B).

Variations:

- The learners are presented with an incomplete alphabet in both uppercase and lowercase.
- Then, the learners are presented with cards of the missing letters (in both upper and lower case) and asked to put them in the right places.

Examples:

French, German, Italian, Portuguese and Spanish

- The alphabet could be presented as: A, B, __, D, E, __, / __, b, c, d, __, f,

Polish

- The Polish alphabet could be presented as: A, A, B, __, Ć, D, E, __, / __, __, b, c, ć, __, __, e,

Activity 2: What letters belong to the alphabet of the target language?

Material: Cards with groups of 4-5 letters.

Instructions:

- Give the learners a card with a group of four or five symbols, one of which is not a letter of the target alphabet.



- Ask the learners to identify the "intruder."

Variation:

- Present a mixed group of cards, including an "intruder;" some cards present the letters in uppercase and others in lowercase.
- Then, ask the learners to (i) identify the "intruder;" (ii) separate the lowercase and uppercase letters.

Examples:

German

- The cards could contain groups of five symbols, as follows: a d F ï L/ Ö g P Ú y/ e m N ä ÿ / Â R W o j / Ó ß H G A/ y ë t l d

French

- The cards could contain groups of five symbols, as follows: a Â F ï L/ A g P Ì Û/ é m N Ñ S/ R W ò j Â/ Ś Ê H G A/ y è t θ d/

Polish

- The cards could contain groups of five symbols, as follows: a d F ï L/ A g P Ć Ú/ é m N ó S/ R W o j Â/ Ś Ê H G A/ y ò t l d/

Activity 3: What do we call the letters of the target alphabet?

Material: Worksheet with two columns.

Instructions:

- Provide a worksheet with a list of letters in one column and a mixed list of letter names in the other column.
- Ask the learners to match each letter to its written-out name.

Variation:

- Give each learner two cards: one with a letter (card 1) and another with the name of a letter (card 2).
- Each student says the name of the letter on their card 1.
- The other students check their card 2 until they find a match.

Activity 4: Which letters go with which accents and other diacritics?

Material: Pieces of a puzzle, some with letters and others with diacritics.

Instructions:

- Provide learners with puzzle pieces containing all the letters of the target alphabet, as well as all the diacritics that can be used with some of those letters.
- Then, ask them to make all the possible matches.



Variation: Provide learners with a list of letter-diacritic combinations and ask them to identify which are and are not possible.

Examples:

Portuguese Possible combinations include à, á, é, í, ó, ú â, ê, ô, ã, õ, while impossible combinations include û and ì, for instance. Also impossible is the combination of letters for consonant sounds and accents (´, ^ and `). Only one letter for the consonant sound [s] can present a diacritic; this is the case of ç (which has a dedicated key on Portuguese keyboards).

Spanish: Possible combinations include á, é, í, ó, ú (any vowel can take an acute accent) and ü. Impossible combinations include, for instance, any letter with a grave accent (such as à or ò) or any letter other than u with an *umlaut* (¨) (ü is possible, while ö is not). In addition, it is not possible to combine accents with any consonant letters. The only exception is the consonant [ɲ], represented by ñ, which has its own dedicated key on Spanish keyboards.

French: Possible combinations include à, é, è, ù, â, ô, û, î, ê. Impossible combinations are, for example, á, í, ó, ú, ò, ì, ö, ä.

Italian: Possible combinations include à, é, é, ó, ò, ì, ù (you can use a grave accent on any vowel) while the combination of letters for consonant sounds and accents (´ and `) is impossible. In Italian, the acute (´) and grave (`) accents on the vowels o and e indicate a difference in pronunciation. For this reason, especially when writing on a computer, it is important to distinguish between them. For example: *caffè* [ɛ] with a grave accent vs. *perché* [e] with an acute accent.

Polish: Distributed diacritics should contain: (´, ˘ and `). Possible combinations include q, ć, dź, dż, ę, ń, ó, ś, ź, ż. Every other combination is impossible (for example: á, ý, ç).

Activity 5: Vowel or consonant?

Material: Recordings of words of the K3 list; cards with different colours (e.g. red for vowels, green for consonants).

Instructions: The learner listens to the word and then raises the corresponding colour card: red for words beginning/ending with a vowel and green for words beginning/ending with a consonant.

Examples:

Portuguese

- Example words beginning with a consonant: *bola, doze, faca, lua, pato*
- Example words beginning with a vowel: *água, açúcar, elevador, ombro, onze*
- Example words ending with a consonant: *dois, dez, mar, papel*
- Example words ending with a vowel: *casa, exame, livro, maçã, taxi*

Spanish

- Example words beginning with a consonant: *casa, bola, chocolate, folio, gato*
- Example words beginning with a vowel: *águila, avión, azúcar*
- Example words ending with a consonant: *mil, tres, jamón, mar, álbum*
- Example words ending with a vowel: *café, guitarra, hombre, kilo, queso*



French

- Example words beginning with a consonant: *bar, cinema, musée, loi*
- Example words beginning with a vowel: *arbre, estomac, oeil, enceinte*
- Example words ending with a consonant: *hôpital, bus, douleur, soif*
- Example words ending with a vowel: *marché, librairie, bateau, moto*
- Example words ending with a consonant which is not pronounced: *danser, banc, arrêt, estomac*
- Example words ending with a vowel which is not pronounced: *ville, fontaine, balle, gorge*

Polish

- Example words beginning with a consonant: *słowo, tata, zupa, góra, fala*
- Example words beginning with a vowel: *orzech, igła, ucho, aparat, echo*
- Example words ending with a consonant: *nos, koniec, helikopter, rower, dźwig*
- Example words ending with a vowel: *ławka, mleko, pole, mały, cegła*

Activity 6. Single sound or group of sounds?

Material: Recordings of words of the K3 list.

Instructions: The learners listen to a short list of words and fill in a two-column table, indicating whether the words begin or end with a single sound (vowel or consonant) or, rather, a group of sounds (a diphthong or a consonant cluster) in the relevant column.

Examples:French

- *Listen to the words and note in the table whether they end in a single sound (vowel) or a group of sounds (diphthong):*

- avion* – single sound (vowel)
- bleu* – single sound (vowel)
- banque* – single sound (consonant)
- travail* – group of sounds (diphthong)
- accueil* – group of sounds (diphthong)

- *Listen to the words and note in the table whether they begin with a single sound (consonant) or a group of sounds (consonant cluster):*

- travail* – group of sounds (consonant cluster)
- journaliste* – single sound (consonant)
- brûlure* – group of sounds (consonant cluster)
- bar* – single sound (consonant)

German**Variation:**

- For the consonants: You can start with only clusters of two consonants at the beginning (*bl, kr, pf*, etc.), and later add three (*pfl, str*) to add more complexity.



- The same can be applied for diphthongs in the beginning (*Au, Ei, Eu*, etc.) or consonant clusters at the end (*mpf*).
- Listen to the words and note in the table whether they end in a single sound (long vowel) or a group of sounds (diphthong)
 - a) *Tee* – single sound (long vowel)
 - b) *frei* – group of sounds (diphthong)
 - c) *blau* – group of sounds (diphthong)
 - d) *Kuh* – single sound (long vowel)
- Listen to the words and note in the table whether they begin with a single sound (consonant) or a group of sounds (cluster with two or three consonants):
 - a) *Blume* – group of sounds (cluster with two consonants)
 - b) *Straße* – group of sounds (cluster with three consonants)
 - c) *Tor* – single sound (consonant)
 - d) *Karte* – single sound (consonant)

Italian

- Listen to the words and note in the table whether they end in a single sound (vowel) or a group of sounds (diphthong or triphthong):
 - a) *occhio* – group of sounds (diphthong)
 - b) *casa* – single sound (vowel)
 - c) *dei* – group of sounds (diphthong)
 - d) *guai* – group of sounds (triphthong)
- Listen to the words and note in the table whether they begin with a single sound (consonant) or a group of sounds (consonant cluster):
 - a) *platea* – group of sounds (consonant cluster)
 - b) *cucina* – single sound (consonant)
 - c) *strada* – group of sounds (consonant cluster)
 - d) *verdura* – single sound (consonant)

Portuguese

- Listen to the words and note in the table whether they end in a single sound (vowel) or a group of sounds (diphthong):
 - a) *pai* – group of sounds (diphthong)
 - b) *pé* – single sound (vowel)
 - c) *lei* – group of sounds (diphthong)
 - d) *chá* – single sound (vowel)
- Listen to the words and note in the table whether they begin with a single sound (consonant) or a group of sounds (consonant cluster):
 - a) *praça* – group of sounds (consonant cluster)
 - b) *chapéu* – single sound (consonant)
 - c) *flor* – group of sounds (consonant cluster)
 - d) *sofá* – single sound (consonant)

Spanish

- Listen to the words and note in the table whether they end in a single sound (vowel) or a group of sounds (diphthong):
 - a) *rey* – group of sounds (diphthong)



- b) *café* – single sound (vowel)
- c) *agua* – group of sounds (diphthong)
- d) *casa* – single sound (vowel)

- Listen to the words and note in the table whether they begin with a single sound (consonant) or a group of sounds (consonant cluster):

- a) *prisa* – group of sounds (consonant cluster)
- b) *queso* – single sound (consonant)
- c) *clavo* – group of sounds (consonant cluster)
- d) *psicólogo* – single sound (consonant)

Activity 7. Which sound?

Material: Worksheet with columns. In the first column, a word is presented in written form. In the remaining columns, an alternative sound for each word is presented.

Instructions:

- The learners listen to a list of words (from the K3 recordings or read aloud by the teacher), one by one.
- For each word (presented in written form in the first column of the worksheet), the learners have to choose the relevant sound, according to the instructions given in the examples below for the different languages.

Examples:

French

- Listen to the words and choose in the table the sound they begin with.

- a) **b**ouche - [p] or [b]?
- b) **ch**aise - [s] or [ʃ]?
- c) **ba**lai - [b] or [p]?

- Listen to the words and choose in the table the right pronunciation of the letters in **bold**.

- a) **poignet** - [n] or [ɲ]?
- b) **marché** - [s] or [ʃ]?
- c) **congés** - [ʒ] or [g]?

- Listen to the words and choose in the table the consonant they end in.

- a) **coude** - [d] or [t]?
- b) **ville** - [l] or [j]?
- c) **tante** - [d] or [t]?

German

- Listen to the vowels in each of the following words. Choose in the table the correct vowel (long or short?) for each word.

- a) **Bett** - short or long vowel?
- b) **Beet** - short or long vowel?
- c) **Ratte** - short or long vowel?



d) *Rat* - short or long vowel?

- Listen to the umlauts in each of the following words. Choose in the table the correct umlaut (long or short?) for each word.

- a) *Kühe* - short or long umlaut?
- b) *müssen* - short or long umlaut?
- c) *König* - short or long umlaut?
- d) *können* - short or long umlaut?

Polish

- Listen to the words and choose in the table the consonant they begin with.

- a) *fala* - [v] or [f]?
- b) *zupa* - [z] or [s]?
- c) *tata* - [t] or [d]?
- d) *pole* - [p] or [b]?
- e) *bajka* - [p] or [b]?

- Listen to the words and choose in the table the consonant they end in.

- a) *chleb* - [p] or [b]?
- b) *stóg* - [k] or [g]?
- c) *pieniądz* - [dź] or [tś]?
- d) *niedźwiedź* - [tś] or [dź]?
- e) *wóz* - [z] or [s]?
- f) *piłkarz* - [j] or [ʒ]?

Portuguese

- Listen to the words and choose in the table the consonant they begin with.

- a) *pata* - [p] or [b]?
- b) *vaca* - [f] or [v]?
- c) *casa* - [k] or [g]?
- d) *gato* - [k] or [g]?

- Listen to the words and choose in the table the vowel in the first syllable.

- a) *treze* - [e] or [ɛ]?
- b) *nove* - [o] or [ɔ]?
- c) *casa* - [a] or [e]?

- Listen to the words and choose in the table the vowel they end in.

- a) *treze* - [i] or [e]?
- b) *novo* - [o] or [u]?
- c) *casa* - [a] or [e]?

Spanish

- Listen to the words and choose in the table the sound they begin with.

- a) *pata* - [p] or [b]?
- b) *vaca* - [p] or [b]?
- c) *cebra* - [θ] or [s]?
- d) *sábado* - [θ] or [s]?
- e) *casa* - [k] or [g]?
- f) *gato* - [k] or [g]?

Recognise

What do we intend to achieve?

- To develop learners' ability to:
 - recognise specific sounds;
 - recognise spellings of words with sounds that have different possible spellings;
 - recognise the correct pronunciation of words with letters that can correspond to different sounds;
 - recognise the meaning of intonation patterns;
 - identify the syllables in a word;
 - recognise the stressed syllable in a word;
 - manipulate sounds in a sequence (suppression).

Suggested activities

Activity 1: What word contains this sound?

Material: Recordings of words in the *Sounds of letters* or *Letters for sounds* sections or words read by the teacher.

Instructions:

- For each sound the learners are presented with at least 2 words and have to choose the one in which the target sound occurs. Note that learners will only be presented with the alternative recordings or readings of the words, and not their phonetic transcriptions.
- The instructor should read or provide the learners with a recording of the word after the symbol for audio (🔊) in the examples below.
- The general instruction for the learners is: *In which word do you hear the sound [target sound]?*

Examples:

French

- [ɛ]
 - a) 🔊 g[œ]nou
 - b) 🔊 t[ɛ]te
 - c) 🔊 [e]paule

German

- [ɛ]
 - a) 🔊 B[ɛ]tt
 - b) 🔊 W[ɪ]nd
 - c) 🔊 W[e:]g




Italian

- [ɔ]
 - a) 🔊 [ɔ]tto
 - b) 🔊 m[o]glie
 - c) 🔊 b[o]tte






Portuguese

• [e]

- a)  tr[e]ze
- b)  d[ɛ]z
- c)  s[e]is

Spanish


• [i]

- a)  fr[i]o
- b)  t[ea]tro
- c)  r[ej]


Activity 2: What is the correct spelling for each word?

Material: List of words containing sounds with more than one possible spelling, as presented in the *Letters for sounds* section.



Instructions:

- Words containing sounds with different possible spellings are presented to the learners one by one. The instructor should read or provide the learners with a recording of the word after the symbol for audio () in the examples below.
- For each word, the learners are presented with at least two possible spellings and have to choose the correct one.
- The general instruction for the learners is: *Choose the correct spelling of the word you hear.*


Examples:French

-  **consulta[s]ion**
 - a) consultassion
 - b) **consultation**
 - c) consultasion

German

-  **[f]ater**
 - a) **Vader**
 - b) Fater
-  **De[k]e**
 - a) **Decke**
 - b) Deke

Italian

-  **[t]ena**
 - a) ciena
 - b) **cena**
 - c) chena



Polish

- 🔊 **łaf]ka**

- a) ławka
- b) łafka

- 🔊 **ry[]**

- a) rysz
- b) ryż

Portuguese

- 🔊 **e[z]ame**

- a) ezame
- b) **exame**
- c) esame

Spanish

- 🔊 **[k]asa**

- a) kasa
- b) **casa**
- c) qasa

Activity 3: What is the correct pronunciation for each word?

Material: List of words with letters that can correspond to different sounds as presented in the *Sounds of letters* section.

Instructions:

- Words containing letters with different possible pronunciations are presented in writing to the learners one by one.
- For each word, the learners are presented with at least two possible pronunciations and have to choose the correct one. The instructor should read or provide the learners with a recording of the word after the symbol for audio (🔊) in the examples below.
- The general instruction for the learners is: *Choose the correct pronunciation of each word.*




Examples:French

- **examen**




- a) 🔊 e[s]amen
- b) 🔊 e[ks]amen
- c) 🔊 e[gz]amen



German• **Buch**

- a)  Bu[x]
- b)  Bu[ç]
- c)  Bu[ʃ]

Italian• **cena**

- a)  [k]ena
- b)  [tʃ]ena
- c)  [ʃ]ena




Polish• **ławka**

- a)  ła[f]ka
- b)  ła[v]ka




• **liczba**

- a)  li[ɕ]ba
- b)  li[tʃ]ba

Portuguese• **exame**

- a)  e[ʃ]ame
- b)  e[ks]ame
- c)  e[z]ame


Spanish• **taxi**

- a)  ta[x]i
- b)  ta[s]i
- c)  ta[ks]i

Activity 4: What kind of sentence do you hear?

Material: List of sentences with different possible intonation patterns, as exemplified in the *Intonation in sentences* section.

Instructions:

- Sentences with different possible intonations are presented orally to the learners one by one. The instructor should read or provide the learners with a recording of the sentence after the symbol for audio () in the examples below.
- For each sentence, the learners are presented with at least two possible sentence types, and have to choose the one that matches the intonation pattern heard.




- The general instruction for the learners is: *Is the sentence you hear a question, an exclamation or a statement?*

Examples:French

-  ***Nous allons manger?***

- a) question
- b) exclamation
- c) statement

German

-  ***Essen wir!***

- a) question
- b) exclamation
- c) statement

Italian

-  ***Andiamo a mangiare?***


- a) question
- b) exclamation
- c) statement

Polish

-  ***Idziemy do kina.***

- a) question
- b) exclamation
- c) statement

Portuguese

-  ***Vamos comer?***

- a) question
- b) exclamation
- c) statement

Spanish

-  ***¿Vamos a comer?***

- a) question
- b) exclamation
- c) statement

Activity 5: How many syllables in each word?

Material: List of words in the *Syllables* or *Words and sentences* sections.

Instructions:

- The instructor hands out cards with numbers (1, 2, 3 and 4) to the learners.



- Then, the instructor asks the following question: *How many syllables are in [target word]?*
- For each target word, the learners have to show the card that identifies the number of syllables.
- The words can be presented orally or in written form to the learners.

Examples:French

- ***fatigué***

- a) 1
- b) 2
- c) 3
- d) 4

German

- ***Wohnung***

- a) 1
- b) 2
- c) 3
- d) 4

Italian

- ***gelato***

- a) 1
- b) 2
- c) 3
- d) 4

Polish

- ***motocykl***

- a) 1
- b) 2
- c) 3
- d) 4

Portuguese

- ***livro***

- a) 1
- b) 2
- c) 3
- d) 4

Spanish

- ***japonés***

- a) 1
- b) 2
- c) 3
- d) 4

Activity 6: What is the stressed syllable in each word?

Material: List of words in the *Syllables* or *Words and sentences* sections.

Instructions:

- For each target word, the corresponding syllables are listed. Learners have to choose the appropriate option.
- The target word can be presented orally or in written form to the learners.
- The general instruction for the learners is: *What is the stressed syllable in [target word]?*

Examples:

German

• **einschalten**

- a) ein
- b) schal
- c) ten

• **beraten**

- a) be
- b) ra
- c) ten

Note: Check the word stress section of the German version of K3 for separable verbs.

Italian

• **sapone**

- a) sa
- b) po
- c) ne

Polish

• **obywatel**

- a) o
- b) by
- c) wa
- d) tel

Portuguese

• **pêssego**

- a) pê
- b) sse
- c) go

Spanish

• **música**

- a) mú
- b) si
- c) ca

Activity 7: What is the correct pronunciation of the letter at the end of the syllable in each sequence?

Material: Recordings of words or word sequences representing sounds at the end of syllables in the *Syllables* section.




Instructions:

- Lists of words or word sequences, available in the Syllables section, are presented to learners.
- Each sequence of words has a letter underlined.
- Learners have to identify the correct pronunciation of the target letter.
- The general instruction for the learners is: *What is the correct pronunciation of the underlined letter?*

Examples:




French

- **des amis**

- a)  [ʃ]
- b)  [ʒ]
- c)  [z]




Italian

- **buon amico**

- a)  [n]
- b)  [m]
- c)  [ŋ]




Portuguese

- **dez animais**

- a)  [ʃ]
- b)  [ʒ]
- c)  [z]

Spanish

- **postgrado**

- a)  [st]
- b)  [t]
- c)  [s]

Produce

What do we intend to achieve?

- Develop the learners' capacity to:
 - repeat words (with the correct segments and stress);
 - read words out loud;
 - spell a word based on an audio stimulus;
 - read sentences with the correct intonation.

Suggested activities

Activity 1: Can you repeat this word?

Material: Recordings of words in all the K3 sections.

Instructions:

- Selected words are orally presented to the learners one by one. The instructor should read or provide the learners with a recording of the word after the symbol for audio (🔊) in the examples below.
- The learners repeat the word and the instructor gives feedback enhancing the stressed syllable and/or emphasizing specific relations between letters and sounds.
- The general instruction for the learners is: *Listen to the word and repeat it.*

Examples:

French

- 🔊 *automne*

German

- 🔊 *Küche*

Note: Difficult sounds in German that should be repeated and trained are: *ch* (ç and x), *ä, ö, ü* and consonant clusters (e.g. *spr*—*Sprache*).

Italian

- 🔊 *finestra*

Polish

- 🔊 *tramwaj*

Portuguese

- 🔊 *dinheiro*

Spanish

- 🔊 *doce*

Activity 2: What is the correct pronunciation of this word?

Material: List of words available in all the K3 sections.

Instructions:

- The instructor presents a written word to the learners.
- The learners read the word.
- The general instruction for the learners is: *Read this word out loud.*

Examples:

French

- *immeuble*

German

- *Sprache*

Italian

- *occhio*

Polish

- *niebo*

Portuguese

- *maçã*

Spanish

- *jamón*

Activity 3: What is the correct pronunciation of these words in a pair?

Material: List of words available in all the Kite sections or others.

Instructions:

- The instructor presents a pair of written words to the learners; the words must be a minimal pair, that is, they should have only one differing sound.
- The learners read both words in sequence and then have to identify the differing sounds.
- It is important that the feedback given by the instructor makes the learners think about the relationship between the letters and the sounds.
- The general instruction for the learners is: *Read the following pairs of words. Then, isolate and repeat the differing sounds in each pair.*



Examples:French

a)	b)	c)
<i>coude</i>	<i>gants</i>	<i>toux</i>
<i>coût</i>	<i>gens</i>	<i>tu</i>

German

a)	b)	c)
<i>Bett</i>	<i>Ofen</i>	<i>Wind</i>
<i>Beet</i>	<i>Offen</i>	<i>Kind</i>

Variation:

- Give the learners singular and plural form and they try to isolate the difference between the final consonant (devoiced) and the voiced version in the plural form (often including *umlauts*).
- They mark: **hard sound** [t], [k], [p] vs. **soft sound** [d], [g], [b].
 - **Examples:**
 - *Tag* (hard sound) vs. *Tage* (soft sound)
 - *Rad* (hard sound) vs. *Räder* (soft sound and *umlaut*)

Italian

a)	b)	c)
<i>cane</i>	<i>gatto</i>	<i>pane</i>
<i>canne</i>	<i>fatto</i>	<i>cane</i>

Polish

a)	b)	c)
<i>noc</i>	<i>bajka</i>	<i>tom</i>
<i>moc</i>	<i>fajka</i>	<i>dom</i>

Portuguese

a)	b)	c)
<i>avó</i>	<i>pato</i>	<i>pato</i>
<i>avô</i>	<i>gato</i>	<i>rato</i>



Spanish

a)	b)
<i>pato</i>	<i>caro</i>
<i>gato</i>	<i>carro</i>

Activity 4: What is the spelling of this word?

Material: Recordings of words in the *Letters for sounds* or *Syllables* sections.

Instructions:

- Groups of two or three words are orally presented to the learners. The instructor should read or provide the learners with a recording of the word after the symbol for audio (🔊) in the examples below. The instructor could choose cases where one specific sound can be written in different ways.
- Learners spell each word and the instructor gives feedback with the accurate spelling, also repeating the word.
- The general instruction for the learners is: *Spell the words you are going to hear.*

Examples:French

- a) 🔊 *accueil*
- b) 🔊 *rose*
- c) 🔊 *matin*

German

- a) 🔊 *Vogel*
- b) 🔊 *Spiel*
- c) 🔊 *Pferd*

Italian

- a) 🔊 *mare*
- b) 🔊 *ragno*
- c) 🔊 *rosa*

Polish

- a) 🔊 *żrebak*
- b) 🔊 *zima*
- c) 🔊 *prośba*

Portuguese

- a) 🔊 *zebra*
- b) 🔊 *casa*
- c) 🔊 *exame*

Spanish

- a) 🔊 *cebra*
- b) 🔊 *casa*
- c) 🔊 *trece*

Activity 5: What is the correct intonation of this sentence?

Material: List of sentences with different possible intonation patterns, as exemplified in the *Intonation in sentences* section, and, also, list of sentences in the *Feel the language* section.

Instructions:

- The instructor presents one written sentence to the learners. The sentences should be short. Punctuation is very important.
- Learners read the sentences with the correct intonation.
- The general instruction for the learners is: *Read each sentence with the correct intonation.*

Examples:

French

- Allons-nous manger?*
- Est-ce que nous allons manger?*
- Nous allons manger?*

German

- Gehen wir?*
- Wir gehen.*
- Wir gehen!*

Italian

- Come stai?*
- Sto bene, grazie.*
- Andiamo al concerto!*

Polish

- Idziemy do kina?*
- Idziemy do kina.*
- Chodźmy do kina!*

Portuguese

- Vamos comer?*
- Está a chover.*
- Vamos a uma festa!*

Spanish

- ¿Vamos a comer?*
- Va a llover.*
- ¡Vayamos al cine!*

Activity 6: What is the correct intonation of this sentence?

Material: List of sentences with different possible intonation patterns, as exemplified in the *Intonation in sentences* section, and, also, list of sentences in the *Feel the language* section.

Instructions:

- The instructor presents two written sentences to the learners. The sentences should be short and similar to each other, only differentiating in intonation patterns. Punctuation is important and should reflect clearly the intonation pattern.



- The general instruction for the learners is: *Read these sentences with the correct intonation.*

Examples:French

Nous allons manger?

Nous allons manger.

German

Du gehst ins Theater?

Du gehst ins Theater.

Italian

Andiamo a mangiare?

Andiamo a mangiare.

Polish

Idziemy do kina?

Idziemy do kina.

Portuguese

Vamos comer?

Vamos comer.

Spanish:

¿Vamos a comer?

Vamos a comer.

3. Games

Game 1: Letters, sounds, words

Material: Cards with one letter each.

Instructions:

- Cards are selected at random for each round.
- The instructor shows a card and asks: *What words begin with / have / end in this letter? You have 30 seconds!*
- Each participant produces words orally containing sounds that correspond to the letter in the position indicated.
- The participant who produced more valid words in 30 seconds wins the round.

Examples:

German

- The instructor shows a card with the letter *e* (**Variation:** or ends in *e-Schwa* or *a-Schwa*) and asks: *What words end in this letter? You have 30 seconds!*
 - e.g. *Schule, Küche, Sonne, Tasse, Jacke, Lampe*

Polish

- The instructor shows a card with the letter *A* and asks: *What words end in this letter? You have 30 seconds!*
 - e.g. *bajka, cegła, ręka, ławka, igła, noga, fala, bańka, szkoła, góra, woda, zupa, zima, żaba*

Game 2: Sort letters into words

Material: Letters of the target language.

Instructions:

- Participants sit in a circle.
- In each round, the instructor assigns a letter to each person. Not all assigned letters will be relevant.
- A word containing some of the assigned letters is presented orally to the learners. The instructor should read or provide the learners with a recording of the word after the symbol for audio (🔊) in the examples below.
- The participants representing the letters used in the word stand up and arrange themselves in the correct order, as to form the word.



Examples:French

-  *ongle*

o – Participant 5
n – Participant 1
g – Participant 7
l – Participant 3
e – Participant 2

Italian

-  *casa*

c – Participant 4
a – Participant 1
s – Participant 7
a – Participant 3

German

-  *Buch*

b – Participant 2
u – Participant 1
c – Participant 5
h – Participant 8

Polish

-  *woda*

w – Participant 4
o – Participant 2
d – Participant 8
a – Participant 5

Portuguese

-  *casa*

c – Participant 5
a – Participant 1
s – Participant 7
a – Participant 3

Spanish

-  *pato*

p – Participant 5
a – Participant 1
t – Participant 7
o – Participant 3

Game 3: Phono-graphic memory

Material: Cards with letters and numbers (representing points).

Instructions:

- All the cards are placed face down.
- At each turn, the instructor says a word. One of the participants takes two cards and checks whether the letters represent the sounds of the stimulus word.
- If they get it right, they add up the points indicated on each card; if they don't, they put the cards back face down.
- The participant who scores the most points wins.

Example in Polish:

- 1 point: A, E, I, N, O, R, S, W, Z
- 2 points: C, D, K, L, M, P, T, Y
- 3 points: B, G, H, J, Ł, U
- 5 points: Ą, Ę, F, Ó, Ś, Ź
- 6 points: Ć
- 7 points: Ń
- 9 points: Ż

The instructor says the word **woda**. One of the participants takes two cards: *W* and *O*. He gets it right and gains 2 points.

Game 4: Sound Bingo

Material: Cards with words or a short utterance in which each letter appears in a square. The words or short utterances on each card should have the same number of sounds (even if not the same number of letters).

Instructions:

- Each participant receives a card with a word or an utterance on it.
- The instructor says sounds (vowels and consonants) out loud at random.
- The participant who completes the word or sentence with the sounds first wins.

Examples:

French

b	o	n	v	o	y	a	g	e
m	e	d	é	c	i	n		
t	r	a	v	a	i	l		



Italian

a n d i a m o

f o r b i c i

c o r t i l e

German

G e r ä t

M u s i k

V o g e l

Polish

m l e k o

s ł o w o

r o w e r

Portuguese

B o a t a r d e

t r a b a l h a r

e l e v a d o r

Spanish

M é x i c o

g u i t a r r a

i n g l é s

Kite 4.

Communicative interaction

Introduction

- What is K4?
- How is K4 organised?
- How to use K4?

The learning process

- 1. Discover
 - What do we intend to achieve?
 - Suggested activities
- 2. Recognise
 - What do we intend to achieve?
 - Suggested activities
- 3. Produce
 - What do we intend to achieve?
 - Suggested activities
- 4. Beyond K4
 - What do we intend to achieve?
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Games

1. Introduction

What is K4?

K4 is a resource that introduces learners to key aspects of politeness and everyday communicative interaction in the host language. It covers fundamental situations such as greetings, making appointments, asking for help, giving and refusing offers, invitations, and expressions of thanks.

With practical examples and useful phrases, this resource highlights common rituals of politeness and provides cultural insights into social distance, body language, and forms of address. Special attention is given to avoiding conflicts, showing learners how to act and communicate appropriately in different social contexts.

How is K4 organised?

The resource is organised into six sections, each representing a common everyday situation:

- *Greetings and farewells*
- *Making an appointment*
- *Asking for help*
- *Offering or refusing something*
- *Making or declining an invitation*
- *Saying thanks*

Each section includes context and useful phrases, guidance on how to avoid conflicts, and additional information on politeness.

How to use K4?

K4 allows learners to engage with essential aspects of everyday communication by focusing on politeness strategies and common language formulas in the host culture. It is a flexible tool that can be adapted to different learning contexts and needs. Thanks to its structure, it supports practice in both formal and informal approaches. It can serve as a starting point for improving cultural and politeness skills in everyday communication as well as a resource for developing pragmatic and intercultural skills.

The activities suggested below are organised around authentic situations, providing learners with useful phrases, cultural insights, and strategies for polite and effective interaction. These activities aim to offer practical ideas for making the most of this resource.

2. The learning process

Discover

What do we intend to achieve?

Familiarisation with politeness routines and communicative phrases, developing the learners' capacity to:

- recognise appropriate and useful phrases in formal and informal contexts;
- understand the cultural role of greetings, thanks, apologies, refusals and invitations in everyday interaction.

Suggested activities

Activity 1: Discover the dos and don'ts

Material: K4 Website (e.g., the sections on greetings, making appointments, asking for help, thanking) and material for a poster (blank poster, pens).

Instructions:


- Learners in groups or pairs get one of the 6 everyday situations presented in K4.
- They read the content (selectively) on the website and write down:
 - a polite expression;
 - a conflict-avoidance strategy;
 - cultural information (e.g., distance, eye contact) that can be used in the context of the everyday situation.
- Learners create a mini poster or digital slide with the information they discovered.
- Afterwards, they present their posters/findings.


Variation:


- Use the posters to set up a gallery walk: learners hang up their posters and walk around, adding sticky notes with comments/questions.
- Each group summarises their findings as a "Top 3 survival tips" for polite interaction in the host country.

- **Example:** Poster or template could look like this:

Everyday situation: _____

1) Polite expression:
 _____

2) Conflict-avoidance strategy:
 _____

3) Cultural information:
 _____

Our Dos & Don'ts

✓ Dos	✗ Don'ts
_____	_____
_____	_____
_____	_____
_____	_____

Activity 2: Politeness match / Memory game

Material: Cards with short situations from the K4 site (e.g.: *You refuse a food you were offered*) and cards with possible answer phrases (e.g.: *No, thanks*).

Instructions:

- Learners read the situation cards and pair them with the correct (most suitable) answer card.
- They pair all situations with the correct / appropriate phrases.

Variation:

- Create a memory game: situation cards and answer phrase cards are placed face down on the table. Learners flip them over and try to match situation - answer phrase.
- Add pictures to help understand the situation (on K4 website).
- Add distractors (phrases that don't fit the situations) to increase difficulty.

Examples for the situation: *You say goodbye to a friend after coffee*

French

- Possible answer cards: *Adieu. / Bonjour. / Bonne nuit. / À bientôt.*
- Correct match: *À bientôt.*

German

- Possible answer cards: *Tschüss. / Guten Abend. / Kannst du mir helfen?*
- Correct match: *Tschüss.*

Italian

- Possible answer cards: *Arrivederci. / Buongiorno. / Ciao.*
- Correct match: *Ciao.*

Polish

- Possible answer cards: *Dzień dobry. / Do widzenia. / Cześć.*
- Correct match: *Cześć.*

Portuguese

- Possible answer cards: *Bom dia. / Chau. / Olá.*
- Correct match: *Chau.*

Spanish

- Possible answer cards: *Bueno, me voy. / Venga, hasta luego. / Nos vemos.*
- Correct match: *Nos vemos.*

Activity 3: Greeting and times of day

Material: Cards or slips of paper with different greetings; cards with different times of day (e.g., 7:30, 11:00, 15:00, 20:00, 23:30); large board or table to sort the cards.

Instructions:

- In groups, learners receive a set of greeting cards and time cards.



- They match the greetings with the times of day they think are appropriate.
- The class compares results and discusses cultural differences (e.g., in some cultures you say *Good night* also as a greeting in the evening, but not in German).

Examples

French

- *Bonjour* - 7:30
- *Bonsoir* - 18:00
- *Bonsoir* - 20:00
- *Salut* - at any time, to a friend
- *Bonne soirée* - leaving a place
- *Bonne nuit* - when you go to bed

German

- *Guten Morgen* - 7:30
- *Guten Tag* - at any time
- *Guten Abend* - 20:00
- *Hallo* - at any time
- *Hi* - at any time
- *Gute Nacht* - not a suitable greeting

Italian

- *Buongiorno* - 7:30
- *Buonasera* - 15:00
- *Salve* - at any time
- *Ciao* - at any time
- *Buonanotte* - not a suitable greeting (only if you're about to go to sleep)

Polish

- *Dzień dobry* - at any time
- *Dobry wieczór* - 17:00 in winter or when it's dark in summer
- *Cześć* - at any time
- *Dobranoc* - 21:00 or when going to bed
- *Do zobaczenia* - at any time

Portuguese

- *Bom dia* - 7:30
- *Boa tarde* - 16:00
- *Boa noite* - 21:00
- *Olá* - at any time
- *Boa manhã* - not a suitable greeting

Spanish

- *Buenos días* - before lunch
- *Buenas tardes* - after lunch
- *Buenas noches* - from 21:00
- *Hola* - at any time

Variation

- Learners decide if greetings are formal / informal or suitable for both contexts.
- Learners create a timeline poster of the day and place the suitable greetings along it.



Examples for variation 2:French

- 7:30 - *Bonjour / Salut* (friends only)
- 15:00 - *Bon après-midi / Salut* (friends only)
- 18:00 - *Bonne soirée*
- 23:00 (when going to bed) *Bonne nuit*

German

- 7:30 - *Guten Morgen*
- 15:00 - *Guten Tag / Hallo / Hi*
- 20:00 - *Guten Abend*

Italian

- 7:30 - *Buongiorno / Ciao*
- 15:00 - *Buon pomeriggio / Buonasera / Ciao*
- 21:00 - *Buonasera / Ciao*
- 23:00 (when going to bed) - *Buonanotte*

Polish

- 8:00 - *Dzień dobry / Do widzenia / Cześć*
- 15:00 - *Dzień dobry / Do widzenia / Cześć*
- 18:00 - (when it's dark) *Dobry wieczór / Cześć*
- 22:00 - *Dobranoc / Do widzenia / Cześć / Do zobaczenia*

Portuguese

- 7:30 - *Bom dia / Olá*
- 15:00 - *Boa tarde / Olá*
- 21:00 - *Boa noite / Olá*
- 23:00 (when going to bed) - *Boa noite*

Spanish

- 7:30 - *Buenos días / Hola*
- 15:00 - *Buenas tardes / Hola*
- 21:00 - *Buenas noches / Hola*
- In Spanish, *Buenas noches* is used from approximately 9:00 p.m. onwards. Frequently, when going to bed, *Hasta mañana* is said.

Recognise**What do we intend to achieve?**

- Recognition of appropriate language formulas, developing the learners' capacity to:
 - distinguish polite from impolite responses in dialogues;
 - identify suitable forms of address and polite expressions in different contexts;
 - understand strategies for conflict avoidance and their linguistic realisation.

Suggested activities

Activity 1: Spot the polite response

Material: Short dialogues with multiple possible replies (polite vs. impolite).

Instructions:

- Read or play recordings of short dialogues (e.g., someone offering food, asking for help, inviting somebody).
- Learners identify which response is polite/appropriate in the culture of the host country.

Examples:

French

- A: Tu veux un biscuit?
 - B1: *Oui, merci!*
 - B2: *Non!*
 - B3: *Non, merci.*
 - B4: *Pas maintenant!*
 - B5: *Non, merci, pas maintenant.*
 - B6: *Non, merci, je viens de déjeuner.*

German

- A: Möchten Sie meine Kekse probieren?
 - B1: *Nein.*
 - B2: *Nein, danke.*
 - B3: *Auf keinen Fall.*

Italian

- A: Vuoi un pezzo di pizza?
 - B1: *No.*
 - B2: *No, grazie. Ho mangiato la pizza già ieri sera.*
 - B3: *No, grazie mille.*
 - B4: *Neanche per idea.*

Polish

- A: Chcesz coś zjeść?
 - B1: *Nie.*
 - B2: *Nie, dziękuję. Już jadłam.*
 - B3: *Nie, dziękuję. Nie jestem głodna.*

Portuguese

- A: Quer um biscoito?
 - B1: *Não.*
 - B2: *Não, obrigado. Comi um agora.*
 - B3: *Não tenho fome, mas obrigado!*
 - B4: *Nem pensar!*

Spanish

- A: ¿Quieres un bombón?
 - B1: *No.*
 - B2: *No, gracias. Justo acabo de comer uno.*
 - B3: *No me apetece, ¡pero gracias!*
 - B4: *Ni hablar.*



Variation:

- Learners highlight or underline polite language formulas in a transcript.
- The teacher adds “conflict-avoidance” tasks (e.g., correct a response that could be seen as impolite).
- Learners explain why the response could be seen as impolite.

Activity 2: Put the e-mail in order

Material: Strips of paper or digital cards with sentences/parts of a polite e-mail (e.g., greeting, reason, request/making an appointment, thanks, closing); one scrambled version (wrong order).

Instructions:

- Learners receive the scrambled e-mail.
- They work individually or in pairs to put the parts into the correct order.
- After arranging, they read the e-mail aloud and check together with the class/teacher.

Examples:French

Scrambled version:

- *Je vous remercie par avance pour votre réponse.*
- *Je vous écris car je voudrais prendre un rendez-vous pour déposer mes documents.*
- *Cordialement,*
- *Madame, Monsieur,*

Correct order:

- *Madame, Monsieur,*
- *Je vous écris car je voudrais prendre un rendez-vous pour déposer mes documents.*
- *Je vous remercie par avance pour votre réponse.*
- *Cordialement,*

German

Scrambled version:

- *Mit freundlichen Grüßen*
- *Sehr geehrte Damen und Herren,*
- *Vielen Dank im Voraus für Ihre Antwort.*
- *Ich schreibe Ihnen, weil ich einen Termin brauche, um meine Dokumente abzugeben.*

Correct order:

- *Sehr geehrte Damen und Herren,*
- *Ich schreibe Ihnen, weil ich einen Termin brauche, um meine Dokumente abzugeben.*
- *Vielen Dank im Voraus für Ihre Antwort.*
- *Mit freundlichen Grüßen*



Italian

Scrambled version:

- *Vi scrivo perché avrei bisogno di prendere un appuntamento per consegnare i documenti che mi avete richiesto.*
- *Gentili signori,*
- *Cordiali saluti,*
- *Vi ringrazio anticipatamente.*

Correct order:

- *Gentili signori,*
- *Vi scrivo perché avrei bisogno di prendere un appuntamento per consegnare i documenti che mi avete richiesto.*
- *Vi ringrazio anticipatamente,*
- *Cordiali saluti,*

Polish

Scrambled version:

- *Chciałbym umówić się na spotkanie w celu dostarczenia do Kumentów.*
- *Z poważaniem,*
- *Szanowni Państwo,*
- *Z góry dziękuję za odpowiedź.*

Correct order:

- *Szanowni Państwo,*
- *Chciałbym umówić się na spotkanie w celu dostarczenia do Kumentów.*
- *Z góry dziękuję za odpowiedź.*
- *Z poważaniem,*

Portuguese

Scrambled version:

- *Venho solicitar um agendamento para a entrega dos meus documentos.*
- *Cordialmente,*
- *Exmos. Senhores,*
- *Agradeço antecipadamente a resposta.*

Correct order:

- *Exmos. Senhores,*
- *Venho solicitar um agendamento para a entrega dos meus documentos.*
- *Agradeço antecipadamente a resposta.*
- *Cordialmente,*

Spanish

Scrambled version:

- *Les escribo porque me gustaría solicitar una cita para recoger la documentación.*
- *Un saludo cordial,*
- *Estimados señores:*
- *Muchas gracias de antemano.*



Correct order:

- *Estimados señores:*
- *Les escribo porque me gustaría solicitar una cita para recoger la documentación.*
- *Muchas gracias de antemano.*
- *Un saludo cordial,*

Variation:

- The learners can use the K4 website to see the model e-mail under section *Make an appointment*.
- Provide two scrambled e-mails: one formal (e.g., to a doctor/authority), one informal (e.g., to a classmate). Learners compare the differences.
- Add distractor sentences that don't belong in a polite e-mail, so learners must also decide which to leave out.

Activity 3: Match the context

Material: Cards or slides with short sentences or very short dialogues (some formal, some informal, some dialectal, preferably from the region they live in; **optional:** irony for advanced learners).

Instructions:

- Learners prepare by looking at the *Politeness overview* (PDF on Kite 4 website).
- Learners read/hear a short dialogue or sentence and must match them to the correct context: **formal / informal / dialect (irony)**.
- They then explain briefly why the dialogues belong in that category.

Examples:

French

- *Pourriez-vous m'aider, s'il vous plaît ?* - Formal context
- *Tu peux m'aider ?* - Informal context
- *Tu peux me donner un coup de main ?* - Very informal

German

- *Können Sie mir helfen?* - Formal context
- *Hilf mir mal bitte.* - Informal context
- *Isch brauch en Ticket.* - Dialect (Hessian)

Italian

- *Potrebbe aiutarmi, per favore?* - Formal context
- *Mi aiuti?* - Informal context
- *Scusi, può aiutarmi?* - Formal context

Polish

- *Czy mogłaby mi Pani pomóc?* - Formal context
- *Proszę o pomoc.* - Formal context
- *Czy mógłbyś mi pomóc?* - Informal context
- *Pomóż mi, proszę.* - Informal context



Portuguese

- *Podia ajudar-me, por favor?* - Formal context
- *Ajudas-me aqui?* - Informal context
- *Desculpe, posso pedir a sua ajuda?* - Formal context

Spanish

- *¿Le importaría ayudarme, por favor?* - Formal context
- *¿Me ayudas, porfa?* - Informal context
- *¿Me echas una mano?* - Colloquial context

Variation: Add “tricky” examples with irony/humor for advanced learners (e.g., *Well done!* after a mistake).

Produce**What do we intend to achieve?**

- Production of polite and context-appropriate interaction, developing the learners’ capacity to:
 - use greetings, thanks, requests, refusals and invitations in role-play situations;
 - adapt politeness strategies to formal and informal settings or different contexts.

Suggested activities**Activity 1: Role-play scenarios**

Material: Scenario cards (e.g., asking for help in the street, declining an invitation, making an appointment).

Instructions:

- Learners work in pairs. Each gets a card describing their role (e.g., *You are late for an appointment – call to apologise*).
- They act out the situation using polite formulas, paying attention to greetings, distance, and conflict avoidance.

Example role cards for the situation: *You are late for an appointment at the doctor’s office.*

Role A:

- You are the receptionist.
- Ask politely why the other person is late.
- Suggest rescheduling if necessary.



Role B:

- You are the patient.
- Apologise politely for being late.
- Explain the reason (e.g., *The bus was late*).
- Ask if you can still have the appointment today.

Variations:

- Allow time to write short dialogues first, or add time limits for spontaneous production.
- Record dialogues and reflect together on the use of polite expressions.
- You can give tips and useful phrases on the cards as well.

Tips you can find on K4:

- Look under *Greetings and farewells* for polite greeting and farewell phrases.
- Look under *Making an appointment* for useful phrases and apologies.

Activity 2: Formal and informal e-mail writing

Material: Short scenarios (printed or digital) with formal or/and informal situations e.g.:

- *You need to cancel an appointment at the doctor's office.*
- *You want to ask your teacher for help with homework.*
- *You would like to invite a classmate for coffee.*

Instructions:

- Learners choose one scenario and write a short polite e-mail (5–6 sentences) including greeting, reason, request/refusal, thanks, and closing.
- After writing, they exchange e-mails with a partner, who checks whether all politeness formulas are included.
- Volunteers can read their e-mails aloud to the group.

Examples for the situation: *Canceling an appointment*French

Madame, Monsieur,

Malheureusement, je ne pourrai pas assister au rendez-vous prévu le 10 octobre, car je suis malade. Je souhaiterais donc convenir d'une nouvelle date. Je vous remercie de votre compréhension.

Cordialement,



German

*Sehr geehrte Damen und Herren,
leider kann ich meinen Termin am 10. Oktober nicht wahrnehmen, da ich krank bin. Ich möchte Sie um einen neuen Termin bitten.
Vielen Dank für Ihr Verständnis.
Mit freundlichen Grüßen ...*

Italian

*Gentili Signori,
purtroppo non posso partecipare alla riunione di domani per problemi di salute. Vorrei, quindi, chiedervi se è possibile fissare una nuova data.
Vi ringrazio della comprensione.
Cordiali saluti*

Polish

*Szanowni Państwo,
Bardzo przepraszam, ale z przyczyn zdrowotnych nie będę mógł uczestniczyć w jutrzejszym spotkaniu. W związku z tym proszę o zmianę terminu.
Dziękuję za zrozumienie.
Z poważaniem,*

Portuguese

*Exmos. Senhores,
Infelizmente não vou poder comparecer à reunião agendada para amanhã, por motivos de saúde. Venho, assim, solicitar a marcação de uma nova data.
Agradeço a compreensão.
Atenciosamente,*

Spanish

*Estimado/estimada...:
Sintiéndolo mucho no voy a poder acudir a la cita que teníamos mañana porque estoy enfermo. Si no es molestia, me gustaría pedirle una nueva hora.
Un saludo cordial,*

Variation:

- Partners respond to each other's e-mails.
- Learners compare a formal and informal version of the same scenario.

Activity 3: Same situation – different contexts

Material: Cards with everyday situations (e.g., *asking for help, greeting, making an invitation*). Each card also specifies a context (city/countryside, young/old, formal/informal; see politeness overview in Kite 4).

Instructions:

- Learners work in pairs or small groups.
- Each group chooses a situation card and must produce **two (or more) mini-dialogues**, considering **the same situation** but adapted to **different contexts**.
- After acting them out, groups present their dialogues to the class.



Variation:

- Learners receive only the situation (e.g., *asking for directions*). The teacher then calls out a context for each group (e.g., *formal with an older person in the city vs. informal with a friend in the countryside*), and learners spontaneously adapt their dialogue.
- For advanced learners: add **dialect or humor/irony** options.
- Learners could also use the help of AI, especially for dialects or humor/irony.

Examples for the situation: Asking for help to find the train stationFrench

Formal (older person/person you don't know):
Excusez-moi, pourriez-vous me dire où se trouve la gare, s'il vous plaît ?

Informal (friend, similar age):
Excuse-moi, tu sais où est la gare ?

German

Formal (older person you don't know):
Entschuldigen Sie, können Sie mir bitte sagen, wo der Bahnhof ist?

Informal (friend, similar age):
Hey, weißt du, wo der Bahnhof ist?

Italian

Formal (older person you don't know):
Scusi, può dirmi dov'è la stazione dei treni?

Informal (friend, similar age):
Ciao, sai dov'è la stazione dei treni?

Polish

Formal (older person you don't know):
Przepraszam bardzo, gdzie jest dworzec kolejowy?

Informal (friend, similar age):
Przepraszam, nie wiesz gdzie jest dworzec kolejowy?

Portuguese

Formal (older person you don't know):
Desculpe, pode dizer-me onde fica a estação de comboios?

Informal (friend, similar age):
Olha, sabes onde fica a estação de comboios?

Spanish

Formal (older person you don't know):
Disculpe, ¿me podría decir dónde está la estación de tren?

Informal (friend, similar age):
Oye, ¿tú sabes dónde queda la estación de tren?

Beyond K4

What do we intend to achieve?

- To help learners to:
 - transfer their knowledge of politeness routines and conflict-avoidance strategies to situations and context that go beyond our K4 everyday situations and website information;
 - gain confidence in creative production and reflect on politeness strategies in the target language in comparison to their own languages and cultures.

Suggested activities

Activity 1: Politeness in chats and social media

Material:

- Screenshots or prepared examples of *WhatsApp* / social media chats, with a mix of polite and less polite styles.
- Examples should include abbreviations, as it is realistic/authentic (*thx, k, lol*), emojis, or informal expressions (*Heyyy*).

Instructions:

- Learners read short chat excerpts and attempt to identify:
 - abbreviations;
 - use of English – translate into the target language;
 - non-standard uses of grammar, spelling, interpunctuation, etc.
- In pairs, they rewrite the chat into a more “correct” and “polite” version, allowing the teacher to see if the learners actually understood the message.
- Groups discuss differences between digital politeness in the target language and in their own language/culture (e.g., use of emojis, abbreviations, slang words, greetings).

Examples:

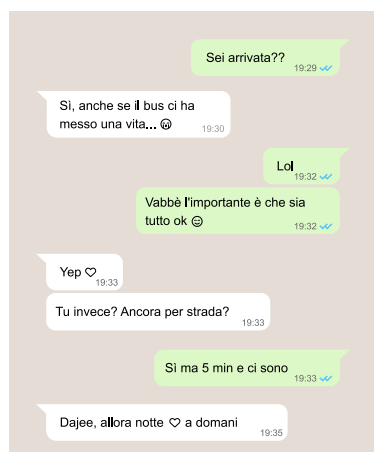
French



German



Italian



Polish



PortugueseSpanish**Variation:**

- Learners create two versions of the same message: one formal (e.g., email to a professor) and one informal (*WhatsApp* to a friend).
- Create a list of common abbreviations or (youth) slang used in the host language. Ask the learners to practice when to use them, and to identify in which contexts **not** to use them!

Activity 2: Talk to the chatbot**Material:**

- Access to a chatbot (e.g. *ChatGPT*, *DeepL Write*, or other AI assistants).
- A list of short tasks where learners have to make requests (e.g., *explain a word*, *translate a sentence*, *give directions*).

Instructions:

- Learners try out the same request in different styles:
 - direct - *Translate this.*
 - polite - *Could you please translate this for me? Thank you.*
 - slang/informal - *Hey bro, translate this, won't ya?*
- Use a new chat for every style.
- The learners should observe how the chatbot reacts: *Does politeness change the response? Does slang work?*
- In groups, they reflect: *How do politeness strategies differ when we talk to people vs. when we "talk" to technology?*

Examples:French

Est-ce que tu peux m'expliquer ce que signifie « location » ? vs. Explique-moi ce que signifie « location ».

German

Könntest du mir bitte erklären, was „Rendite“ bedeutet? vs. Erklär mir mal „Rendite“, Digga.



Italian

Mi puoi spiegare cos'è un "permesso di soggiorno", per favore? vs. Cos'è un "permesso di soggiorno"?

Polish

Mógłbyś wyjaśnić co znaczy „wynajmować”? vs. Wyjaśnij co znaczy „wynajmować”?

Portuguese

Podes explicar-me o que significa "arrendamento"? vs. Explica o que quer dizer "arrendamento".

Spanish

¿Me puedes explicar lo que significa "alquiler"? vs. Perdona, ¿qué significa "alquiler"?

Variations:

- Compare politeness strategies used when interacting with technology in different languages (target language vs. learners' L1).
- Compare politeness strategies used in dialects of the target language to those used in the standard form.

3. Games

Game 1: Polite or impolite?

Material: Cards with one phrase (some polite, some impolite).

Development:

- A card is read aloud to the learners (e.g., *A: I want a ticket!*). If necessary the teacher can add the context/situation (e.g. *You need to talk to a bus driver*).
- Learners (individually or in teams) must quickly decide if the phrase is polite or impolite (e.g. they hold up a sign or stand up if it is polite etc.).
- If impolite, the learner/team has 20 seconds to reformulate it into a polite version (e.g. *Good morning, I'd like a single ticket to the station, please*).
- Points are awarded for correct identification and reformulation.

Game 2: Politeness quiz (digital)

Material: *Kahoot* (or similar quiz platform) with multiple-choice questions. Each question presents a situation and 3–4 possible responses.

Development:

- The teacher/project leader sets up the (*Kahoot*) quiz with situations such as: *You arrive late for a meeting* or *Someone offers you coffee*.



- Learners use their smartphones to select the most polite/appropriate answer.
- After each round, the class discusses why the correct option is more polite (e.g., adding *please*, giving the correct form of the verb, such as *Konjunktiv II* in German, the *Pretérito imperfecto do indicativo* in Portuguese, or the *Condizionale* in Italian, giving a reason, thanking, etc.).

Example (Kahoot question) for the situation: You cancel an appointment:

French

Vous appelez le centre de santé pour annuler un rendez-vous médical et vous dites :

A : *Je peux pas venir.*

B : *Finally, je ne peux pas venir aujourd'hui !*

C : *Je suis désolé(e), mais je ne pourrai malheureusement pas venir au rendez-vous.*

D : « *Dites au Dr Isabel que je ne viendrai pas au rendez-vous aujourd'hui.* »

German

Sie sagen einen Termin beim Bürgeramt ab. Sie sagen:

A: *Ich kann nicht.*

B: *Es tut mir leid, ich kann leider nicht kommen.*

C: *Sorry!*

D: *Guten Morgen, Herr Dr. Schmitt.*

Italian

Chiami per spostare un appuntamento in Questura per il rinnovo del permesso di soggiorno e dici:

A: *Devo lavorare. Trovatevi un altro giorno.*

B: *Scusate, ma ho avuto un imprevisto. Sarebbe possibile spostare l'appuntamento?*

C: *Non sono più libero quel giorno: quando posso venire?*

Polish

Dzwonisz do przychodni, żeby odwołać wizytę u lekarza i mówisz:

A: *Sorry, dzisiaj nie dam rady przyjść!*

B: *Przepraszam, muszę odwołać wizytę, nie zdążę przyjść.*

C: *Powiedz dr Isabel, że nie przyjdę dzisiaj na wizytę.*

Portuguese

Telefona para o Centro de Saúde para cancelar uma consulta médica e diz:

A: *Afinal, não dá para ir aí hoje.*

B: *Peço desculpa, mas tive um imprevisto e hoje não vou conseguir ir à consulta.*

C: *Diga à Dra. Isabel que hoje vou faltar à consulta.*

Spanish

Llamas al centro de salud para cancelar una cita y dices:

A: *Al final, no voy a poder.*

B: *Lo siento mucho, pero me ha surgido un imprevisto y no voy a poder acudir a la cita.*

C: *Dile al médico que hoy no pienso ir a la consulta.*

Game 3: Politeness speed dating

Material:

- Scenario cards with everyday politeness situations (*greeting, making an appointment, asking for help, refusing an invitation, thanking, etc.*).
- A timer or bell.

Instructions:

- Learners form two circles (inner and outer), sitting face to face, in pairs.
- Each pair receives one scenario card.
- They read the card (one reads it out loud) and role-play the situation for 1-2 minutes.
- When the timer rings:
 - Learners in the inner circle rotate one seat to the right to meet a new partner.
 - At the same time, the scenario card is passed clockwise in the outer circle.
- New pairs are formed, and they now act out the new scenario with their new partner.
- The process continues until all learners have worked with several partners and every learner has played through all scenarios at least once.

Examples for the scenario: Offer your partner a piece of cake. Your partner has to refuse politely

French

- Instruct the learners to use the formal form of address (*vous*).
- Dialogue:
 - *Voulez-vous un morceau de gâteau?*
 - *Non, merci, je n'ai plus faim pour le moment. Peut-être un peu plus tard.*

German

- Instruct the learners to use the *Sie*-Form.
- Dialogue:
 - *Möchten Sie ein Stück Kuchen?*
 - *Nein, danke, vielleicht später.*

Italian

- Instruct the learners to use the formal form of address.
- Dialogue:
 - *Desidera una fetta di torta?*
 - *No, grazie, ora sono sazio. Forse tra poco.*

Polish

- Instruct the learners to use the formal form of address.



- Dialogue:

- *Chcesz kawałek ciasta?*
- *Nie, dziękuję, jestem najedzona. Może za chwilę.*

Portuguese

- Instruct the learners to use the formal form of address.

- Dialogue:

- *Queria uma fatia de bolo?*
- *Não, obrigado/a, agora estou cheio. Talvez mais logo.*

Spanish

- Instruct the learners to use the formal form of address.

- Dialogue:

- *¿Le apetece un trozo de tarta?*
- *No, gracias, justo acabo de comer. Quizá un poco más tarde.*

Kite 5.

Non-verbal communication

Introduction

- What is K5?
- How is K5 organised?
- How to use K5?

The learning process

- 1. Discover
 - What do we intend to achieve?
 - Suggested activities
- 2. Recognise
 - What do we intend to achieve?
 - Suggested activities
- 3. Produce
 - What do we intend to achieve?
 - Suggested activities

Games

1. Introduction

What is K5?

K5 is the part of KITE that focuses on some aspects of non-verbal communication — all those messages we send in our interactions with others through body language and our behaviour. The purpose of this chapter is to familiarise learners with a few elements of non-verbal communication, like gestures, personal space, and time management. Each topic includes an explanatory section and one that gives examples. K5 is also meant to point out some intercultural differences and help avoid misunderstandings caused by inappropriate non-verbal/paralinguistic behaviour.

How is K5 organised?

The resource is divided into three parts: *gestures*, *interpersonal distance*, and *time management*.

- The *gestures* section is meant to show the most common gestures used in everyday communication in the host country. It makes a distinction between non-problematic gestures and problematic ones (offensive or vulgar). Both types are shown through video clips, with a short caption explaining their meaning.
- The *interpersonal distance* section provides information about the space people usually keep between each other, depending on different situations within the culture of the country they live in.
- The *management of time* section includes details about the typical daily schedules practiced in the host country, how punctuality is perceived, and how people take turns speaking.

How to use K5?

K5 is designed to practice pragmatic competence and mediation skills. Non-verbal communication, in fact, is strongly tied to one's cultural background: interpreting gestures, distance, and time management can easily lead to misunderstandings if there is no awareness of cultural differences. This is why K5 intends to clarify which behaviours might be problematic depending on intercultural differences, and in which contexts.

When it comes to gestures, K5 introduces learners not only to how the use of a gesture can vary depending on the communicative situation, but also to the different ways it can be performed. These include completely replacing speech or accompanying it more or less consciously; expressing an abstract idea by imitating the shape or movement of a concrete object or conveying emotions while speaking.

K5 is based on a communicative approach and is therefore designed to directly address learners' real needs in everyday contexts (work, school, etc.). It is also a flexible tool that can be used in many different learning settings (cultural associations, language schools, adult education centers, etc.) and with groups of students who have different needs.

Building on this foundation, this chapter offers a series of activities meant as practical ideas to support the learning process, following three phases: discovery, recognition, and production, understood as the learner's conscious reuse of what they've learned. Finally, there is a section with a variety of gamified activities on the topics covered in K5.

2. The learning process

Discover

What do we intend to achieve?

- Guide learners toward a more conscious first encounter with non-verbal communication.
- Promote intercultural comparison by making the most of the learners' prior experience with the target language.
- Familiarise learners with gestures, so that they can:
 - Recognise the ones most commonly used in everyday communication;
 - Understand that there are different types of gestures;
 - Explore the variety of contexts in which gestures are used.
- Familiarise learners with the concepts of interpersonal distance and time management, so that they can:
 - understand that the distance during communication can vary depending on the context and the level of closeness with the other person;
 - discover the typical daily schedules in the host country and what punctuality means in the target culture;
 - become aware of how turns are managed in conversation.

Suggested activities

Activity 1: Which gestures have you already seen?

Material: K5 videos, a projector; a whiteboard or poster to record students' answers.

Instructions:

- Students are divided into groups.
- The teacher shows the K5 videos without revealing the caption that describes them (it is therefore recommended to open each video on full screen in separate tabs).
- After each video, there's a short pause of a couple of minutes so each group can discuss the gesture, whether they recognise it, and what meaning it might have. The teacher then writes each group's feedback on the board, like this:
 - **First video:** *I'm hungry. / I have a stomachache. / I ate too much.*
- These answers can be saved for a later activity (see Activity 1, *Recognition* section), for example by taking a photo of the board or whatever support was used to write them down.
- At the end, the teacher encourages discussion with questions about students' experiences, such as: *Where did you first see this gesture? Is there a similar one in your culture?*



Variations:

- The same activity can also be done with the whole class together, if the group is small. Working in smaller groups is useful both to reduce the anxiety of speaking in front of everyone and to manage the activity more effectively in very large classes.
- The K5 videos can be alternated with clips from movies or social media content previously selected by the teacher.

Activity 2: How much do you move?

Material: Small slips of paper; pens; clock or stopwatch.

Instructions:

- The teacher introduces themselves and asks the students to pay attention to their gestures while speaking, and to count them, during the following oral presentation.
- The teacher then proceeds to tell the class about their day up to that point, for about three minutes.
- Students take note of how many gestures the teacher makes during the short oral presentation on the small slips of paper.
- At the end of the activity, the teacher collects the slips of paper and points out that there are differences in how many gestures were perceived. The teacher then explains this difference, highlighting the fact that not everyone interprets the idea of what counts as a gesture in the same way.
- This is followed by questions such as: *Were there gestures you noticed that you also use? What do they mean? What emotions did I convey / did your classmate convey?*

Variation:

- The teacher's task can be repeated with volunteer classmates.
- The teacher can record their presentation and show it to the class instead of performing it live. The topic of the oral presentation itself is not strictly important, but it should be accessible and allow for the use of different types of gestures.

Activity 3: A matter of distance

Material: A set of images showing people in communicative situations where they keep different distances: people very close (for example, hugging), people at a medium distance (a conversation between friends), two people further apart (a formal interview), a group with a very large distance (a public speech, a university lecture, etc.); a projector.

Instructions:

- The teacher shows the images one by one and asks the class to guess the relationship between the people shown, using questions such as:



- Do you think the people shown are friends? Does one of them have a different role from the other (professor/student, doctor/patient)?
 - What makes you think so? The distance, the clothes, the place shown?
 - With a friend/colleague/boss, would you stand this close or further away?
- At the end of the discussion, the teacher shows the K5 image that represents interpersonal distance in the target culture and briefly discusses it with the class.

Variation:

- If learners already know each other and have no problem with physical interaction, a less frontal teaching version of the activity can be proposed by directly involving the class.
- A space is cleared of desks and chairs, and students are asked to arrange themselves in small groups in whatever way feels most comfortable to them. The teacher can join in and move within the groups to see if students change their arrangement.
- At the end, the teacher asks a series of questions to stimulate intercultural comparison and can show the K5 image that represents interpersonal distance in the target culture.

Activity 4: My time, my activities, and those of others

Material: The daily schedule table from K5; a whiteboard or poster.

Instructions:

- The teacher asks learners what time they usually wake up, when they have breakfast, when they work, and when they are free.
- The teacher then writes each student's name next to the corresponding time slot in a table like the one in K5, which shows both the times and the types of activities. For example:

Horas	Activity		
6:00	Breakfast		
7:00	Name 1 Name 2 Name 3 Name 4 Name 5...		
8:00			
9:00		Free time	Work
10:00		Name 2 Name 4...	Name 1 Name 5 Name 4 Name 2 Name 3...
11:00	Lunch		
12:00	Name 3 Name 4...		

- This way, the indicative times for each activity can be recorded for all learners. The goal is to raise awareness of the diversity of daily schedules, starting within the classroom itself.

- At this point, the teacher encourages reflection on punctuality by asking, for example:
 - How long before work do you start getting ready?
 - What happens if you're late?
- Once this activity is complete, a comparison can be made with the K5 schedule, highlighting the cultural background behind differences in timing and perceptions of punctuality, as well as personal habits. The goal is to highlight similarities and differences of personal routines compared to those common in the host country.

Variation: With very large groups, this activity can become too long and difficult to manage. It may be useful to print out a table like the example and hand it out to small groups of participants, so they can compare their routines and fill in the names within the chart.

Activity 5: When you talk, I listen... maybe!

Material: Short video clips (or audio recordings) of authentic or simulated conversations in different languages (15–20 seconds long, like social media clips). It is important to include a variety of communicative situations, such as a TV debate, a recorded lesson, an argument, etc.; a projector.

Instructions:

- The teacher shows a clip of a specific type (e.g., a TV debate) and asks the class: *Who talks the most? Are the pauses long or short? Does anyone interrupt? How do the speakers know it's their turn to talk?*
- After the first clip, a second one of the same type is shown, but from a different cultural context. The teacher then asks: *What are the differences? More overlaps? More pauses? Is there a signal for when it's someone else's turn to speak?*

Recognise

What do we intend to achieve?

- Lay the groundwork for a first guided reuse of K5 materials, by analysing non-verbal communication.
- Develop the learners' capacity to:
 - recognise the main gestures in the target culture and their meaning;
 - recognise problematic gestures and avoid them;
 - recognise the standard of punctuality and the structure of a typical day in the target culture;
 - identify conversational turns depending on the communicative context.

Suggested activities

Activity 1: Double matching

Material: K5 videos; a projector; handouts with three pre-printed columns.

Instructions:

- The goal is to encourage learners to correctly recognise gestures, their meaning, and their context of use.
- The teacher shows the K5 videos to the class, without yet revealing the captions that describe them (it is therefore recommended to open each video in full screen in separate tabs).
- At this point, the teacher brings back the chart with the gesture-meaning hypotheses from Activity 1 of the *Discovery* phase and clarifies any ambiguities.
- The class is then divided into groups, and each group receives a sheet with three columns: the first is already filled in with a screenshot of the gesture from the video, the second with the gesture meanings mixed up, and the third with the contexts of use.



Example of instructions:

Look at the pictures of the gestures. Each gesture has a meaning and a context. The meanings and contexts are mixed up. Connect each gesture with an arrow to the correct meaning and context.

<u>Description</u>	<u>Meaning</u>	<u>Context</u>
Video 1. (screenshot)	I'm hungry	With my friends
Video 2. (screenshot)	I'm thirsty	At work with my boss
...

- Once the groups have finished, the answers are discussed with the whole class, highlighting how gestures are often used in informal settings and may be considered impolite.

Variation: Depending on the availability of computers and smartphones, the table can be made interactive using web apps such as *Wordwall*, and virtual boards like *Padlet* or *Miro* can be used to guide the class discussions.

Activity 2: Green flag or red flag?

Material: Green slips of paper and red slips of paper.

Instructions:

- The teacher imitates a gesture from K5, and students raise the red card if they think the gesture is offensive, or the green card if they think it is not.
- Feedback is immediate: after each gesture, the teacher reveals the correct answer.
- Students can also step in and suggest other gestures from their own repertoire or from the target culture.

Variation: The activity can be followed by a second part in which a bulletin board (real or virtual) is created with drawings, images, or photos of the gestures that came up, showing whether they are problematic and indicating their geographic origin.

Activity 3: True or false?

Material: A poster or a virtual board.

Instructions:

- The class is divided into two groups.



- Members of the first group make guesses about time management in the host country, such as: *In Country X, people usually work only in the morning or People in Country X always skip breakfast.*
- The other group has to decide whether each statement is true or false.
- The teacher steps in to correct and provide further information on the topic.
- The teacher also writes down the students' guesses on the board (or another support) so they can be revisited later.

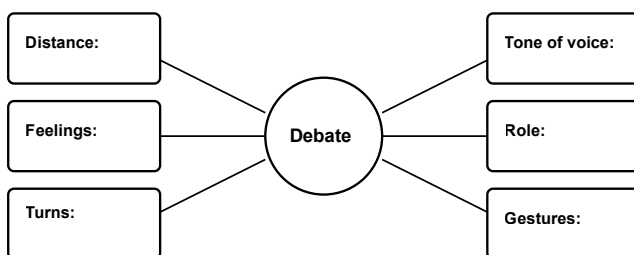
Variation: At lower levels, the activity can be done with teacher-prepared cards, using icons or times of day.

Activity 4: The right time to speak

Material: Short video clips of authentic or simulated conversations in the target language (15–20 seconds long, like social media clips; it is important to include different communicative situations such as a TV debate a recorded lecture, an argument, etc.); multiple computers, tablets, or smartphones; a pre-made chart handout.

Instructions:

- This activity builds on Activity 5 from the *Discovery* phase and aims to promote correct recognition of conversational turns depending on the context.
- The class is divided into groups. Each group watches a clip of a specific type (e.g., a TV debate) and fills in a chart like this one:



- At the end, the answers from all groups are compared in a whole-class discussion, and the teacher clarifies which conventions should be followed in each of the contexts.

Variation:

- For lower levels, the chart itself can include a list of suggested words to choose from.
- The activity can also be reorganised to use just one device.

Produce

What do we intend to achieve?

- Strengthen learners' understanding and promote a productive use of K5 content.
- Develop learners' ability to:
 - use gestures appropriately;
 - manage interpersonal distance according to the context;
 - handle appointments and commitments in line with typical schedules of the target culture;
 - respect conversational turn-taking.

Suggested activities

Activity 1: Narrative collage

Material: Magazines or newspapers; scissors; glue; poster boards.

Instructions:

- The class is divided into groups.
- Each group is given a poster board, several magazines, and multiple pairs of scissors.
- Their task is to create a short story using only cut-out images from the magazines. Words are not allowed, so the images should rely on proxemics and gestures. The goal is to encourage a conscious reuse of certain aspects of non-verbal communication.

Variation: The activity can be structured with a step-by-step outline to guide the story.

Activity 2: Map task

Material: A physical or digital map of the city where you are located.

Instructions:

- The teacher prepares a city map with a starting point (in the example below, the red marker) and one or more destinations (in the example, the yellow and green flags).





AI-generated image (ChatGPT, 2026).

- Working in pairs, students give each other directions on how to reach the destination(s). The goal is to work on turn-taking and the use of gestures in a real-life situation.

3. Games

Game 1: Unlikely conversations

Material: Slips of paper with guiding questions; a handout with the K5 gestures numbered from 1 to 12; a pair of six-sided dice; a timer.

Instructions:

- The class is split into two teams.
- A participant from one of the teams is interviewed by someone from the other team. For this, the interviewer uses the guiding questions prepared in advance by the teacher, written on a slip of paper.
- Each slip should contain four questions that lead the interviewee to pick a name, an emotion, a place, and a role, as in this example:
 - *What was your grandfather's name?*
 - *How are you feeling right now (happy/scared/angry)?*
 - *Where would you like to live?*
 - *Would you rather go to the mechanic or to the dentist?*
- The interviewee writes down their answers (e.g., *Giovanni, stressed, by the beach, mechanic*). These will form the role they have to play in the conversation that will follow. The interviewer, on the other hand, can use their real name but must choose a role that matches the interviewee's (e.g., *in this case, a driver with a broken-down car*).
- Then both roll the dice: each has to use in the conversation the gesture that corresponds to the numbers they rolled (e.g., *Go away, back off* + *Middle finger*).
- The participants get two minutes to agree on what kind of conversation they will have, and two minutes to act it out.

Game 2: Memory with gestures

Material: Cards with pictures of gestures (two for each gesture, or one with the picture and one with the meaning).

Instructions:

- The class is divided into two or more groups.
- In turns, each group flips over two cards: if they find a matching pair (gesture–gesture or gesture–meaning), they keep it and earn a point. If not, the cards are turned back over and it's the next group's turn.
- Every time a pair is found, students also have to act out the gesture and explain what it means.
- The group with the most pairs at the end wins.

Variation: The game can also be played on a digital memory platform, making it easier to reuse the cards.

Game 3: Taboo with objects

Material: Photos of common objects assembled as to imitate hand gestures in the host country (for example, four erasers with a pencil in the middle to mimic the middle finger), inspired by the forks by Italian designer and artist Bruno Munari (retrieved from the internet).

Instructions:

- Before starting, the teacher prepares, possibly together with the students, a set of photos showing objects that imitate actual hand gestures, adding a list of taboo words for each object. A guideline for the gestures to be represented in the photos can be found in Bruno Munari's forks.
- The class is divided into two teams.
- A player draws a photo and has to get their team to guess the meaning of the gesture. They can describe it in words or act it out, but they cannot use the taboo words.
- The team has a set time limit (e.g. 1 minute) to guess. If the team guesses correctly, they earn a point. If the player uses a taboo word, the point goes to the other team.

Game 4: Chain Story Game

Material: Sheets of paper already divided into sections; pens / pencils.

Instructions:

- The teacher prepares sheets beforehand, divided into sections. For example:

<u>Who</u>
<u>Action</u>
<u>Where</u>
<u>Gestures</u>

- The class is divided into small groups. The participants in each group take turns with the same sheet of paper.
- The first student writes a character's name in the *Who* section. When finished, they fold the paper just enough to hide their answer and pass it to the next player, who does the same in the *Action* section. This continues until the sheet is complete.
- At the end, the group reads all the answers aloud and, with the teacher's guidance, discusses the combinations that emerged (often funny because they are so absurd).

Game 5: Guess the gesture

Material: Slips of paper with pre-printed gestures; a sheet or a chart with all of the gestures used in the game.

Instructions:

- The class is divided into groups of three participants each.
- In each round, two participants draw a slip of paper with one gesture at random, and will have to jointly describe it, as to allow the third participant to guess it correctly.
- The two players who describe the gestures must take turns, each saying only one word at a time to construct the description. For example:
 - Participant 1: *I*
 - Participant 2: *am*
 - Participant 1: *hungry*
- The participant who must guess the gesture does so by pointing out the correct image on the sheet / chart containing all of the gestures used in the game.
- For each correct guess, the team gets a point.
- The two describers are not allowed to use other gestures or direct translations of the target gesture; if this happens, one point is deducted.
- The teacher acts as referee, making sure the rules are respected.
- The team with the highest score wins.
- You can also play the game with higher levels, for example by adding a time limit for guessing and a timer.

Kite 6.

Intercultural experiences

Introduction

- What is K6?
- How is K6 organised?
- How to use K6?

The learning process

- 1. Me and the languages I speak
 - What do we intend to achieve?
 - Suggested activities
- 2. Me and my culture
 - What do we intend to achieve?
 - Suggested activities
- 3. Me and the Other's culture
 - What do we intend to achieve?
 - Suggested activities

Games

1. Introduction

What is K6?

K6 gives a voice to people who have migrated for a variety of reasons. Here you will find testimonials from migrants who talk about their lives in both their host country and their country of origin. They share their experiences of learning the language of their host country, their difficulties, apprehensions and successes. Through videos subtitled in their first language and in English, you can discover their personal stories and their plans for the future. They also present a word or an expression, an object or a custom from their country of origin to give us an insight into their own culture.

How is K6 organised?

The chapter is divided into three sections, each containing activities that progress from beginner (or false beginner) to advanced level: *Me and the languages I speak*; *Me and my culture*; *Me and the Other's culture*.

- The section *Me and the languages I speak* aims to make learners think about the multitude of languages and cultures that can be found within a single person. Life experiences can be rich, diverse and flexible, and as a result, learners may have very different experiences that impact how they view their relationships with others.
- The section *Me and my culture* helps learners explore their own cultural identity. It encourages them to reflect on aspects that might seem interesting or surprising to people from other backgrounds, and to identify traits they share with members of their own community.
- The section *Me and the Other's culture* encourages learners to reflect about the culture of the Other, the culture of their host country, but also the culture and cultures of others around them. They will try to understand the Other while observing and reflecting on how they see the Other, the stereotypes and representations they may have.

How to use K6?

K6 offers an introduction to the experiences of migrants learning the foreign language or languages of their host country. Through various activities based on videos and migrants' testimonials, this resource encourages learners to explore their emotions, explain their perceptions, and express their stereotypes while introducing others to their own culture. Personal knowledge of the Other through sharing and learning about the behaviour of others promotes mutual empathy and improves mutual understanding.

K6 is a flexible tool that can be adapted to multiple contexts and educational needs. It allows you to work on all these aspects with beginner or false beginner learners using the other resources available in the KITE, but also with more advanced learners who are able to express in their own words what they have experienced when faced with a new language and culture far from their own country.

2. The learning process

Me and the languages I speak

What do we intend to achieve?

- To develop learners' language awareness.
- To promote learners' cultural awareness.
- To provide learners with the tools to identify, compare and reflect on the spoken languages.
- To promote expression of one's emotions.
- To promote the valorisation of one's origins and culture.
- To develop the capacity to talk about one's own language and its characteristics.

Suggested activities

Activity 1: Words I like in other languages (collective notebook of favourite words)

Material: Individual sheets of paper/cards; pencils/felt-tip pens; a board, poster or notebook to serve as a collective notebook.

Level: beginner, intermediate.

Instructions:

- The instructor asks each student to choose a word in another language that they particularly like.
- Students are required to write the word on a sheet of paper/card and indicate which language it comes from.
- They then write or draw what the word means.
- Finally, students explain why they like the word (for example, because it reminds them of someone, because they enjoy its sound, or because it evokes a personal memory).
- To support expression, the instructor provides sentence starters:
 - **Beginner level**
 - *My word is...*
 - *It comes from [language].*
 - *It means...*
 - *I like this word because...*
 - **Intermediate level**
 - *I like this word because I learnt it while travelling.*
 - *This word reminds me of a song or a special memory.*



- The instructor then invites students to present their chosen words to the class or in small groups.
- All cards are collected by the instructor to create a collective notebook or wall poster of favourite words.
- Finally, the instructor leads a short discussion, asking questions such as whether any words appear more than once, which languages are represented, and which words are linked to similar emotions.

Activity 2: Why learn another language?

Material: Videos of K6 testimonials; board for noting down main ideas; sheet with model sentences for beginners.

Level: beginner, intermediate.

Instructions:

- The instructor asks the question: *Why do we learn a foreign language?*
- Students are invited to suggest ideas (*to travel, to work, to meet friends, to understand the culture, to integrate into a new country, etc.*).
- The instructor writes the keywords on the board.
- Students then listen to a series of K6 testimonials where people explain why they learned another language. They are required to write down one or two reasons given by each person in the videos and then talk about their own experiences by answering the question: *Why are you learning another language?*
- To support expression, the instructor provides sentence starters:
 - **Beginner level:**
 - *I want to learn a language ... [e.g. for work; so I can speak with my friends].*
 - **Intermediate level:**
 - *I'm learning French because it's important... [e.g. for my studies].*
 - *I like learning English because... [e.g. I can understand films and songs].*
- After listening and preparing their sentences, students present one reason they heard in the testimonials and then talk about their own experience.
- The instructor leads a short discussion, encouraging learners to identify similarities and differences in the reasons mentioned, using questions such as:
 - *Are there any reasons you have in common with the people who gave testimonials?*
 - *What differences do you notice?*
- To conclude, the instructor guides a discussion with questions like:
 - *Are there "good" or "bad" reasons for learning a language?*
 - *Is it easier to learn a language when you have personal motivation?*

Activity 3: Drawing the languages I speak

Material: White sheets of paper, coloured pencils, felt-tip pens; board for noting useful vocabulary; access to K2 for examples of illustrations (e.g., drawings of a mouth, a tree, or a cultural symbol).

Instructions:

- The instructor writes on the board: *I speak...*, and invites learners to name the languages they speak.
- A second question follows: *If your language were an image, a symbol, or a colour, how would you represent it?* To support learners, the instructor can give an example such as *French is red, full of energy and passion*, and also provide a list of useful adjectives on the board (e.g., *big/small, happy/sad, easy/difficult*).
- The instructor asks learners to browse the K2 vocabulary.
- Learners are then asked to draw representations of the languages they speak, expressing how they perceive each one through symbols, objects, or colours. They may add short words or sentences to accompany their drawings.
 - **Beginner level:** Learners are asked to provide simple drawings such as those for *mouth, flower, or sun*, and short sentences, such as *I speak...* or *This language is (colour/object)*.
 - **Intermediate level:** Learners are asked to provide brief explanations for their choices, such as:
 - *I draw English in blue because it is an international language.*
 - *My mother tongue is a tree with roots because it represents my identity.*
- After completing their drawings, each learner presents their work to the group.
- The drawings are displayed to create a collective mural of the languages spoken in the class.
- The instructor then leads a class discussion using guiding questions such as:
 - *Which languages appear most often?*
 - *Are there common symbols (colours, objects)?*
 - *What are the main differences between your representations?*
- A final discussion follows, focusing on identity and perception:
 - *Why did you choose this object or colour for your language?*
 - *Are all your languages equally important to you?*
 - *What do your drawings reveal about your personal connection to languages?*

Me and my culture

What do we intend to achieve?

- Develop cultural awareness by identifying elements that are representative or symbolic of one's own cultural background.
- Take a step back from one's own representations of the Other and reflect on stereotypes.
- Develop self-esteem by valuing one's cultural identity.
- Develop empathy and the ability to put oneself in someone else's shoes.

Suggested activities

Activity 1: What object am I missing?

Material: Paper and coloured pencils for drawing the object; board for writing down vocabulary; photos of everyday objects (utensils, clothing, instruments, toys, etc.) to stimulate ideas.

Level: beginner, intermediate, advanced.

Instructions:

- The instructor shows a selection of pictures of everyday objects and asks: *When you are far from your country, what object do you miss the most? Why?*
- Learners suggest a few simple examples, and the instructor notes useful vocabulary on the board, related to *memories, family, home, music, food, etc.*
- Students are then required to choose an object from their country that they miss. They draw it or write its name, explain what it is used for, and describe why it is important to them.
- To support expression, the instructor provides sentence starters to beginner and intermediate level learners:
 - **Beginner level:**
 - *My object is...*
 - *It's important because...*
 - *I miss it because...*
 - **Intermediate level:**
 - *My object is a photo of my family. It is important because... [e.g. it reminds me of my home and my loved ones].*
 - *What I miss is a musical instrument, since... [eg. it represents my culture and traditions].*
- After completing their sentences or drawings, each learner presents their object to the group.
- The instructor organises a small exhibition or display of the drawings or written words, creating a collective visual presentation of the objects that hold meaning for the group.
- The instructor then leads a class discussion using guiding questions such as:
 - *Are there any objects that come up often?*
 - *Which objects are related to family, culture, or daily life?*
- A short debate follows, focusing on personal and symbolic meanings, guided by questions such as:
 - *Is this object only material or also symbolic?*
 - *Are there other intangible things (a smell, music, or a landscape) that you might also miss?*

Activity 2: Which animal could represent my culture?

Material: Images of animals (photos, pictograms or illustrations, to be projected or distributed as cards); illustrated glossary of descriptive adjectives (*strong, clever, fast, brave, loyal*, etc.); board for noting learners' suggestions. For advanced levels: examples of symbolic animals in certain cultures (e.g. the rooster in France, the dragon in China, the condor in South America, etc.).

Level: beginner, intermediate, advanced.

Instructions:

- The instructor projects or distributes images of several animals, real or symbolic, such as a rooster, an eagle, or a snake, and asks:
 - *Which animal do you prefer?*
 - *Which animal could represent your country? Why?*
 - *What adjectives can you use to describe it?*
- Learners suggest adjectives and simple sentences, and the instructor writes useful vocabulary on the board, such as *strong, fast, intelligent, brave*, and *loyal*, as well as basic sentence structures like *It is a rooster...*, *It is...*, or *In my country, it represents...*
- Students are then required to choose an animal that they think represents their culture or part of it. They explain their choice by describing the animal's appearance and character, and by explaining why it corresponds to or represents their culture, values, customs, or symbols. They may also mention whether the animal is important in their country, for example in a fairy tale, legend, emblem, or tradition. Learners can first write down a few ideas in the form of a list, diagram, or mind map.
- After preparing their descriptions, each learner presents their chosen animal and explains their choice to the group.
- The instructor then leads a discussion using guiding questions such as:
 - *Which animals come up often?*
 - *Are there any animals that symbolise several cultures?*

Activity 3: How we see others in my culture

Material: Board; images representing different people (families, colleagues, neighbours, tourists, foreigners, etc.); sheets of paper and pens/pencils.

Level: beginner, intermediate, advanced.

Instructions:

- The instructor shows pictures of different people in various situations, such as a neighbour, a tourist, a foreign friend, or a colleague, and asks: *In your culture, how do people view foreigners? Neighbours? Friends from other countries?*
- Learners suggest adjectives such as *kind, distant, respectful, welcoming*, and *suspicious*, and the instructor notes them on the board.



- Students are asked to think of an example of a foreigner or a person who is perceived as different (someone they know personally, such as a neighbour, a colleague, or a friend, or someone often discussed in their culture, such as a tourist). They then describe how this person is viewed within their culture, focusing on the words, attitudes, and stereotypes commonly associated with them. Learners are encouraged to include a short story or anecdote that illustrates their point of view.
- To support expression, the instructor provides sentence starters and examples to beginner and intermediate level learners:
 - **Beginner level:**
 - *In my country, we say that foreigners are...*
 - *Neighbours are...*
 - *Tourists are...*
 - **Intermediate level:**
 - *In my culture, we often say that foreigners are very hard-working, but sometimes we think they are different.*
 - *We see neighbours as family, but sometimes also as nosy people.*
- After preparing their sentences, each learner presents their answer to the group.
- The instructor encourages comparison and reflection through questions such as:
 - *Which representations are positive?*
 - *Which are negative?*
 - *Are there any common stereotypes?*
- A final discussion follows, led by the instructor, focusing on personal attitudes and cultural perceptions, guided by questions such as:
 - *Are these images true for everyone in your culture?*
 - *Do you agree with these stereotypes?*
 - *How do the people concerned feel when they are described in this way?*

Activity 4: Why should someone learn my language?

Material: Board for writing down learners' ideas. For intermediate levels: model sentences for expressing an argument (*It's useful for..., It's important because...*).

Level: beginner, intermediate, advanced.

Instructions:

- The instructor asks the class: *Why do we learn foreign languages?*
- Learners suggest simple ideas (e.g. *for travelling, work, meeting people, watching films, etc.*).
- The instructor writes these ideas on the board and then introduces the question: *And if someone wanted to learn your language, why would that be interesting or useful?*



- Students are required to imagine that a foreigner wants to learn their language and to give at least one reason why this would be important, useful, or interesting.
- To support expression, the instructor provides sentence starters and examples to beginner and intermediate level learners:
 - **Beginner level** (oraciones simples y guiadas):
 - *You should learn my language because...*
 - *My language is useful for...*
 - *In my country, we speak my language to...*
 - **Intermediate level** (argumentos mais desenvolvidos):
 - *A foreigner should learn my language to understand our culture and traditions.*
 - *It's important because many people around the world speak my language.*
 - *It helps you make friends and travel more easily.*
- After preparing their sentences, each learner presents their argument to the group.
- The instructor encourages comparison of the reasons given, identifying whether they are cultural, practical, emotional, or symbolic, and writes them on the board in the form of a list or mind map with categories such as *culture, work, travel, and relationships*.
- A final discussion follows, led by the instructor, guided by questions such as:
 - *Are all languages equally valuable and/or interesting for a foreigner to study?*
 - *Why do we choose to learn certain languages rather than others?*
 - *If you had to convince a friend to learn your language, what would you say?*

Me and the Other's culture

What do we intend to achieve?

- To promote an attitude of respect and curiosity towards other people's languages and cultures.
- To understand and respect the differences and similarities between cultures.
- To encourage open-mindedness and empathy towards foreign practices and lifestyles.
- To encourage awareness of one's own culture and customs.
- To develop the capacity to identify the similarities and differences between one's own culture and that of others.
- To develop the ability to express and listen to personal stories about languages.

Suggested activities

Activity 1: A photo that describes the culture of the host country

Material: mobile phone; *Padlet*.

Level: beginner, intermediate.

Instructions:

- The teacher creates a page on *Padlet* for learners to upload their photos.
- Learners walk around the city and use their mobile phones to take a photo of an object or place that they link with the culture of the host country. They then post their photos on the *Padlet* page created by the teacher.
- **Beginner level:**
 - Learners accompany the photo with a description that they record with their mobile phone. They must explain very briefly why this photo describes the culture of the host country.
 - The class votes to choose the photo that is most representative of the host country's culture.
- **Intermediate level:**
 - Learners accompany the photo with a written text in which they answer the following question: *How do I feel when I see this object or place?*
 - Classmates then look at all the photos and texts, choose one and share whether they feel the same emotions.

Activity 2: Writing symbols as art forms

Material: Board; coloured markers; an example of Arabic calligraphy.

Level: beginner, intermediate.

Instructions:

- The teacher displays an example of Arabic calligraphy on the board.
- Learners write the alphabets / symbols of the writing systems they use in their own language on the board.
- Each learner chooses a letter / symbol from one of these writing systems to produce a drawing that reflects their culture.
 - **Beginner level:**
 - Each learner associates their drawing with a word.
 - Learners say the words that come to mind when they look at the drawing, for example: Ψ -> *Poseidon, Neptune, sea*; Д -> *Door, window, holidays, etc.*



- **Intermediate level:**

- Each learner imagines a short story to describe the drawing they have made.
- They write three keywords to help the other learners guess and tell the story.

Activity 3: I close my eyes and let myself be transported

Material: Computer; blank sheets of paper and coloured markers.

Level: beginner, intermediate, advanced.

Instructions:

- Students turn their backs to the board.
- The teacher chooses objects related to different cultures and then plays a video of a K6 participant (*Intercultural*) whose language students do not know.
- Students make assumptions about the speaker's origin.
- **Beginner level:**
 - Learners draw an object on a piece of paper that they think is related to the culture of the person speaking in the video.
 - They hang up their drawing and describe the object.
- **Intermediate level:**
 - Learners choose an object they think is related to the culture of the person speaking in the video.
 - They show the object to the other learners and explain why they thought of that object.
 - They then watch the video again and decide whether this object is really related to the culture of the person speaking or not.
- **Advanced level:**
 - Learners try to guess the cultural habit described by the person, and explain the reasons for their assumption.

Activity 4: How I feel about a custom in my host country

Material: Cards with images of everyday life (*meals, work, transport, school, etc.*).

Level: intermediate, advanced.

Instructions:

- The instructor prepares and distributes cards with images representing everyday situations.
- Each learner randomly draws one of the cards and describes what they see, expressing their thoughts about this reality.
- Students are required to reflect on whether a similar situation exists in their own country of origin or in another country they know, and to discuss the possible reasons for these similarities or differences.

Activity 5: My learning experience compared to those of other migrants

Material: Internet connection, videos in K6.

Level: Intermediate, advanced.

Instructions:

- The instructor creates a *Padlet* where students can share their productions.
- Each student selects one of the presentations from K6 and listens to the speaker's story, paying attention to the linguistic difficulties mentioned.
- The instructor then forms pairs of students, who share their own experiences of learning a language and the challenges they have faced.
- Each pair presents a brief summary of what was discussed to the whole class.

To go further:

- Learners take on the role of journalists.
- They contact someone close to them and, using a mobile phone, ask about that person's experience of learning a language and the difficulties encountered.
- The resulting video is posted on a *Padlet* page.
- Learners then watch each other's presentations and compile a list of the difficulties mentioned, identifying the most common ones.

Activity 6: Asking my friends about their learning experiences

Material: Board; cards or pieces of paper with questions (e.g. *What was the first language you learnt? Which language was the easiest/most difficult? Do you have any funny stories about learning a language?*).

Level: Intermediate, advanced.

Instructions:

- Each learner picks a question card and asks the question to another learner in the class/group.
- The other learner answers in a few sentences.
- Other learners in the group can react and/or share a similar experience.

To go further:

- Learners choose the card with the sentence *Do you have a funny story about learning a language?*
- One learner starts the story by saying a sentence. Then another learner continues the story. A third learner takes over...

3. Games

Game 1: Stereotype pictograms

Material: Cards with images representing characters or situations (e.g. tourist, student, police officer, mother, sportsman, etc.); board.

Level: beginner, intermediate.

Instructions:

- Learners are divided into teams.
- Each team draws a card with an image on it and shows it during their turn.
- The other teams list as many stereotypes as possible associated with that image, earning one point for each original idea. In an additional round, these other teams may add a new stereotype that has not yet been mentioned to gain a bonus point.
- At the end of the game, the instructor leads a discussion about the truth or exaggeration of the stereotypes mentioned, encouraging reflection on their origins and impact.

Game 2: A pictogram of my culture

Material: White sheets of paper and pencils.

Level: intermediate, advanced.

Instructions:

- The instructor asks each learner to choose an image that represents their culture, such as an object, a food, a monument, or an animal.
- Students draw a simple pictogram illustrating their chosen element.
- The instructor collects and displays all the drawings in random order.
- Working in teams, learners are required to guess which culture is represented by each pictogram. One point is awarded for each correct answer.
- After the guessing round, the author of each pictogram explains their choice and briefly describes the meaning or symbolism behind it.

Game 3: Guessing the emotion

Material: Cards with illustrated emotions (*joy, sadness, anger, fear, surprise, etc.*).

Level: beginner, intermediate.



Instructions:

- The instructor prepares cards, each representing an emotion.
- One learner picks a card and, without speaking, mimes or acts out the emotion written on it.
- The other learners try to guess which emotion is being represented. The learner who guesses correctly wins one point.
- The turn then passes to another learner, and the game continues until all the emotions have been acted out.

Game 4: The holiday I would never dream of

Material: Computer to download photos and create a holiday itinerary; magazines and tourist brochures for cutting and pasting.

Level: intermediate, advanced.

Instructions:

- Learners are required to use all the stereotypes they believe represent tourists from their country. Working in small groups, they invent a holiday itinerary filled with these stereotypes (e.g. *always eating the same thing, only visiting certain places, taking photos everywhere, wearing traditional clothing, etc.*).
- Each group creates its itinerary in the form of a poster or presentation entitled *A holiday that no one would dream of*.
- After completing their work, each group presents its itinerary to the rest of the class.
- The other groups are invited to identify the stereotypes portrayed and to discuss them, reflecting on how such clichés influence the image of tourists and cultural perceptions.

Game 5: Teaching my language

Material: Blackboard.

Level: intermediate, advanced.

Instructions:

- Each learner chooses one or two words or expressions from their mother tongue (for example, a greeting, the name of an everyday object, a number, or a colour, etc.).
- Taking turns, each learner becomes the “teacher” and teaches their chosen words/expressions to the class, explaining their pronunciation, meaning, and spelling.
- The other learners repeat the words and try to memorise them.
- To check understanding, the learner acting as the “teacher” quizzes the class.
- The learner who gives a correct answer wins one point.
- The game continues until everyone has had the opportunity to teach at least one word.

Combining KITES

Introduction

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Combining K5 with K6

Introduction

This chapter presents a set of pedagogical activities that draw on varied and complementary combinations of materials from different sections of the KITE platform.

The activities are designed to enhance learners' ability to understand, speak, and interact appropriately in real social and administrative contexts. They do so by combining content and resources from multiple sections of the KITE platform in creative and complementary ways, such as:

- **K1 + K2:** *Arriving in a host country* × *Picture dictionary*
- **K1 + K3:** *Arriving in a host country* × *Sounds of language*
- **K1 + K4:** *Arriving in a host country* × *Communicative interaction*
- **K1 + K5:** *Arriving in a host country* × *Non-verbal communication*
- **K1 + K6:** *Arriving in a host country* × *Intercultural experiences*
- **K2 + K3:** *Picture dictionary* × *Sounds of language*
- **K2 + K4:** *Picture dictionary* × *Communicative interaction*
- **K2 + K5:** *Picture dictionary* × *Non-verbal communication*
- **K2 + K6:** *Picture dictionary* × *Intercultural experiences*
- **K3 + K4:** *Sounds of language* × *Communicative interaction*
- **K3 + K5:** *Sounds of language* × *Non-verbal communication*
- **K3 + K6:** *Sounds of language* × *Intercultural experiences*
- **K4 + K5:** *Communicative interaction* × *Non-verbal communication*
- **K4 + K6:** *Communicative interaction* × *Intercultural experiences*
- **K5 + K6:** *Non-verbal communication* × *Intercultural experiences*

Combining K1 with K2

Activity 1: Picture-word matching

Material: Vocabulary list from a selected K2 section (e.g., health services, housing); images from K2 illustrating the chosen words.

Instructions:

- Learners are presented with a selection of images and a list of vocabulary items in the host country's language.
- They examine both and match each image to the correct word.

Activity 2: Memory game

Material: A deck of cards with K2 images related to housing, health services, transportation, or other areas covered in K1; another deck of cards with the corresponding words in the host country's language.

Instructions:

- All vocabulary and image cards are placed face down.
- Learners work individually or in small groups to play a matching game.
- Taking turns, they turn over two cards at a time, trying to find the correct image–word pair.
- When a match is found, the learner keeps the pair and pronounces the word aloud.
- The activity continues until all pairs are matched.

Activity 3: Guided browsing

Material: Selected K1 section in both the learners' preferred language and the host country's language.

Instructions:

- Students are divided into pairs or small groups.
- Each group browses the selected K1 section first in their preferred language and then in the host country's language.
- They identify three to five keywords they recognise or consider important, such as *hospital*, *address*, or *passport*.

Activity 4: Labeling tasks

Material: A simple diagram, such as a map, and vocabulary from the relevant K2 section (e.g. the *City & Countryside* section).

Instructions:

- Learners are shown a simple diagram, such as a city or countryside map, and provided with vocabulary from the relevant K2 section.
- They label the key places on the diagram using the given words.
- The instructor monitors progress, assisting with pronunciation and meaning as needed.
- Once completed, learners compare their labelled diagrams, reinforcing understanding of spatial vocabulary and place-related expressions.

Activity 5: Activate procedural vocabulary

Material: K2 images from the *Authorities and General Administration* section and the K1 resource.

Instructions:

- Learners use the K2 images from the *Authorities and General Administration* section to identify related elements in K1, such as offices, documents, or types of support and assistance.
- They examine the images carefully and match them with the corresponding information or vocabulary in K1.
- The instructor guides learners in making connections between visual representations and official terminology, helping them understand how administrative services are organised and accessed in the host country.

Activity 6: Prepare for reading K1

Material: K2 words that appear in K1 descriptions (e.g., *document, police, hospital, address*).

Instructions:

- The instructor presents and explains selected K2 words that also appear in K1 descriptions, such as document, police, hospital, or address.
- Learners review the meaning and pronunciation of these words before reading K1, ensuring they can recognise and understand them in context.

Activity 7: Role-play

Material: K2 cards with key words and expressions related to everyday administrative situations.

Instructions:

- Learners use K2 glossary cards containing key words and expressions related to everyday administrative situations.
- Working in pairs or small groups, they role-play short scenes such as making an appointment, handing in a form, or explaining a problem in an administrative office.
- The instructor observes the interactions, offering support with pronunciation and phrasing when necessary.

Activity 8: Personalised *procedures dictionary*

Material: Blank notebooks or digital templates for creating a personal procedures dictionary; vocabulary from K2 related to official documents and services referred to in K1.

Instructions:

- Learners create a personalised *procedures dictionary* using vocabulary from K2 related to official documents and services mentioned in K1.
- The instructor guides the process step by step, helping learners organise words by topic (e.g., *identification, registration, health services*).
- Students include translations, short definitions, or example sentences for each entry to clarify meaning and usage.
- The dictionary may be kept in a notebook or digital format, allowing learners to expand it over time as they encounter new terms.

Combining K1 with K3

Activity 1: Echo reading for pronunciation practice

Material: A short paragraph from K1 in the host country's language with parallel English or Ukrainian translation; access to K3 audio recordings illustrating target sounds and features.

Instructions:

- The instructor reads a short paragraph in the host country's language out loud.
- Students listen and follow along with the English or Ukrainian version of the paragraph.
- The instructor then reads the text sentence by sentence, and students repeat each sentence in chorus.
- Words from the text that illustrate challenging phonetic features are selected and analysed together using the relevant section of K3.
- Students listen to the corresponding sound recordings and observe how the sounds are produced.
- Finally, they repeat the full sentences from the text once more after the instructor to reinforce pronunciation accuracy.

Combining K1 with K4

Activity 1: Choral repetition and role-play

Material: Short dialogues based on information in K1 and K4 (e.g., asking for help at a city office); printed or digital copies of the dialogues; optional audio recordings for pronunciation support.

Instructions:

- The instructor presents short dialogues related to everyday procedures, such as asking for help at a city office.
- Students listen as the instructor reads the dialogues out loud, following along in their copies.
- The group then repeats the dialogues together in chorus to practice pronunciation and rhythm.
- Afterwards, students work in pairs to perform the dialogues, alternating roles to reinforce comprehension and fluency in authentic communicative contexts.

Activity 2: Simulation tasks

Material: K1 sections covering official documents and procedures; printed or digital task cards with short scenario prompts (e.g., *registering at the town hall, visiting a doctor, applying for a service*).

Instructions:

- The instructor presents short scenario-based missions inspired by K1 sections. Each mission describes a practical situation, such as registering at the town hall, and poses guiding questions such as: *What documents do you need?* or *Where should you go?*
- Students consult the relevant K1 materials to identify the correct procedures and information.
- They then simulate the interaction in pairs or small groups, taking turns to play both roles. The interactions should include adequate forms of greetings and farewells, requests, thanking, etc., as covered in K4.

Activity 3: Role-play

Material: Prompts or short scenario cards based on information in K1 and K4 (e.g., *asking for medical help, registering at the local office, buying a transport ticket*); optional props or visuals to support comprehension and context.

Instructions:

- Students act out short, everyday situations using prompts inspired by K4. Each scenario focuses on common interactions such as asking for medical help, registering at a local office, or purchasing a transport ticket.
- The instructor provides simple guiding phrases or questions for each role to ensure accessibility and fluency.



- Pairs or small groups perform their dialogues, practicing functional language, turn-taking, and polite expressions in realistic contexts.

Combining K1 with K5

Activity 1: Managing time and space

Material: Handouts with a step-by-step outline of the task; websites of local transport companies included in K1; the K5 timetable; optional maps or printed transport schedules.

Instructions:

- Students work in pairs to perform a role-play focused on time management and interpersonal distance in professional and public contexts.
- Each pair receives a handout describing their roles: one student acts as the recruiter, and the other as the candidate for a job interview.
- The recruiter proposes a day, location, and time for the interview, while the candidate consults the local transport information provided in K1 to check whether it is possible to arrive on time using public transport. If not, the candidate suggests an alternative arrangement.
- The instructor guides the process, ensuring students use realistic transport data and appropriate communication strategies.
- After the role-play, a debriefing takes place, during which the instructor highlights aspects of non-verbal communication observed during the activity, particularly turn-taking, and spatial awareness in the interaction.

Combining K1 with K6

Activity 1: Learning from learners

Material: Videos from K6; access to the *Translation Services and Language Learning* section of K1 for information on language institutions; internet access or printed materials from language schools' websites; materials for creating posters (paper or digital tools).

Instructions:

- The instructor selects several videos from K6 in which learners share their experiences and difficulties in acquiring the host country's language.
- Each student chooses one video to analyse in depth.



- **Beginner level:**

- The activity involves watching one presentation from K6 and taking notes on the difficulties described by the learner.
- Students then consult *Translation Services and Language Learning* in K1 to identify institutions offering foreign language courses.
- Each student presents one institution, highlighting how it could address the language challenges mentioned in the video.

- **Intermediate level:**

- The process follows the same initial steps—watching a K6 video and taking notes on language-learning difficulties, followed by consulting K1 to find suitable institutions.
- In addition, students prepare a visual poster or digital presentation promoting a training course from the selected institution.
- The poster should directly reflect the difficulties discussed in the video, using engaging language such as *Do you struggle with pronunciation?* or *Having trouble understanding native speakers?*

Combining K2 with K3

Activity 1: Supporting initial literacy

Material: Image cards and corresponding word cards from K2; paper or digital templates; markers or pencils.

Instructions:

- Students begin by matching each image with its corresponding written word, focusing on word recognition and vocabulary comprehension.
- The instructor then guides learners in identifying the initial, medial, and final sounds of selected words, using repetition and sound isolation activities.
- Finally, students engage in guided writing, copying or constructing simple words and short phrases based on the matched items.

Activity 2: Tackling challenging sounds

Material: Words from K2 containing specific target sounds; audio recordings or teacher pronunciation models; worksheets or digital templates for auditory discrimination tasks.

Instructions:

- The instructor selects words in K2 that include sounds learners typically find difficult to discriminate or produce.
- Students listen carefully as the instructor pronounces pairs or groups of words, identifying whether the sounds are the same or different. The exercise may include minimal pairs (i.e., words with only one differing sound, such as [s]ame/[t]ame).
- Learners then repeat the words, focusing on articulating the target sounds clearly.

Activity 3: Building fluency

Material: Words selected from K2; model sentences incorporating these words; audio recordings or instructor pronunciation models.

Instructions:

- The instructor presents model sentences that include selected words.
- Students listen and repeat the sentences, paying attention to pronunciation, rhythm, and intonation.
- The activity continues with students substituting words in the model sentences by using other K2 words, as to create new meaningful and grammatical sentences.

Combining K2 with K4

Activity 1: Everyday phrases in context

Material: Images from the K2 illustrating common situations (e.g., hospital, transport); list of commonly used phrases used in such situations, following information provided in K4 (e.g., *Where is the hospital?*; *I need help*); optional audio recordings for pronunciation practice.

Instructions:

- The instructor introduces a set of practical phrases frequently used in everyday contexts.
- Each phrase is presented alongside an image from K2 that visually represents the situation.
- Students listen to the phrase, repeat it aloud, and discuss when and where it might be used.
- The instructor may model variations or short exchanges to show the phrase in context.

Activity 2: Speaking politely

Material: Images from K2 showing human interaction (e.g. the images for *psychologist*, *hairdresser*, *medical leave*, *training course*, in the *Work* section of K2); K4 examples or phrases for polite interaction (*greetings*, *requests*, *apologies*, *refusals*, *thanks*).

Instructions:

- Students work in pairs or small groups and select one image from K2 depicting people interacting, such as a doctor and patient, colleagues at work, or a waiter and customer.
- They describe the scene briefly and imagine what the people might be saying in the target language.
- Then, together, they write a short dialogue that fits the image, incorporating polite expressions from K4.



- After writing, students practice their mini-dialogue orally and perform it as a short role-play for the class.
- The instructor and classmates provide brief feedback on each performance, focusing on the use of politeness formulas.

Combining K2 with K5

Activity 1: Body language across cultures

Material: Images from the *Human body* and *Symptoms and illnesses* sections of K2 sections depicting body language and facial expressions; short videos from K5 in different languages, showing gestures in different cultural contexts.

Instructions:

- Students work in pairs or small groups and begin by browsing the *Human Body* and *Symptoms and Illnesses* sections of K2. They select images that illustrate body language or facial expressions related to emotions or physical states (e.g. tired, drowsiness, hunger, thirst, depression, anxiety, etc.).
- Next, they explore the K5 videos in different language versions, identifying gestures that convey similar meanings.
- The groups compare their findings and discuss whether the meanings of these gestures and expressions coincide with those in their own cultures.
- The instructor facilitates the discussion and concludes with a brief synthesis, highlighting both shared and culturally specific interpretations of gestures, as well as possible sources of misunderstanding in intercultural interaction.

Activity 2: Matching gestures to contexts

Material: Images from K2 showing places (e.g., *public transport, school, waiting room*) and people (e.g., *teachers, doctors, police officers*); K5 gestures and videos illustrating non-verbal communication; projector or digital display.

Instructions:

- The class is divided into groups, and each group receives a set of images from K2 representing people and places.
- The instructor projects a gesture or short video from K5 and gives the groups one minute to decide which place and/or person the gesture best fits.
- Each group justifies its choice, explaining why that particular gesture would be appropriate in the selected context.
- After all groups share their answers, the instructor facilitates a class discussion comparing interpretations and exploring intercultural differences in gesture use.

Activity 3: Non-verbal communication in everyday interactions.

Material: Images from K2 showing human interaction (e.g., *psychologist, hairdresser, medical leave, training course*, and other workplace contexts); K5 materials focusing on gestures and interpersonal distance.

Instructions:

- Students work in pairs or small groups and select one image from K2 depicting an interaction between people in a professional or everyday setting.
- They discuss what might be happening in the scene and imagine the kind of dialogue that could accompany it. Together, they write a short script that reflects both verbal communication and non-verbal strategies drawn from K5, such as gestures and interpersonal distance.
- Once the script is complete, students perform the scene for the class, focusing on how gestures and physical space influence meaning. The instructor and classmates provide short feedback, commenting on how effectively non-verbal elements contributed to politeness, clarity, and emotional expression.

Combining K2 with K6

Activity 1: Representing the host country through images

Material: Images from K2 (e.g. words for food, transportation clothing and sport items); white sheets of paper and coloured pencils for learners to create their own images.

Instructions:

- The instructor begins by showing a series of simple images (e.g., *bread, bicycle, ball*, etc.) and asks: *When you think of the host country, what object comes to mind?*
- Learners respond spontaneously, and the instructor notes a few ideas on the board.
- Students are then invited to choose one object that, for them, represents the host country. They draw an image of the object and give it a name.
- Using sentence starters, learners describe and explain their choices at different proficiency levels.
 - **Beginner level:**
 - *My object is...*
 - *It is... (e.g., a baguette, a bus).*
 - *I chose it because...*
 - **Intermediate level:**
 - *I chose the bicycle because everyone here uses it to go to work.*
 - *For me, the baguette represents the culture and customs of the country.*
- Each learner presents their drawing to the group, and all drawings are displayed to form a gallery of symbolic objects.



- The instructor leads a group discussion using guiding questions such as:
 - *Which objects appear more than once?*
 - *Which objects are original?*
 - *Are these objects everyday items or cultural symbols?*
- A reflective discussion follows, exploring a broader cultural interpretation:
 - *Does this object represent the whole country or only part of its culture?*
 - *Can several objects together represent a country?*

Activity 2: Write a portrait of someone from your country

Material: Support sheets with silhouettes or photos (chosen by the instructor); illustrated glossary of physical and character adjectives from K2 (adapted to the learners' level: beginner, intermediate, or advanced); board for sharing vocabulary and results.

Instructions:

- The instructor projects or distributes images of different people and starts the activity by asking: *What is he/she like? Who could he/she be?*
- Learners suggest adjectives and simple descriptive sentences. The instructor writes useful vocabulary and structures on the board, drawing from K2 to reinforce relevant vocabulary.
- Students are then invited to think of a person from their own country (real or imaginary) that they would like to introduce.
- They write a short portrait including the person's name, age, profession, physical appearance, qualities or flaws, and preferences. Learners may first brainstorm ideas in the form of a list or mind map before composing the text. Examples of sentence starters include:
 - *This is... He/She is... years old.*
 - *He/She works as...*
 - *He/She is tall / kind / funny / shy.*
 - *He/She likes... / dislikes...*
- Each learner presents their character orally to the group.
- A short discussion follows, comparing similarities and differences among the portraits and identifying recurring themes or stereotypes (e.g., *In my country, women cook a lot and take care of the house; Young people like football*).
- The activity concludes with a brief debate guided by the instructor, focusing on intercultural awareness through questions such as:
 - *Does this portrait apply to everyone in your country?*
 - *Did you recognise any stereotypes?*

Activity 3: Learning language through art

Material: Selected paintings depicting diverse landscapes from different eras and regions; illustrated glossary from K2 (*House* section), adapted to the learners' level (beginner, intermediate, or advanced).

Instructions:

- The paintings are shown to the learners, who each choose one to work with.
- **Beginner level:**
 - Learners review the illustrated vocabulary in the K2 *House* section and match relevant words to the paintings. They use these words to describe basic elements of the painting (e.g., *There is a house on the hill* or *The house is small and white*).
- **Intermediate level:**
 - Learners select one painting and describe it in more detail, focusing on both the visual elements and the atmosphere. They then relate the chosen image to their country of origin, explaining why it reminds them of a specific place or feeling.
- **Advanced level:**
 - Learners choose a painting and write a personal text inspired by it, describing a moment or memory from their life in the host country that they would like to share. The description combines observation, reflection, and emotional connection.

Activity 4: Creating personal testimonies

Material: Vocabulary from K2 (adapted to the learners' proficiency level: intermediate or advanced); examples of short video testimonies from K6 or other authentic sources; recording devices or mobile phones; optional video-editing tool or classroom projector for sharing.

Instructions:

- Learners plan and record a short personal video testimony about an aspect of their experience in the host country (e.g., learning the language, finding work, adapting to a new culture, etc.). K2 serves as linguistic support for selecting vocabulary and expressions related to feelings, challenges, or achievements.
- The instructor helps learners draft short scripts or bullet points before recording, focusing on clarity and pronunciation.
- Once videos are completed, the class watches them together and discusses common themes.
- Feedback highlights vocabulary use and communicative effectiveness.

Variation:

- The instructor plays the short personal testimonies created by the students.
- Learners listen and identify words that also appear in K2. They highlight or note the words, then explain how they were used in context.



- Afterwards, students discuss which words were most common and which were used in creative or unexpected ways.
- The activity concludes with a short reflection on how vocabulary from K2 can be applied in different communicative contexts.

Activity 5: Words that tell my story

Material: K2 words (adapted to the learners' proficiency level: beginner, intermediate, advanced); drawing materials or digital templates for creating illustrated timelines; optional audio-recording tool for adding spoken narration.

Instructions:

- Learners create a linguistic biography that tells their story through the languages they know and the experiences linked to them. Using vocabulary from K2, they select words that represent key moments (e.g., *school, family, work, travel*).
- Each learner organises these words on a visual timeline or collage, adding images, drawings, or short sentences.
- Intermediate and advanced learners can expand the narrative into a short written or oral presentation describing their relationship with language and communication.
- The finished products are displayed or shared orally, helping learners reflect on their identity and linguistic journey while consolidating thematic vocabulary.

Combining K3 with K4

Activity 1: Sounds for politeness

Material: List or audio recordings of basic politeness expressions illustrated in K4 (e.g., *greetings, farewells, thanks, apologies, and polite requests*); board or flashcards for displaying target phrases; optional visual aids illustrating common situations (meeting someone, saying goodbye, thanking).

Instructions:

- The instructor orally introduces a set of basic politeness expressions commonly used in everyday contexts, pronouncing the expressions slowly, by breaking them into syllables and emphasizing key sounds.
- Learners first listen to each expression, focusing on pronunciation.
- Students repeat the expressions in chorus and individually, practicing correct pronunciation, stress, and intonation.
- Once learners are familiar with the sounds, the instructor contextualises the expressions through simple examples or gestures (e.g., saying *hello* when entering a shop or *thank you* after receiving help).
- The activity can conclude with short pair interactions where learners exchange greetings or farewells, reinforcing both sound recognition and social appropriateness.

Activity 2: Joining syllables to form polite expressions

Material: Sets of syllable cards prepared by the instructor (e.g., *good, mor-ning, thank-you, bye-bye*); glossary or list of basic politeness expressions from KITE 4; board for reviewing vocabulary and pronunciation.

Instructions:

- The instructor distributes mixed syllable sets and explains that each complete word corresponds to a common polite expression such as a greeting or farewell.
- Students work in pairs to reconstruct familiar words and expressions related to politeness by joining syllables presented on separate cards.
- After each match, they pronounce the full expression out loud together, focusing on stress and correct pronunciation.
- Once all expressions are completed, the instructor reviews them with the whole class, reinforcing their meaning and typical contexts of use (e.g., saying *good morning* at work or *thank you* when receiving help).

Activity 3: Listening to intonation – What kind of sentence is this?

Material: K3 chart or slide showing intonation patterns for different sentence types (statements, *wh*-questions, *yes/no* questions, requests); short, polite sentences from K4 dialogues (e.g., *asking for help, making an invitation, giving information, thanking*).

Instructions:

- The instructor begins by reviewing basic intonation patterns from K3, illustrating each with examples and visual cues such as arrows or pitch lines on the board.
- Learners listen and observe how pitch rises and falls depending on the type of sentence.
- Next, the instructor reads a series of short sentences taken from K4 dialogues without showing them to the class.
- Learners listen carefully and identify whether each sentence is a statement, question, or exclamation. They can indicate their choice by using coloured cards, simple gestures, or by writing the answer on paper.
- After each sentence, the instructor reveals the correct category and models the intonation again.
- Learners repeat the sentence aloud, imitating the correct intonation.

Activity 4: Speak politely – Improving pronunciation together

Material: Short K4 dialogues (e.g., *greeting someone, asking for help, refusing politely, thanking someone*); K3 pronunciation charts (intonation, vowel length –if relevant-, specific problematic sounds); peer-feedback sheet or checklist (with questions on clarity, intonation, politeness, etc.); smartphones or recording devices.

Instructions:

- Learners work in pairs or small groups and select one dialogue from K4.
- They rehearse the dialogue out loud, focusing on accurate pronunciation, adequate intonation, and natural rhythm.
- Using smartphones or other recording devices, each group records their performance in audio or video format.
- Once all recordings are completed, each group exchanges their file with another pair.
- The listening group evaluates the partner’s pronunciation using the peer-feedback checklist, considering questions such as:
 - *Are difficult sounds pronounced clearly?*
 - *Does the intonation sound adequate and natural?*
 - *Are pauses and stress patterns used appropriately?*
- After receiving the feedback, each pair revises their dialogue and records it again, incorporating the suggestions for improvement.
- Optionally, final recordings can be played in class for joint reflection and discussion on progress.

Combining K3 with K5

Activity 1: Matching melodies to gestures

Material: K5 videos showing selected gestures; previously recorded examples of phrases that typically accompany each gesture in the target language (one with correct intonation and another with an incorrect intonation); short audio clips from K3 illustrating different intonation patterns.

Instructions:

- The instructor begins by playing short audio clips from K3 that demonstrate various intonation patterns. Learners listen attentively and review how pitch patterns affect meaning.
- The instructor then presents a K5 video showing a gesture commonly used in the target culture.
- Afterwards, the instructor plays two recordings of the phrase that would typically accompany the gesture: one produced with appropriate intonation and one with an incorrect intonation.
- Students listen carefully and decide which recording matches the gesture and conveys the intended meaning correctly.

Combining K3 with K6

Activity 1: What colour describes the sound of the host country's language?

Material: Board; colour palette materials (posters, cards, coloured pencils, or felt-tip pens); audio samples from K3 with words or short phrases in the host country's language.

Instructions:

- The instructor begins by playing a selection of words or short phrases from K3.
- Learners listen carefully and are asked: *If this language were a colour, what colour would it be? Why?*
- Each learner shares their ideas, and the instructor records the colours and explanations on the board.
- Students are then invited to choose a colour that represents how they perceive the sound of the host country's language and to explain their choice.
 - **Beginner level:** Learners are requested to use short, visually supported sentences such as *This language is blue because it is soft, calm....* or *This language is red because it is strong, cheerful...* The instructor may provide examples of descriptive adjectives (*soft, fast, difficult, cheerful*) to support expression.
 - **Intermediate level:** Learners are requested to expand their reasoning using full sentences, for example: *For me, this language is blue because it is soft and calm* or *I choose yellow because it seems bright and cheerful to me.* They may also compare languages: *French is red, but my language is green.*

Activity 2: How do I feel when I say a word in French / German / Italian / Polish / Portuguese / Spanish?

Material: List of words read by a native speaker in K3; table or worksheet for noting useful vocabulary.

Instructions:

- The instructor begins by writing two or three words in the selected language on the board, for example, *théâtre, travail* (in French), *Kälte, Seife* (in German), *città, balletto* (in Italian), *czytać, nadzwyczajny* (in Polish), *maçã, caixa* (in Portuguese), *águila, azahar* (in Spanish).
- Learners attempt to pronounce the words, imagining different possible pronunciations and comparing their guesses.
- They then listen to the native speaker recordings to check pronunciation.
- After listening, the instructor asks: *How do you feel when you say these words? Is it pleasant? Difficult? Fun? A short list of adjectives is added to the board (e.g., easy, difficult, funny, gentle, strange, pleasant).*
- Students are invited to choose one word, repeat it several times, and describe their perception of it. They may compare it with a word in their own language or in English.



- **Beginner level:** Learners are asked to use short, simple sentences such as *The word [...] is easy., The word [...] is difficult., I like the word [...] because...*
- **Intermediate level:** Learners are requested to provide more detailed responses, for example: *I find this word amusing because it resembles a word in my language.; I feel happy because this word reminds me of holidays.; It's difficult to pronounce because of the sound...*
- Each learner presents their chosen word and the feelings it evokes.
- The class compares impressions, identifying which words were perceived as pleasant or difficult and whether several learners shared the same reaction.
- A concluding discussion encourages reflection on the relationship between sound and emotion through questions such as: *Why do some words seem pleasant to us and others difficult? Can we like a word even if we don't understand it?*

Combining K4 with K5

Activity 1: Polite or impolite? Role-play with gestures

Material: K4 dialogues featuring expressions of agreement and refusal (e.g., *asking for help and agreeing, offering something and declining, requesting and refusing politely*); K5 videos or descriptions showing gestures related to accepting or declining.

Instructions:

- Learners work in pairs or small groups.
- Each pair receives a short K4 scenario, such as *You are asked for help but are in a hurry.*
- They first perform the dialogue verbally, focusing on correct pronunciation and polite phrasing, without using gestures.
- Afterwards, they repeat the same dialogue, this time adding gestures and facial expressions they believe match the situation.
- The class reflects on the difference between the two versions. Learners discuss which version sounded or felt more polite and natural, and whether gestures changed the interpretation (for example, how nodding, smiling, or crossing arms can influence the perceived tone of a response).
- As a variation, the instructor can introduce a *Guess the meaning* round: After each performance, the other groups guess whether the response was polite, neutral, or impolite, based on tone and gesture.

Activity 2: Comparing gestures across cultures

Material: Smartphones or cameras to record short videos; K5 videos showing gestures used for accepting, declining, etc.



Instructions:

- Learners work in groups to record a short video that illustrates a polite request or refusal using gestures from their own culture.
- Before filming, they watch selected K5 examples showing how similar gestures are performed in the target language culture.
- After recording, the class watches the student videos and compares them with the K5 examples. Together, they discuss key questions such as:
 - Which gestures differ between the two cultures?
 - Which gestures might lead to misunderstandings?
 - Are some gestures universal, or are they all culturally specific?
- Following the discussion, learners create a short written or visual summary titled *Gestures that Speak Politeness*, highlighting similarities, differences, and cultural insights.

Variation: Learners can produce a short *Do's and Don'ts* video collage titled *How to Gesture Politely in [host country]*. This version combines K4 dialogues with appropriate K5 gestures, resulting in short videos that demonstrate how verbal and non-verbal politeness complement each other.

Activity 3: Keeping the right distance

Material: Short K4 situations printed on cards or slides (e.g., greeting a friend from a language class, greeting the teacher, asking a stranger for help in the street); K5 chart or visuals illustrating distance zones (intimate, personal, social, public) with approximate measurements in centimetres or metres; classroom floor markers (optional).

Instructions:

- Learners begin by reviewing the distance zones presented in K5.
- Working in pairs or small groups, they read short K4 situations and decide which distance zone would be most appropriate for each interaction and how the distance might change depending on the relationship between participants (e.g., friends, teacher-student, siblings, strangers).
- Learners then place each situation on the corresponding section of a printed diagram or use classroom floor markers to physically represent the chosen distance.
- The class compares decisions and discusses how the appropriate distance might vary depending on the relationship between the speakers.
- A group discussion follows on cultural differences and possible misunderstandings that may arise when physical distance does not match cultural expectations.

Combining K4 with K6

Activity 1: A dinner invitation

Material: Internet access, board, markers, coloured paper; reference to K4 (politeness strategies and cultural interaction).

Instructions:

- The instructor begins by asking: *Do you have a favourite dish from your own country that you would like to share with others?*
- Learners name dishes from their countries while searching online for images of them.
- The instructor writes the suggestions on the board and introduces a follow-up question: *If you were organising a dinner party, could all your friends eat the dish?*
- Learners then imagine they are inviting two classmates to a dinner featuring traditional food from their country. They create an invitation and menu following these guidelines:
 - *Choose two guests from the class.*
 - *Prepare a menu including dishes and drinks from your culture, writing only the original names of the dishes without revealing their ingredients.*
 - *Write an invitation that specifies the time, menu, and whether guests should bring anything.*
- During the sharing phase, each learner presents their menu to the class.
- The invited guests guess what the dishes might be and whether they think they could eat them based on their dietary preferences or cultural background.
- When the ingredients are revealed, guests are asked if they reconsider their first reaction, and why.
- Each host learner is then asked how their original menu could be modified to accommodate everyone's needs.
- A group discussion follows, guided by questions such as:
 - *Do we all have to eat all kinds of foods?*
 - *Should I change my dishes to please a guest who does not eat the same things as in my culture?*
 - *What are the favourite drinks in different cultures?*

Combining K5 with K6

Activity 1: Gestures across different languages and cultures

Material: Video interviews from authentic sources showing speakers in conversation; observation worksheet or notebook for taking notes.

Instructions:

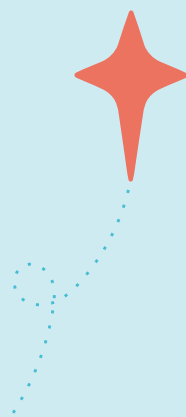
- Learners watch clips of interviews of people who are speaking different languages, and focus on the gestures used.
- As they watch, the learners take notes on the gestures they observe, recording their observations by answering guiding questions, such as:
 - *Which gestures are used most often by the speakers of the different languages?*
 - *Do the gestures appear to replace words or do they simply support them?*
 - *Do the gestures seem linked to emotions, emphasis, or explanation?*
- After viewing, learners share and compare their notes in small groups or as a class.
- The discussion explores how gestures vary according to culture and whether similar gestures exist in the learners' own cultures.

Activity 2: How different is non-verbal communication across cultures?

Material: Smartphones or cameras for recording; list of questions based on K5 topics (gestures, interpersonal distance, time management); peer-feedback sheet for comparing information and noting observations.

Instructions:

- Learners prepare and record short video presentations responding to a series of questions related to aspects of non-verbal communication explored in K5, such as:
 - *How do people greet each other in your country?*
 - *Which gestures do you often use when you speak?*
 - *Do you think there are gestures that could be misunderstood in another culture?*
 - *How much is punctuality valued in your culture?*
- After completing their recordings, learners exchange videos with classmates and watch each other's presentations.
- Using the peer-feedback sheet, they compare information about time management across cultures and note which gestures, facial expressions, or body language features appeared most natural or characteristic in each video.
- The activity concludes with a class discussion in which learners share their observations, identifying similarities and differences in non-verbal behaviour between cultures.
- The group further reflects on how such behaviours can sometimes be adapted to improve the effectiveness of communication in intercultural contexts, avoiding misunderstandings and conflicts.



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