The curriculum renewal process for the language curriculum at KMUTT has been completed successfully by hard-working and dedicated staff in the Department of Language with the cooperation and full support from the senior staff in the Department of Applied Linguistics. When the design process was finished, however, we realized that it could be even more difficult to implement the new curriculum in the “real” language classroom than it had been to design it. Task-based instruction which provides the basis of the new curriculum can be a very effective and valuable type of teaching, especially when the teacher knows how to implement it in the classroom situations. If not, it could yield unexpected dangers to both teachers and students. In this article, I’ll discuss the advantages and disadvantages of task-based instruction as well as examples of the anecdotal evidence, followed by suggestions for coping with the unexpected in the language classroom.