Step 1: Learners engage in a rigorous, interactive task
Step 2: Teacher elicits language forms used to complete the task
Step 3: Highlight and check understanding of the linguistic feature(s)

Sample 1 One-question interview about environmental awareness and habits

<table>
<thead>
<tr>
<th>Question</th>
<th>All of the time</th>
<th>Some of the time</th>
<th>Never</th>
<th>I don’t think about it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you use plastic straws when you go to restaurants?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Do you bring your own bags to the supermarket?</td>
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<tr>
<td>3. Do you take advantage of your city’s recycling program?</td>
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<tr>
<td>4. Do you choose paper over plastic bags when given the option?</td>
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</tr>
</tbody>
</table>

After collecting data from class colleagues, learners with the same question analyze data and create a graph.

Student are provided with useful language to talk about the data:
- *The majority of the class*...
- *Some people*...
- *Half the class*...
- *Three-quarters of the class*...

Next, learners present their bar graphs to others in class. Give them more useful language frames, such as:
- *We found that*...
- *Our data indicate that*...

What linguistic forms are generated and practiced with this task?
The Place of Grammar in Standards-based Adult ESOL; Betsy Parrish; Hamline University

Sample 2 Using jigsaw tasks on research findings

The Science of Happiness

<table>
<thead>
<tr>
<th>Technique</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique A: Gratitude Journal</td>
<td></td>
</tr>
<tr>
<td>Technique B: Acts of Kindness</td>
<td></td>
</tr>
<tr>
<td>Technique C: Gratitude Visit</td>
<td></td>
</tr>
<tr>
<td>Technique D: Three Blessings</td>
<td></td>
</tr>
</tbody>
</table>

Group A
A psychologist in the United States suggests different kinds of happiness enhancers. One is called the gratitude journal—a diary in which people write down things for which they are thankful. In her study, she found that taking the time to count one’s blessings once a week significantly increased a subject’s overall satisfaction with life during a course of six weeks, whereas a control group that did not keep journals had no such gain.

Group B
Another way to boost happiness is to perform acts of altruism or kindness, such as playing music at a nursing home, helping a friend with child care, doing yard work for an aging neighbor, or writing a letter to an aging relative. As with the gratitude diary, doing five kind acts a week, especially when they were all in a single day, gave participants in a study a measurable boost in satisfaction.

Group C
Another researcher tested similar techniques in controlled trials in large experiments conducted on the Internet. He found that the single most effective way to boost one’s feeling of joy is to make a gratitude visit, which means writing a letter thanking a relative, teacher, mentor, friend—anyone for whom you are grateful—and then visiting that person to read him or her the letter of appreciation.

Group D
The last technique, which may be less powerful but more lasting than a gratitude visit is an exercise called “three blessings.” For this technique, write down three things that went well that day and why. It was found that people who did that each day were less depressed three months later and continued to be less depressed six months later. (Sample from Parrish, in press)

What linguistic forms are generated and practiced with this task?

___________________________________________________________________________
Sample 3  

What kind of workers are needed? Top skills and attributes employers seek!

Talk to others in class to find out what employers are looking for in today’s workplace.

Question:  

What ___________________ skills are employers looking for?

Answer:  

- They want someone who is....
- They want workers who are....
- They appreciate when workers are....
- They like workers who can...

<table>
<thead>
<tr>
<th>Analytical skills</th>
<th>Communication skills</th>
<th>Interpersonal skills</th>
<th>Leadership skills</th>
<th>Teamwork skills</th>
<th>Technical skills</th>
</tr>
</thead>
</table>

(Categories from Doyle 2018 https://www.thebalancecareers.com/top-skills-employers-want-2062481)

What grammar is generated and practiced with this task?

________________________________________________________________________________________

Sample 4  

Interview grid for comparing cultures and customs

Interview at least three people from different countries:

<table>
<thead>
<tr>
<th>In your community....</th>
<th>Interview 1 Name: Country:</th>
<th>Interview 2 Name: Country:</th>
<th>Interview 3 Name: Country:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do people greet one another?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How far apart do people stand when they’re talking to one another?</td>
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<td></td>
</tr>
<tr>
<td>3. How much time do teenagers usually spend with their family?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Where do elderly people usually live?</td>
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<td></td>
</tr>
<tr>
<td>5. Who pays when you go out for a meal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. How do you address a teacher or supervisor?</td>
<td></td>
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</tr>
</tbody>
</table>

What grammar is generated and practiced with this task?

________________________________________________________________________________________
Sample 5 Talking about expenses

Small group analysis and discussion:

1) How does spending on housing and transportation compare to all other expenses?
2) How does spending on transportation compare to spending on education?
3) How do cash contributions compare to entertainment?
2) What, if anything, surprises you about these average household expenses in the US?
3) What factors might affect people's expenses for these categories?

After paired discussions, teacher elicits responses such as:
*It surprises me that people spend more on entertainment than on apparel and services.*

As well as statements to complete based on the graphic:

*People spend considerably more on ____________ than on ______________.*
*People spend a bit more on ____________ than on ______________.*
*People the same on ____________ as on ______________.*

What linguistic forms are generated and practiced with this task?
References


