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ENGLISH TEACHING



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TOOLKIT 3: ENGLISH TEACHING

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Authors

Chapter 1: Interactive English Language School and Syllogos Idioktiton Kentron Xenon Glosson Nomou Larissas (SIKXGNL)

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Chapter 4: Interactive English Language School and Syllogos Idioktiton Kentron Xenon Glosson Nomou Larissas (SIKXGNL)

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Chapter 5: Cantiere Giovani

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DESIGN AND LAYOUT: Cantiere Giovani

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Preamble

In 2012, 124,5 million people (24,8% of the population) in the EU were at risk of poverty or social exclusion, compared with 24,3% in 2011 and 23,7% in 2008 (Eurostat news release 184/2013 - 5.12.2013). In this context, the Up-skilling Europe project was created to improve the employability of adults at risk of social exclusion across Europe through a process of developing and updating skills.

To achieve this, six organisations from six European countries joined forces to develop educational materials tailored to the specific needs of adults at risk of social exclusion.

The project was executed by a cross-sectoral partnership led by the Alcalá de Guadaira City Council - a Spanish public authority jointly with:

Adult education providers: Interactive English Language School (United Kingdom) and SIKXGNL (Greece) - two organisations specialised in language teaching, and Media Partners (Romania) - a private company specialised in social entrepreneurship.

Social sector organisations: Stowarzyszenie WIOSNA and Cantiere Giovani - two NGOs from Poland and Italy.

The educational materials developed by partners are 5 toolkits to provide adults at risk of social exclusion with a set of basic and transversal skills to improve their employability:

1. Toolkit for Social Entrepreneurship education.
2. Toolkit for ICT training.
3. Toolkit for English teaching.
4. Toolkit for Lifelong learning.
5. Toolkit for Learning mobility.

This project, co-funded by the European Union within the framework of the Erasmus + programme, is a stepping stone towards a fully inclusive European society where every European citizen has access to high quality education and employment.

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CHAPTER 01

Introduction to English teaching

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Teaching English

The scope and limitations of this document

This paper will not make anybody an English teacher, but it is designed to help people with some ability in English to help others with less ability in English to improve their level.

The principles of teaching English as a foreign language (EFL)

Second language (L2) acquisition

Humans are born with an innate capacity to acquire language which accounts for the ease with which children learn their mother tongue; but there is some debate as to how long this stays with us after childhood. The majority of people who learn a second language do so at a later date than their first language (L1), so their innate capacity for language learning may have been lost.

While children start with a 'blank slate' regarding their L1, older learners will come to second language learning with knowledge of their L1, knowledge of the world around them, and a set of interaction skills. This will be the framework from which they can develop their L2.

As an L2 develops, it goes through a state called interlanguage, which is a constantly evolving personal form of the L2 that reflects the learner's knowledge and understanding of the language and his/her developing skills level. The main driving process in the evolution of interlanguage is transfer from the learner's first language, which can have both positive and negative effects on the learner's understanding and production, depending on similarities and differences between the two languages.

The only thing that is necessary for adult L2 acquisition is language input; the learner needs to be exposed to the language, and in many cases this is enough for the learner to reach a good level of competence. In my travels I have come across a number of people who have learned English through watching MTV and American TV shows such as 'Friends'. However, it would normally require a very large amount of input for this to occur, along with an aptitude for learning and a high degree of motivation.

For the majority of L2 learners, input needs to be accompanied by explicit teaching and feedback, which are most likely to be given by a teacher.

Popular methods in EFL

Over the last century a number of methods have come into and out of fashion, often following trends in linguistic, psycholinguistic, and sociolinguistic theories. It often seems that each method was a reaction to the perceived failings of the previous one, which would be discarded in its entirety, regardless of its merits. Here follows a chronological list of the most influential methods; the examples all use the present progressive form of verbs.

Grammar – translation

In this method, the teacher explains a grammar point in the L2, and then gives sentences in the L1 or L2 for the learners to translate. This is usually done as a written activity, and the aim is accuracy.

Example:

Teacher: 'He's speaking.'

Learners: 'El es hablando.'

Teacher: 'Nosotros somos trabajando.'

Learners: 'We're working.'

The Direct method

A somewhat extreme reaction to the grammar-translation method, the direct method discourages the use of L1 in the classroom; instead, the teacher and learners discuss pictures in L2 using a specific target structure. Once again, the aim is accuracy, but the emphasis is on spoken rather than written English.

Example:**WHAT ARE THEY DOING?**

Teacher: 'What is she doing?'

Learner: 'She's having a bath.'

Image source:

<http://tx.english-ch.com/teacher/mar/what%20are%20they%20doing.jpg>

The Audiolingual method

Developed from the direct method, and again very much against the use of L1 in the classroom, the audiolingual method uses a model of stimulus-response-reinforcement. This method relies heavily on drills, where the teacher models the language, the learners repeat the language, and the teacher gives feedback. The use of drills maximises the possibility of the learners producing 'correct' utterances. The idea of this method is

that through repetition of correct utterances, the learners will develop good habits. Once again, the focus is on accurate production. Drills can be varied in order to minimise boredom.

Example:

Teacher: 'He's drinking coffee.'

Learner(s): 'He's drinking coffee.'

Teacher: 'tea.'

Learner(s): 'He's drinking tea.'

Teacher: 'making'

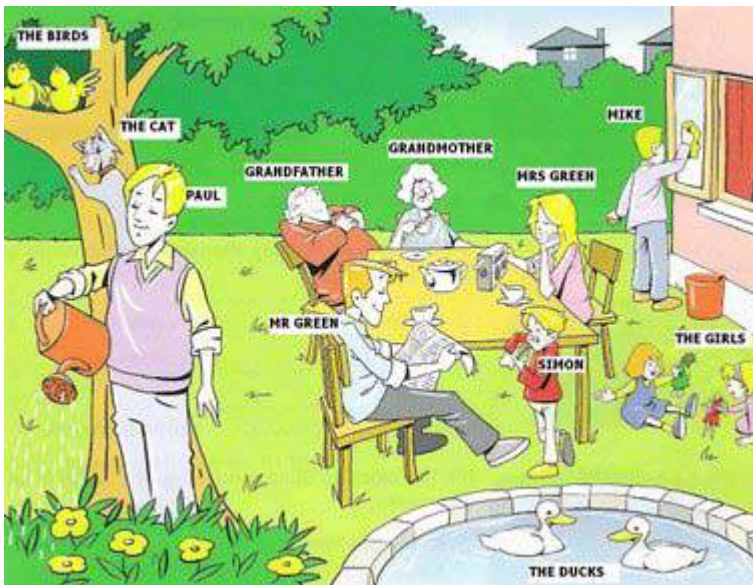
Learner(s): 'He's making tea.'

Presentation-practice-production (PPP)

A further development was structural-situational teaching, where language is placed in a clear situational context. This method followed the pattern of presentation (the teacher presents the language in context), practice (the learners produce the language in tightly controlled drills, and then in a limited context), and finally production (the learners produce the language in a freer context, usually describing something that is personal to them). PPP has been strongly criticised for its strictly linear nature, and particularly for the breaking down of the language into separate learning chunks rather than linking the language elements together into a system.

Example:

Presentation:



Teacher: 'Where is the cat?'

Learner: 'It's on the tree.'

Teacher: 'Is it at the top of the tree?'

Learner: 'No.'

Teacher: 'Is it at the bottom of the tree?'

Learner: 'No.'

Teacher: 'What is the verb?'
 Learner: 'Climb.'
 Teacher: 'Did the cat start climbing the tree?'
 Learner: 'Yes.'
 'Did it finish climbing the tree?'
 Teacher: 'No.'
 Teacher: 'Is the cat climbing the tree?'
 Learner: 'Yes, the cat is climbing the tree.'

Practice:

Teacher: 'Paula, what is Mike doing?'
 Learner: 'He's cleaning the window.'
 Teacher: 'Good. Everybody.'
 Learners: 'He's cleaning the window.'
 Teacher: 'Well done. Now, in pairs, ask and answer questions using the present progressive.'

The teacher directs the learners to practise the target language by describing the picture in pairs while the teacher monitors.

The teacher will address any individual errors during the practice stage; or, if the majority are producing errors, drill the structure again after the practice stage.

Production:

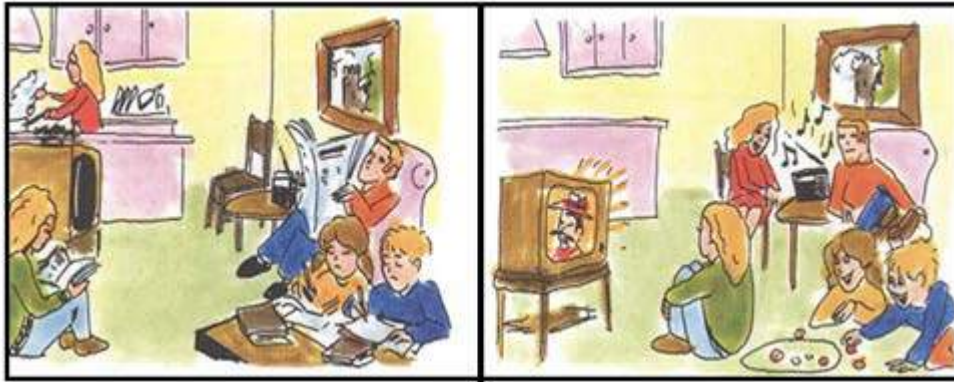
The teacher directs the learners to speculate what their family and friends are doing at the moment, and ask and answer questions in pairs or small groups using the target language.

Image source:

<http://rebeccasresources.wdfiles.com/local--files/online-lesson-3: focus-on-present-continuous/PRESENT%20CONTI.JPG>

Communicative Language Teaching (CLT)

The focus of CLT is on the communicative function of language, and relies heavily on putting learners in 'realistic' situations where they will have to use certain language in order to achieve 'realistic' communication. Common activities used in CLT are role-plays, simulations and information-gaps. The focus on this type of activity is on performing the communicative function rather than accuracy of production, and this approach has the benefit of being much more learner-centred than previous approaches; however, CLT's claims of being more realistic than other methods are not really borne out as the activities do not necessarily reflect 'real' communication.

Example:

The teacher gives out the pictures to pairs of learners so that each learner can see one picture but not the other. The teacher then directs the learners to find the differences between the pictures by asking their partner questions using the target language.

Picture source: <http://www.englishside.com/wp-content/uploads/2014/06/Present-Simple-vs.-Present-Continuous-1.jpg>

Task-based learning (TBL)

In task-based language learning, the learners are given a collaborative task to undertake. The aim for the learners is to complete the task successfully; the aim for the teacher is for the learners to use a specific language form accurately and fluently.

Example:

The teacher directs the learners in small groups to organise a class activity for the coming weekend (real or imagined). The learners will have to use a number of various future forms and modal verbs. Each group will then report their results back to the rest of the class. The teacher will then focus the class on the language used in the task.

The Lexical Approach

The lexical approach moves the focus of language learning away from the grammatical system, and onto learning 'chunks' of language, i.e. fixed or semi-fixed expressions; the idea being that with enough exposure to enough 'chunks' for enough situations would mean that learners would not need to focus on 'grammar' at all. The theory being that lexis rather than grammar carries meaning.

Example:

The teacher directs the learners to sort the time phrases below into two groups: one that goes with 'since' and one with 'for'.

a week	last week	yesterday
two days	two days ago	months
the week before last	I was a child	a long time

The Post-method era

I would suggest that each of the above methods has its own merits, and that teachers should be aware of all of them, and their strengths and weaknesses. The most important factors in deciding which ones to use would be the language points being studied (and what for), the learning environment, and the learners themselves.

Some variables to consider:

- the age of the learners,
- the educational background and level of the learners,
- is the group monolingual or multilingual,
- does the teacher share the same L1 as the learners,
- is the teacher a native speaker of the L2
- why the learners are learning,
- how often the learners are exposed to L2 outside of the classroom,
- how much time the learners spend in the classroom,
- etc.

Planning Learning and Teaching

Before you start to teach, and the learners start to learn, you need to plan what you're going to teach, and what the learners are going to learn. Planning can take many forms; in the most formal of teaching contexts, a teacher would be expected to submit a detailed plan of everything that will take place in the classroom, when, and why, and also any problems that may arise, and what the teacher will do if they do. But, planning also refers to any time the teacher thinks about the learning session before it takes place, whether that happens in the teaching establishment, or in a café or on a bus. Generally speaking, the more you plan for a learning session or a course of tuition, the more likely it is that the learners will learn.

So, what should a teacher think about before a learning session? The following are a selection of factors that should be considered before going into a classroom:

- The learning environment: Is the room big, quiet, warm, and cool enough? Are there enough tables and chairs for everybody to sit? Is there space for learners to move about?
- Equipment: Is there a black/whiteboard, screen or flipchart that all of the learners will be able to see clearly? Is there audio/video equipment? Is there enough writing equipment for all of the learners?
- The learners: Do the learners have enough 'world knowledge' to understand the concepts that will be involved in the session? Do they have the language skills to cope with the content? Are they able to work together as a group, or are there cultural or personal barriers between them that need to be overcome first?
- The content: Is the content of the lesson culturally appropriate? Is the level of the content easy enough to be achieved yet advanced enough to be challenging? Is the content something that the learners want to, and should, learn?
- The aims: What is it that you want your learners to be able to do at the end of the session? How will you, and they, know that they can?
- Problems: What kind of problems may arise that will prevent teaching and learning taking place? What will you do to overcome them?

Aims and Expectations

Learners and teachers enter the classroom with a set of expectations of each other. The learners expect that the teacher is an expert in his/her subject, and in teaching practices; the teacher expects the learners to want to and be able to learn the subject. However, these expectations may not always be reasonable. In many contexts, the teacher is not a qualified teacher of English language with years of practice, and the learners may have difficulties with learning in traditional educational contexts. Before the teaching can commence, it may be necessary to negotiate and set reasonable expectations of teachers and learners given your particular set of circumstances.

Examples of 'cans and wants'	
TEACHER:	LEARNERS:
I can teach you three hours per week; I can't speak English like a native.	I can come to class once a week; I can't do a lot of homework.
I want you to come to class on time; I don't want you to speak Italian in class.	I want you to correct my mistakes; I don't want you to set too many writing tasks.

(Appendix A contains the 'cans and wants' sheet used by Interactive English Language School.)

We can assume that the learners and teachers will have only a limited amount of time given over to the teaching and learning of the English language, so it is essential to ensure that the time is used efficiently. In order to achieve this, the teaching needs to be focused on the most important elements of the language for the particular learners. You need to set some aims.

Learners' and teachers' aims, both short-term and long-term need to be 'SMART', that is:

- **Specific:** What exactly does the learner (or group of learners) want to be able to do; or what does the organisation that has requested the tuition want the learners to be able to do?
- **Measurable:** How will you and the learners know that they have achieved the specific goal?
- **Achievable:** Are your expectations of yourself and the learners realistic given the time and resources available, and the levels of the learners?
- **Relevant:** Is the language something that the learners will actually use in their lives?
- **Timed:** Is there a specific timeframe within which the aim is to be achieved?

Individual Learning Plan

At the very first contact between the teacher and the learner(s) there needs to be a conversation about exactly what the learners expect to learn in the time that they have. An Individual Learning Plan is an essential tool for setting aims.

Examples of SMART aims:

'I want to be able to use English to order a meal in a restaurant before my holiday on 7th June.'

'I want to be able to complete a job application form in English in three weeks.'

(Appendix B contains the Individual Learning Plan and Individual Learning Review used by Interactive English Language School.)

What does a teacher do in the classroom?

There are four main elements to what a language teacher does in the classroom:

1. Modelling
2. Instructions

3. Monitoring
4. Feedback

Modelling

The reason that many learners want native speaking teachers is that they can model native-like English for the learners to copy. However, in most cases it is not necessary to have this kind of teacher; after all, most learners don't need native-like English. Being a good user of English as a foreign language will allow you to give a realistically achievable model of English language for a non-native speaker.

Whenever you speak English, it will be with your native accent, so you should be aware of differences between your pronunciation and that of native speakers. You should not find yourself in the situation where you model something in your accent, and then correct your learners for copying you rather than producing perfectly pronounced English.

Instructions

I would suggest that you try to give instructions in English wherever practical, as this represents good listening practice for the learners. Classroom language should be one of the first things that learners learn in order for this to happen.

When you give instructions, make sure that you use language that the learners understand, and always check that the learners have understood the task by asking the learners to paraphrase your instructions.

When using handouts, never give the learners their copy of the handout until you have explained what they are supposed to do; they tend to look at the handout rather than the teacher once they receive their copy.

Monitoring

When the learners are interacting with each other in the classroom, you should be paying attention to the language that they produce, but without interfering in the process. Try not to stand over the learners if they are sitting, but crouch down in order not to intimidate them with your presence. Make notes of learner errors while they carry out peer-centred activities so that you can give feedback after they have finished.

If activities break down completely because the learners do not have the skills or language required, then you should pause the activity in order to present them with the language that they need.

Feedback

Giving feedback is one of the most difficult aspects of teaching; learners must by nature have errors, and in general they need to be addressed, but you need to be aware of the effect of too much negative feedback.

In addition, you need to be aware of 'interlanguage', which is the language ability that you would expect a learner to have with the amount of tuition he or she has received. This means that there are certain errors that will be acceptable after, say, 20 hours of tuition that wouldn't be acceptable after 60 hours of tuition.

Finally, you need to accept the fact that your learners will probably never reach native-like competence in English, and that close enough is probably good enough.

About English

English is a very different language from most; for a start, strictly speaking it has no ‘rules’, as it has no overarching authority to make them, such as l’Académie française. This means that there is no ‘correct’ English, regardless of what your high school teacher told you: calling a banana a pineapple is not incorrect, it is inaccurate. The most common question I hear in the English classroom is “Can I say ‘x’?” The answer is usually “Yes, but what do you mean by ‘x’?” If, in the context of the conversation, your utterance is understood, then it is okay to say it. To many people, including most non-native speakers, “Yer gonna pub?” is not ‘correct’, but a huge number of users of English will have no problem understanding it in the right context.

English is also evolving constantly, if enough people use a neologism that it reaches ‘critical mass’, then it becomes part of the English language despite the opinion of defenders of ‘pure English’: using ‘text’ as a verb is an example of this.

The most important thing to understand about English as a foreign language is that the majority of people who are learning it consider it to be a tool, much in the way they consider IT skills. They will be using English for specific, generally work related, purposes, and are not particularly interested in ‘fish’n’chips’ or Shakespeare.

1. Grammar

English grammar (syntax and morphology) is simple and user friendly; difficulties arise from how it is described, both in terms of its structure and in the terminology used. Learners need to be led to understand the true grammatical structure of the English language, rather than the ‘rules’ used in traditional teaching of the subject in state schools around the world.

Learners have an inbuilt sense of logic, and much of what confuses them is how illogical English grammar appears to be. It’s not illogical at all, but how it’s presented is.

Here are some statements that I have seen used in the teaching of English grammar; all of them are untrue. Whether these statements have been used because of L1 or because of the piecemeal approach to teaching English used in most schools, they are a hindrance to understanding the true nature of English, and should not be used.

1. English has 12 tenses.
2. The past tense is used exclusively to describe events that happened in the past.
3. The passive is when the object of an active verb becomes the subject of the verb.
4. There are four types of conditionals: zero, first, second, and third.
5. When reporting speech we put the verb back one tense.
6. ‘will’ is the future tense.
7. The present perfect simple talks about actions that finished in the past.
8. We use ‘the’ when we have spoken about the noun before.
9. We use the present continuous to talk about things that are happening now.

10. You should not put a preposition at the end of a sentence.
11. 'some' is used in positive statements, and 'any' in negatives and interrogatives
12. Commas represent pauses in speaking, and they are necessary when sentences become too long.
13. 'to speak' is the infinitive of the verb 'speak'.

Grammar in English might be slightly different from grammar in your language and it is important to understand these differences. For example, English grammar is descriptive (it describes how people use the language) while your grammar may be prescriptive (it prescribes how people should use the language). In practice, this means that there is no 'wrong' English.

Grammar can be divided into two elements: syntax (word order), and morphology (changes inside words to change meaning).

Grammar in English

Grammar 'rules'

There are no rules in English grammar: there is no official body that controls the use of the English language. What we have are generally accepted practices in speaking and writing the language so that your meaning can be understood by the listener or reader.

Verb stems and conjugation

Unlike many European languages, English does not have an infinitive suffix; in many cases the verb stem performs a similar function. Compare:

	English	French	German	Spanish	Bosnian
Stem	speak	parl-	sprech-	habl-	govor-
Infinitive suffix	-	-er	-en	-ar	-iti
Infinitive	speak	parler	sprechen	hablar	govoriti

Compared to the other languages listed above, English has a limited number of conjugational suffixes, and for this reason substitution tables are unnecessary in the teaching of English verbs. Compare:

Present Tense	English	Bosnian	Spanish
1st pers sing	I speak+0	ja govor+im	yo habl+o
2nd pers sing	you speak+0	ti govor+iš	tu habl+as
3rd pers sing	he/she/it speak+s	on/ona govor+i	el/ella habl+a
1st pers plu	we speak+0	mi govor+imo	nosotros habl+amos
2nd pers plu	you speak+0	vi govor+ite	vosotros habl+aís
3rd pers plu	they speak+0	oni/one govor+iju	ellos/ellas habl+an

English sentences almost always include the subject, so it isn't necessary to show the person and number of the subject with a verb suffix; in many other languages the subject is omitted so the verb suffix is necessary to give information about the person and number of the subject. Compare:

English	Bosnian	Spanish
I speak English.	Govorim engleski.	Hablo ingles.
We speak English.	Govorimo engleski.	Hablamos ingles.
They speak English.	Govoriju engleski.	Hablan ingles.

'verb', aka: 'infinitive', 'bare infinitive', 'verb stem', 'first form', 'verb 1'

This is the base form of the verb; it is not inflected to mark tense, subject agreement, aspect or voice. This verb form does not give a particular, finite time for the event, state or action; in the absence of a finite verb form or specific time marker, its use suggests that the state is permanent, or the event or action is habitual or repeated over an infinite time period. The exception to this is in the imperative mood, where the time is understood to be the immediate future, again unless there is a specific time marker:

1. in the present simple when the subject is, or can be represented by: 'I', 'you', 'we', or 'they': *"The buses run every 5 minutes."*, *"We live near the school."*
2. in negative and interrogative simple verb forms with the auxiliary verbs 'do', 'does' and 'did': *"Do you play football?"*, *"Mary didn't come to the party."*
3. as the modal participle: *"Shall we dance?"*, *"It might rain later."*
4. After the particle 'to': *"Pleased to meet you."*, *"I have to go now."*
5. in the imperative mood: *"Listen to me!"*, *"Turn left at the next junction."*, *"Meet me there at seven."*

'verbs'

This inflected form is only used:

- in the present simple when the subject is, or can be represented by: 'he', 'she', or 'it': *"John speaks perfect French"*, *"It looks like rain."*

'verbed', aka: 'past simple', '2nd form', 'verb 2'

This inflected form is only used:

- in the past simple with all subjects: *"We went shopping yesterday"*, *"Mary lived in Spain for years."*

'verbing', aka: 'present participle', 'gerund', 'verb + -ing'

This inflected form is generally used:

- as the progressive participle with the auxiliary verb 'be': *"It was raining when I got up this morning."*, *"What are you doing tomorrow?"*
- when a verb is the subject of the clause: *"Dancing is very good exercise."*

- when a verb is the object of another verb or a preposition: “Take your time; I don’t mind waiting.”, “John isn’t very good at saving money.”
- as an adjective: “Wear a coat: it’s freezing.”

‘verben’, aka: ‘past participle’, ‘third form’, ‘verb 3’

This inflected form is generally used:

- as the perfect participle with the auxiliary verb ‘have’: “When we got to the station, the bus had already left.”, “Peter has broken his leg.”
- as the passive participle with the auxiliary verb ‘be’: “The winning goal was scored in the ninetieth minute.”
- as an adjective: “Please include a stamped addressed envelope.” Used in this way, this form is often called an ‘-ed adjective’.

Note that in all regular verbs (and some irregular verbs) ‘verbed’ and ‘verben’ are homonyms.

verbed	verben
“Ziggy <u>played</u> guitar.”	“Sherlock Holmes has been <u>played</u> my many actors.”

Time in English

In the English language, there are four discrete ‘times’:

General Time, Past Time, Present Time, Future Time

General Time

General time refers to time that has no beginning or end. Actions or states that occur in general time are either permanent, or their duration is not seen as relevant.

General time is usually represented by the forms: ‘verb/verbs’, e.g.:

“I work in a bank.”

“John plays football every weekend.”

Past time

Past time refers to time before now.

Past time is generally represented by the forms: ‘verbed’, ‘was/were’, ‘had’, e.g.:

“I worked in a bank when I left school.”

“It was raining when I woke up.”

“They were hungry, so they stopped for lunch.”

“Mary had a headache, so she stayed at home.”

Present time

Present time refers to the time now.

Present time is usually represented by the forms: 'am/are/is', 'have/has', e.g.:

"The baby's crying because she's hungry."

"Peter isn't at work because he has a cold."

"They've been waiting for three hours."

When talking about senses and emotions we can use the forms 'verb/verbs' to talk about present time:

"You look happy." "I feel happy."

"Something smells."

Future time

Future time refers to time after now.

Future time is usually represented by one of the forms below:

'am/are/is verbing' e.g.:	<i>"I'm meeting my friends after work." "Mary's having an interview tomorrow."</i>
'am/are/is going to verb' e.g.:	<i>"By the look of those clouds, it's going to rain." "When Anne finishes university, she's going to backpack around Asia."</i>
A modal + 'verb' e.g.:	<i>"I can work tomorrow." "I could work tomorrow." "I may work tomorrow." "I might work tomorrow." "I must work tomorrow." "I shall work tomorrow." "I should work tomorrow." "I will work tomorrow." "I would work tomorrow."</i>
'verb/verbs' e.g.:	<i>"The train leaves at 3 o'clock."</i>

Each of which has specific contexts for use.

'am/are/is verbing'

Similar to its use in the present time, this form is used to talk about events or actions that were set in motion before now and are yet to be completed.

"I'm meeting my friends after work." I spoke to my friends before now, and we arranged to meet after I finish work.

"Mary's having an interview tomorrow." Mary made an appointment before now to have an interview tomorrow.

"I'm having chicken for dinner tonight." I bought the chicken before now to cook for dinner tonight.

"Peter's flying to Paris on Wednesday." Peter bought tickets before now for a flight to Paris on Wednesday.

‘am/are/is going to verb’

This form has two uses for future events. Firstly, it is used to talk about events or actions that are planned for the future, but not yet set in motion.

‘I’m going to have chicken for dinner tonight.’ This is my intention, but I haven’t bought the chicken yet.

‘Peter’s going to fly to Paris on Wednesday.’ This is his intention, but he hasn’t bought his ticket yet.

‘When Anne finishes university, she’s going to backpack around Asia.’ This is her intention, but she hasn’t organised it yet.

Secondly, it is used to predict a future event that the speaker believes is almost certain to happen based on the evidence available.

‘Look at those clouds! We should go indoors; it’s going to rain.’

‘It’s half past seven already. Hurry up, we’re going to be late.’

A modal + ‘verb’

Modal verbs generally keep the same meaning whether they are used to talk about general time or future time.

‘I can work tomorrow.’ This means I have the ability, and probably the intention, to work tomorrow.

‘I could work tomorrow.’ This means that I have the ability, but probably not the intention, to work tomorrow.

‘I may work tomorrow.’ This means that it is possible, but neither likely nor unlikely, for me to work tomorrow.

‘I might work tomorrow.’ This means that it is possible, but neither likely nor unlikely, for me to work tomorrow.

‘I must work tomorrow.’ This means that I feel that it is necessary for me to work tomorrow. Compare with:

‘I have to work tomorrow.’ Somebody else is compelling me to work tomorrow.

‘I shall work tomorrow?’ This means that I have the intention to work tomorrow.

‘I should work tomorrow.’ This means that I feel a moral obligation to work tomorrow.

‘I will work tomorrow.’ This means that I have the intention to work tomorrow.

‘I would work tomorrow.’ This means that I have the intention to work tomorrow, but not the ability.

‘verb/verbs’

This form is generally used to show that an event or action is timetabled, usually for those that recur regularly. This reflects the general time use of this form:

‘The train leaves at 3 o’clock.’ The train generally leaves at 3 o’clock, and it is scheduled to do so today.

Tense

Present Tense

The Present Tense is used to refer to actions, events, or states that are considered to be true, real or likely at the time of speaking. The Present Tense takes the forms ‘verb/verbs’ in either the main verb or the first auxiliary:

"Maria speaks German."

"John is speaking with his boss."

"Does Petra speak French?"

"Have you spoken to Edgar yet?"

Past Tense

The Past Tense is used to refer to actions, events, or states that are considered to be untrue, unreal or unlikely at the time of speaking. The Past Tense takes the form 'verbed' in either the main verb or the first auxiliary:

"Maria spoke at the meeting."

"John was speaking too quickly for me to understand."

"Did you speak to Peter yesterday?"

"Eric had spoken too soon."

Present Tense v Past Tense

Present Tense	Past Tense
Juan <u>lives</u> in Spain.	John <u>lived</u> in Spain in 2008.
Maria is glad she <u>lives</u> in Spain.	Mary wishes he <u>lived</u> in Spain.
If Alberto <u>is</u> living in Spain, he'll probably be enjoying good weather.	If Albert <u>was</u> living in Spain, he <u>would</u> probably be enjoying good weather.
I <u>have</u> eaten breakfast this morning.	I <u>ate</u> breakfast yesterday morning.
Peter <u>is</u> studying at university and he will finish next year.	Ann <u>was</u> studying at university but she left before her course finished.
If I <u>have</u> time, I'll help you.	If I <u>had</u> time, I'd help you.

Aspect

Simple verb forms

The word 'simple' when referring to verb forms merely states that the verb form consists of one word in affirmative sentences; interrogative and negative sentences require auxiliaries (present: do/does, past: did). In complex verb forms (those that consist of two or more words), the first word shows the tense (past or present) and, in the present tense, whether or not the subject is, or can be represented by, he/she/it.

simple	present	past
affirmative	John <u>plays</u> football.	John <u>played</u> football.
interrogative	<u>Does</u> John <u>play</u> football?	<u>Did</u> John <u>play</u> football?
negative	John <u>doesn't</u> <u>play</u> football.	John <u>didn't</u> <u>play</u> football.

Progressive (Continuous)

The use of progressive verb forms tell us that the action began before the time given (or implied) and has or had not finished yet.

<i>John's studying English at Sussex.</i>	He began studying before now, and expects to finish in the future.
<i>The couple were watching TV when their ceiling collapsed.</i>	They began watching TV before their ceiling collapsed. They probably stopped watching TV at that time, but they hadn't finished.
<i>Maria has been learning English since she was 11 years old.</i>	Maria began learning English at the age of 11, but she hasn't finished yet.
<i>Petra's loving the sunny weather.</i> compare with: <i>Petra loves sunny weather.</i>	Petra began loving the weather when it became sunny, and she will finish loving it when the weather stops being sunny. She always loves the weather when it's sunny.

Retrospective (Perfect)

The retrospective aspect generally refers to a state that is the result of a prior event or action.

<i>I have eaten breakfast.</i>	This refers to my state now; I am probably not hungry because my breakfast is still with me.
<i>I ate breakfast at seven.</i>	This makes no reference to now, purely referring to an action in the past.

Voice

Voice refers to the subject of the sentence or clause. Put simply, if the subject of the clause is active, i.e. performing the action, then the verb is in the active voice; if the subject of the clause is passive, i.e. having the action performed on it, then the verb is passive.

<i>The dog bit the boy.</i>	'The dog' is the subject of the sentence, and performed the action referred to by the verb; so the subject is active and the verb is in the active voice.
<i>The dog was bitten by a flea.</i>	'The dog' is the subject of the sentence, but didn't perform the action referred to by the verb; so the subject is passive and the verb is in the passive voice.

Conditionals

Tense and Reality

Present Tense

"I speak Spanish"

This clause refers to something that is generally true or real.

"When I speak Spanish, I make a lot of mistakes."

"I speak Spanish with my mother and English with my father."

Compare with:

Past Tense

"He lived in Spain"

This clause refers to something that is not true or real now:

"He lived in Spain in 1999." refers to a state that was real in 1999, but not real now.

"He wishes he lived in Spain." refers to a state that is not real now.

"If he lived in Spain, he would speak Spanish." refers to a state that is not real now.

"He said he lived in Spain, but he lives in England." refers to a statement that is not true now.

Real Conditionals

Real conditionals generally refer to real or possible actions or events and their real or possible consequences.

	cause	effect
General time	<i>If I miss the bus,</i>	<i>I get to work late.</i>
	<i>I sometimes miss the bus,</i>	<i>so I sometimes get to work late.</i>
Past time	<i>If I missed the bus,</i>	<i>I got to work late.</i>
	<i>I sometimes missed the bus,</i>	<i>so I sometimes got to work late.</i>
Present time	<i>If I have missed the bus,</i>	<i>I'll get to work late.</i>
	<i>I might have missed the bus,</i>	<i>so I might get to work late.</i>
Future time	<i>If I miss the bus,</i>	<i>I'll get to work late.</i>
	<i>I might miss the bus,</i>	<i>so I might get to work late.</i>

More examples:

"If it's 1.30, John will be on his lunch break." Present time

"If Peter is Swiss, he might speak German." Present time

"If you were at Sussex University in 1993, you might have met my cousin." Past time

"If it's five o'clock, I need to go." Present time

"If it's not raining this afternoon, we're playing football." Future time

Unreal Conditionals

Unreal conditionals generally refer to unreal or impossible actions or events and their hypothetical consequences.

	cause	effect
General time	<i>If I missed the bus,</i>	<i>I'd get to work late.</i>
	<i>I never miss the bus,</i>	<i>so I never get to work late.</i>
Past time	<i>If I had missed the bus,</i>	<i>I'd have got to work late.</i>
	<i>I didn't miss the bus, I never missed the bus,</i>	<i>so I didn't get to work late. so I never got to work late.</i>
Present time	<i>If I had missed the bus,</i>	<i>I'd get to work late.</i>
	<i>I haven't missed the bus,</i>	<i>so I won't get to work late.</i>
Future time	<i>If I missed the bus,</i>	<i>I'd get to work late.</i>
	<i>I won't miss the bus,</i>	<i>so I won't get to work late.</i>

More examples:

"If I were you, I wouldn't do that." Present time

"If I had known you were coming, I would have cleaned up my flat." Past time

"If it wasn't so far, I'd go to Australia for Christmas." Present time cause, Future time result.

Subjective nature of conditionals

Two different people may have different opinions about the reality of events:

"If I win the lottery, I'll buy a new house." An optimistic (unrealistic) point of view

"If I won the lottery, I'd buy a new house." A pessimistic (realistic) point of view

"If you order 200 units, I'll give you 20% discount." I think you are likely to order 200 units

"If you ordered 200 units, I'd give you 20% discount." I think you are unlikely to order 200 units

Nouns and noun phrases

Quantifiers

Some/Any

When you have two items you can use the quantifiers 'one', 'both', 'either', and 'neither'; with a larger number of items, the quantifiers are 'one', 'some', 'most', 'all', 'every', 'any' and 'none'; with uncountable nouns, the quantifiers are 'some', 'most', 'all', 'any', and 'none'.

Zac has twin children: Alan and Brenda.

- *One of them (Alan) is a boy, and one of them (Brenda) is a girl.*

- Both of them (Alan and Brenda) are in Colin's class at school.
- Either of them (Alan or Brenda) could finish top of the class.
- Colin doesn't like either of them (Alan or Brenda).
- Neither of them (not Alan and not Brenda) plays football.

Zoe has quadruplets: David, Erica, Frank, and Georgia.

- Some of them (David and Frank) are boys, and some of them (Erica and Georgia) are girls.
- All of them (David, Erica, Frank, and Georgia) are in Helen's class.
- Every one of them (David, Erica, Frank, and Georgia) is in Helen's class.
- One of them (David) looks like their father.
- Most of them (Erica, Frank, and Georgia) look like their mother.
- Any of them (David, or Erica, or Frank, or Georgia) could be elected class president.
- Helen doesn't like any of them (David, or Erica, or Frank, or Georgia).
- None of them (not David, not Erica, not Frank, and not Georgia) plays a musical instrument.

Alex has won £10,000 on the lotto.

- He won't spend all of it. He won't spend £10,000.
- He'll spend most of it on a new car. He'll spend more than £5,000 on a new car.
- He'll give some of it to his mother. He'll give between £1 and £9,999 to his mother.
- He won't spend any of it on clothes. He won't spend more than £0 on clothes.
- He'll spend none of it on clothes. He'll spend £0 on clothes.
- If he has any left, he'll put it in a savings account. If he has more than £0, he'll put it in a savings account.

Verb patterns

'like verbing', 'like to verb', 'would like to verb'

The verb 'like' (and similarly 'hate') can be used with other verbs in three ways; generally speaking, the difference is in how likely this event is to take place: see the example below.

Maria lives in Malaga.	She likes going to the beach.	She goes regularly.
Marta lives in Madrid.	She likes to go to the beach.	She goes sometimes.
Magda lives in Moscow.	She'd like to go to the beach.	She doesn't go.

'verb verbing', 'verb to verb'

It is often the case that a sentence requires two consecutive verbs, e.g.:

“He stopped listening.”

“He stopped to listen.”

With some verbs that can be followed by both patterns, the difference between the two structures is that ‘verb verbing’ shows what the agent does, and ‘verb to verb’ shows why:

<i>He stopped listening to the radio to listen to the noise outside.</i>	
What did he stop?	He stopped listening to the radio.
Why did he stop?	He stopped to listen to the noise outside.
<i>The manager remembered telling her assistant to remember to lock the back door.</i>	
What did she remember?	She remembered telling her assistant.
Why should the assistant remember?	He should remember to lock the back door.
<i>I tried taking aspirin to get rid of my headache.</i>	
What did I try?	I tried taking aspirin.
Why did I try?	I tried to get rid of my headache.

Teaching English grammar

Because English grammar is so different from most languages it should be taught explicitly and contrastively.

For example:

English verbs, excluding the copula ‘be’, have only 5 forms; e.g. ‘do’, ‘does’, ‘did’, ‘doing’, ‘done’; but I still see substitution tables used as if it was a language like Spanish. E.g.:

	This makes sense:		This doesn't	
	singular	plural	singular	plural
1 st person	hablo	hablamos	speak	speak
2 nd person	hablas	hablaís	speaks	speak
3 rd person	habla	hablan	speak	speak

This is not just a waste of ink and paper, but it also confuses the issue, suggesting that there are 6 forms of an English verb in the present simple.

The learning of English grammar requires exposure to the various grammatical forms in the contexts where they are most commonly used, and explicit explanations of what they are, and are not, used to express.

Comparing and contrasting English structures with other English forms and similar forms in the L1 are also useful. It is neither necessary nor desirable to teach ‘rules’ and then teach ‘exceptions’ to them (in any case, if there is an exception, it isn't a rule); it is far better to show patterns, and discuss what these patterns suggest:

What does the use of the 'past' form "lived" in the following sentences suggest about the meaning of 'past' forms?

I lived in Spain in 1999.

I wish I lived in Spain.

If I lived in Spain, I'd learn Spanish.

What does the use of "have" in each of these sentences suggest about its meaning?

I have a headache.

I've eaten lunch.

I've been to Sevilla.

What does the use of the 'present continuous' form in the following sentence suggest about the meaning of this form?

I'm watching 'Breaking Bad'.

In answer to the question: "What are you doing right now?"

In answer to the question: "What are you doing tomorrow evening?"

In answer to the question: "What are you doing with your free time at the moment?"

In each of the cases above, it is important for the learners to 'get it' themselves, so the teacher must guide them to the correct answer (using concept checking questions (CCQs) before giving an explanation.

Once learners have been exposed to a structure and its use, they need to have practice of its production in a context which is: a. realistic, b. uncontrived, c. familiar to the learners.

2. Lexis

Chapter 4 of this toolkit provides some of the vocabulary that your learners will need; however, there are in excess of 2 million words and phrases in the English language, but your learners will need at most 3 thousand, and each of them will require slightly different vocabularies.

What this chapter can do is provide some tips on how best to help your learners to acquire the vocabulary they need.

Teaching lexis

I have taught English as a foreign language for about fifteen years now, and have lost count of the number of times I have taught the word 'strawberry'. I have some knowledge of the French, German, Spanish, and Bosnian languages, and have used them all in countries where they are the native tongue; I have never used the word for 'strawberry' in any of these languages. It just isn't that important to me; it's not my favourite fruit, and I'm not allergic to them. If I feel this way about strawberries, then I can assume that many of my learners feel similarly; so why have I spent so much time and effort teaching the word?

It is probable that there are many words like 'strawberry' that English teachers teach, and learners learn, without really knowing why. Each learner will have a specific vocabulary that it is important for them to know, and I would therefore suggest that the learners should be the driving force behind which lexis is selected for learning, and that the teacher should spend his time facilitating the transition of that lexis into the learner's vocabulary. However, it is impossible to learn and practice grammatical structures without having the words

with which to contextualise them, so Chapter 4 of this toolkit contains words like ‘strawberry’, including ‘strawberry’, for the learners to practise a grammatical structure or a functional phrase: in this case ‘I like strawberries.’ or ‘I don’t like strawberries.’

So, although we should not be teaching words just for the sake of teaching them, and we should be guided by the learners’ needs and wishes as much as possible, we need to remember that words are essential tools for learning more complex structures and concepts.

Suggestions for teaching lexis

Create a need for lexis: ask learners to describe their world (themselves, their environment, family, work, hobbies, etc.) using English, get them to research and share the words and phrases they need to complete this task. Use ‘lexical approach’ activities so that learners can slot the lexis into pre-set structures:

From the teacher	From the learners
I like ____. Do you like ____? We like ____. Do they like ____? Etc.	Swimming Shopping Playing football Dancing Etc.
I’m wearing ____. He’s wearing ____. Etc.	Trousers Shoes Etc.

Build on previous lexis to create more accurate, interesting and challenging utterances:

What colour ____ is s/he wearing? What are his/her ____ like? Etc.	She’s wearing a <u>green blouse</u> . His <u>shirt</u> is <u>striped</u> . Etc.
--	---

Keep class records of all of the lexis that emerges in these activities, and recycle often and at a regular fixed stage of the lesson. Use quizzes, races, ‘backs to the board’, ‘stop the bus’, word searches, crosswords, etc. to elicit the lexis again and again until it becomes part of the learners’ vocabulary.

The key to learning vocabulary is for it to be relevant, and for it to be repeated and recycled regularly for long enough for it to become rooted in the learners’ long term memory.

3. Phonology

Teaching English phonology

For every distinct ‘sound’ (phoneme) in the English language there are dozens, if not hundreds, of different ways that it can be pronounced (allophones) by native speakers, and the difficulties in teaching them explicitly and in isolation can be shown by a pronunciation exercise I once observed in a real English classroom:

The teacher was from the Midlands of England, and had a reasonably noticeable accent, although this did not generally interfere with her learners’ understanding of her. The focus of the activity was the production of the phoneme as found in the word ‘but’. The teacher wrote the symbol /ʌ/ on the board, modelled the sound, and directed the learners to repeat it; this went well and the learners all produced a sound similar to the model.

The teacher then wrote the word 'but' on the board, and modelled it in her Midlands accent, "bʊt"; the learners copied her pronunciation more or less accurately. The teacher then corrected them, saying, "Not 'ʊ', 'ʌ'." And so the class continued.

Pronunciation is only an issue if and when it interferes with understanding, and most people who have some knowledge of more than one language, the majority in the world, have the accommodation skills to deal with non-standard pronunciation. In any part of Spain, whether you ask for a 'therversa' or a 'servesa', you still get a beer.

Look at the table below:

I wanted to go	/bæt/	I couldn't.
I wanted to go	/bet/	I couldn't.
I wanted to go	/bit/	I couldn't.
I wanted to go	/bɒt/	I couldn't.
I wanted to go	/bʌt/	I couldn't.

Anybody who has a reasonable knowledge of English would understand the sentence, regardless of the pronunciation of the word 'but'. This would suggest two things: firstly, there is no absolutely correct way to pronounce a phoneme, and secondly, we are wasting our time teaching individual sounds when close approximations are adequate.

The most common barrier to understanding for native speakers of English is stress; if a non-native speaker puts the stress on the wrong syllable of a word or phrase, it is very difficult for the meaning to be understood: for example, the word 'PINEapple' spoken like this 'pineAPPLE' would be understood to be a kind of apple rather than a completely different kind of fruit.

For the reasons given above, I believe that pronunciation should be part of the presentation of grammar and vocabulary rather than the specific focus of an activity or lesson.

4. Discourse

Once we have a little knowledge of a language, then we need to use it.

Classroom Activities for Teaching English from zero to B1

The introduction and practice of language at low levels should follow a pattern; this will give the learners a predictable structure to the lessons into which new vocabulary and grammatical structures can be placed.

Grammatical structures

The basic structure should be something like this:

- The teacher models the new language by asking a 'wh-' question and answering it him/herself.
- The teacher asks learners the question to elicit the correct responses.
- The learners ask and answer questions among themselves.

- The teacher then asks and answers 'Yes/no' questions using the target structure.
- The learners ask and answer the questions among themselves.
- The teacher writes the new language on the board for the learners to copy into their notebooks.

Vocabulary

The structure would be similar to that for grammatical structures:

- Using images, mime, translation, or the actual items, the teacher presents the vocabulary.
- The teacher then asks 'wh-' questions about the items.
- Then the procedure is the same as that for grammatical structures.

Appendix A

'CANS' AND 'WANTS'	
Teacher	
I can ...	I can't ...
I want you to ...	I don't want you to ...
Learner	
I can ...	I can't ...
I want you to ...	I don't want you to ...

Appendix B

INDIVIDUAL LEARNING PLAN

Date:

Student:	Level/Course:
Class teacher:	Tutor:
Start date:	Finish date:

Where am I now?

Result of Placement test:
History of learning English
History of using English:

SMART AIMS (WHERE DO I WANT TO BE?)

Aims need to be:

SPECIFIC: Are your aims specific enough to know when they have been achieved?

MEASURABLE: Can you measure your success in achieving your aims?

ACHIEVABLE: Is it possible to achieve your aims in the time that you have?

REAL: Are your aims based on abilities that you need for your life?

TIMED: Do you have a time-scale for achieving your aims?

Aim	Time	Achieved?	
<i>I want to be able to ...</i>	<i>... by</i>	✓	✗

INDIVIDUAL LEARNING REVIEW

Date:

Student:	Level/Course:
Class teacher:	Tutor:
Start date:	Finish date:

What have I learned?

What helped me to learn?

What prevented me from learning?

Suggested Reading

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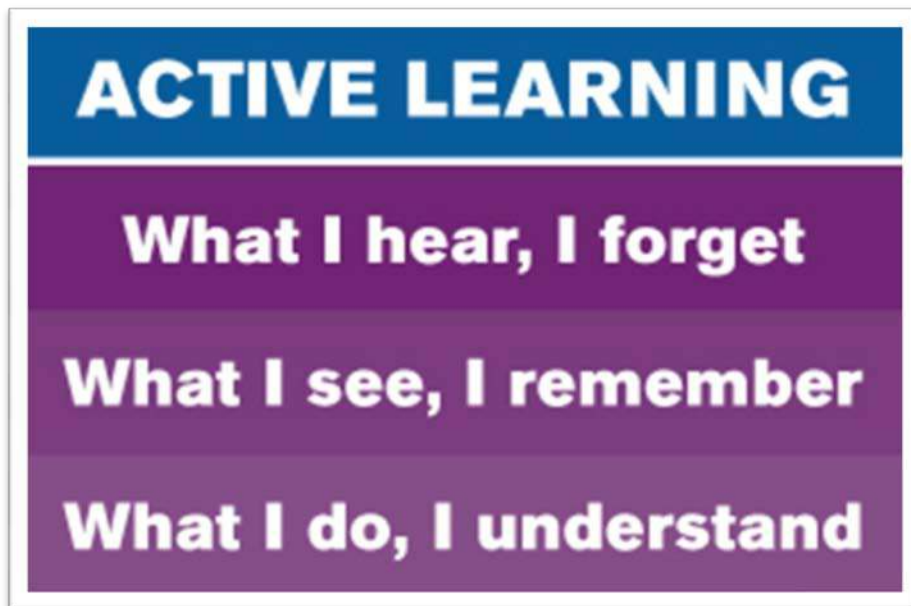
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Chapter 02

Introduction to Active Learning

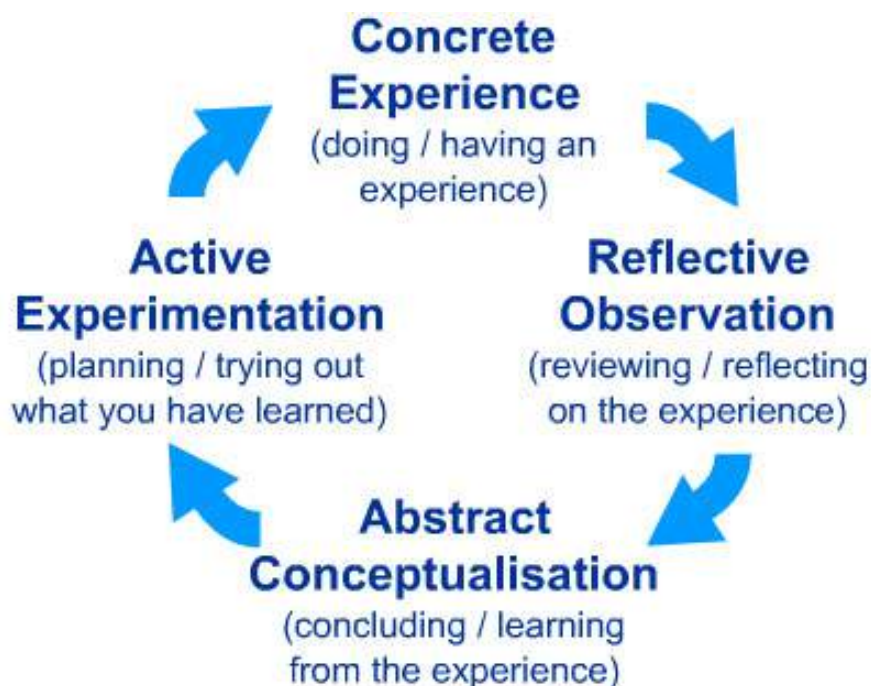
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Definition

‘Active learning’ as a movement or philosophy is broadly synonymous with ‘experiential learning’; a set of pedagogical practices based largely on the constructivist theory of learning expounded by Jean Piaget. It engages the learner in two aspects – “doing things, and thinking about the things they are doing” (Bonwell and Eison, 1991). As can be seen in the diagram below, experiential learning views the learning process as being not linear in nature but cyclical; the learner attempts to do something new, reflects on their attempt, learns something from this reflection, applies what they have learnt, and does this thing again. In children and animals it is largely an unconscious process (and an un-self-conscious process); in adults it is very much a conscious and self-conscious one. The experiential learning cycle is shown in the diagram below.

David Kolb’s Experiential Learning Cycle



However, and importantly, ‘active learning’ as a practice is as old as learning itself. Before learning was institutionalised, our ancestors learned their skills and their knowledge of the world in an active way; through trial and error. This is how our species learned to adapt to and survive in the many different environments that it colonised throughout its history. As such, ‘active learning’ is hard-wired into humans, and should not be considered as a trendy alternative to ‘traditional’ book and lecture based education.

What we learn

Consider the things listed below that we might learn, and divide them into three groups: 'knowledge', 'skills', and 'both'.

Mathematics, speaking French, playing a musical instrument, walking, the best place to eat tapas in Alcala, dancing Flamenco, Spanish grammar, the history of Spain, how hot a swimming pool is, driving a car, cooking paella.

(A possible answer is given at the end of the chapter.)

- Acquiring knowledge does not require acquiring a skill but acquiring a skill requires acquiring knowledge about that skill.
- For example, studies of feral children show that children will not learn to walk on two legs unless they see others doing so.
- Skills and knowledge are acquired in different ways, and should be taught accordingly.
- Knowledge is acquired through research.
- Skills are acquired through practice.

Think back to the four items of knowledge we saw in the earlier slide; what would be the best way to research each one?

(Some possible answers are given at the end of the chapter.)

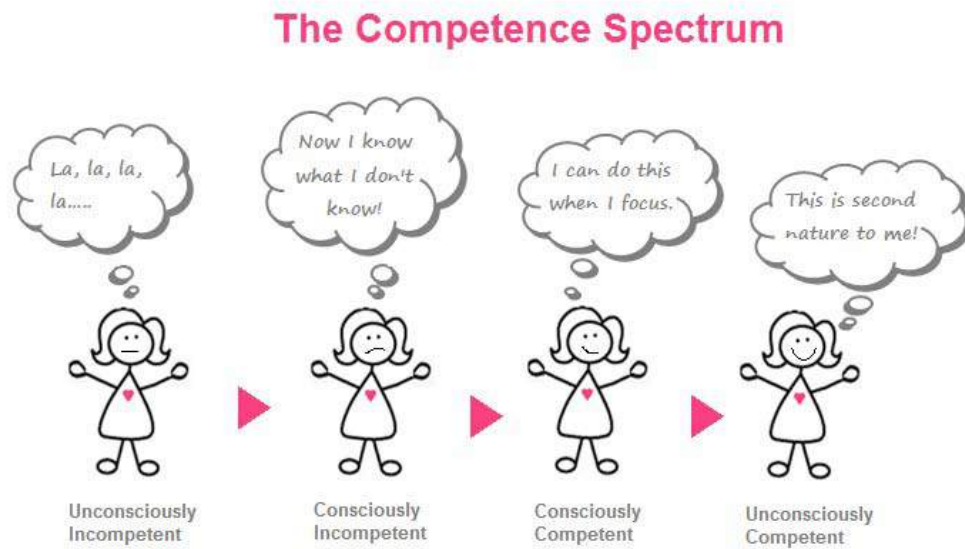
Think back to the items listed under 'both' in the earlier slide; what would be the best way to learn each of these?

(A possible answer is given at the end of the chapter.)

So, we can see that knowledge is only acquired through research, but research does not only mean reading about a subject in a book; learners can research by asking, looking, listening, smelling, and touching their environment in order to get the required information.

In addition, skills can only be acquired alongside knowledge about those skills, even those skills that we consider to be the most basic ones. A child will only walk on two feet if it learns about walking through seeing other people do it.

The competence spectrum



<http://primetimebusiness.co.uk/wp-content/uploads/2013/04/The-Competence-Spectrum.jpg>

Standard thought on the stages of learning a skill is shown in the diagram above, using the example of learning to play a musical instrument; it would go something like this:

<i>Unconsciously Incompetent</i>	I have never tried to play the guitar, but I assume it can't be that difficult.
<i>Consciously Incompetent</i>	I have tried to play the guitar, and I know that I'm not very good at it.
<i>Consciously Competent</i>	I can play the guitar if I concentrate.
<i>Unconsciously Competent</i>	I can play the guitar without thinking about it.

However, in terms of the learner, the last two stages could be transposed as follows:

<i>Unconsciously Incompetent</i>	I have never tried to play the guitar, but I assume it can't be that difficult.
<i>Consciously Incompetent</i>	I have tried to play the guitar, and I know that I'm not very good at it.

<i>Unconsciously Competent</i>	I can play the guitar quite well, but I think that I'm not very good at it.
<i>Consciously Competent</i>	I can play the guitar well, and I am aware of this.

QWhen we look at the Learning Spectrum from this perspective, one of the challenges for a learner is knowing when he or she has passed from incompetent to competent, as the second and third stages are the same in the eyes of the learner. This underlines the importance of accurate but positive feedback.

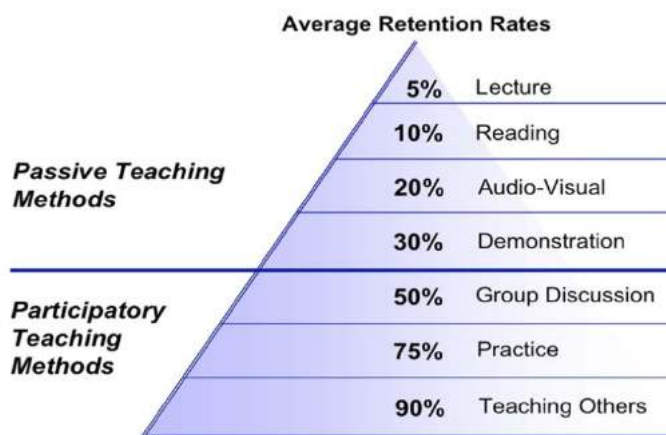
The Principles of Active Learning

It is important that children and young people are aware of, and understand, the value of the skills that they are developing. Adults, practitioners and learners should reflect together on their progress in the range of skills that they consider to be important in their learning, lives and work.

The assessment process should help children and young people to understand why skills are important, reflect on how they are developing their skills, identify the next steps in their skills development and understand how the skills they have acquired can be used across the curriculum and in their lives in and outside the classroom or establishment (Education Scotland).

The above is from the Scottish national curriculum, and shows the importance now given to this style of teaching/learning in some Western countries. The reason that Active Learning has become so popular is the claims that have been made for the remarkable retention rates among learners who participate in this learning method; see below:

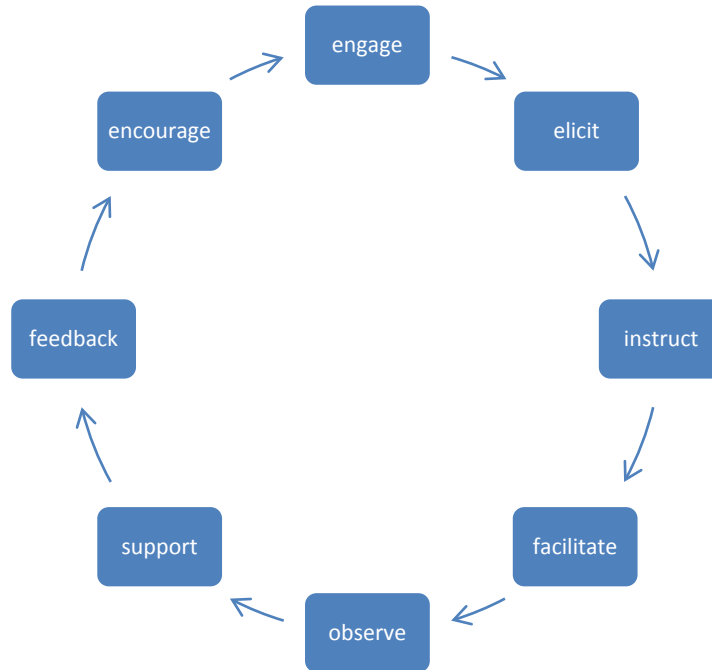
The Learning Pyramid*



*Adapted from National Training Laboratories. Bethel, Maine

Active learning and the teacher

If there is a learning cycle, then I would suggest that there is also a teaching cycle to support the learners in their active learning.



As you can see from the diagram, there are a number of phases in the teaching process and corresponding roles for the teacher. Starting at 12 o'clock, the teacher should:

- engage the learners with the topic to be learned,
- elicit any previous knowledge the learners have,
- instruct the learners on the procedure of the activity they will engage in,
- facilitate the learners participation in the activity,
- observe the learners while they participate in the activity,
- support the learners while they perform the activity,
- give feedback on the learners' performance, and guide self-reflection by the learners on their performance,
- encourage the learners in their performance.

Let's see how this would work in practice in a lesson on basic numeracy:

1. *The teacher introduces the concept of numbers and asks the learners to think about (alone) and discuss (in small groups) contexts in which numbers are important in their lives,*

2. *The teacher conducts a realistic and engaging activity that tests the levels of numeracy of the learners (e.g. matching pictures of groups of items and numbers)*
3. *The teacher instructs the learners on the procedure of an activity that will allow the learners to produce and practice numbers in a slightly more advanced way than that tested (e.g. a shopping role-play with learners playing the roles of shop assistants and customers)*
4. *The teacher ensures that all learners can participate fully in the activity, paying special attention to any special needs of any of the learners,*
5. *The teacher observes the learners while they participate in the activity,*
6. *The teacher gives extra support to any learners that are struggling to complete the activity,*
7. *The teacher congratulates the learners on their completion of the activity and gives feedback on their performance*
8. *The teacher gives the learners encouragement to continue with their progress.*

The following table was taken from the Northern Ireland Curriculum for Key Stages 1 & 2, and show the changes required in the roles of teachers in order to move from a traditional classroom environment to an Active Learning environment in the classroom.

From – To grid showing shift in the role of the teacher in creating an active classroom environment.

From	To
Teacher-centred classroom.	Learner-centred classroom.
Product-centred learning.	Process-centred learning.
Teacher as a 'transmitter of knowledge'.	Teacher as an organiser of knowledge.
Subject-specific focus.	Holistic learning focus.

From teacher-centred to learner-centred classroom

In a traditional classroom, the focus of the classroom is the teacher. In an Active Learning classroom, the learners are encouraged to teach to and learn from each other, with the teacher somewhere in the background observing. Remember that the more the teacher does, the less the learners can do. The teacher will need to speak and do less and listen and observe more.

Da un apprendimento incentrato sul prodotto, a uno incentrato sul procedimento

In a traditional learning environment, the teacher will give the learners a 'model' and the learners will imitate it. In an Active Learning environment, the learners will 'brainstorm' ideas, and then use them to create one or more draft pieces of work collaboratively before creating a final piece. The teacher will need to worry less about the merits of the final product and more about how it was created.

From teacher as a 'transmitter of knowledge' to teacher as an organiser of knowledge

In a traditional classroom, the teacher has knowledge which he gives to learners piece by piece, sometimes referred to as the 'jug and cup' teaching process. In an Active Learning classroom, the learners are encouraged

to discover their own knowledge with the guidance of the teacher. The teacher will need to dictate less and suggest more.

From subject-specific focus to holistic learning focus

Traditionally, the focus is on the learning of a particular subject, for example, Mathematics, in and of itself. In Active Learning, the focus will be broader; looking at how the skills acquired (both subject-specific skills and learning skills) can be transferred outside of the learning environment. The teacher needs to accept that his/her subject is only important if it can be used in the real world.

Active learning and the learner

The following table was taken from the Northern Ireland Curriculum for Key Stages 1 & 2, and shows the changes required in the roles of learners in order to move from a traditional classroom environment to an Active Learning environment in the classroom.

From – To grid showing shift in the role played by pupils in an active classroom environment

From	To
Being passive recipients of knowledge	Active and participatory learners
Focus on answering questions	Asking questions
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to opinions of others

I would add another shift required in the learners in an active learning environment:

Motivated to succeed	Motivated to learn
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From being passive recipients of knowledge to active and participatory learners

Traditionally, learners are taught the knowledge and skills that their teachers, or others, believe are necessary. In Active Learning, learners are encouraged to think about what is important for them personally to learn, or to think of reasons why something that is in the curriculum could be relevant to them.

e.g.

traditional teaching	active learning
The teacher lectures the learners on the causes and effects of the Second World War.	The learners conduct research about the people and places in their families and neighbourhood that were affected by the Second World War. They can then consider how the war affected them indirectly, and how different their lives would be if there had been no war.

From focus on answering questions to asking questions

In a typical learning environment, the teacher asks a question, a learner answers it, and the teacher tells him/her if whether or not the answer is correct. In an Active Learning environment, knowing the 'what' is only part of the process, the learner also needs to ask the 'why' and 'how'?

traditional teaching	active learning
The teacher asks 'What caused World War One?'	The teacher asks 'Why do you think a Serb killing an Austrian in Yugoslavia led to a war between Germany and Belgium?'

From competing with one another to collaborating in their learning

In traditional education, learners strive to be 'top of the class', and their classmates are seen as competition to be beaten. In Active Learning, the learners work together in the creative process, developing skills that will be required of them in most working environments for which education is supposed to prepare them.

traditional teaching	active learning
The learners are each instructed to write an essay on a theme alone, they are handed in and the teacher awards them marks based on grammar and spelling.	The learners are asked to collaborate to write, illustrate, and perform a piece on a theme. The learners work according to their skill sets and learning styles. There is no formal marking of the piece, but the learners are encouraged to give feedback on the process and its outcomes.

From wanting to have their own say to actively listening to opinions of others

It is often the case in traditional learning that there is one correct answer, which can lead to learners becoming dogmatic and unwilling to listen to the beliefs of others. In Active Learning, all opinions should be considered and discussed with an open mind.

traditional teaching	active learning
The teacher tells the learners that a tomato is a fruit.	The teacher gives the learners some fruits and vegetables and asks them to divide them into 'fruits' and 'vegetables' and list all of the attributes that make them belong to each particular group. He or she then asks them to place the tomato into one group or the other depending on the attributes that it shares with the other members of the group.

From motivated to succeed to motivated to learn

Generally there are two types of motivation to learn: extrinsic motivation, and intrinsic motivation. Extrinsic motivation usually comes from a body (government, school, company, etc.) or person (parent, teacher, employer, etc.) who will reward success and punish failure, and intrinsic motivation comes from the learner him/herself. Those who are extrinsically motivated tend to focus on exams and tests at means to prove their success to the body or person in question, and those who are intrinsically motivated are more interested in

how they feel about the learning process and the skills and knowledge that they have acquired. Traditional education focuses on supplying extrinsic motivation while active learning encourages intrinsic motivation.

traditional teaching	active learning
The learners take a national examination, which they pass or fail; and if they pass, receive a certificate.	The learners reflect on their learning and write a statement regarding what they believe they have achieved, how they intend to use their learning, and how they hope to proceed.

The Practice of Active Learning

The tables above show the different role changes expected from teachers and learners in Active Learning. Now we should look at how we can implement these changes.

From teacher-centred to learner-centred classroom

The easiest way to make this change is to physically change the environment of the classroom; instead of placing the learners so that they all face the teacher and the whiteboard, seat them around tables so that they face each other. Plan learning activities so that the teacher is only required to explain the procedure, and the learners then work together to complete the activities.

Focusing on the learners' learning styles

When we make a decision to focus on the learners, then we need to consider what can help, and motivate, the learners to learn. There are a number of learning styles that have been identified, and activities should be designed to incorporate elements that appeal to more than one learning style.

- Visual: using photos, drawings, videos, colours, etc.
- Physical: using objects, the physical space of the learning environment, movement, etc.
- Aural: using sound, music, repeating aloud, etc.
- Verbal: using words, both spoken and written
- Logical: using systems and rules, looking at the 'why' behind the 'what'
- Social: encouraging the learners to cooperate and collaborate in groups
- Solitary: allowing time for individual thought and reflection

From product-centred to process-centred learning

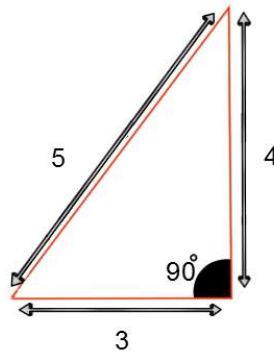
Rather than just focusing the outcome, we should encourage the learners to look at the entire process. We should not just be looking at a correct, or incorrect, answer, but at how a group can arrive at a solution together. For example, you could ask your group 'How much would it cost to paint this room white?' The learners would need to (possibly with some prompting) firstly discuss how to calculate this, then set about measuring the room to find the wall area (not forgetting to deduct the doors and windows), finding out the cost per litre of white paint (or possibly more than one variety), and the coverage (square metres per litre) of the paint(s).

From teacher as a 'transmitter of knowledge' to teacher as an organiser of knowledge

Rather than giving explanations, the teacher could ask the learners for their suggestions as to why something is true, encouraging them to work out the answers collaboratively. Remember that it is unlikely that the learners have absolutely no knowledge of the subject or topic that they are studying, and it is important to start each activity by allowing the learners to discover for themselves their level of knowledge, and to share this with their peers. Before teaching a group the English names of some sports, for example, you could ask the learners to share with each other the names they already know. It's quite likely that at least some of them will know from satellite television.

From subject-specific focus to holistic learning focus

Activities should be designed that give learners skills and knowledge that are instantly and transparently transferable to other subjects and situations outside of the learning environment. Nothing in active learning should be purely theoretical, there must be a practical application, and that application must be clear to the learners. For example, most people learn Pythagoras' Theorem in high school but have no practical use for it; on the other hand most builders, even those who never completed their formal education, know how to make a right angle by using a ratio of 3, 4, and 5, which is an example of Pythagoras' Theorem in use.



Conclusion

Active learning, if you think about it, makes a lot of sense; it seems to have a lot of advantages over traditional teaching, especially when you are dealing with people who didn't have, or enjoy, or thrive in, formal education. Looking at a well-produced active learning class from the outside you can see a lot of activity, hear a lot of speaking, and feel an active and collaborative energy. And the teacher will be wandering around the classroom, smiling, and exchanging a few words here and there with a learner or two. It looks like everybody is having fun, and real learning is taking place.

This toolkit is designed to enable anybody with the relevant skills and knowledge in their subject, but no formal training in pedagogy, to use these techniques to promote learning in their target group in an enjoyable and cooperative environment. But there is one essential element for successful learning that is not in this toolkit, and that is motivation; only motivated learners will learn. This toolkit will supply the 'what' and the 'how', but you and your learners will have to supply the 'why'.

Answers

Things that we might learn:

Knowledge	Both
The best place to eat tapas in Alcala The history of Spain How hot a swimming pool is Spanish grammar	Mathematics Speaking French Playing a musical instrument Walking Dancing Flamenco Driving a car Cooking paella

How to acquire knowledge:

- The best place to eat tapas in Alcala: Ask someone who lives here
- The history of Spain: Read a book
- How hot a swimming pool is: Put your toe in it
- Spanish grammar: Read a book

How to acquire competences that need knowledge and skills:

E.g. walking:

1. watch others do it
2. try to copy them
3. fail
4. receive feedback (from self or others)
5. reflect on feedback
6. make changes and try again

7. repeat steps 3 to 6 until
8. succeed

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CHAPTER 03

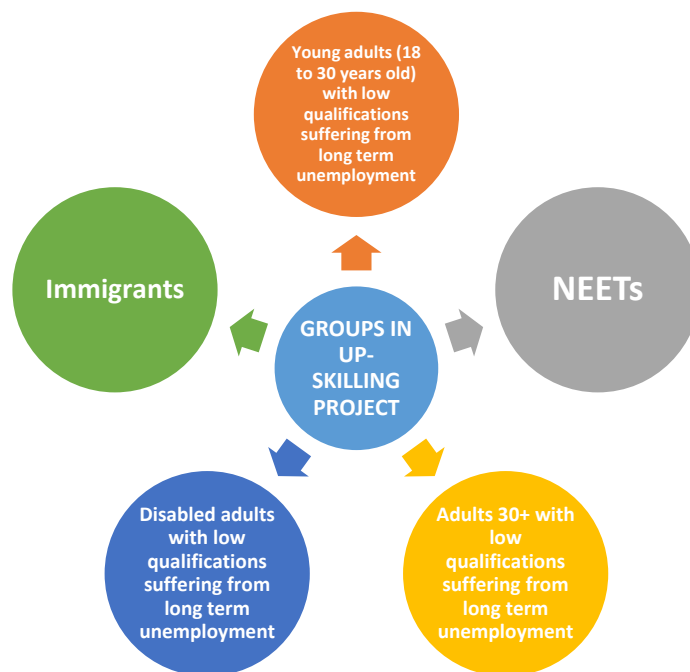
Working with adults at risk of social exclusion

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Introduction

The main target group addressed by the project Up-skilling Europe are adults at risk of social exclusion when such risk is due to their low skills and unemployment situation which create a disadvantage compared to other members of society.

Social exclusion is a much broader concept than just income poverty, in so far as there may be many other factors that leave groups of society isolated. These include such wide ranging factors as unemployment, access to education, childcare and healthcare facilities, living conditions, as well as social participation. Therefore, the terms: “adults from disadvantaged social groups” and “those at risk of social exclusion” represent a very large group of people. It may include (in this project): people with little or no education, immigrants, people with disabilities, the unemployed especially those suffering long term (adults, young adults, disabled people). These are all aspects which must be closely taken into consideration when working with such a target group to ensure a successful outcome.



This chapter is devoted to the following issues:

1. Social exclusion - definition and context.
2. Unemployment - Eurostat figures.
3. Description and analysis of the target groups in the project.
4. The rules and tips of recruitment and selection of project participants.

Social exclusion

The whole of Europe is witnessing the symptoms of growing social exclusion such as increasing long-term unemployment, male joblessness and the feminization of an increasingly casualised workforce, widening gaps in income levels, increasing disparities in educational and skill levels, deteriorating health and life expectancies for the poorest members of society. In many cities, these changes are especially visible in the spatial concentration of immigrant and ethnic minority communities and in large areas with deteriorating environmental conditions.

In 1993, Eurostat estimated that one-fifth of all children and one-sixth of all individuals in the European Union lived in poverty, that is, 58 million people (CEC 1993). This figure conceals important disparities across the Union: the whole of Greece, Portugal, Ireland, two-thirds of Spain, Italy's Mezzogiorno and most of former East Germany had incomes less than 75% of the EU average, accounting for 55 per cent of all those in poverty (CEC 1991; Atkinson 1991). Moreover, poverty affected specific groups disproportionately: young people, women, ethnic minority and immigrant groups, and the elderly.

From the Commission's perspective, the changing structure of poverty presents a substantial risk for the future of the European project:

The Community cannot be satisfied with a 'two-speed society' emerging, as it causes poverty, exclusion and frustration. The single frontier – free market and monetary union constitute growth factors for Europe as a whole, but they are also risk factors for the weakest regions and social groups and must be accompanied by more dynamic policies in the field of economic and social exclusion. (CEC 1992).

Although promoting economic and social cohesion was one of three key objectives in the 1991 Maastricht Treaty on European Union, the subsequent Action Programme to Combat Social Exclusion and to Promote Social Solidarity (CEC 1993) more directly reflects the Commission's view that the potential for social fracture threatens progress toward ever-closer union.

Recognizing that broader structural mechanisms have been set in motion by the process of European unification, the Programme focuses on those groups who have been socially excluded from education, employment, housing, health and other social services and gives special emphasis to issues of gender, culture, ethnicity and race within a multidimensional perspective.

An important implication of this description of the problem of social exclusion is that it manifests itself differently in different cities. National contexts differ. Welfare regimes in each country reflect different principles of social organization and normative bases. Different cities are differentially placed within the European economic and social space, some experiencing growth and others in long-term decline. Urban socio-spatial structures vary. In some, social exclusion and spatial segregation are virtually synonymous. Others exhibit a more fine-grained pattern of differentiation. In some places, ethnicity and race forms fundamental dividing lines in socio-spatial structures. Finally, specific patterns of local governance and welfare state provisioning affect local patterns of social exclusion.

Considerable terminological diversity characterizes almost any discussion of social exclusion. On the positive side, words in common use include (social) insertion, integration, inclusion, solidarity and cohesion. On the negative side, a wide variety of terms are used: (social) exclusion, isolation, marginalization, segregation, fracture and socially exposed. Occasionally, the words poverty and multiple deprivation turn up, usually

denoting the indicators by which those people and groups suffering from social exclusion may be identified but, more importantly, connoting a key distinguishing idea, that social exclusion (by any name) is a social process within a whole society rather than a way of categorising individuals and groups within that society. This terminological diversity generally reflects the powerful dynamism of discussions of social exclusion.

These 'linguistic' problems are generally rooted in different national political, intellectual and research traditions. What stands out is the strength of consensus that important new social phenomena are emerging across all of the European Community's member states, and that these phenomena are in some way linked with the formation of the European Union.

In considering terminology, it is important to distinguish between those uses of words which are primarily designed to identify and label an empirical phenomenon, and those uses which are designed to refer to a set of ideas about social phenomena and process. In the latter usage, Hadjimichalis and Sadler (1995a) present a set of papers which argue that marginalisation is a wider social process which includes social exclusion as one part of it. The reason for this term of argument is twofold: one is to distinguish marginality from the economists' use of the term (meaning incremental) and the second is to indicate an interest in socio-spatial phenomena. A second important approach to ideas about the phenomenon of exclusion is found in the collection of articles by Mingione (1993) which discuss 'the new urban poverty and the underclass'. Again, the aim of this collection is twofold: one is to that there are new social phenomena emerging which require theorizing, and the second is to examine the usefulness of Wilson's work on the American underclass in this context. In order to understand fully the roots of terminological diversity, it is also useful to review how the term 'social exclusion' entered the European agenda.

How the idea of social exclusion entered European dialogue

The single European Act in 1987 and the Maastricht Treaty in 1991 considerably quickened the pace of movement towards ever-closer union. Prior to the mid-1980s, European actions aimed at equity issues were relatively shallow and broad in nature, aimed either at specific countries or at particular declining sectors of industry (coal, steel, agriculture). By the mid-1980s, complex negotiations over widening and deepening the Community led to a sharpened focus on marginal social groups within each of the member states. In addition, Eurostat had by this time begun to grapple with the complex technical issues of defining and measuring poverty throughout the Community.

Not only was there growing and incontrovertible evidence that, despite modernization and the growth of competitiveness of the European economy, there were some groups who were unlikely to be in a position to benefit from these changes, but this evidence also gained political salience in the negotiations prior to the Maastricht Treaty, which was intended to be a fundamental next step towards ever-closer union.

It was in this institutional context that Jacques Delors introduced the concept of social exclusion in a set of negotiations with the social partners. The term social exclusion derives from its use in French social policy, and specifically from the political programme of the French Socialist governments of the 1980s.

When Delors introduced the term into the European Community negotiations, it took on a very different spin. First, the positive aim of combating social exclusion shifted from one of achieving insertion to one of promoting social and economic cohesion. Economic cohesion has been an aim of the Community since the early Treaties, and social cohesion entered the agenda with the Maastricht negotiations.

Effectively, there has been an important shift in perspective at the European level from a view which sees the problem of cohesion as one of relationships among the member states to one which sees the population of the Union as a whole and among whom social exclusion must be addressed wherever it occurs. At the same time,

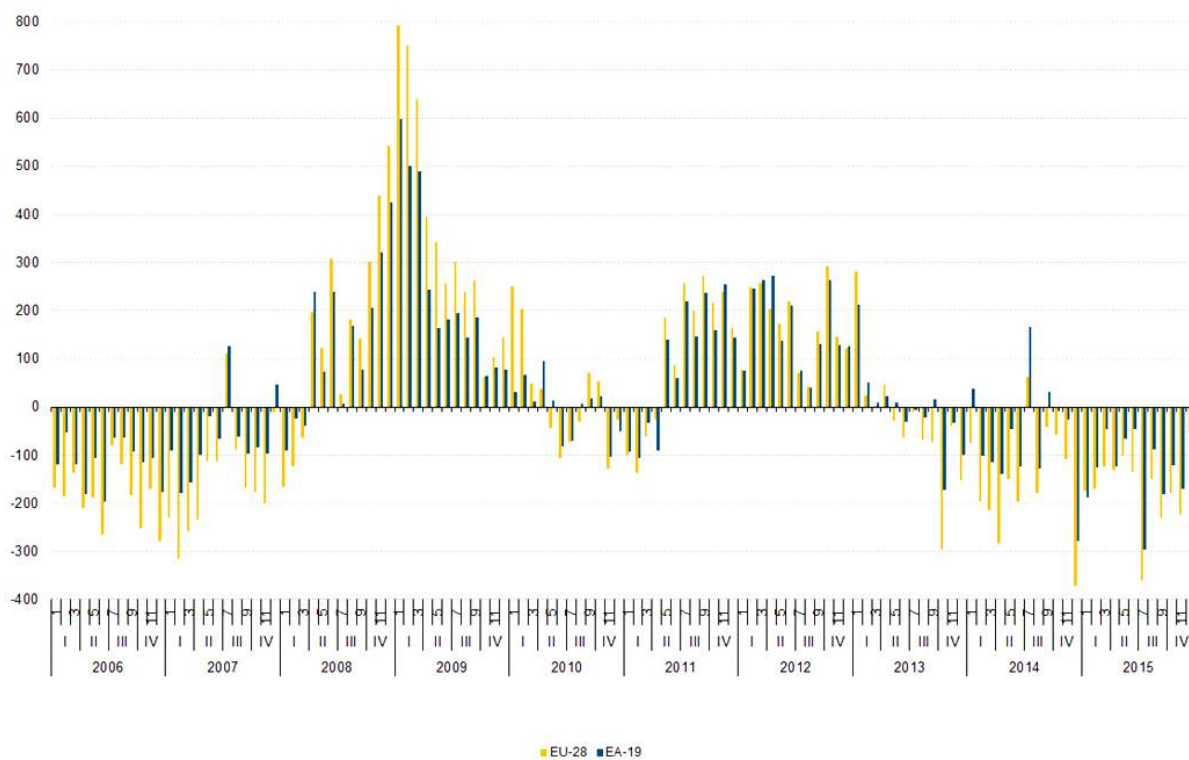
the Union's use of the concept of social exclusion implies a clear acknowledgement that there are negative effects, disadvantaging particular groups built into the dynamics of achieving ever-close union.

Thus, the Action Programme to Combat Social Exclusion and to Promote Social Solidarity is in explicit recognition of the Union's political responsibility for addressing these problems. Nevertheless, because social exclusion was seen as linked to decaying inner city areas, the implementation of the action programme was clearly located as subject to the principles of subsidiarity and proportionality and, thus, devolved to the member states, and it is this devolution which has led to terminological diversity as the idea becomes rooted in different national contexts.

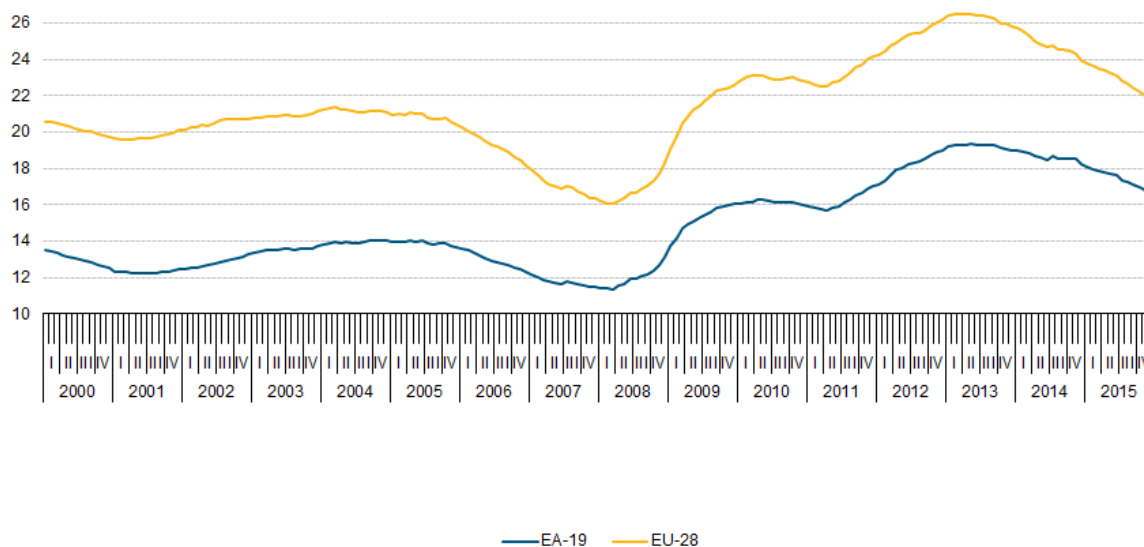
Unemployment - Eurostat figures

Eurostat estimates that 21.944 million men and women in the European Union were unemployed in December 2015. The EU-28 unemployment rate was 9.0 % in December 2015. Among the Member States, the lowest unemployment rates in December 2015 were recorded in the Czech Republic and Germany (both 4.5 %), as well as in Malta and the United Kingdom (both 5.1 %, October data for the UK). The highest rates have been observed in Greece (24.5 % in October 2015) and Spain (20.8 %). In December 2015, 4.454 million young persons (under 25) were unemployed in the EU-28, of whom 3.057 million were in the euro area, the youth unemployment rate was 19.7 % in the EU-28 and 22.0 % in the euro area. In December 2015, the lowest rates were observed in Germany (7.0 %), Denmark (10.3 %) and the Czech Republic (10.9 %), and the highest in Greece (48.6 % in October 2015), Spain (46.0 %), Croatia (44.1 % in the fourth quarter 2015) and Italy (37.9 %).

Change in the number of unemployed persons (compared to previous month, in thousands), seasonally adjusted, January 2006 - December 2015



Unemployed persons, in millions, seasonally adjusted, EU-28 and EA-19, January 2000 - December 2015 (%)



Unemployment trends

At the beginning of 2000, more than 20 million persons were unemployed in the EU-28, corresponding to 9.2 % of the total labour force. The unemployment trend at that moment was downwards. In the second quarter of 2001 the number of unemployment persons had dropped to 19.6 million and the unemployment rate to 8.7 %. A long period of increasing unemployment followed. At the end of 2004 the number of jobseekers available for work reached 21.1 million, while the unemployment rate was 9.2 %.

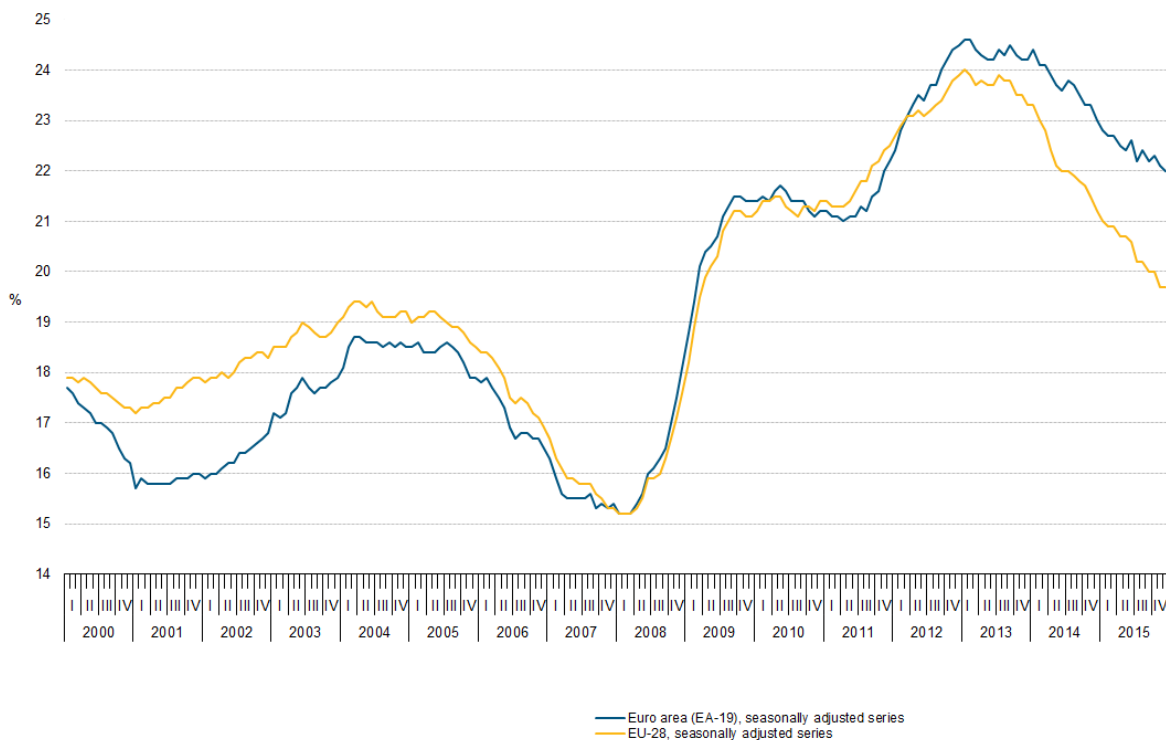
At the beginning of 2005 a period of steadily declining unemployment started, lasting until the first quarter 2008. At that time, EU-28 unemployment hit a low of 16.1 million persons (equivalent to a rate of 6.8 %) before rising sharply in the wake of the economic crisis. Between the second quarter of 2008 and mid-2010 the unemployment level went up by more than 6.6 million, taking the rate up to 9.7 %, at that time the highest value recorded since the start of the series in 2000. The decline of unemployment in the following three quarters was a deceptive sign of an end of the crisis and a steady improvement in labour market conditions in the EU-28. In fact, since the second quarter 2011 and until the first quarter of 2013 unemployment steadily and markedly increased taking it to the record level of 26.4 million, corresponding to a record rate of 10.9 %. Since then the rate has started to decrease, reaching 9.9 % at the end of 2014. The unemployment rate in the Euro area (EA-18) followed roughly the same trend as in the EU-28. However, between 2000 and the beginning of 2004 the unemployment rate in the Euro area was below that recorded in the EU-28. This pattern was subsequently reversed as, between 2005 and the beginning of 2008, unemployment declined more rapidly in the Member States which do not yet have the Euro. As in the EU-28, during the economic crisis unemployment increased at a considerable pace, with the exception of the period between mid-2010 and mid-2011 where it temporarily declined. The unemployment level peaked at 19.2 million in the second quarter of 2013, before going down in the second part of 2013 and in the course of 2014.

Youth unemployment trends

Youth unemployment rates are generally much higher, even double or more, than unemployment rates for all ages. As with the rate for the total population, the youth unemployment rate in the EU-28 sharply declined between 2005 and 2007, reaching its minimum value (15.2 %) in the first quarter 2008. The economic crisis, however, hit the young severely. From the second quarter of 2008, the youth unemployment rate followed an upward trend peaking in 23.8 % in the first quarter 2013, before receding to 21.4 % at the end of 2014. The EU-28 youth unemployment rate was systematically higher than in the Euro area between 2000 and mid-2007. From then until the third quarter of 2010 these two rates were very close. Afterwards the indicator moved more sharply in the EA-18 than in the EU-28, first downwards until mid-2011, then upwards until the end of 2012. In the middle of 2012 the Euro area youth unemployment rate overtook the EU-28 rate, and the gap increased until the end of the year. The gap became even larger in the second part of 2013 and during 2014, when the rate for the Euro area went down less than the rate for the EU-28.

High youth unemployment rates do reflect the difficulties faced by young people in finding jobs. However, this does not necessarily mean that the group of unemployed persons aged between 15 and 24 is large, as many young people are studying full-time and are therefore neither working nor looking for a job (so they are not part of the labour force which is used as the denominator for calculating the unemployment rate). For this reason, youth unemployment ratios are also calculated according to a somewhat different concept: the unemployment ratio calculates the share of unemployed for the whole population. Data show that youth unemployment ratios in the EU are much lower than youth unemployment rates; they have however also risen since 2008 due to the effects of the crisis on the labour market.

**Youth unemployment rates, EU-28 and EA-19, seasonally adjusted,
January 2000 - December 2015 (%)**



Youth unemployment figures, 2012-2014Q4 (%)

	Youth unemployment rate				Youth unemployment ratio		
	2012	2013	2014	2014Q4*	2012	2013	2014
EU-28	23.3	23.7	22.2	21.4	9.8	9.9	9.1
Euro area	23.5	24.4	23.8	23.2	8.6	9.8	9.4
Belgium	19.8	23.7	23.2	22.4	6.2	7.3	7.0
Bulgaria	28.1	28.4	23.8	23.0	8.5	8.4	6.5
Czech Republic	19.5	18.9	15.9	14.5	6.1	6.0	5.1
Denmark	14.1	13.0	12.6	11.2	9.1	8.1	7.8
Germany	8.0	7.8	7.7	7.4	4.1	4.0	3.9
Estonia	20.9	18.7	15.0	14.4	8.5	7.4	6.9
Ireland	30.4	26.8	23.9	21.9	12.3	10.6	8.9
Greece	55.3	58.3	52.4	51.1	16.1	16.5	14.7
Spain	52.9	55.5	53.2	51.7	20.6	21.0	19.0
France	24.4	24.8	24.1	24.6	8.9	8.9	8.5
Croatia	42.1	50.0	45.5	46.3	12.7	14.9	15.3
Italy	35.3	40.0	42.7	42.0	10.1	10.9	11.6
Cyprus	27.7	38.9	35.9	33.9	10.8	14.9	14.5
Latvia	26.5	23.2	19.8	18.2	11.5	9.1	7.9
Lithuania	25.7	21.9	19.3	18.5	7.8	6.9	6.6
Luxembourg	18.0	16.9	21.2	23.5	5.0	4.0	6.0
Hungary	28.2	26.6	20.4	18.9	7.2	7.3	6.0
Malta	14.1	13.0	11.8	11.1	7.2	6.9	6.2
Netherlands	11.7	13.2	12.7	11.9	6.6	7.7	7.1
Austria	9.4	9.7	10.3	10.2	5.6	5.7	6.0
Poland	26.5	27.3	23.9	22.0	8.9	9.1	8.1
Portugal	38.0	38.1	34.7	33.3	14.1	13.3	11.9
Romania	22.6	23.7	24.0	23.6	6.9	7.1	7.1
Slovenia	20.6	21.6	20.2	19.1	7.1	7.3	6.8
Slovakia	34.0	33.7	29.7	26.9	10.4	10.4	9.2
Finland	19.0	19.9	20.5	21.1	9.8	10.3	10.7
Sweden	23.7	23.6	22.9	22.4	12.4	12.8	12.7
United Kingdom	21.2	20.7	16.9	16.1	12.4	12.1	9.8
Iceland	13.6	10.7	10.0	9.7	10.2	8.3	7.5
Norway	8.6	9.1	7.9	7.8	4.8	6.2	4.3
Switzerland	-	-	-	-	5.7	5.8	5.8
Turkey	15.8	17.1	18.0	19.2	5.9	6.6	7.3
United States	16.2	15.5	13.4	12.6	-	-	-
Japan	8.1	6.8	6.3	-	-	-	-

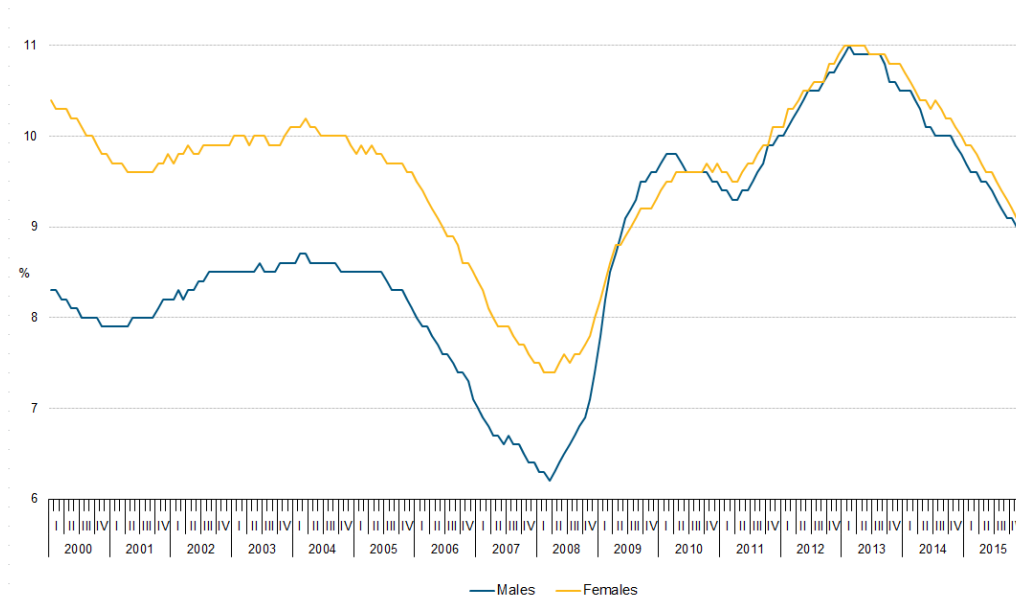
- data not available

* The quarterly youth unemployment rate is seasonally adjusted.

Male and female unemployment trends

Historically, women have been more affected by unemployment than men. In 2000, the unemployment rate for women in the EU-28 was around 10 %, while the rate for men was below 8 %. By the end of 2002, this gender gap had narrowed to around 1.5 percentage points and between 2002 and mid-2007 this gap remained more or less constant. Since the first quarter of 2008, when they were at their lowest levels of 6.3 % and 7.4 % respectively, the male and female unemployment rates in the EU-28 converged, and by the second quarter of 2009 the male unemployment rate was higher. The decline of the men's rate during 2010 and the first half of 2011 and the corresponding stability in the women's rate over the same period brought the male rate below the female one once again. Since then the two rates rose at the same pace until mid-2013, when they reached their highest value, both at 10.9 %. In the second half of 2013 as well as during the course of 2014 both the male and the female rates declined, reaching respectively 9.8 % and 10.1 % at the end of 2014.

Unemployment rates by gender, EU, seasonally adjusted, January 2000 - December 2015 (%)



A detailed look at 2014

The overall unemployment rate in the EU-28 reached 10.2 % in 2014, a decrease of 0.7 percentage points compared with 2013. This follows an increase of 0.4 percentage points between 2012 and 2013. In the United States the unemployment rate fell for the fourth year in a row, from 7.4 % in 2013 to 6.2 % in 2014.

The unemployment rate rose in 6 Member States between 2013 and 2014, dropped in 19 and remained stable in France, Croatia and Luxembourg. The increases in the annual average unemployment rates between 2013 and 2014 were recorded in Italy (+0.6 ppt), Finland (+0.5 ppt), Cyprus and Austria (both +0.2 ppt) as well as in Belgium and the Netherlands (both +0.1 ppt). The highest decreases were reported in Hungary (-2.5 ppt), Portugal (-2.3 ppt), Ireland (-1.8 ppt), Spain and Bulgaria (both -1.6 ppt) and the United Kingdom (-1.5 ppt). With 26.5 %, Greece was the country with the highest overall unemployment rate in 2014. The dispersion of unemployment across the EU-28 remained at approximately the same level as in 2013. Long-term unemployment is one of the main concerns of policymakers. Apart from its financial and social effects on personal life, long-term unemployment negatively affects social cohesion and, ultimately, may hinder economic growth. In total, 5.1 % of the labour force in the EU-28 in 2014 had been unemployed for more than one year; more than half of these, 3.1 % of the labour force, had been unemployed for more than two years. Compared to 2013, a decrease is observed in long term unemployment (from 5.2 %) while a sizeable increase (from 2.9 %) is registered among those being unemployed for two or more years.

For the first time since the calculation of EU-28 unemployment statistics started (in 2000), the unemployment rate for women was lower than that for men in 2009, and remained so in 2010. In 2011, this effect reversed again, with female unemployment rates at 9.7 % against 9.6 % for males. The gap remained unchanged until 2013, when the two rates for the EU-28 peaked at 10.8 % for men and 10.9 % for women. In the Euro area the rate has always been higher for women than for men. In 2014 the rates stood at 11.5 % for men and at 11.8 % for women. Male unemployment rates were higher than the corresponding rates for women during 2014 in 15 out of 28 Member States. The gap between male and female unemployment rates varied from -6.5 percentage

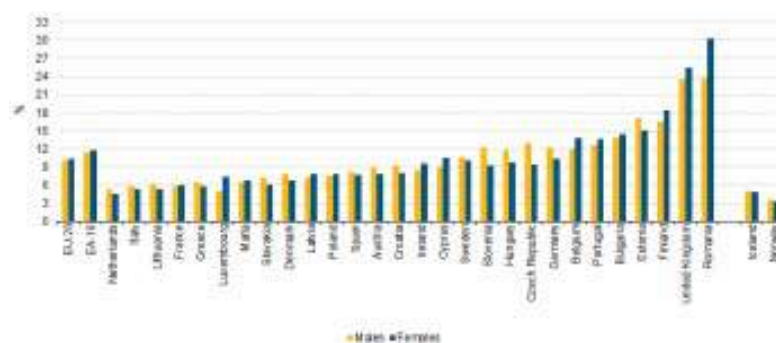
points in Greece to +3.5 percentage points in Ireland. The youth unemployment rate in the EU-28 was more than double the overall unemployment rate in 2014. At 22.2 %, more than one out of every five young persons in the labour force was not employed, but looking and available for a job. In the Euro area, the youth unemployment rate was even higher at 23.8 %. The unemployment rate among young persons was higher than the rate for those aged between 25 and 74 in all Member States. In Spain (53.2 %), Greece (52.4 %), Croatia (45.5 %), Italy (42.7 %), Cyprus (35.9 %) and Portugal (34.7 %) youth unemployment rates were particularly high. Germany (7.7 %) was the only Member State with a youth unemployment rate below 10 %.

Unemployment rate 2003-2014 (%)

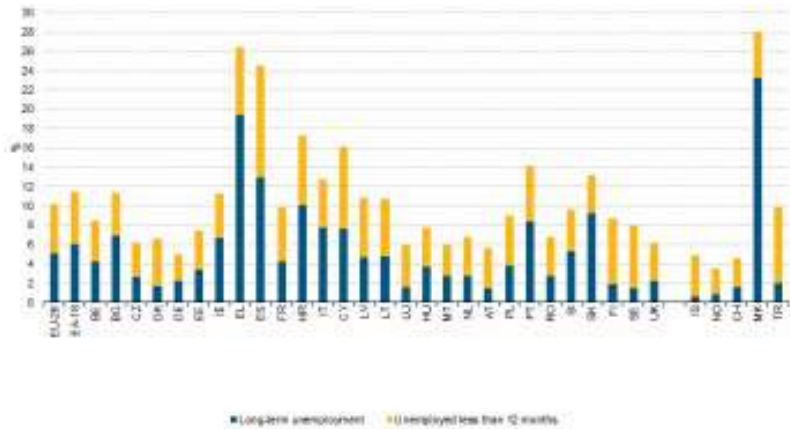
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
EU-28	9.2	9.3	9.0	8.2	7.2	7.0	9.0	9.6	9.7	10.5	10.9	10.2
Euro area	8.9	9.1	9.0	8.4	7.5	7.6	9.5	10.0	10.1	11.3	12.0	11.6
Belgium	8.2	8.4	8.5	8.3	7.5	7.0	7.9	8.3	7.2	7.6	8.4	8.5
Bulgaria	13.7	12.1	10.1	9.0	6.9	5.6	6.8	10.3	11.3	12.3	13.0	11.4
Czech Republic	7.8	8.3	7.9	7.1	5.3	4.4	6.7	7.3	6.7	7.0	7.0	6.1
Denmark	5.4	5.5	4.8	3.9	3.8	3.4	6.0	7.5	7.6	7.5	7.0	6.6
Germany	9.7	10.4	11.2	10.1	8.5	7.4	7.6	7.0	5.8	5.4	5.2	5.0
Estonia	10.3	10.1	8.0	5.9	4.6	5.5	13.5	16.7	12.3	10.0	8.6	7.4
Ireland	4.6	4.5	4.4	4.5	4.7	6.4	12.0	13.9	14.7	14.7	13.1	11.3
Greece	9.7	10.6	10.0	9.0	8.4	7.8	9.6	12.7	17.9	24.5	27.5	26.5
Spain	11.5	11.0	9.2	8.5	8.2	11.3	17.9	19.9	21.4	24.8	26.1	24.5
France	8.6	8.9	8.9	8.8	8.0	7.4	9.1	9.3	9.2	9.8	10.3	10.3
Croatia	14.2	13.9	13.0	11.6	9.9	8.6	9.2	11.7	13.7	16.0	17.3	17.3
Italy	8.4	8.0	7.7	6.8	6.1	6.7	7.7	8.4	8.4	10.7	12.1	12.7
Cyprus	4.1	4.6	5.3	4.6	3.9	3.7	5.4	6.3	7.9	11.9	15.9	16.1
Latvia	11.6	11.7	10.0	7.0	6.1	7.7	17.5	19.5	16.2	15.0	11.9	10.8
Lithuania	12.4	10.9	8.3	5.8	4.3	5.8	13.8	17.8	15.4	13.4	11.8	10.7
Luxembourg	3.8	5.0	4.6	4.6	4.2	4.9	5.1	4.6	4.8	5.1	5.9	5.9
Hungary	5.8	6.1	7.2	7.5	7.4	7.8	10.0	11.2	11.0	11.0	10.2	7.7
Malta	7.7	7.2	6.9	6.8	6.5	6.0	6.9	6.9	6.4	6.3	6.4	5.9
Netherlands	4.8	5.7	5.9	5.0	4.2	3.7	4.4	5.0	5.0	5.8	7.3	7.4
Austria	4.8	5.5	5.6	5.3	4.9	4.1	5.3	4.8	4.6	4.9	5.4	5.6
Poland	19.8	19.1	17.9	13.9	9.6	7.1	8.1	9.7	9.7	10.1	10.3	9.0
Portugal	7.4	7.8	8.8	8.9	9.1	8.8	10.7	12.0	12.9	15.8	16.4	14.1
Romania	7.7	8.0	7.1	7.2	6.4	5.6	6.5	7.0	7.2	6.8	7.1	6.8
Slovenia	6.7	6.3	6.5	6.0	4.9	4.4	5.9	7.3	8.2	8.9	10.1	9.7
Slovakia	17.7	18.4	16.4	13.5	11.2	9.6	12.1	14.5	13.7	14.0	14.2	13.2
Finland	9.0	8.8	8.4	7.7	6.9	6.4	8.2	8.4	7.8	7.7	8.2	8.7
Sweden	6.6	7.4	7.7	7.1	6.1	6.2	8.3	8.6	7.8	8.0	8.0	7.9
United Kingdom	5.0	4.7	4.8	5.4	5.3	5.6	7.6	7.8	8.1	7.9	7.6	6.1
Iceland	3.3	3.1	2.6	2.9	2.3	3.0	7.2	7.6	7.1	6.0	5.4	5.0
Norway	4.2	4.3	4.5	3.4	2.5	2.5	3.2	3.6	3.3	3.2	3.5	3.5
Turkey			9.5	9.0	9.1	10.0	13.0	11.1	9.1	8.4	9.0	9.9
United States	6.0	5.5	5.1	4.6	4.6	5.8	9.3	9.6	8.9	8.1	7.4	6.2
Japan	5.3	4.7	4.4	4.1	3.8	4.0	5.1	5.0	4.6	4.3	4.0	3.6

Data not available

Unemployment rates, 2014, ranked on the average of male and female (%)



Unemployment rates by duration, 2014 (%)



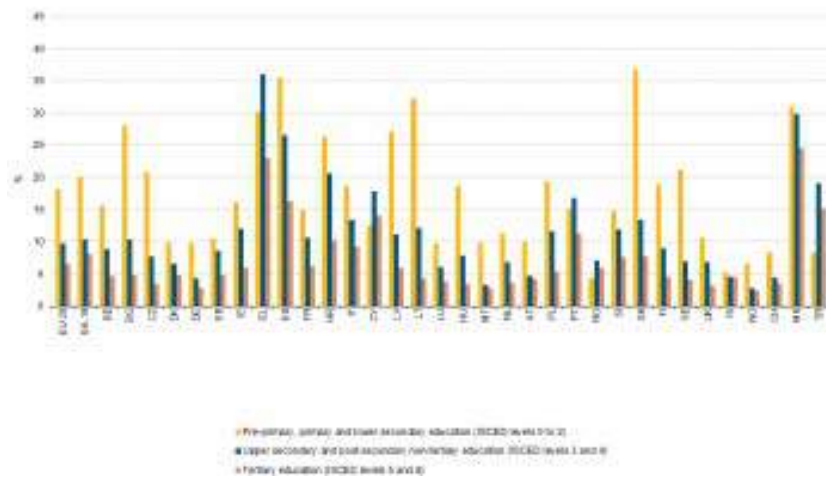
Unemployment rates by age and gender, 2007-2014 (%)

	Male		Female		< 25 years	25-74 years
	2007	2014	2007	2014	2014	2014
EU-28	6.6	10.1	7.9	10.3	22.2	9.0
Euro area	6.7	11.5	8.6	11.8	23.8	10.4
Belgium	6.7	9.8	8.5	7.9	23.2	7.3
Bulgaria	8.5	12.3	7.4	10.4	23.8	10.7
Czech Republic	4.2	5.1	6.7	7.4	15.9	5.4
Denmark	3.4	6.4	4.2	6.8	12.6	8.5
Germany	8.4	5.3	8.7	4.6	7.7	4.7
Estonia	5.4	7.9	3.8	6.6	15.0	6.7
Ireland	5.0	12.9	4.3	9.4	23.9	10.0
Greece	5.3	23.7	12.9	30.2	52.4	24.8
Spain	6.4	23.8	10.7	25.4	53.2	22.3
France	7.6	10.5	8.5	10.1	24.1	8.8
Croatia	8.8	16.3	11.4	18.3	45.6	14.8
Italy	4.9	11.9	7.8	13.8	42.7	10.6
Cyprus	3.4	17.1	4.8	15.1	35.9	14.0
Latvia	6.5	11.8	5.6	9.8	19.6	10.0
Lithuania	4.2	12.2	4.3	9.2	19.3	9.9
Luxembourg	3.4	5.9	5.1	8.0	21.2	5.0
Hungary	7.1	7.6	7.7	7.9	20.4	6.7
Malta	5.8	8.2	7.9	5.4	11.8	4.8
Netherlands	3.3	7.2	5.2	7.8	12.7	6.5
Austria	4.5	5.9	5.3	5.4	10.3	4.9
Poland	9.0	8.5	10.3	9.6	23.9	7.7
Portugal	8.7	13.8	9.6	14.5	34.7	12.5
Romania	7.2	7.3	5.2	6.1	24.0	5.5
Slovenia	4.0	9.0	5.9	10.6	20.2	8.9
Slovakia	10.0	12.8	12.8	13.6	29.7	11.8
Finland	6.5	9.3	7.2	8.0	20.5	7.0
Sweden	5.9	8.2	6.5	7.7	22.8	5.7
United Kingdom	5.5	6.4	5.0	5.8	16.9	4.4
Iceland	2.3	5.1	2.3	4.9	10.0	3.9
Norway	2.6	3.7	2.5	3.3	7.9	2.6
Turkey	-	-	-	-	18.0	8.3
United States	4.7	6.3	4.5	6.1	13.4	5.0
Japan	3.9	3.8	3.7	3.4	6.3	3.3

Unemployment rates, EU-28, 2005-2014 (%)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Male	8.4	7.6	6.6	6.6	9.0	9.7	9.6	10.4	10.8	10.1
Female	9.8	9.0	7.9	7.5	8.9	9.6	9.6	10.6	10.9	10.3
Less than 25 years	19.0	17.7	15.9	15.9	20.3	21.4	21.7	23.3	23.7	22.2
Between 25 and 74 years	7.7	7.0	6.1	5.9	7.6	8.3	8.3	9.1	9.5	9.0
Long-term unemployment rate	4.1	3.7	3.1	2.6	3.0	3.9	4.2	4.7	5.2	5.1
Male	3.8	3.5	2.9	2.4	2.9	3.9	4.2	4.7	5.2	5.1
Female	4.5	4.1	3.4	2.8	3.1	3.8	4.1	4.7	5.1	5.1
Very long-term unemployment rate	2.4	2.2	1.9	1.5	1.6	1.8	2.2	2.6	2.9	3.1

Unemployment rates (among persons aged 25-64 years) by level of educational attainment, 2014 (%)



Educational qualifications are still the best insurance against unemployment, which clearly increases the lower the level of education attained. The average unemployment rate in the EU-28 for those aged between 25 and 64 having attained at most a lower secondary education was 18.2 %, much higher than the rate of unemployment for those that had obtained a tertiary education qualification (6.6 %).

Description and analysis of the target groups in the project

All activities must be adapted to be customized to the needs of the target group when working with adults at risk of social exclusion. Most activities may not fit completely the profile of participants. Before the activity is carried out, the specific needs of the target group must be analysed.

In Up-skilling Project we have 5 groups of adults suffering or at risk of social exclusion. During the research we noticed that some of the problems are the same in each group, for example: lack of trust in others and lack of self-esteem, lack of language skills. Below we analyse the needs of all groups:

Immigrants

There is no significant difference between the situations of immigrants in particular countries. They perceive similar barriers. The scope and level of perceived barriers depends on previous experiences in domestic and international labour markets. Immigrants express huge training needs. They are convinced that proper training will help them upgrade their employment level by changing their position on the labour market. Training needs of immigrants are similar in all countries. The most important training areas identified are: vocational training (on the job training), personal abilities, presentation, communication, job searching, labour market systems and regulations, evolutions in labour market, national support structures, legal regulations of labour market, starting business (funds for immigrants to start business).

There is a group which definitely wants to take training regardless of the subject. They are the first segment to whom training can be targeted. The basic characteristic of the group is as follows: they are less satisfied with their current job than average and more often believe that their job does not correspond to their level of education. They more often than average meet difficulties on labour market. They have less knowledge than average about where to find information about training. What seems to be the case in this group is the need for well targeted information. The message should stress that completion of the training increases the possibility of possessing better, more satisfying jobs which are more appropriate to one's education. There is also a group who do not have jobs. Surprisingly, among this group no stronger perception of barriers on labour market can be observed. What is more, among this group no stronger willingness for training can be observed. On the other hand, they do not want training less than average. What seems to be the case in this group is action aimed at realizing the importance of training. The message should stress the possibility of getting a good job after completing the training.

These training needs are similar to those expressed by other young people entering the labour market. However, they are seen differently. They should be planned to overcome barriers; lack of social, economic and legal knowledge in terms of living in foreign country. Summarizing the willingness to participate in training, it should be stated that immigrants generally want to participate in different training. They have their preferences, but the idea itself about training is rather important to them.

General conclusion about this segment: Unemployment does not seem to be a strong enough motivator for taking training. In other words, not having a job is not a sufficient argument to undertake training. Some other aspects have to be taken into consideration. This is, however, an important segment for training. Interestingly,

the training needs of immigrants and perceived barriers seem to be similar, and do not depend on their nationality and host country, which indicates the possibility to address similar training programs for immigrants in all countries involved. What is common for each module is the fact that potentially interested respondents have less knowledge of where to find information and take training. Therefore, effective channels for reaching the immigrants should be determined. Our research also demonstrates that there is a considerable portion of immigrants who may be interested in entrepreneurship/starting-own-business training.

Adults (over 30 years old) with low qualifications suffering from long term unemployment

Based on data from the completed project "50+ mature, need, competent, in which the WIOSNA Association acted as Lead Partner, emerge the following problems characterized by a person from this group: 50+ people long-term unemployed characterized by, inter alia: unhappiness and loneliness, loss of security, indecision and lack of patience in difficult situations, a sense of losing individuality and values (often hand in hand with depression) and the conflict between the expected and the real vision of self lead to negative self-esteem. On the other hand, those who remain long-term unemployed have a high opinion of their own qualifications, and experience difficulties in objective self-assessment; this dominates their behaviour, which is reactive over proactive, they are characterized by a low level of motivation and activity in search of employment, risk aversion and fear of change in their life situation. Persons 50+, as it would appear from the experience of trainers and advisers are often wary in their attitude towards any kind of support. Finally, another problem is the existing stereotypes, also autostereotypes functioning within the group. The following statements by the representatives of this group are typical: "I am not good for this work – they have got a high requires", "It's not for me," "I am too old – here is a lot of younger people, who can do it"; Based on the experience gained on the other project we have diagnosed the following barriers:

- **Educational** - low skills associated with the level of education (education is dominated by basic or lower); experience and qualifications (although long) are usually outdated or inadequate for the needs of the labour market
- **Economics** - the difficulty in finding a job (over a longer period of time) is distributed generally to financial difficulties
- **Psychological** - People 50 + have low motivation to take up the activity, low self-esteem or lack of proactive attitude
- **Health** - Persons 50 + relatively more often than younger people are receiving medical care; Moreover, there are limitations in various types of work (e.g. Work in the construction industry) connected with health
- **Social** - In addition to the abovementioned problems related to functioning in society stereotypes person 50+ as a fully-fledged employee, there is the problem of low social competence (soft skills) essential in the workplace or, finally, the low mobility of this group.

Needs and expectations of 50+

Through our research and experience you can indicate some needs and expectations of the people. The first is to gain experience and improve the professional competence through the trainee or training. It will be hard to reactivate persons 50+ without it. Another is the need for complementary actions aimed at improving qualifications and social skills (group meetings in inspirational form of workshops), which allow our participants to gain confidence and motivate to action. Help in directing career (career counselling) is also one of the

indicated needs of people who want to return to the labour market. And the last one is redirecting at work and in action, individual treatment of each participant (individual counselling, job placement and other elements tailored to the needs of each participant). Through these activities, and assistance in finding jobs tailored to the abilities of the participants a large proportion of people over 50 will have a chance to return to the labour market and avoid social exclusion.

NEETs* and Young adults (18 to 30 years old) with low qualifications suffering from long term unemployment

*Not in Education, Employment or Training' is particularly applicable as a social under-class lacking drive, motivation or ambition. In part this is due to poverty and lack of opportunity. The term NEET is used to describe young people who are not engaged in any form of employment, education or training. The term has come into the policy debate in recent years due to the disproportionate impact of the recession on young people (under 30 years old). The unemployment rate for those under thirty is nearly double the average rate. In 2011, some 14 million young people under the age of 30 years were not in employment, education or training across the EU as a whole. However, rates vary widely from around 5.5% of 15-24 year olds in the Netherlands to 22.7% in Italy.

Due to the fact that the needs of people referred to as NEET and young adults are very similar, we decided to combine the two groups and present their situation. Among this category of people there are two groups in a special situation on the labour market (long-term unemployed and people with disabilities):

Vocational school graduates who do not continue their education

In this case unemployment and inactivity affects a large percentage of graduates. Most of the time NEETs are people who were trained in basic vocational and post-secondary school, i.e. schools after which young people often choose to work. Among those who wanted only work after high school NEET's participation was the highest, which clearly indicates that youths who too narrowly orient their plans in the event of failure often go to the NEET category. Among the graduates of vocational schools, NEETs are much more often: women, people at vocational schools and post-secondary schools, persons who have completed their education in tourist and catering services, agro-processing, people from rural areas, people who have not passed the end of school exam, living in medium-sized cities and villages and people whose father had primary education.

Among those people that can be classified as inactive a common cause of not taking efforts to find work were issues not directly related with the situation on the labour market, but also with child care, attending to the house or pregnancy.

Graduates, economically inactive and continuing education / training

This group includes 1/3 of all graduates. According to data the unemployment rate in December 2014 in Poland was up 22.6%, which was nearly 3 times higher than the total unemployment rate in Poland (8.0%) and in the EU (21.4%). Graduates looking for a job do not have a significant advantage over those with secondary education. The percentage of job seekers and the structure of the employed due to the form of employment are very similar in both groups. Also, mode of study and type of schools do not have a strong influence on the probability of employment. A specific category of unemployed with higher education are people 27 y.o. Their specific situation include inter alia: numerous mental tensions, an attitude of resignation and social alienation,

inability to plan/poor time management, the feeling of being useless, the phenomenon of learned helplessness, poor concentration of attention and orientation in reality, and the deterioration of mental health (welfare).

Needs, expectations and obstacles

The internally diverse population of young adults and NEETs have a number of specific needs, expectations and barriers.

Expectations are: the development of language skills, work experience, improving professional skills - a valuable internship with clear targets and principles of cooperation, with the ability to face challenges, learn, develop and implement ideas ("Not making coffee!"), Implementation and monitoring (mentor/guardian placement on site), feedback on the placement, redirecting the work and internship, equal treatment with other workers, help in adapting, friendly atmosphere, tolerance; changing environment, intercultural integration, new growth opportunities.

Obstacles and barriers: lack of work experience (practice, internships), lack of jobs in the profession, not enough jobs, you often have to take a job below expectations just to have an income, employers expect a lot of experience/specialist courses immediately after graduation, low wages, incompetent job search, the lack of fluent foreign language, a lack of faith in their own abilities.

Little or no work experience and competencies tailored to the needs of the labour market are universal weakness of young people. In this group there are a number of problems specific to groups covered by the assistance in this project. With respect to the above-mentioned groups, there is a high demand/expectation for social programs and professional integration of the young adult and NEET with particular emphasis on activities such as:

- organization of training courses for further education, which would be tailored to the requirements of a particular employer (apprenticeship training in the workplace)
- meetings with a professional counsellor who will treat each person individually, and show interest in her progress in job search
- activating training - help with the paperwork required for employment, psychological training
- organization of training courses to enable interested parties to familiarize themselves with the process of the interview and contact with the employer
- organization of internships and apprenticeships, national and international enabling change of working environment, gain the necessary experience.

Disabled people with low qualifications suffering from long term unemployment

Based on the analysis of barriers, problems of persons with disabilities, research, in-depth interviews with a group of ultimate beneficiaries of previous projects in our Association and the evaluation reports and expertise of the projects, people from the target group indicated as key needs and expectations:

- Psychological support (reducing anxiety), to help raise self-esteem, eliminating the feeling of marginality and exclusion in social relations
- Help in finding themselves in the labour market, training to develop an action plan - help in preparing application documents to the job interview, job search
- Work experience in an internship and improving competence/professional qualifications (specialized training, workshops with support of key competences)

- Training in computer skills (low competence in this area)
- Practical information on legal issues for people with disabilities.

On the basis of the above-mentioned analysis of the needs/expectations, the best solution for this target group would be the following:

- Support for stimulating motivation, independence and activity of the participants (including individual consultation with the volunteer – specialist workshops on motivation and self-consciousness)
- Vocational counselling, psychological support and training of key competences, specialized training (new skills / competencies)
- Group meetings, a space for the exchange of concerns, as well as to inspire to action and seeking solutions, creation of new ideas.

An important aspect when it comes to motivation and self-esteem of people with disabilities is also a factor related with the other person. Often people with disabilities are not accepted by the rest of society. This is one of the reasons that leads persons with disabilities to low motivation and low evaluation of their work, skills, and competences. Especially in this group, it is important to show them how to recognize personal achievements, how to live in a society, where to find help and how to react in difficult situations. Important for this group of customers is also paying attention to the education of the public, who are not directly involved in relationships with people with disabilities, but their opinion has an impact on the self-perception of people with disabilities.

The rules and tips of recruitment and selection of project participants

The main purpose of the activities undertaken within the framework of recruitment and selection is to obtain participants in the project with appropriate potential, understood as a result of such elements as:

a) predisposition to develop key competences:

- Communication in foreign languages
- Mathematical competence and basic competences in science and technology competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

b) High motivation to participate in the project, break down barriers, and develop professionally,

c) The values on which candidate bases his life (priorities in life)

The tools used in the process of obtaining the participant

a) an initial questionnaire for the formal criteria

- name and surname
- age
- gender
- education
- confirm unemployed status
- brief description of why a person is at risk of social exclusion
- contact details

b) Curriculum Vitae of participant (a brief account of a person's education, qualifications, and previous experience, typically sent with a job application)

c) interview questionnaire consisting of 12 questions (Appendix 1)

The course of the meeting recruitment

An interview is recommended with elements of "methods competence" (behavioral) consisting of a structured interview focused on real-life situations. During the meeting, the candidate shall be asked questions aimed at checking whether the candidate was in the past in situations and demonstrated competencies and qualities required from the project participants.

The conversation is carried out with the help of an interview questionnaire (Appendix 1), taking into account the information contained in the candidate's CV, however, should be of a true encounter with another human being, in which both parties will have the chance to learn enough to be able to jointly decide whether the actions planned in the project are able to really respond to the needs and situation of a particular participant.

The interviewers should refer to the actual situation. In this way we can gain valuable information about the attitude of the candidate in the daily work of the initiative, motivation and commitment. Descriptions of specific situations will also show its attitude towards difficulties. Remember that the questionnaire is a tool and should not dominate the meeting. Please read tools and CV of the candidate before the meeting and note the additional questions that we would like to ask him and issues to deepen.

Tips for running an interview:

- Express your sincere desire to know a candidate
- Keep a friendly atmosphere during the interview
- Refer to materials /application form, CV, other
- Listen actively and follow the candidate

The method of asking questions:

- a) ask the candidate questions about the situations of his past life, ask for specific examples of situations in which the candidate showed a certain competence; correct questions begin with: What did you ...? What happened ...?, and incorrect questions usually begin with the phrase: What is your opinion ...?, do you think ...?
- b) ask mainly open questions that lead candidate to speak.

In response, the candidate may present facts and information, describe the situations, express feelings.

- c) avoid suggesting answers to questions or expressing assumptions about the existing situation, because this encourages the candidate to give short answers "yes" or "no" (e.g. For sure ... you prefer, right?).
- d) Be patient in silence, and when silence lasts too long, stop it naturally, say that you can return to the question later, ask if you need more time to consider whether he wants to go further, if the question is clear).
- e) Keep control (including time) over the course of the interview. If a candidate deviates from the topic, with questions you can steer it to an interesting question.
- f) The structure of interview should be 'funnel - from general to specific ": at the beginning asking open questions, and only at the end - closed questions, particularly regarding the specifics of the application.
- g) At the end of the interview: ask for questions about the project - briefly and concretely answered, thank for the meeting, inform about further stages of the recruitment process.

Criteria to select participants for a learning mobility

Unlike other workshop activities, in a learning mobility participants live a full immersion in a different geographical and cultural context and with different people they might not have known before. Also, there will be no opportunity for participants to return to their 'personal space' or 'comfort zone' until the end of the activities. Participants therefore, before joining the project, must be made aware of the difficulties they will meet, and the organization must be able to assess whether the participant is ready and prepared to deal with such an experience.

The organization, before accepting the accession of a candidate should:

1. conduct an individual interview to understand the adaptability of each participant
2. organize a group meeting with all the candidates aimed at checking the interactional capacities/difficulties within the group.

The individual interview is to explain the type of activities, the location they will take place at, the modalities, rules of coexistence, organizational rules. More specifically:

- Explain in detail the type of activities that will take place, the accommodation and the other venues, the general conditions of the country/place of destination.
- Check the willingness of participants to adapt to living with a group of people who may have different needs, and understand and foresee what difficulties they might have.
- Agree on the willingness to accept any change that could arise along the way and to adapt to different and unpredictable contingencies
- Agree on the need to have a proactive and not recriminating approach in case of any change
- Know that the organization is not responsible for improper behaviour towards them and their inappropriate behaviour towards others.
- Know that the organization may decide, at any time, with justified reasons, to remove from the group any person who does not respect the rules of coexistence and cooperation for the success of the project
- Declare if there is any kind of impediment or physical, mental or psychological obstacle that may impede the activities (in order to see which changes must be applied in order to guarantee everyone's full participation)
- Be available to sign a contract that clarifies the points listed above

In the group meeting participants are encouraged to listen, to build relationships and cooperation within the group. The goal is to assess whether there are people with evident difficulties in interacting with others and in carrying out their tasks. Examples of group tasks may be:

- Organize a trip/visit together
- Prepare and have a lunch together, if a kitchen is available
- Play board games together
- Play one or more games of relations and cooperation which can be found easily on the internet and social networks:

<http://www.youthwork-practice.com/games/cooperation-games.html>

<http://www.peacefirst.org/digitalactivitycenter/resources/search>

<http://www.refreshleadership.com/index.php/2012/08/quick-games-engage-employees-work/>

Sources

“Training Needs of Young Immigrants within European Countries”, Written by prof. Piotr Niedzielski, dr Leszek Gracz, Katarzyna Łobacz, The University of Szczecin, Poland

“Immigrants’ Needs and Public Service”, written by Sandeep Kumar Agrawal, Mohammad Qadeer and Arvin Prasad

Eurostat 2014 – statistics

Report_Recommendations on how to improve education for adults suffering or at risk of social exclusions

Online sources:

<http://www.eurofound.europa.eu/young-people-and-neets-1>

https://books.google.pl/books?hl=pl&lr=&id=rkWgg-DT6uQC&oi=fnd&pg=PP2&dq=immigrants+in+europe+risk+in+social+exclusion&ots=Gcv4omdzh7&sig=toP_hDxtoKt2yh-JE4pwZ6XGkwo&redir_esc=y#v=onepage&q=immigrants%20in%20europe%20risk%20in%20social%20exclusion&f=false

<http://www.eurofound.europa.eu/emcc/labourmarket/youthinfographic>

http://www.euro.centre.org/data/1201610451_25081.pdf

http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics

Appendix 1 Questions for an interview questionnaire recruitment	
1. Answer the question: Who am I? Objective: The question introduces participant in the conversation, which also shows a diagram which candidate is guided by the self-assessment (eg. I am disabled)	
2. How did you find out about the project? Objective: The question discovers the sources from which participants acquired information about the project	
3. Discuss your strengths/weaknesses (if this question is problematic, you can ask the participant about what he likes to do, in what types of activities he feels the best, you can refer to the 7 key competences) Objective: This question helps to know better participant in terms of the level of key competences	
4. What is the biggest challenge that you have faced in life so far? Objective: The question to help better understand the individuality of the participant's ability and motivation to cross barriers	
5. Question of the relevant barriers (health, mental, psychosocial, educational, others depending on the individual situation of the participant. In the assessment of barriers to the importance of having the same observation and conclusions of the entire course of an interview) Objective: The diagnosis of barriers and the needs of the participant	
6. What steps has the participant taken to change their situation? (e.g. I am looking for work, or took part in other projects, courses) Objective: The question diagnoses the level of involvement of the participant and the desire to change their situation and the level of agency.	
7. What would have to happen for the situation to improve/change? a) How important is it for you to work (return to work) on a scale of 1-10? b) How confident are you that if you seek work you will succeed? On a scale of 0-10? c) How do you evaluate your commitment and willingness to work? On a scale of 0-10? Objective: Question No 7 helps diagnose how the participant has a sense of what is need to change their situation, the level of self-confidence and faith in their own abilities. Additional questions a-c diagnose the psychological attitude of the participant, the level of self-confidence, willingness to take up employment.	
8. Presentation of the main activities and objectives of the project. Expectations for the project. Purpose: to provide basic information about the project, the diagnosis of expectations in relation to the project.	
9. What can you bring to the project? How do you see the project? Obiettivo: La domanda aiuta a determinare il ruolo dei partecipanti e la loro visione del progetto.	

CHAPTER 04

Workshops

Duration: 72 hours

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UNIT 1: MACRO-SKILLS IN ENGLISH AS A FOREIGN LANGUAGE

Duration: 36 hours

UNIT 1: SHOPPING

4,5 hrs

To understand store guides and directions, price labels and a range of advertisements, bargain & purchase.

Shopping interaction

Understanding surroundings and objects involved

Understanding shopping transactions.

R,W,L,S

Activity	Duration	Auxiliary Materials
Activity 1:	80 min	PPT slide 1 , 2 & 3
Part 1 Audience scanning & Vocabulary building	60 min	
Part 2 Role play - dialogues	20 min	
<i>Break</i>	10 min	<i>Break</i>
Activity 2:	80 min	Video
Part 1 Extension Activities & Vocabulary building	60 min	https://www.youtube.com/watch?v=gc-eqqiDKD8
Part 2 Quiz	20 min	https://www.youtube.com/watch?v=RRP5NNKTVBY
<i>Break</i>	10 min	
Activity 3:	80 min	
Part 1 Reading for understanding	60 min	
Part 2 Discussion on the topic	20 min	
Evaluation form	10 min	

UNIT 2: EATING OUT

4,5 hrs

Understanding surroundings and objects involved Reserving a table- Ordering-Eating out Restaurants and wherever food is served.

Activity	Duration	Auxiliary Materials
Activity 1:	80 min	PPT slide 4
Part 1 Audience scanning	20 min	
Part 2 Vocabulary building – Word Wall	60 min	
<i>Break</i>	10 min	
Activity 2:	80 min	PPT 5, 6, 7
Part 1 Extension Activities	30 min	H2
Part 2 Video – Role play	20 min	https://www.youtube.com/watch?v=lz0IT4Uk2xQ
Part 3 Quiz	30 min	https://www.youtube.com/watch?v=fNte1ZWFa90
<i>Break</i>	10 min	
Activity 3:	80 min	Sound file
Part 1 Reading for understanding	60 min	http://www.soundsnap.com/tags/eating
Part 2 Sound quiz	20 min	
Evaluation form	10 min	

UNIT 3: SOCIALIZING

4.5 hrs

Casual meeting/Getting on with people.

By the end of this teaching session the trainee should be able to socialize casually by taking part in routine, predictable conversations and participate in a conversation in a casual or semi-formal situation for a short time.

Language Skills: Listening, Speaking, Reading

Activity	Duration	Auxiliary Materials
Activity 1:	80 min	PPT 8, 9, 10
Part 1 : Audience scanning Vocabulary building	60 min	
Part 2 : Guessing about occasions	20 min	

Break	10 min	
Activity 2:	80 min	H5
Part 1 : Role-play & Conversation	60 min	https://www.youtube.com/watch?v=DmwLcQyggAc
Part 2 : tutorial video about socializing	20 min	
Break	10 min	
Activity 3:	80 min	H6
Part 1: Role play Speed Dating activity- Scenarios	60 min	
Part 2 : Discussion	20 min	
Evaluation form	10 min	

UNIT 4 : TRAVELLING & SIGHTSEEING

4.5 hrs

Travelling & Sightseeing Getting information Going on tours Showing people around

Language Skills: Listening, Speaking, Reading

Activity	Duration	Auxiliary Materials
Activity 1:	80 min	PPT 11, 12
Part 1: Audience scanning Vocabulary building	60 min	H7
Part 2 Role play	20 min	
Break	10 min	
Activity 2:	130 min	PPT 13,14,15,16,17,18,19
Part 1 : Signs , video, fake ticket creation	50 min	https://www.youtube.com/watch?v=QeE7KW6I3KU
Part 2 : Role play, Leaflets, virtual tour	70 min	http://omatic.musicairport.com https://www.youtube.com/watch?v=nmuXMDLYzPg
Break	10 min	
Activity 3:	30 min	https://www.youtube.com/watch?v=Llk8v__Osm8
Part 1 : quiz	15 min	

Part 2 : video

15 min

Evaluation form

10 min

UNIT 5: EMERGENCIES

4.5hrs

Emergencies - Dealing with emergency situations Calling emergency services Asking for help Describing an emergency situation (people, places, things, events)

Language Skills: Listening, Speaking, Reading, Writing

Activity	Duration	Auxiliary Materials
Activity 1:	140 min	PPT 20,21,22
Part 1 : Audience scanning Explaining concepts	60 min	" https://www.youtube.com/watch?v=apZi5w6q_0w "
Part 2 : Video- task	20 min	
Part 3: Role play	60 min	
<i>Break</i>	10 min	
Activity 2:	30 min	H 9, H10
Part 1 : Short readings	30 min	PPT 23, 24
<i>Break</i>	10 min	
Activity 3:	60 min	H12
Part 1 : song	20 min	
Part 2: Role play	40 min	
Evaluation form	10 min	

UNIT 6: CORRESPONDENCE - TELEPHONE - COMMUNICATION

4.5hrs

Understanding and being understood in written and spoken communication. Leaving and taking messages. Understanding and writing faxes, letters, memos, e-mail, etc

Language Skills: Listening, Speaking, Reading, Writing

Activity	Duration	Auxiliary Materials
Activity 1:	120 min	
Part 1 : Phrasal verbs- collocations	40 min	
Part 2:– game	40 min	
Part 3: check for understanding -Role play	40 min	
Break	10 min	
Activity 2:	90 min	
Part 1 : advanced communication writing emails	60 min	
Part 2 reading and drafting emails	60 min	
Break	10 min	
Activity 3:	60 min	Quiz http://www.jellyfish.co.uk/social-media-quiz/
Part 1 :Messaging	20 min	
Part 2 : Social Media Quiz	20 min	
Part 3 Presentation	20 min	
Evaluation form	10 min	

UNIT 7: FINANCIAL & POSTAL SERVICES

4.5hrs

Using financial and postal services Understanding surroundings and objects involved. Transactions and services. Skills R,W,L,S

Activity	Duration	Auxiliary Materials
Activity 1:	140 min	H14, H 15, H16 PPT 25, 21

Part 1 : Audience scanning- word wall	30 min	https://www.youtube.com/watch?v=FQaHNRx1cEw
Part 2: Brief transactions atm, bank	20 min	
Part 3: Writing a cheque	30 min	
Part 4: Debate	30 min	
Part 5: Video	10min	
Part 6: Addressing an envelope	20 min	
Break	10 min	
Activity 2:	60 min	https://www.youtube.com/watch?v=l-wrM1ptyHM
Part 1 : Numerical literacy	15 min	
Part 2 : Game+ case Scenario	15 min	
Part 3 : Video	15 min	
Part 4 : Writing letters	15 min	
Break	10 min	
Activity 3:	40 min	
Part 1 : Check for understanding - Reading		
Evaluation form	10 min	

UNIT 8: EDUCATION

4.5hrs

School, university and all learning and training centers Options, choices and requirements in education
 Signing up and attending courses. Understanding terms related to education. Filling out application forms.
 Learning about types of education and training. Skills R,W,S,L

Activity	Duration	Auxiliary Materials
Activity 1:	160 min	
Part 1 :Audience scanning	30 min	
Part 2 :reading	30 min	
Part 3 Debate	40 min	
Part 4 Signing up for school	30 min	
Part 5 : Speaking activity	30 min	

Break

10 min

Activity 2:

40 min

PPT 28

Part 1 : Reading - questions

40 min

Break

10 min

Activity 3:

40 min

Part 1 : Reading - discussion

40 min

Evaluation form

10 min

Introduction

The purpose of this compilation of lessons is to address mixed-level classes ranging from A1 to B1. The numbers and the color band on the top of each page indicate each level: 1 and yellow are for A1, 2 and green for A2 and 3 and dark pink for B1. All activities are designed to engage learners in the four basic skills in language learning: listening, speaking, reading and writing. Each unit focuses on providing useful and relevant vocabulary through comprehensive exercises. A variety of visual and tangible material is included in order to facilitate and encourage even those with a low literacy level or little ability to write.

A number of other skills are also taken into account such as observation in focusing on visual prompts and encouraging discussions and descriptions. Outdoor activities are also introduced in order to apply active learning methods and engage each learner in as many possible ways. All tasks are created in order to constantly repeat key words especially for those with very little spoken English and no or basic literacy skills. The trainers or tutors can choose from a variety of tasks according to their audience and the level of response without imposing a limit if they wish to improvise or use it as a resource pack to get ideas. Trainers must keep in mind that the most important resource is the group of learners and all the material included aims to focus on real life requirements.

The main expectation is to offer an effective approach to language learning for ESOL learners in a flexible environment and way, beyond a conservative schooling manner.

Instructions

Each unit is divided into three levels, attempting to cover them as much as possible and to gradually upgrade existing knowledge. Trainers are encouraged to follow instructions according to the pace of their audience and challenge them in an entertaining way. Allow trainees to create their own teams for group activities and constantly remind them to switch as often as possible, mobility is a key factor in Active Learning.

In every unit there is a word bank or word wall with key concepts and words which is introduced prior to all activities and exercises.

There is a brief lesson outline before each unit which lists:

- The core concept
- The expected objectives
- The skills covered

The level is indicated by the color band. Instructions are included in the units along with suggestions and recommendations for further activities and tasks. The suggested time duration for the activities isn't strict. Feel free to extend the time length if the learners are enjoying themselves or to minimize it otherwise.

There is also an evaluation form included for both trainers and learners. We encourage you to use it after every three fold unit since feedback is the best indicator on how to precisely address learners' needs even better.

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S2	SHOPPING INTERACTION
S3	UNDERSTANDING SHOPPING TRANSACTIONS
	DAY -TO-DAY SURVIVAL: EATING OUT
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	SOCIALIZING
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	TRAVELLING AND SIGHTSEEING
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E3	ASKING FOR HELP

	CORRESPONDENCE – TELEPHONE- COMMUNICATION
CTC1	UNDERSTANDING AND BEING UNDERSTOOD IN WRITTEN AND SPOKEN COMMUNICATION
CTC2	LEAVING AND TAKING MESSAGES
CTC3	UNDERSTANDING AND WRITING FAXES, LETTERS, MEMOS, E-MAIL, ETC.
	FINANCIAL & POSTAL SERVICES
FPS1	USING FINANCIAL AND POSTAL SERVICES
FPS2	UNDERSTANDING SURROUNDINGS AND OBJECTS INVOLVED
FPS3	TRANSACTIONS AND SERVICES
	EDUCATION AND STUDIES
ES 1	UNDERSTANDING TERMS RELATED TO EDUCATION.
ES2	FILLING OUT APPLICATION FORMS.
ES3	LEARNING ABOUT TYPES OF EDUCATION AND TRAINING.

Unit 1: Day- to-day survival: shopping

S1	UNDERSTANDING SURROUNDINGS AND OBJECTS INVOLVED
S2	SHOPPING INTERACTION
S3	UNDERSTANDING SHOPPING TRANSACTIONS

Activity: Shopping
Environment: Self-service shops, counter service shops, marketplace
<p>Objectives:</p> <ul style="list-style-type: none"> • To go to a department store or other shop where goods are on display and ask for what (s) he wants. • To exchange basic information, related to place in the queue, etc., with other customers. • To bargain in the market place where what is purchased is a relatively straightforward item and where the transaction is restricted to the exchange of the item for cash. • To understand store guides and directions, price labels and a range of advertisements such as 'Special Offer', product labels at the level of 'Tissues', 'Toothpaste', to follow simple instructions given on packaging. • To return items.
Skills: R,W,L,S

S1

Day- to-day survival: shopping

UNDERSTANDING SURROUNDINGS AND OBJECTS INVOLVED

Activity	Auxiliary materials
<p>Task 1: Scan your audience with brief and simple questions about the topic of shopping.</p> <p>Do you like to shop?</p> <p>What kind of shopping do you like to do ?</p> <p>How do you like to shop?</p> <p>What's your favorite shop?</p> <p>Do you like small shops or shopping malls?</p> <p>Task 2 : Add some depth.</p> <p>What's the first thing that comes to your mind when you hear the word shopping?</p> <p>What does shopping mean to you?</p> <p>Task 3 : Ask your group if they know what the following expressions mean:</p> <p>"Shop till you drop."</p> <p>"Shopaholic."</p> <p>"Shopping therapy."</p> <p>"Window shopping."</p> <p>Task 4: Show the following signs and ask the learners if they know what they mean?</p>	<p><i>PPT slide 1 & 2</i></p>
<p>Hands On activities</p> <p>Bring 10-15 different shopping bags of various types, printing, material and purpose. Make sure you try to include as many as possible like: paper, plastic, reusable, recycled, woven, linen etc.</p> <p>Ask the learners to:</p> <ol style="list-style-type: none"> 1. Identify the kind of shop you got each one from. 2. Check for symbols and explain what they mean. 	<p><i>Play the following video (https://www.youtube.com/watch?v=CEobY_mKscE) which shows many ways of using a shopping bag. Ask the learners for similar experiences.</i></p>

3. Describe which one they like or not and why.
4. Design their own bag with an attractive slogan.
5. Think of a bag that almost every household has and reuses very often.

Bring 10-15 different types of packaging (egg /milk carton, tube, can, box) in a big bag. Ask from learners to keep their eyes shut and pick one container from the bag and try to guess what it contained. After guessing ask them to describe what led them to their final statement.

Show the following images of bags and ask learners if they can guess what items are sold in these bags or if they support a cause.

PPT SLIDE 3

To the market

Question set.

Why are you going shopping? Because I want / need ...

Where are you going ? I'm going to the ...

How are you going to shop?

How will you pay?

Do you have a shopping list ?

WORD BANK

WORD BANK				
WHY	WHERE	HOW	PAY	LIST
want	shop/store	alone	cash	grocery
need	mall	company	credit card	gifts
like	on-line		debit card	personal
	market		cheque	professional

Where will you?

1. Buy fresh produce.
2. Do your hair.
3. Get a puppy or a goldfish.

WHERE FOR WHAT

4. Buy today's paper.
5. Clean your clothes
6. Get a birthday cake.
7. Send some flowers from.
8. Buy milk and eggs.

WHERE FOR WHAT

WHERE	WHAT
Supermarket	Food and drink
Baker	Bread
Butcher	Meat
Confectioner	Sweets
Chemist Pharmacy	/ Medicine
Florist	Flowers
Bookshop	Books
Department store	Many things (clothes, shoes, household items etc)

WHERE	WHAT
Hairdresser	Hairdressing services
Newsagent	Newspapers & Magazines
Pet shop	Small animals
Greengrocer	Fruit & vegetables
Bank	Deposit/ withdraw money
Dry cleaner's	To clean clothes
Hardware shop	Tools
Fishmonger	Fish

How will you ask for what you want.

1. "Do you have any...?"
2. "I'm looking for..."
3. "I wonder if you could help me...?"

How will you ask about things.

1. "How much does this cost?"
2. "Do you have this in another size, colour?"
3. "Does this come with a guarantee?"
4. "Can I bring this back if it doesn't fit?" or "Is this fully refundable?"

What will you say when you pay.

1. "Can I pay by credit card?" or "Can I pay in cash?"
2. "Would you have change for this?"
3. "Can I have the receipt, please?"

Always remember to say "excuse me" before asking and "thank you" after getting an answer.

What you might hear.

1. "Can I help you?"
 2. "Are you looking for anything in particular?"
-
1. That will be€.£.\$
 2. "I'm afraid, that's the last one."
 3. "I'm sorry, that's all we have left."
-
1. "Do you have anything smaller?" I'm afraid I don't have change for that.
 2. "We take credit cards."
 3. "Here's your receipt."

What you might see in a shop

Buy 2 get 1 free

25% off

Sale

Deal

Special offer

Role play

Ready?

Divide the group into customers and shop assistants. Encourage them to pair up and practice dialogues. Ask them to switch roles.

Case

- A. Trying to find something to buy.
- B. Taking something back to the shop.
- C. Asking for a refund

Sample dialogues

CUSTOMER

- I would like to buy
- Excuse me, I'm trying to find
- I would like to return this
- I'm afraid there is something wrong with this

SALES PERSON / SHOP ASSISTANT

- What kind/ brand are you looking for.....
- Of course, it's right over here.....
- Or: I'm sorry, we're out of stock.
- Our return policy is
- Or: May I see your receipt?
- Let's see what we can do about this

Role Play: Paying

Case

- A. Asking about a payment method.
- B. Trying to pay the exact amount.

Sample dialogues

CUSTOMER

- How much is it? Or How much do I owe you?
- Do you accept credit cards?
- Do you have change to break this note? (a big note bill e.g. 100€)

CASHIER

- That will be€
- We accept credit cards. Will you please insert your pin code?
- Here's your change and you receipt.

Always remember to thank each other at the end of each dialogue.

S2**Day- to-day survival: shopping**
SHOPPING INTERACTION

Activity	<i>Auxiliary materials</i>
<p>Extension Activities</p> <p>Bring in a fashion magazine that covers all types of clothing, men's, women's and children's.</p> <ol style="list-style-type: none"> 1. Ask your group : <ul style="list-style-type: none"> - Do you like shopping for clothes, shoes and accessories? - Do you like to do this kind of shopping in shops, malls or online? 2. Ask them to tell you which words come in mind when they think about shopping for these items and write them on a board. 3. Cut out some items from the magazine and ask the learners to team up in 3 groups, each group should represent one department. Group1- Men's, Group 2 -women's and Group 3 -children's. Each group should prepare a list of things that a customer can look for in their department. They can design their own shop, brand it and advertise it. Then they can visit each department and act out the dialogues mentioned earlier. 4. Ask the learners to take pictures of shops, signs, logos, icons that attract their attention and evaluate together their importance or effectiveness on consumers. 5. Design flash cards that would motivate shoppers to spend, like for sales or discounts. 6. Watch this scene from confessions of a shopaholic: https://www.youtube.com/watch?v=gc-egqiDKD8 Ask learners to confess similar stories. 7. Take a walk to an outdoor market. Check the understanding of the vendor's' English, pretend to be English speakers. Ask the learners to write a short paragraph about their experience. 	
<p>Activity 1: Match the words to the definitions.</p>	<p><i>MATCH THE WORDS TO THE DEFINITIONS.</i></p>

Match the words to the definitions		
0. Bill		A. to take something back to where you bought it
1. Cash		B. to request a product or service
2. Save		C. a price that is lower than it was originally
3. Cheque		D. a plastic card you use to buy things now and pay later
4. Credit Card		E. you pay this at the end of a meal
5. Order		F. to keep money for the future
6. Receipt		G. a paper ticket that proves you have paid for something
7. Reduced Price		H. printed paper you can use instead of money
8. Return		I. money in paper notes and coins

WHICH TYPE OF SHOPPER ARE YOU?

Activity 2: Complete the spaces in the quiz with four of the words from Activity 1

1. It's the first day of the sales. Do you ...

A make sure you're first in the queue – you want to get that (1) _____

B look at what's on sale but not buy anything?

C buy everything you like, regardless of whether the price is reduced?

2. It's one week until payday and you have only €10 left. What do you do?

A Save your money until you get paid.

B Not worry about it – looking in shop windows is just as much fun as buying things!

C Use your (2) _____ to buy what you want until you get paid.

3. You want a new electric guitar that costs €2,000. Do you ...

A plan how you can (3) _____ the money, but also try to find a cheaper guitar?

*RESULTS OF THE QUIZ:
WHICH TYPE OF
SHOPPER ARE YOU?*

- B Look online at lots of different guitars and dream about owning one?
- C Order the guitar now and worry about paying for it later?
4. You've changed your mind about a t-shirt you bought. What do you do?
- A Return it to the shop and ask for your money back.
- You've kept the (4) _____
- B Nothing – it's too much effort to return it.
- C Go online and look for a better t-shirt to buy.

Move on and read you results.

RESULTS OF THE QUIZ: WHICH TYPE OF SHOPPER ARE YOU?		
MOSTLY 'A'S: SAVER SHOPPER	MOSTLY 'B'S: WINDOW SHOPPER	MOSTLY 'C'S: SHOPAHOLIC
You've never had a big credit card bill and never will! You love saving money so you look for all the reduced prices in the shops. If it's cheap, you buy it. If it's expensive you wait for the price to come down. You never buy luxury items!	You love all the wonderful new things in the shops! You can walk around looking in the windows for hours. You've got lots of big catalogues at home and read them every day. You also go online and dream about all the things you could buy ... if only you had the money!	Shopping is your hobby! Walking around the shops is your only form of exercise. You go every day! If you see something you like, you buy it – you can sort out how to pay for it later!

Work in pairs.

Compare your quiz answers.

Discuss whether you agree/disagree with the results.

I agree with the results because ...

I never return anything.

I always/never keep my receipts.

I disagree with the results because ...

I love/hate saving money.

I love the reduced prices in the sales!

I love/hate spending money.

The bare necessities

Look for the bare necessities

The simple bare necessities

Forget about your worries and your strife

I mean the bare necessities

Old Mother Nature's recipes

That brings the bare necessities of life

And don't spend your time looking around

For something you want that can't be found

When you find out you can live without it

And go along not thinking about it

I'll tell you something true

The bare necessities of life will come to you.

What is the meaning of this song?

Tune it up!

<https://www.youtube.com/watch?v=RRP5NNKTVBY>

Language focus - The bare necessities.

Check for understanding.

I usually go to the supermarket about once a week to do most of my shopping so I get a shopping cart to carry everything. I love all types of cheese and cold cut meat and that is why I spend a lot of time at the deli section. Then, I head to the produce section for fresh fruits and vegetables. I quickly go the dairy section to pick up a bottle or two of milk. I also make sure to get some microwaveable meals from the frozen food section, just in case I don't have time to cook. I like to check out the special offers section for good deals, they are always tempting and convincing. At the checkout counter I try to resist buying the candy and the chocolate bars in vain. Every time I pay I wonder how I spent so much money. The truth is that I never stick to my shopping list.

WORD BANK

WORD BANK				
SECTIONS	GOODS	OBJECTS	PEOPLE	CONTAINERS
aisle	baby products	bag	clerk	can
cash register	dairy products	coupons	shopper	box
cashier	frozen foods	club card	sales assistant	bag

checkout line	household items	shopping cart	manager	bottle
deli	pet food			carton
produce section	seafood			package
supermarket	groceries			tube

Now, complete the sentences below with the best answer:

1. Can you get a _____ so we don't have to carry everything around the store?
2. You'll find the cereal on _____ nine.
3. Please pick up a _____ of toothpaste while you're at the grocery store
4. Don't forget to buy a _____ of soup.
5. Will it be a paper _____ or a plastic one?
6. I hate waiting at the _____.
7. If you can't find something ask the _____.
8. The fabric softener is where the _____ are.

WORD BANK

Keeping it real

Ask the learners to bring stickers, labels, wrappings from goods they consume. Read them during the lesson and notice: How many and which languages are the instructions or ingredients written in. Then ask them to pick a language on the label that they don't know at all and see if they can guess the meaning of the message written.

Ask the learners to bring stickers, labels, wrappings from goods they consume.

S3**Day- to-day survival: shopping**
UNDERSTANDING SHOPPING TRANSACTIONS**Activity***Auxiliary materials***The Meaning of Shopping**

Shopping is an activity in which a customer browses the available goods or services presented by one or more retailers with the intent to purchase a suitable selection of them. In some contexts it may be considered a leisure activity as well as an economic one.

The shopping experience can range from delightful to terrible, based on a variety of factors including how the customer is treated, convenience, the type of goods being purchased, and mood.

If you think shopping is a simple act based on simple human needs, you're sadly mistaken. Either that or you're a really good, amazingly efficient and unemotional shopper. For most consumers, shopping takes on meaning beyond a basic exchange of goods and currency, serving as therapy, entertainment, sport, drug, and sometimes, um, torture?

Check for understanding

1. What is shopping? _____
2. Find two more words for the word shopper. _____
3. How do you call the person who sells? _____
4. Which word means 'buy'? _____
5. Which factors can affect a shopping experience? _____
6. How do you call the things that you buy? _____

WORD WALL

Use 5 words from the wall to write sentences.

WORD WALL				
Shop	Purchase	Consumer	Customer	Goods
Retailer	Shopper	Exchange	Currency	Needs

Receipts

WORD BANK

Seller slogan	WE DO IT RIGHT THE FIRST TIME	
Name of the store/shop	2 GOOD 21 JUMP STR WINCITY WINSTATE 41222	
Address		
Where did you check out your shopping?	CASHIER: NO1 CUSTOMER: 201134	
What did you buy?	PURCHASE: BREAD €0.80 MILK, 1.5LTR €1.25 APPLES 1.5KG €1.20 SHAMPOO €3.45 TOILET PAPER €4.67 +18% TAX: €1.47 TAX: €1.47	How much did each item cost? How much did you pay for everything?
How did you pay?	TOTAL: €14.81	
When did you shop?	PAYMENT METHOD: CASH TRANSACTION #1428852150 -001 DATE: 12/04/2015 3:22:30 PM	
Can you return your goods?	NO RETURNS AFTER 7 DAYS THANK YOU	

WORD BANK			
CHARGES	PAYMENT METHOD	RETURN POLICY	OTHER MESSAGES TO LOOK OUT FOR
Full	Cash	No returns without (w/o) receipt	A future discount offer
Discount	Credit card	Within ....days	A message about the store's policy e.g.(eco friendly)
Special price/ Bonus coupon	Cheque	Original packaging	A thank you message
Promo-sale	Debit card	No returns	
Tax		No refund	

Loyalty Programs – Club Cards

Loyalty programs are structured marketing efforts that reward, and therefore encourage, loyal buying behavior – behavior which is potentially beneficial to the firm.

In marketing generally and in retailing more specifically, a loyalty card, rewards

card, points card, advantage card, or club card is a plastic or paper card, visually similar to a credit card, debit card, or digital card that identifies the cardholder as a member in a loyalty program. Loyalty cards are a system of the loyalty business model. In the United Kingdom it is typically called a loyalty card, in Canada a rewards card or a points card, and in the United States either a discount card, a club card or a rewards card. Cards typically have a barcode or magstripe that can be easily scanned, some are chip cards or proximity cards. Small key ring cards (also known as key tags) which serve as key fobs are often used for convenience in carrying and ease of access.

By presenting the card, the purchaser is typically entitled to either a discount on the current purchase, or an allotment of points that can be used for future purchases. The store uses aggregate data internally (and sometimes externally) as part of its marketing research. These cards can be used to determine, for example, a given customer's favorite brand of beer, or whether he or she is a vegetarian. Loyalty programs can be viewed as a form of centralized virtual currency, one with unidirectional cash flow, since reward points can be exchanged into a good or service but not back into cash.

Check for understanding

- Name two advantages for customers through loyalty programs.
- What type of card can someone get from a loyalty program?
- 1. _____ 2. _____ 3. _____
- What might this card look like? 1. _____ 2. _____
- Can reward points be exchanged into cash?
- What do these cards encourage?

Unit 2: Day- to-day survival: eating out

E1	UNDERSTANDING FOOD AND ORDERS Understanding surroundings and objects involved
E2	ORDERING INTERACTION Reserving a table- Ordering-Eating out
E3	TABLE MANNERS Restaurants and wherever food is served

Activity: Eating Out
Environment: Restaurants and wherever food is served
Objectives: <ul style="list-style-type: none"> • To go to a restaurant or other places to order and enjoy a meal and ask for what (s) he wants. • To exchange basic information, related to the process. • To ask for information about the menu, the charges and tips. • To express satisfaction or not concerning the order and the service.
Skills R,W,L,S

E1**Day- to-day survival: eating out****UNDERSTANDING SURROUNDINGS AND OBJECTS INVOLVED****Activity***Auxiliary materials***Task 1: Scan your audience with brief and simple questions about the topic of EATING OUT.**

When do you usually eat out?

What is your favorite restaurant?

Is it cheap or expensive?

What do you usually eat there?

Task 2 : Add some depth.

You can also ask...

What time do you usually eat or have regular everyday meals?

BREAKFAST-----7:30am

SNACK-----10:30am

LUNCH-----1:00pm

SNACK-----4:30pm

DINNER-----7:00pm

Task 3 : Ask your group if they know what the following expressions mean:

As hungry as a wolf

As cool as a cucumber

As flat as a pancake

As easy as apple pie

It's a piece of cake

Like two peas in a pod

WORD BANK		
Very hungry	Very easy	Identical or nearly so
Completely flat	cool	Very easy

Task 4: Show the following signs and ask the learners if they know what they mean.

PPT slide 4

LET'S TALK ABOUT FOOD

What is what





























Chicken, pizza, beer, wine, tomatoes, apples, beef, coffee, biscuits, pork, cucumber, milk, crisps, tea, fish & chips, orange juice, chocolate, hot dog, cheeseburger, bacon, lettuce, potatoes, bananas, beef, onions, sausages, cake, lamb, ice-cream.

*LET'S TALK ABOUT
FOOD*

LET'S TALK ABOUT FOOD				
FRUIT & VEGETABLES	DRINKS & BEVERAGES	FAST FOOD	DESERTS	MEAT

LET'S TALK ABOUT FOOD

PICTURES

Word Wall- match the words to their definitions*TABLE*

WORD WALL				
MAIN COURSE	A PARTY	BOOKING	DESSERT	DRINKS LIST
VEGETARIAN OPTION	STARTER	WAITER	MENU	CHEF
CUTLERY	NAPKIN	TIP	SIDE DISH	

DEFINITIONS
A. A GROUP OF PEOPLE WHO ARRANGE TO EAT TOGETHER.
B. THE FIRST COURSE OF THE MEAL.SMALL PORTIONS OF FOOD SERVED HOT OR COLD.
C. AN ARRANGEMENT MADE WITH A RESTAURANT IN ADVANCE, TO EAT THERE A PARTICULAR TIME.
D. THE MAIN PART OF THE MEAL.
E. BREAD, SALAD OR VEGETABLES IN SAUCE THAT YOU EAT WITH THE MAIN
F. MEAL.SIDE DISHES ARE OFTEN SHARED WITH OTHER PEOPLE AT YOUR TABLE.
G. THE LAST COURSE OF THE MEAL.TYPICALLY A SWEET DISH.
H. A SMALL SUM OF MONEY OFTEN GIVEN TO RESTAURANT STAFF FOR GOOD SERVICE.
I. A LIST OF DRINKS THAT YOU CAN CHOOSE FROM.
J. A PIECE OF SOFT PAPER OR CLOTH THAT YOU USE TO MOP OFF SPILT FOOD.
K. DISHES SUITABLE FOR PEOPLE WHO DO NOT EAT MEAT OR FISH
L. KNIVES, FORKS AND SPOONS
M. A PRINTED LIST OF THINGS THAT A RESTAURANT SERVES

E2**Day- to-day survival: eating out****ORDERING INTERACTION****Reserving a table- Ordering-Eating out**

<i>Activity</i>	<i>Auxiliary materials</i>
<p>Extension Activities</p> <p>Bring some photos of food chains. Ask learners if they recognize them. Ask learners if they have been to any of these and ask them about their experience.</p> <p>In which of these places PPT5 do they say...</p> <ol style="list-style-type: none"> 1. Hand tossed . 2. I'm Lovin it. 3. Have it your way. 4. Grande? Tall? 5. It's what we do. <p>Bring in some takeaway leaflets. Ask learners if they get confused when they have to order over the phone. Act out an order dialogue, like:</p> <ul style="list-style-type: none"> - Hello, (the name of the place), how can I help you? - Hello, I'd like to make an order. - For pickup or delivery? - Delivery. - Can I have your address and phone number please? - 21 Jump Street and my phone number is 567-321-0034 - What would you like? - I'll have _____, and the _____. - Would you like anything to drink? - Yes, two beers <p>Assign a menu maker activity. Bring in a menu or ask students to bring in any kind of menu they like. Then give them a template to work on in order to create their own menu.</p>	<p><i>PPT5</i></p> <p><i>(Handout 1)</i></p>

Watch this. It's so simple.

Your turn now.

ACT OUT THE DIALOGUE

Give learners a small dialogue between a waiter and a customer. Then ask them to read the dialogue.

<https://www.youtube.com/watch?v=lz0IT4Uk2xQ>

DIALOGUE

DIALOGUE	
Waiter	Customer
Can I take your order?	I'd like a cheeseburger ,please.
Would you like anything to drink with that?	Juice ,please
Is that to eat –in or takeaway?	Takeaway ,please.
That's £ 3.89,please.	Here you are
Thank you. Enjoy your meal.	Thank you.

Watch: Etiquette expert teaches how to have good table manners while dining at a restaurant.

<https://www.youtube.com/watch?v=fNte1ZWfa90>

Table Manners

Table manners vary from culture to culture. What is acceptable in one country may be considered extremely rude in another country. Bring in a dinner set and ask for a volunteer to set the table. Ask the learners to comment on whether everything is where it should be.

Hand out the following quiz**True or False?**

1. If your fork falls on the floor, pick it up, clean it with your napkin, and continue using it.
2. When you have finished eating, refold your napkin to the way it was before and put it next to your plate.

(H2)

(answers Handout 3)

3. You should excuse yourself if you must leave the table during a meal.
4. You should stand up to get the salt if it is out of your reach.
5. Don't burp because it is considered rude.
6. Always use the water glass to your right.
7. Keep your elbows off the table, especially when you are eating.
8. Your bread and butter plate is located towards the left of an imaginary line across your service plate.
9. When you finish your meal, put your fork and knife back on the table where they were before.
10. If there are two forks on the table, you should start using the fork closest to the plate.
11. If there are bones in your food, spit them out and put them on the tablecloth.
12. Make slurping sounds when you are eating noodles to show how good they are.
13. In the American style of using silverware, you switch the fork to your right hand to bring food into your mouth.
14. If you do not want a certain food, make an elaborate excuse about why you can't have it.
15. Ask your hostess for a doggy bag to take home the food you cannot finish.
16. If you are the guest, you should not order the most expensive item on the menu unless it is recommended by your host.
17. Go to the bathroom to remove food caught in your teeth.
18. If a piece of food falls off your plate, don't touch it and leave it on the table.
19. Spoon the soup away from you and sip it from the side of the spoon.
20. If the dessert spoon and fork are already on the table, they should be above your plate.

1. Activity: Show this picture for 1 minute and then ask the learners to describe what they see.

2. Activity: Show this picture for 1 minute and then hide it and ask the learners to apply what they saw with pens or pencils.

PPT6

PPT7

Handout 4

S3

Day- to-day survival: eating out

TABLE MANNERS

Restaurants and wherever food is served

Activity	Auxiliary materials
<p>Let's Eat</p> <p>Table manners: the rules of etiquette used while eating which may also include the appropriate use of utensils.</p> <p>In the UK, the host or hostess takes the first bite unless he or she instructs otherwise. The host begins after all food is served and everyone is seated. Food should always be tasted before salt and pepper are added. Applying condiments or seasoning before the food is tasted is viewed as an insult to the cook, as it shows a lack of faith in his/her ability to prepare a meal. In religious households, a family meal may commence with saying Grace, or at dinner parties the guests might begin the meal by offering some favourable comments on the food and thanks to the host. In a group dining situation it is considered impolite to begin eating before all the group have been served their food and are ready to start.</p> <p>The fork is held with the left hand and the knife held with the right. The fork is held generally with the tines down, using the knife to cut food or help guide food on to the fork. When no knife is being used, the fork can be held with the tines up. Under no circumstances should the fork be held like a shovel, with all fingers wrapped around the base. With the tines up, the fork balances on the side of the index finger, held in place with the thumb and index finger. When eating soup, the spoon is held in the right hand and the bowl tipped away from the diner, scooping the soup in outward movements. The soup spoon should never be put into the mouth, and <u>soup should be sipped</u> from the side of the spoon, not the end. The knife must never enter the mouth or be licked. <u>Food should always be chewed</u> with the mouth closed. Talking with food in one's mouth is seen as very rude. Licking one's fingers and eating slowly can also be considered impolite.</p> <p>Only white wine or rosé is held by the stem of the glass; red by the bowl. Wines should be served in the sequence "white before red, light before heavy, young before old". Pouring one's own drink when eating with other people is acceptable, but it is more polite to offer pouring drinks to the people sitting on either side.</p> <p>It is impolite to reach over someone to pick up food or other items. Diners should always ask for items to be passed along the table to them. In the same vein, diners should pass those items directly to the person who asked. It is also rude to slurp food, eat noisily or make noise with cutlery.</p> <p>When one has finished eating, this should be communicated to other diners and waiting staff by placing the knife and fork together on the plate, with the fork on</p>	

the left, its tines facing upwards. Napkins should be placed unfolded on the table when the meal is finished.

Should a mobile telephone (or any other modern device) ring or if a text message is received, the diner should ignore the call. In exceptional cases where the diner feels the call may be of an urgent nature, he should ask to be excused, leave the room and take the call (or read the text message) out of earshot of the other diners.

Check for understanding

When should food be tasted?

Why?

What is considered to be impolite during dining?

When should the diner answer the phone?

What should someone do after finishing his meal?

Research

What do the following expressions mean?

1. *"white before red, light before heavy, young before old".*
2. *out of earshot*
3. *to be excused*

Listening Activity

Play any file you decide without the learners seeing the description of it.

Ask the learners to try to identify the eating sounds they hear.

Log on to the following site:

<http://www.soundsnap.com/tags/eating>

Unit 3: Socializing

SO1	CASUAL MEETING/GETTING ON WITH PEOPLE
SO2	UNDERSTANDING SEVERAL TYPES OF EVENTS
SO3	INTERACTING IN SOCIAL ENCOUNTERS

Activity: Socializing
Environment: Home, away from home; discos, parties, schools, hotels, campsites, restaurants etc.
Objectives: By the end of this teaching session the trainee should be able to socialize casually by taking part in routine, predictable conversations and participate in a conversation in a casual or semi-formal situation for a short time.
Language Skills: Listening, Speaking, Reading

SO1**Socializing****CASUAL MEETING/GETTING ON WITH PEOPLE****Activity***Auxiliary materials***Task 1: Scan your audience with brief and simple questions about the topic of socializing.**

Do you like talking to other people?

Who do you like talking to most? Why?

What do you like talking about?

What don't you like talking about?

Task 2: Add some depth

What do you usually talk about with your friends?

What do you usually talk about with your family?

Task 3: Ask your group if they know what the following words mean:

socialize, talk, conversation, dialogue, casual/routine conversation, semi-formal situation

WORD BANK

What's up?	How are you doing?	Not bad	What's going on?	How are things going?
How are you?	Bye, bye	I'm OK	It's going well, buddy, pal, mate	bye, talk to you later
Catch you later		Pretty good		Great thanks!

Part b

Now, look at those casual everyday expressions used in the above conversation.

How many did you manage to find?

"Hi" and "hey" are two words which are also used to say "hello," informal ones.

“How’s it going?” is an informal way say “How are you (doing)?”

“Fine, thanks!” a more informal equivalent of “I am fine thank you!”

“What are you up to” is an informal way to say “what are you doing,” “what are you planning to do.”

“Bro” is an informal (slang) word used when referring to a brother, or a male friend.

“See you later” is a short form used instead of “I will see you later” and it is an informal way to say “goodbye.”

“Oh” is an exclamation, a sign of casual language.



READ

Having a hard time socializing?

- Instead of focusing on coming up with clever conversation starters that will instantly woo the other person, focus on:

Smiling and holding eye contact;

Breathing regularly and relaxing your body;

Keeping your posture open and non-threatening.

- Ask good questions.

“How was your day/evening/weekend?”

“What do you do

“That’s a nice shirt/suit/pair of glasses. Where did you get them?

“What do you think of this event/ party/ gathering?”

“Who do you know here?”

“Have you ever been to this place before?”

Also, always keep in mind that when it comes to making conversation, the way you talk is often much more important than what you actually say. If you are confident and at ease, people will love talking with you and what you say becomes secondary.

SO2**Socializing****UNDERSTANDING SEVERAL TYPES OF EVENT****Activity***Auxiliary materials*

Greeting is an act of communication in which human beings intentionally make their presence known to each other, to show attention to, and to suggest a type of relationship (usually cordial) or social status (formal or informal) between individuals or groups of people coming in contact with each other.

Activity 1. Label the pictures. Can you name any other types of greeting?

PPT 8

Activity 2. Guess the holiday and the items related to each one of them.

PPT9

Life itself is a special occasion. In our lifetime we attend several ceremonies and events. At some of them we are the “key” person and attract everyone’s attention and wishes, at others we are guests and on only one we wish we were neither invited nor hosting it.

- Can you name any of the (ppt 10) events?
- What do we say in each event?

PPT10

Wedding	Birthday	Congratulations	Graduation
Funeral		Happy Birthday	Christening
God Bless	My condolences		It was a lovely service

- Where would you hear :
Vows ? A Eulogy? A song ? A speech?
- On which occasion would someone say :
To tie the knot
To kick the bucket
To pop the question
To pass away

1. Ask the learners

- What is your favorite holiday or special occasion?
- How do you celebrate?
- Do you like holidays?
- Describe a holiday you will never forget

2. Bring in several types of invitations i.e. wedding, party e.t.c.

Distribute templates of different types of invitations and ask them to answer :

- Who is doing or having an event?
- Where is it happening?
- What time is it taking place?
- Do you have to bring something?

3.Role-play & Conversation.

Put a picture of a party up on the board or on the wall where students can see it. Ask students what they see going on in the picture. Then ask students how they would invite someone to a party and what they would say if they wanted to go or did not/could not go to the party. Write answers on the board. Cut out the conversation strips (H5) . Divide learners into groups according to the situation. Encourage them to act out the dialogues.

H5

Target Language: Refusing & Accepting

Giving Invitations:

What are you doing on (day/date)?

Would you like to. . .?

How about. . .?

Do you want to. . .with me?

I'd like to invite you to. . .

Accepting Invitations:

Thanks! That sounds like fun.

Sure. Thank you for the invitation.

When is it?

What time does it start/end?

Let's meet at. . .

What date/day is it?

Refusing invitations:

No, thank you.

I'm sorry, but I have to. . .

Thanks, but I have another appointment at that time.

I can't. I'm sorry.

Watch this tutorial video about Party Etiquette | Good Manners

Discuss about your party manners. Do you do the same things?

<https://www.youtube.com/watch?v=DmwLcQyggAc>

SO3**Socializing**
INTERACTING IN SOCIAL ENCOUNTERS

<i>Activity</i>	<i>Auxiliary materials</i>
<p>Let's Date</p> <p>Activity</p> <p>Get a selection of numbered flashcards of different types of people. Place them on a board and ask learners the following questions:</p> <ul style="list-style-type: none"> - Who got their attention at first sight? - Who did they find attractive and why? - How would they introduce themselves to them? <p>Activity Speed Dating</p> <p>Men and women are rotated to meet each other over a series of short "dates" usually lasting from three to eight minutes. At the end of each interval, the organizer rings a bell, clinks a glass, or blows a whistle to signal the participants to move on to the next date. At the end of the event participants submit to the organizers a list of who they would like to provide their contact information to.</p> <p>Set a time limit .Ask them to introduce themselves: Name, age, occupation, interests. Ring the bell for them to move on.</p> <p>Discuss</p> <p>Hold a discussion about the experience. Ask learners to describe their own experience in dating.</p> <p>Scenarios</p>	<p><i>Handout 6</i></p>

Unit 4: Travelling and sightseeing

TS1	LEARNING ABOUT TRAVELLING
TS2	GOING PLACES
TS3	PACKING
	Travelling & Sightseeing Getting information Going on tours Showing people around

Activity: Travelling & Sightseeing
Environment: Tourist offices, travel agencies, tourist sites, towns/cities/schools/ colleges/universities
<p>Objectives</p> <p>By the end of this teaching session the trainee should be able to:</p> <ul style="list-style-type: none"> • Ask for and understand the required - familiar, non-specialized - information from a tourist office • Understand the outline of simple information given on a guided tour. • Give simple explanations about familiar places. • Understand the general outline of a guided tour where the type of place visited is familiar. • Answer questions of a routine nature and provide simple explanations. • Understand key points (dates, departure times and costs) in a brochure or leaflet in a tourist information centre. • Understand the main points of information given on posters. • Understand what the principal attractions of a place are, as described in a brochure or leaflet. • Understand public signs, most tourist brochures and guidebooks. • Read descriptive notes on museum exhibits, and explanatory boards in exhibitions.
Language Skills: Listening, Speaking, Reading

TS1**Travelling and sightseeing**
LEARNING ABOUT TRAVELLING

<i>Activity</i>	<i>Auxiliary materials</i>
<p>Task 1: Scan your audience with brief and simple questions about the topic of sightseeing.</p> <p>Do you like travelling to new places?</p> <p>Do you like sightseeing?</p> <p>What kind of places do you like to travel to?</p> <p>Have you ever been on a guided tour?</p> <p>Task 2: Add some depth.</p> <p>What's the first thing that comes to your mind when you hear the words "guided tour?"</p> <p>Do you like learning fun and historical facts about the place you are visiting?</p> <p>Do you usually look for information on the place you are going to visit?</p> <p>Task 3: Ask your group if they know what the following words mean:</p> <p>tourist office, tourist information center, guided tour, tour guide, open tour, open bus, brochure, leaflet, guidebook, poster, sign, descriptive notes, tourist attraction, museum exhibits, opening hours, departure time, time of arrival, meeting point</p>	
<p>Task</p> <p>Collect as many of these you can and bring them in the classroom and ask them to describe them and discuss</p> <ul style="list-style-type: none"> - Which ones do they find most appealing? - Which ones would they choose and why? 	<p><i>PPT 11</i> <i>WORD WALL</i></p>

WORD WALL				
Flight	Bus Routes	Package Deal	Cruise	Transportation
Station	Hotel Reservation	Luggage	Trip	Passport
Booking	Check In/Out	Currency	ID	Vacation

Look at this picture.

Is travelling today like it used to be? Discuss about the changes.



Plan your perfect trip

1. Decide where you want to go
2. Decide the length of your trip
3. Research your costs
4. Check for last-minute deals
5. Book your flight
6. Book your accommodation
7. Plan your activities
8. Pack

Activity :

PPT 12

Show the map to the students and ask them where would they like to travel and why?

Then start showing random countries and ask them what comes to their minds at the sound of each country.

Write everything on the board.

Activity: act out the dialogues.

(Handout 7)

TS2**Travelling & Sightseeing**
GOING PLACES**Activity***Auxiliary materials*

The image is also available on PPT 13

Check for Understanding

What is this?

Whose is it? Or Who does it belong to?

When is he flying?

What time is he flying?

Where is he flying from?

Where is he flying to?

Which gate does he depart from?

Where is his seat?

What class is he flying?

Which airline is he taking?

What is the flight number?

Now try to create your own fake ticket

<http://omatic.musicaairport.com/>

Activity :

Show the signs (PPT 14) and make sure learners know what they mean.

- Leaving?

PPT 14

- Arriving?
- Picking up your suitcase?

You need to find :

Phone WC/ Toilets Disabled Access Smoking Area

At the airport : Are you lost? No worries. Show this picture of a list of services at Heathrow Airport

PPT 15

Ask the learners to observe carefully for 2 minutes as they will be shown the icons only and asked to say what they stand for.

PPT 16

Activity : Watch the following scene from the movie “The Terminal”

<https://www.youtube.com/watch?v=nmuXMDLYzPg>

Discuss with the learners if they ever got caught up in a similar situation.

Verify that they understand the meaning of:

- What is the purpose of your visit? Business or pleasure?
- How long will you be staying?
- Could I see your return ticket?
- This is just a standard procedure.
- I need to see your boarding pass .
- Unattended luggage will be removed for inspection and may be destroyed.
- Did you pack this bag yourself?
- Do you have anything to declare?
- Flight AD533 is now boarding.
- Flight GR566 has been cancelled.
- Flight SK349 has been delayed.
- Would passenger Tim Rim please come to...
- This is the final call for flight VA921 to
- ...please make your way to Gate 29.

Scenarios that always trouble you when travelling abroad.

1. You are at the bus stop confused and worried because you don't know:

- How often does the bus come.

- If you can get a ticket on the bus.
- If the bus stops close to where you want to get off.
- Until what time do buses run.

Ask someone at the bus stop all the above. Start with : Excuse me, do you happen to know

2. You want to get to the airport because you have to catch a flight. You missed the bus so you'll either call a taxi or just go outside and hail one. On your way you're wondering :

- Does the driver accept credit cards?
- Is there a flat fee to the airport?
- Can I get a receipt?

Act out the scenario.

PPT 17

Task 1: Show the following signs and pictures and ask the learners to talk about them using words from the word bank below:

Word bank:

tourist office, tourist information center, guided tour, tour guide, open tour, open bus, brochure, leaflet, guidebook, poster, sign, descriptive notes, tourist attraction, museum exhibits, departure time, time of arrival, meeting point.

Task 2: Imagine that you are visiting a city abroad and you decide to enter a tourist information centre (TIC) and ask for information.

PPT 18

TIC assistant: Hello! How can I help you?

You: Hello! I'm in the city on holiday. Could you give a leaflet with main attractions in it?

TIC assistant: Of course I can. Here, take this leaflet and this free city guide about some local attractions.

You: Thank you very much! How can I see the whole of the historical city centre?

TIC assistant: Have a look at the leaflet*. There is an open bus tour of the city centre on Monday, Wednesday and Saturday that starts at 10 am and finishes at 1 pm. You can buy the tickets at the kiosk around the corner.

You: That's great! Do you know how much tickets cost?

TIC assistant: They are 10 Euros per person.

You: Where does the tour start from?

TIC assistant: The pickup point is the green kiosk outside the City Hall.

You: Thank you very much for the information!

TIC assistant: You are welcome. Goodbye!

Now, answer the following questions:

- What is the best way to see the city?
- When can tourists go on that tour?
- How long does each tour last for?
- How much does it cost?
- Where does the bus leave from?

Task 1:

You have just arrived in Athens on a 7-day trip but the weather is really hot so you have decided not to follow the rest of the group outside the city. Look at the brochure extract A and tell your classmates which places you are not going to visit. Then choose some activities from brochure extract B to do on those days.

Brochure A
Brochure B

Task 2:

Part A

Ask learners to write some information about their city/town/village. They can think up some of it if they want.

Name of your place: _____

Tourist attraction 1: _____

Ticket prices, opening times: _____

Ways to get there: _____

Tourist attraction 2: _____

Ticket prices, opening times: _____

Ways to get there: _____

Part B: Role play

Divide the group into tourist information centre assistants and tourists. Tourists should ask ICT assistants for information on the city's places of interest and ICT assistants should use their notes to provide the relevant information to help them decide which attraction to visit. Ask them to switch roles.

BROCHURE A



ATHENS, GREECE

History, civilization, culture, architecture, mythology, democracy and philosophy, there is no city like Athens Greece. One of the oldest cities in the world, the recorded history of Athens dates back over 3,000 years. It is the birthplace of democracy and the cradle of Western Civilization where arguably the greatest minds of ancient times were found. Today, Athens Greece is a booming metropolis, where the past meets the present, and it is among the most popular tourist destinations on the European continent. Athens is both the capital of Greece and the country's largest city, and it is named in honor of the Greek goddess Athena, daughter of Zeus.

Athens has it all, and besides offering a wealth of history, travelers to this great city will find some of the best beaches in Greece, world-class dining and shopping opportunities, a vibrant city center and enviable nightlife. Athens' surrounding suburbs pick up where the main city leaves off, and the mountains and hills found in and around Athens, such as Lykavittos Hill, are popular grounds for diverse activities.

Plans are in the works for an in-depth program of optional tours and activities. We will begin our explorations with an included Orientation Tour of the city, the Acropolis and the New Acropolis Museum. Following are some of the sights we hope to incorporate into half day and/or full day excursions during our one week stay in this fascinating and breathtaking country!

- Day 1**
 - Small Treasures of Athens – Lalaounis Jewelry Museum and the Plaka (half day)
 - Byzantine Hikers – Hike the trails of Mt. Hymettus where some of the most important Byzantine monuments lie (half day)
- Day 2**
 - Archaeological Walking Tour – Ancient Agora located at the foot of the Acropolis (half day)
- Day 3**
 - Tour the National Archaeological Museum – half day
- Day 4**
 - Tour to Cape Sounion and Wine Tasting in a Local Winery – A scenic drive along the Apollo Coast to visit the Temple of Poseidon (full day)
- Day 5**
 - Hydrofoil to the island of Hydra – an island that has captured every artist's delight (full day)
 - Delphi – 115 miles northwest of Athens in Central Greece. Delphi is perched on the slopes of Mt. Parnassus with views of the Gulf of Corinth. Now a UNESCO World Heritage site, Ancient Delphi reached its peak in the 4th Century BC, during which large numbers of pilgrims traveled to Delphi Greece to receive advice from the Delphi Oracle. (full day)
- Day 6**
 - Tour to Argolid – Includes stops at the Corinth Canal; the fortified city of Mycenae; Nafplion; and the Theatre of Epidauros, the most famous and best preserved of all the ancient theatres in Greece. (full day)

BROCHURE B



Do as we do! TOP 10

1. Walk uphill to see the *Acropolis*.
2. Visit the *Acropolis Museum*.
3. Shop around *Monastiraki's* flea market.
4. Stroll around the narrow paved streets of *Plaka*.
5. Have your coffee in a traditional café at *Karytsi Square*.
6. Taste the Greek traditional cuisine in *Gazi*.
7. Drink in the view of Athens from *Lycabettus Hill*.
8. Enjoy the nightlife around *Agia Eirini's Square*.
9. Take a romantic stroll in the *National Gardens of Athens*.
10. Visit the ancient *Agora*.



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Task 1: Play the following video which shows a tour of Buckingham Palace.

<https://www.youtube.com/watch?v=QeE7KW6I3KU>

Then ask learners the following questions:

- Can you name one or two parks which are located close to Buckingham Palace?
- Who lives in Buckingham Palace?
- What is the original name of the palace?
- How many state rooms does the palace have?
- When can the public see the Buckingham Palace?
- What time does the Changing of the Guard take place?
- What is one of the most stunning pieces in the palace (mentioned at the end of the video)?

(You can play the video more than once if the learners wish.)

Task 2:

PPT 19

You and your friend are on your last day in the USA and you want to spend as many hours as possible visiting a lot of places and seeing as much as possible but you cannot spend more 70 dollars. Look at the following leaflets (PPT 19) and choose a place that matches your needs. Then give reasons for your choice. Work in couples.

TS3**Travelling & Sightseeing
PACKING**

Activity	Auxiliary materials
<p>Tune it up</p> <p>Music and travel have always gone together.</p> <p>Activity: Find the right singer, Who sang What?</p> <p>Add your own favorite song.</p>	<p><i>WHO SANG WHAT?</i></p>

WHO SANG WHAT?							
1. A ticket to ride				A. Frank Sinatra			
2. Hit the road Jack				B. John Denver			
3. Been around the world				C. Iggy Pop			
4. Fly Away				D. The Beatles			
5. I drove all night				E. Lisa Stansfield			
6. The passenger				F. Roy Orbison			
7. Come fly with me				G. Ray Charles			
8. Leaving on a jet plane				H. Lenny Kravitz			
1.	2.	3.	4.	5.	6.	7.	8.

<p>If you've ever had problems closing your suitcase, this video will show you just how to make the most out of every inch - so you can stop wrestling your case and start enjoy your trip!</p> <p>Activity: Pack like a Pro</p> <p>Ask the following questions</p>	<p><i>Watch the video</i> https://www.youtube.com/watch?v=Llk8v_Osm8</p>
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True or false?

- 1. Lay everything on the table.
- 2. Put shoes in your underwear.
- 3. Put jeans and skirts first in the suitcase.
- 4. Through a garbage bag on top.
- 5. Put objects in the corner.
- 6. Roll belts.
- 7. Through your toiletries inside.
- 8. Put your camera in your shoes.

Ask learners to recall the steps.

Remember:
Don't be late, the rest
can't wait

Unit 5: Emergencies

E1	IN CASE OF DANGER
E2	DISASTER AND PLANNING AHEAD
E3	ASKING FOR HELP
	<p>Emergencies - Dealing with emergency situations</p> <p>Calling emergency services</p> <p>Asking for help</p> <p>Describing an emergency situation (people, places, things, events)</p>

Activity: Dealing with emergency situations
Environment: Public places, private places
Objectives: By the end of this teaching session the trainee should be able to call an emergency number, give their location and ask for relevant service. They should also be able to indicate and describe the nature of a problem, understand simple questions and follow instructions.
Language Skills: Listening, Speaking, Reading, Writing

E1**Emergencies
IN CASE OF DANGER**

<i>Activity</i>	<i>Auxiliary materials</i>
<p>Task 1: Scan your audience with brief and simple questions about the topic of emergency situations.</p> <p>What comes to your mind when you hear the word “emergency?”</p> <p>Have you ever been in a dangerous situation?</p> <p>Can you name some really dangerous situations/emergencies?</p> <p>Task 2 : Add some depth.</p> <p>What is an emergency? When should you call the emergency services?</p> <p>What is not an emergency? When shouldn’t you call the emergency services?</p> <p>What are the main emergency services?</p> <p>What is the official emergency telephone number?</p> <p>Task 3: Ask your group if they know what the following words/phrases mean:</p> <p>911 dispatcher/emergency operator, injury, injured, dead faint, heart attack, medication, breakdown, car accident, fire, burning building, crime, housebreaking, burglary, mugging, stealing, armed robbery, killing</p>	
<p>Understanding the emergency services</p> <p>Task 1: Show the following images to the learners and ask them to link them to the words in the previous task</p> <p>Task 2: Play the following video which shows an emergency call conversation between a caller and an emergency operator.</p> <p>Then ask the learners to identify the problem, the solution given and ask them if they have had any similar experiences in the past.</p> <p>Task 3: Choose the correct answer to complete the sentences</p> <p>1. The robber was holding a _____. a) big gun</p>	<p><i>PPT 20</i></p> <p>https://www.youtube.com/watch?v=apZi5w6qOw</p>

- b) frying pan
- c) a ring

2. The firefighters managed to _____ the fire.

- a) light
- b) switch off
- c) put out

3. The burglars stole a _____ from my house.

- a) valuable painting
- b) bus
- c) traffic jam

4. The car didn't stop at the _____ and caused a(n)_____.

- | | |
|---------------|-------------|
| a) restaurant | a) burglary |
| b) red light | b) robbery |
| c) bus stop | c) accident |

Calling the emergency center

Task 4: Question set you might be asked. Answers you could give:

What is happening?

I just saw/heard _____

A man/lady just _____

What is the location of the incident?

It's _____

What is your current location?

I'm in/at _____

Are there any injured people?

Yes, there is/are _____

No, there aren't.

What is your name?

My name is _____

What is your phone number?

My phone number is _____

Word bank

injury, injured, dead faint, heart attack, breakdown, car accident, fire, fire extinguisher, crime, housebreaking, building, burglar, burglary, mugging, stealing, armed robbery, weapon, 15 Oscar Street

*PPT20***Task 1:**

Show the following images of emergencies and ask learners what they would say to the emergency operator and how they would describe the emergency. They can use words from the word bank.

Word bank

fire, building, first/second floor, town, injured
car accident, high speed, drivers, heavily injured,
crime, mugging, mugged, stole, bag, knife
burglary, burglar, ground floor, window

Task 2:

How to ask for what you want and describe an emergency. Each learner can choose one emergency to describe (a, b, c).

I want to report _____

a) Someone broke into _____

I am hidden in _____

b) Someone attacked _____

An old lady is _____

c) A car hit a _____

There is a little boy _____

d) A fire started _____

Two people _____

*H8***Task 3:**

You are calling the emergency service to report an emergency. Put the sentences from the box in the correct place in the dialogue.

Task 1: Part A

You saw this man (PPT21) setting a forest fire and running away. You called the police and gave a description. Which is the best description of the suspect?

(PPT21)

1. He was about 40 years old. He had short brown hair and a moustache. He had green eyes and a scar on his left cheek. He was wearing a red grey top.
2. He was about 40 years old. He had short brown hair and a moustache. He had green eyes and a scar on his left cheek. He was wearing a dark grey top.
3. He was about 40 years old. He had short brown hair and a beard. He had green eyes and a scar on his left cheek. He was wearing a dark grey top.

(PPT21)

You saw this woman (PPT21) walking out of a store with a mobile phone computer she hadn't paid for. Complete the description with appropriate words?

She is about _____ years old. She has _____, _____ hair and _____ eyes. She also wears a _____ top.

Part B

(PPT22)

Now, show the following pictures (PPT22) to the trainees and ask them to describe: the people, the vehicle and the situation to the operator, using as much descriptive language as possible.

Task 2: Role play

Divide the group into emergency callers and emergency operators. Encourage them to pair up and practice phone conversations or send emergency text messages. A student from each pair could even go to a different room so that the phone call/text messages seem more realistic. Ask them to switch roles.

They should ask and answer questions about: "Where, What, Who, When, Why" using words/phrases from previous tasks if they wish

E2**Emergencies**
DISASTER AND PLANNING AHEAD

Activity	<i>Auxiliary materials</i>
<p>Activity: Read both texts carefully and slowly.</p> <p>When you are done fill the gaps (handout 9) without the texts in front of you.</p> <p>An emergency is a situation that poses an immediate risk to health, life, property, or environment. Most emergencies require urgent intervention to prevent a worsening of the situation. While some emergencies are self-evident (such as a natural disaster that threatens many lives), many smaller incidents require that an observer (or affected party) decide whether it qualifies as an emergency.</p> <p>Activity : Read</p> <p>The next time disaster strikes, you may not have much time to act. Prepare for a sudden emergency. Learn how to protect yourself and cope with disaster by planning ahead. Prepare an emergency plan. Post the plan where everyone will see it- on the refrigerator or bulletin board.</p> <p>Activity Discuss the posters</p> <p>Do you have a survival kit? Ask learners to prepare a checklist (H10) corresponding to this leaflet.</p> <p><i>Can you handle an emergency? (PPT24)</i></p> <p><i>Enjoy and Don't Panic!</i></p> <p><i>You're confronted by a black bear in the woods.</i></p> <p><i>Play dead. Absolutely not. Do you know what to do in case of emergency?</i></p> <p>Steps to take when an emergency occurs:</p> <ol style="list-style-type: none"> 1. Take a deep breath. 2. Count to 10. Tell yourself you can handle the situation. 3. Check for danger. Protect yourself and the injured person from fire, explosions, or other hazards. 4. Try to look at the situation as a whole. <p>It doesn't really matter what emergency situation you are faced with — remaining calm is always important if you want the best possible outcome. Always keep in mind that you need to remain level-headed during a crisis and that an emergency will be handled best without hysteria and excitement.</p>	<p><i>handout 9</i></p> <p><i>PPT 23</i></p> <p><i>H10</i></p> <p><i>PPT24</i></p>

E3**Emergencies**
ASKING FOR HELP

Activity	<i>Auxiliary materials</i>
<p>In case a disaster doesn't strike</p> <p><i>If there's something strange in your neighborhood</i></p> <p><i>Who ya gonna call?</i></p> <p><i>If there's something weird and it don't look good</i></p> <p><i>Who ya gonna call?</i></p> <p><i>If you're seeing things running through your head</i></p> <p><i>Who can ya call?</i></p> <p><i>An invisible man sleeping in your bed</i></p> <p><i>Who ya gonna call?</i></p> <p><i>If ya all alone pick up the phone</i></p> <p><i>and call</i></p> <p><i>When it comes through your door Unless you just want some more</i></p> <p><i>I think you better call</i></p> <p><i>Who ya gonna call?</i></p> 	
<p>Please Help Me!</p> <p>Scenarios (also H12) Role play</p> <p>SA & SB Act out a dialogue that may occur in the following situations :</p> <p>SA: You are trapped in an elevator.</p> <p>SB : You are outside the elevator and you can hear the person inside it.</p>	<p><i>H12</i></p>

SA : You've been verbally and wrongfully attacked.

SB : You have witnessed the situation.

SA : You were attacked by SB's pet.

SB : ?

Useful expressions:

What's wrong? / What happened?

Are you ok?

How can I help?

Is there something I can do?

Unit 6: Correspondence-Telephone-Communication

C TC 1	UNDERSTANDING AND BEING UNDERSTOOD IN WRITTEN AND SPOKEN COMMUNICATION
C TC 2	LEAVING AND TAKING MESSAGES
C TC 3	UNDERSTANDING AND WRITING FAXES, LETTERS, MEMOS, E-MAIL, ETC.

Activity: Dealing with communication
Environment: Professional and Personal
Objectives: By the end of this teaching session the trainee should be able to understand and act on a standard letter, for example an order, within own work area.
Recognize and understand at least partially the general meaning of a non-routine letter within own work area.

CTC1**Correspondence-Telephone- Communication****UNDERSTANDING AND BEING UNDERSTOOD IN WRITTEN AND SPOKEN COMMUNICATION**

Activity	<i>Auxiliary materials</i>
<p>APPENDIX</p> <p>Words and phrases to use when on the phone</p> <p>A lot of people find it difficult to make phone calls in a foreign language – and that's understandable. You can't see the person you are talking to, their voice might be unclear, and you might find it difficult to find the right words.</p> <p>One thing you can do to improve your telephone skills is to learn some of the multi-word verbs that are commonly used in telephone conversations. Most of them are featured in this module. Hold on means 'wait' – and hang on means 'wait' too. Be careful not to confuse hang on with hang up! Hang up means 'finish the call by breaking the connection' – in other words: 'put the phone down.'</p> <p>Another phrasal verb with the same meaning as hang up is ring off. The <i>opposite</i> of hang up / ring off is ring up – if you ring somebody up, you make a phone call. And if you pick up the phone, (or pick the phone up) you answer a call when the phone rings.</p> <p>"Hang on a second..."</p> <p>Check for understanding</p> <p>Which two expressions mean wait? _____</p> <p>Which expression means put the phone down? _____.</p> <p>Which expression means make a phone call? _____</p> <p>Which expression means answer a call _____.</p> <p>If you are talking to a receptionist, secretary or switchboard operator, they may ask you to hang on while they put you through – put through means to connect your call to another telephone. With this verb, the object (you, me, him, her etc.) goes in the middle of the verb: put <u>you</u> through.</p> <p>But if you can't get through to (contact on the phone) the person you want to talk to, you might be able to leave a message asking them to call you back. Call back means to return a phone call – and if you use an object (you, me, him, her etc.), it goes in the middle of the verb: call <u>you</u> back.</p>	<p><i>H13</i></p>

Check for understanding

Which expression means connect your call to another telephone?

_____.

Which expression means contact on the phone ? _____

Which expression means to return a phone call ? _____

Another thing to think about when talking on the telephone is formality.

It's important to use the right **level of formality** – if you are too formal, people might find it difficult to feel comfortable when they talk to you. On the other hand, if you are too informal, people might think you are rude!

Generally speaking, if you are talking to someone in a business context, you should use **could, can, may** or **would** when you make a request: '**Could I speak to Jason Roberts, please?**' '**Can I take a message?**' '**Would next Wednesday be okay?**'. You should also use **please** and **thank you** or **thanks very much** whenever you ask for, or receive, help or information.

It's important to show politeness by using words like **would, could, please, thank you** etc. But it's also okay to use some of the features of informal/spoken English - short forms, phrasal verbs and words like **okay** and **bye** - in other words - everyday English! So phrases like **I'm off to a conference..., no problem, bye!** and **hang on a moment and I'll put you through** are perfectly acceptable, as long as the overall tone of the conversation is polite.

- Which words would you use to make a request?

One last tip - it's better to ask for help or clarification when you're having a telephone conversation, than to pretend you understand something that you didn't. It's perfectly acceptable to use phrases like '**Could you repeat that, please?**' '**Could you speak a little more slowly, please?**' and '**would you mind spelling that for me please?**' Using phrases like these will help make sure that you have a successful phone call, and may save you from lots of problems later on. You could always say that **the line's very bad today** if you can't hear very well. And it's also a good idea to practice words, phrases and vocabulary before you make the call!

- Is it best to pretend you understand something that you didn't?
- If someone is talking too fast, what would you say?
- When would you say '**the line's very bad today**' ?

Play a game: Real phone messages

Students are asked to record their voices on their mobile phones or on the

computer if they are in a lab and get them to leave phone messages for each other that need a response, e.g. ideas for when to meet up or an offer as part of a negotiation. Another group then listens to that message and leaves a response on the same machine. Repeat until there are at least 4 messages on each machine. When time is up, give points for having reached a successful conclusion, e.g. having made the arrangement for a meeting. This activity is easier if you have 2 or more rooms available.

Check your understanding by reading the scripts below:

Connecting

Michelle: Hello, you've reached the marketing department.
How can I help?

Male: Yes **can I speak to** Rosalind Wilson, please?

Michelle: **Who's calling please?**

Male: It's Richard Davies here

Michelle: Certainly. **Please hold and I'll put you through.**

Male: Thank you.

Michelle: Hello, marketing. **How can I help?**

Male: **Could I speak to Jason Roberts please?**

Michelle: Certainly. **Who shall I say is calling?**

Male: My name's Mike Andrews.

Michelle: **Just a second - I'll see if he's in.** Hello, Jason, **I've got Mike Andrews on the phone for you** ... OK - I'll put him through. **Hang on a moment**, I'm just putting you through.

Make a list of the highlighted phrases and use them to role play with your partner.

Appointments

Check your understanding by reading the script below

Michelle: Mr Hibberd's office!

Peter: Hello, **can I speak to Brian Hibberd, please?**

Michelle: **I'm afraid he's in a meeting** until lunchtime. Can I take a message?

Peter: Well, **I'd like to arrange an appointment** to see him, please. It's Peter Jefferson here.

Michelle: Could you hold on for a minute, Mr Jefferson. **I'll just look in the diary.** So **when's convenient for you?**

Peter: Some time next week if possible. I gather he's away the following week.

Michelle: Yes, that's right, he's on holiday for a fortnight.
Peter: Well, I need to see him before he goes away. So **would next Wednesday be okay?**
Michelle: Wednesday . let me see . he's out of the office all morning. But he's free in the afternoon, after about three.
Peter: Three o'clock is difficult. But **I could make it** after four.
Michelle: **So shall we say 4.15 next Wednesday,** in Mr Hibberd's office?
Peter: Yes, that sounds fine. Thanks very much.
Michelle: Okay, then. Bye.

Make a list of the highlighted phrases and use them to role play with your partner.




Messages

Claire: Hello, finance department
Female: Hello, **can I speak to** Adrian Hopwood, please?
Claire: I'm **afraid he's** in a meeting at the moment. **Can I help?**
Female: No I need to talk to Mr Hopwood, I think. What time will he be out of the meeting?
Claire: In about an hour. **Can you call back later?**
Female: Okay, I'll do that.
Claire: Or **can I take a message?**
Female: Actually, would you mind? **Could you tell him that** Jennifer McAndrews called and that I'm in the office all day if he could call me back.
Claire: **Can I take your number,** please?
Female: Yes, it's 5556872.
Claire: 5556872. Okay, **I'll make sure he gets the message.**
Female: Thanks very much for your help, bye!
Claire: Goodbye!

Make a list of the highlighted phrases and use them to role play with your partner.

CTC2

Correspondence-Telephone- Communication
LEAVING AND TAKING MESSAGES

Activity	Auxiliary materials
<p>Emails emails E-mails e-Mails</p>  <p>The at-sign, @, normally read aloud as "at", also commonly called the at symbol or commercial at, and less commonly a wide range of other terms (such as the <i>strudel</i>), is originally an accounting and commercial invoice abbreviation meaning "at a rate of".</p>  <p>An email attachment is a computer file sent along with an email message. One or more files can be attached to any email message, and be sent along with it to the recipient. This is typically used as a simple method to share documents and images. A paper clip image is the standard image for an attachment in an email client.</p>  <p>Email spam, also known as unsolicited bulk email (UBE), junk mail, or unsolicited commercial email (UCE), is the practice of sending unwanted email messages, frequently with commercial content, in large quantities to an indiscriminate set of recipients.</p>	
<p>Do you recognize this excerpt?</p> <p><i>I turn on my computer. I wait impatiently as it connects. I go online, and my breath catches in my chest until I hear three little words: You've got mail. I hear nothing. Not even a sound on the streets of New York, just the beating of my own heart. I have mail. From you.</i></p> <p>After reading it have a group discussion about emails and talk about the following:</p>	

Do you have an email account? If so, can you spell it?

How often do you check your emails?

Do you respond on time?

Do you use it for personal or professional purposes or both?

Do you like writing emails?

Can you handle email correspondence? If yes or no give examples.

Research activities

Look for tips for writing emails on the internet. Put together a list of the most important ones and bring them to class to discuss with the others.

Activity: Emailing appointments race

Students send short “emails” written on scraps of paper to each other to try to make new arrangements, e.g. going for a drink after work or having a meeting. The person who has made the most new arrangements in 20 minutes is the winner of the game.

Reading

Look at the two emails below and decide which one would make a better impression on the recipient. Discuss this with your partner and give reasons for your opinion.

Think back to the original discussion you had.

EMAIL 1

EMAIL 2

EMAIL 1

Re: Interest in your products

Dear Mr Hall

I saw your advertisement in the latest issue of Technology Monthly and I would be interested in receiving a brochure and price list from you. I am the Purchasing Manager of a small company which manufactures mobile phone covers and some of your products may be exactly what we are looking for.

I will also be at the electronics trade fair next month in Hamburg. As I see you will have a stand there, we could also meet in person and discuss a possible collaboration.

I look forward to your reply.

Yours sincerely,

Kate Simpson

EMAIL 2**Re: Technology Monthly**

Dear Mr Hall

You had an advert in an issue of Technology Monthly and I think your products look very interesting. I work for a company in a very similar field and therefore would like to know exactly what you can offer us. Can you send me all the important information about your products?

I will probably be in Hamburg next month at the trade fair so if you are also going to be there can you let me know?

I hope we can meet.

Best wishes,

Kate Simpson

Right or wrong?

Read these tips about first contact emails and decide with your partner if they are right or wrong. Give reasons for your decisions. Are there any other tips you would add?

1. Make sure your subject line clearly expresses the aim of your email.
2. Write in an informal manner so that you appear friendly.
3. Rely on your spell checker to catch all your mistakes.
4. Make it clear exactly why you are writing to the person.
5. Assume that only the person you are writing to will see this email.
6. Write short paragraphs.
7. Identify yourself clearly.
8. Give very detailed information about your company, yourself and what you do.

Drafting an email

You are interested in renting space at a trade fair which will be taking place six months from now. Work with your partner and decide on these questions.

What company do you work for and which field is it in?

What types of products do you sell?

How much space would you like to rent?

Do you have a price limit?

Is there any other company you would like to book space near to?

Which equipment will you use at the stand and what do you need to run it?




How many people will be working at the stand?

How should they contact you?

When do you need to have the information?

Once you have decided on the key points above, work with your partner and brainstorm phrases that will express what you want to say. Find a good subject line and closing remarks. Then write your email.

CTC3**Correspondence-Telephone- Communication****UNDERSTANDING AND WRITING FAXES, LETTERS, MEMOS, E-MAIL, ETC.**

Activity	Auxiliary materials
<p>Chat – Share- Connect</p>  <p>Short Message Service (SMS) is a text messaging service component of phone, Web, or mobile communication systems. It uses standardized communications protocols to allow fixed line or mobile phone devices to exchange short text messages</p>  <p>Instant messaging (IM) is a type of online chat which offers real-time text transmission over the Internet. Users sometimes make use of internet slang or <u>text speak</u> to abbreviate common words or expressions to quicken conversations or reduce keystrokes. The language has become widespread, with well-known expressions such as 'lol' translated over to face-to-face language. Emotions are often expressed in shorthand, such as the abbreviation LOL, BRB and TTYL; respectively laugh(ing) out loud, be right back, and talk to you later.</p>  <p>Skype is a telecommunications application software product that specializes in providing video chat and voice calls from computers, tablets, and mobile devices via the Internet to other devices or telephones/smart phones. Users can also send instant messages, exchange files and images, send video messages, and create conference calls. The name for the software is derived from "Sky peer-to-peer".</p> <p>Check for understanding</p> <p><i>What does SMS stand for?</i></p> <p><i>Which one is a type of online chat?</i></p> <p><i>Which one allow speakers to see each other</i></p>	

Group discussion:

Do you use any of the above? How often? For what purpose? Which one do you like and use the most?

**Activity 1**

Look at the picture. How many of these networks do you recognize and which of them do you use and why?

Activity 2

How social media savvy are you ? Take the test on :
<http://www.jellyfish.co.uk/social-media-quiz/>

Activity 3

Divide the learners in two groups. Group A represents the advantages of social networks/media and group B the disadvantages. Each group must prepare at least 5 arguments each to support their point of view. When they are done they can choose a representative to make a presentation either in writing or power point. Each group is allowed to make comments on the other group's presentation.

Unit 7: Financial & Postal Services

FPS1	USING FINANCIAL AND POSTAL SERVICES
FPS2	UNDERSTANDING SURROUNDINGS AND OBJECTS INVOLVED
FPS3	TRANSACTIONS AND SERVICES

Activity: Going to the bank & the post office

Environment: Self-service shops, counter service shops, market place

Objectives:

- To go to a bank and open an account, issue a credit card, withdraw money, apply for a loan.
- To exchange basic information, related to place in the queue, etc., with other customers.

Skills R,W,L,S

FPS1**Financial & Postal Services**
USING FINANCIAL AND POSTAL SERVICES

Activity	Auxiliary materials
<p>Banks</p> <p>Start a conversation about banks and visiting them. Ask your students if they go to the bank, if they fear they won't understand the teller, if they're afraid they might make a mistake.</p> <p>Scan your audience with the following questions:</p> <p><i>Do you have a bank account?</i></p> <p><i>What is the process for opening a bank account in your country? How much identification do you need to provide?</i></p> <p><i>How often do you check your bank statements?</i></p> <p><i>Do you own a credit card? What is your opinion of credit cards?</i></p> <p><i>Can you explain the difference between a debit card and a credit card?</i></p> <p><i>Have you ever seen a bank robbery?</i></p> <p><i>How would you define "money"?</i></p> <p><i>We all use money. Do you feel you know enough about how money works?</i></p> <p><i>Where does money come from?</i></p> <p><i>Do you like to carry cash around on you?</i></p> <p><i>What do you spend your money on?</i></p> <p><i>Without checking your pockets or wallet do you know the exact amount of money that you have on you? If not, guess.</i></p>	

WORD WALL				
branch	standing order	check	statement	credit card
withdraw	current account	payee	debit	overdraft
balance	credit	interest	fill in	loan
checkbook	bank charges	deposit account	pay in	paying-in slip

H14 Use the words from the wall to fill the blocks.

ATM Automated teller machine is an electronic telecommunications device that enables the customers of a financial institution to perform financial transactions, particularly cash withdrawal, without the need for a human cashier, clerk or bank teller. The machine will welcome you and ask you to insert your PIN number and then ask you: (PPT 25)

Please select a transaction: Choose what you want to do

Balance inquiry: finding out what the balance amount is.

Mini statement: a statement summary printed from an ATM.

Chequebook Request

Statement Request : ask for a summary of financial transactions

Fast cash: Fast cash is getting money for a specified amount under options 20, 60

Cash withdrawal: entering a specified amount for which you receive cash

PIN Change to change your Personal Identification Number

Funds Transfer: transfer amounts from one account to another

WORD WALL

H 14

Banking



Going to the bank

Customer: What documents do I need to confirm my identity and residential address when opening an account?

Bank: We need to see two separate documents: one to prove your identity, the other to prove your home address. We prefer to see documents that are issued by an official authority and include a photograph so they can't easily be forged, such as a passport, national identity card or photo card driving license and a utility bill issued at least four months ago. We will also ask you questions about yourself and how you plan to use the account. In some circumstances we will ask more detailed questions about your income and your wealth.

Dialogue Setting up an account

BT: Welcome to Piggy Bank, how can I help you?

C: Hello , I would like to open an account, a savings account.

BT: Before I hand you an application may I ask if you have an ID and a utility bill with you?

C: Yes, here you are.

BT: Thank you. Alright. Now in order to open a savings account you also need to deposit at least 100 Euros.

C: Yes, that's fine.

BT: This will take 5 minutes.

C: Can I also get an ATM card?

BT: Yes, of course.

C: Will the card also work as a debit card?

BT: Yes, this particular card can be used as a Visa as well.

C: Thank you.

There are several other transactions that you can perform at a bank where you have an account, like:

Make a deposit - Withdraw money - Transfer money - Pay Bills

Issue a cheque book - Update your bank book - To cash a cheque

Depositing a cheque

BT: Good afternoon. What can I do for you today?

Mr. Finch: I want to deposit my cheque.

BT: Do you have an account with us?

Mr. Finch: Yes, I do. I have a chequing and a savings account.

BT: What account do you want your cheque to go into?

Mr. Finch: Put €100 in my savings and the rest into my chequing account.

BT: What is your account number?

Mr. Finch: It's # 6234008708 –62

BT: OK. Just sign here.

Mr. Finch: Thank you.

Now practice the dialogues for other transactions.

How to Write a Cheque

- Write the date.
- Write the name of the person or company you are paying.
- Write the amount in numbers (numerals).
- Write the same amount in words.
- Sign your name. You must sign your name. Do not print your name on a cheque

(H15)

Activity: Print cheques

and hand them out to learners to fill them out according to the instructions below.

1. **Checking Number.** Every check in your checking book will have a unique number. The purpose of this is so you can track your checks and balance your account, something we will discuss below.
2. **Date.** This is where you fill in the date that you are writing the check. Several variations of dates are acceptable including: January 1st, 2012, 1/1/12, or Jan. 1, 2012.
3. **Bank identification code.** These numbers are specific to your bank and are used by other banks when a check is deposited so they know where it's coming from.
4. **Pay to The Order Of.** Here is where you write the name of the person or organization that you're writing the check to. For example, if you're writing a check to your brother Tom Banks, you would put his full name here. Make sure to accurately write the name of the person or organization you're writing the check to or they won't be able to deposit the check.
5. **Declare the amount of the check.** Writing in the total you are paying someone. For example, if you were writing a check for five hundred dollars you would put €500.00.
6. **Clearly print or write the check amount.** You want to use words for the dollars and cents. Example, for €500 use "Five Hundred Euros and Zero Cents".
7. **The memo is optional,** but it can serve as good reminder. As an example, if you're paying your rent you may want to put "rent" and the date or month the rent is for.
8. **Sign the check with your name.** Without a valid signature of the check holder another bank won't accept the check. The back of the check is where the payee will sign their name before depositing the check.
9. **This is the bank routing number.** This helps the depositing bank identify the bank the check is coming from.
10. **This is your unique account number.** When the depositing bank send the request to your bank for the withdrawal it will tell your bank which account the

money is coming from.

11. **Check number.** This is simply your checking number displayed again, the same as seen in #1.

CREDIT CARDS

How do you pay for things that you buy?

Ask learners what do they think about credit cards/ plastic money.

Debate Activity

Divide the class into two groups. One group should brainstorm and list the advantages of using credit cards; the other group will talk about the disadvantages. In a modified debate format, groups alternately present their lists one point at a time.

Some of the points learners might come up with:

CREDIT CARDS	
Advantages	Disadvantages
Purchase Power and Ease of Purchase	Overuse
Protection of Purchases	High Interest Rates and Increased Debt
Emergencies	Credit Card Fraud
Credit Card Benefits/ Perks	High-cost fees
Instant cash	

WORD WALL

At the post office

A **commemorative stamp** is a postage stamp, often issued on a significant date such as an anniversary, to honor or commemorate a place, event, person, or object.

A **postal order** is a financial instrument usually intended for sending money through the mail

ZIP codes are a system of postal codes

A **postcard or post card** is a rectangular piece of thick paper or thin cardboard intended for writing and mailing without an envelope

Postal clerk - a clerk in a post office

See for yourself (PPT 27)

(PPT 27)

- commemorative stamp
- PO box
- airmail envelope
- postcard

WORD WALL

letter	post card	mail	post office box /PO box	postal clerk
stamp	zip code	air mail	postage	mailman
address	return address	postal money order	commemorative stamp	mailbox

Activity: Scan your audience

Ask them if.....

- *they ever go to the post office and for what purpose*
- *they write letters*
- *send packages*
- *transfer money*
- *If they got a parcel with the following indications what would they think?*



Determining your shipping method

There are numerous shipping methods that all have differing costs.

- **Priority.** This is an expensive option, and will get your package to its destination in 2-3 business days.
- **Priority overnight.** This is an even more expensive option, and will get your package to its destination overnight.
- **Domestic.** This means you are sending your package within your country.

- **International.** This means you are sending your package outside your country.
- **Standard.** Standard is the cheapest and will get the package to its destination in 5 to 7 business days.

At the Post office

Read out the dialogue

PC= Postal Clerk **C=Customer**

PC: Hi. How can I help you?

C: I need to send this letter to Paris.

PC: How would you like to send it?

C: I'm not sure. What options are there?

PC: Well, you can send it air, special delivery, or courier.

C: What's the difference between each option?

PC: Special delivery to Paris is 5€. And it takes from 2 days for delivery. Airmail is 1€ and takes anywhere from 1 week to 10 business days for delivery. And if you need it there quickly, courier is probably your best option. That's € 15 for guaranteed overnight delivery.

C: So that's 5€ for special delivery and it'll take 2 days for delivery?

PC: That's right.

C: OK. I'll do that.

PC: That'll be 5€ then.

C: Here you go and thank you.

Now act out your own dialogues based on this one for similar postal services.

Watch the following video

<https://www.youtube.com/watch?v=FQaHNRx1cEw>

Reflection time:

How does it make you feel? Why do you feel this way? Write down five emotions and explain.

Exercise Addressing an Envelope

Print this template (H16) and ask them to add the necessary information.

(H16)

Sender, recipient

Be sure to write neatly when addressing your envelope so your letter will reach its correct destination.

Include the following three items:

ADDRESS: This is the name and address of the person (recipient) you are sending the letter to.

On separate lines write:

§ Recipient's Full Name

§ Street Address

§ City, State and Postal Code

RETURN ADDRESS: This is the information about the sender of the letter. In the top left corner on separate lines write:


Your full name

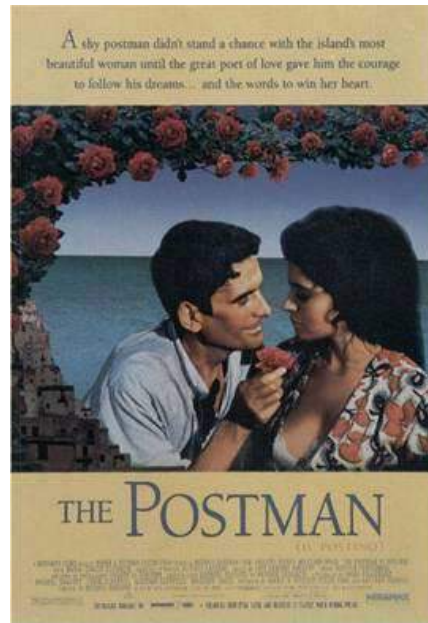
Your Street Address

Your City, State and Zip Code

STAMP: In the top right corner of the envelope you place a postage stamp. This pays for the delivery of the letter.

FPS2**Financial & Postal Services****UNDERSTANDING SURROUNDINGS AND OBJECTS INVOLVED**

Activity	<i>Auxiliary materials</i>
<p>Financial Activities:</p> <ol style="list-style-type: none"> 1. Check your learners numerical / financial literacy. Print some fake money or use real money coins and paper bills and practice their skills in adding, subtracting e.t.c 2. Play Monopoly 3. Case Scenario: Two learners are disagreeing on an issue Example LA = wants to buy something LB = insists that they can't afford it Act out the discussion and since you can't agree decide to flip a coin  <ol style="list-style-type: none"> 4. Heads or tails : Coin tossing is a simple and unbiased way of settling a dispute or deciding between two or more arbitrary options. Each learner has a side of the coin. You can flip once or 3 times. 	
<p>Postal activities</p> <ol style="list-style-type: none"> 1. Have a discussion about handwritten letters and focus on the following: <ul style="list-style-type: none"> - Will they disappear? What was the beauty of it? - Some people used to send scented letters, why? - Describe the joy of holding a letter 2. Watch https://www.youtube.com/watch?v=l-wrM1ptyHM <p>The trailer from the film “ Il Postino” and discuss if you’ve seen it, the plot and the characters.</p> <p>If you haven’t, show the poster and guess what it is about.</p>	



3. Encourage learners to actually write and send letters through mail to each other and then bring them to class.

FPS3**Financial & Postal Services
TRANSACTIONS AND SERVICES****Activity***Auxiliary materials***A Letter to God, Gregorio Lopez y Fuentes**

Lencho was a farmer and had the field of ripe corn. He needed a downpour to make his harvest good. But the rain turned into hailstones which destroyed his whole crop of corn. He had nothing to eat so he decided to seek help from god. He wrote a letter to god demanding 100 pesos.

"God," he wrote, "if you don't help me, my family and I will go hungry this year. I need a hundred pesos in order to sow my field again and to live until the crop comes, because the hailstorm... ." He wrote 'To God' on the envelope, put the letter inside and, still troubled, and went to town. At the post office, he placed a stamp on the letter and dropped it into the mailbox. One of the employees, who were a postman and also helped at the post office, went to his boss laughing heartily and showed him the letter to God. Never in his career as a postman had he known that address. The postmaster — a fat, amiable fellow — also broke out laughing, but almost immediately he turned serious and, tapping the letter on his desk, commented, "What faith! I wish I had the faith of the man who wrote this letter. Starting up a correspondence with God!" So, in order not to shake the writer's faith in God, the postmaster came up with an idea: answer the letter. But when he opened it, it was evident that to answer it he needed something more than goodwill, ink and paper. But he stuck to his resolution: he asked for money from his employees, he himself gave part of his salary, and several friends of his were obliged to give something 'for an act of charity'. It was impossible for him to gather together the hundred pesos, so he was able to send the farmer only a little more than half. He put the money in an envelope addressed to Lencho and with it a letter containing only a single word as a signature: God. The following Sunday Lencho came a bit earlier than usual to ask if there was a letter for him. It was the postman himself who handed the letter to him while the postmaster, experiencing the contentment of a man who has performed a good deed, looked on from his office. Lencho showed not the slightest surprise on seeing the money; such was his confidence — but he became angry when he counted the money. God could not have made a mistake, nor could he have denied Lencho what he had requested. Immediately, Lencho went up to the window to ask for paper and ink. On the public writing-table, he started to write, with much wrinkling of his brow, caused by the effort he had to make to express his ideas. When he finished, he went to the window to buy a stamp which he licked and then affixed it the envelope with a blow of his fist. The moment the letter fell into the mailbox the postmaster went to open it. It said: "God: Of the money that I asked for, only seventy pesos reached me. Send

me the rest, since I need it very much. But don't send it to me through the mail because the post office employees are a bunch of crooks. Lencho.

Check for understanding

Lencho put the letter in an _____.

He _____ a stamp and put it on the _____.

He dropped the letter into the _____.

According to Lencho post office employees are _____.

What do you think this story is really about?

How would you describe Lencho?


How would you describe the postmaster?

Unit 8: Education and Studies

ES1	UNDERSTANDING TERMS RELATED TO EDUCATION.
ES2	FILLING OUT APPLICATION FORMS.
ES3	LEARNING ABOUT TYPES OF EDUCATION AND TRAINING.

Activities: Signing up and attending courses
Environment: School, university and all learning and training centers
Understanding: Options, choices and requirements in education
Objectives: <ul style="list-style-type: none"> • Understanding terms related to education. • Filling out application forms. • Learning about types of education and training.
Skills R,W,S,L

ES1**Education and Studies****UNDERSTANDING TERMS RELATED TO EDUCATION**

Activity	Auxiliary materials
<p>Scan your audience</p> <ul style="list-style-type: none"> - How many of you have finished school? - How many of you hold a degree? - Do you speak any foreign languages? - Do you play any musical instruments? - Have you mastered a skill? A craft? - Did you like school? Why or why not? <p>Show the following symbols/ icons:</p> <div data-bbox="442 1014 884 1162">  </div> <p>Ask: Why a fruit, a bird and a hat are related to education?</p> <p><u>Possible answers</u></p> <ul style="list-style-type: none"> - Graduation cap stand for a special occasion, completing studies. - The apple used to be a gift to poorly paid teachers. - The owl is sacred to the Greek goddess of learning, Athena. <p>Did you know?</p> <p>The square academic cap, graduate cap, cap, or mortarboard (because of its similarity in appearance to the <u>hawk</u> used by <u>bricklayers</u> to hold mortar) or <u>Oxford</u> cap, is an item of <u>academic</u> head dress consisting of a horizontal square board fixed upon a skull-cap, with a <u>tassel</u> attached to the centre.</p>	
<p>Read</p> <p>Education is the process of facilitating learning. Knowledge, skills, values, beliefs, and habits of a group of people are transferred to other people, through storytelling, discussion, teaching, training, or research. Education frequently takes place under the guidance of educators, but learners may also educate</p>	

themselves in a process called autodidactic learning. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Education is commonly and formally divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship. The methodology of teaching is called pedagogy.

A right to education has been recognized by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone to an education. Although education is compulsory in most places up to a certain age, attendance at school often isn't, and a minority of parents choose homeschooling, sometimes with the assistance of modern electronic educational technology (also called e-learning). Education can take place in formal or informal settings.

Check for understanding

What does education facilitate? _____

Name 5 ways of educating people _____

Under whose guidance does education take place? _____

Name 6 stages of education _____

Education should be everyone's _____

What is modern electronic educational technology called? _____

Education can take place in _____ and _____ settings.

Debate Activity

Separate your learners in 4 groups.

- Group A: TEACHERS
- Group B: PARENTS
- Group C: STUDENTS WHO LIKE SCHOOL
- Group D: STUDENTS WHO HATE SCHOOL

The topic of conversation is **"Is school good?"** Prepare a board like the one following and write down their comments.

Possible comments:

- Absolutely because it's important for your future
- Not really, especially nowadays
- I love it
- It's horrible, I hate it.

IS SCHOOL GOOD?

IS SCHOOL GOOD?			
TEACHERS	PARENTS	STUDENTS WHO LIKE SCHOOL	STUDENTS WHO HATE SCHOOL

I hate school

I HATE SCHOOL		
Homework	Exams	Waking up early
Mean teachers	Grades	Bullies
Mean kids	Boring lessons	Seriously? You want more?

Why and how do all the above make students hate school? List some points.

Possible answers:

Homework	Taking work at home
Exams	Why do you need proof?
Boring lessons	All you do is memorize
Mean kids	Horrible little people
Mean teachers	Can't stand them
Bullies	Horrible "little" people who want to have power through intimidation
Grades	Stupid numbers
Waking up early	Please let me sleep

What documents do I need to register my child for school?

To register your child for school, you must submit your child's immunization records, his or her birth certificate or passport, and any transcripts from any other schools attended. If your child has an individualized education plan (I.E.P.), submit that, as well.

The city also requires you to submit two documents proving that your child lives in this City. Proof of residency can include a utility bill with your current address and a letter on official government letterhead, like a tax return or letter from the Administration for Children's Services.

Check for understanding:

List the documents required

1 _____ 2 _____
3 _____ 4 _____ 5 _____

Some of the information required in the registration application

- Who will be picking up your child?
- What language does your child speak?
- Beyond health issues are there any other behavioral ones that the school should be aware of?
- In case of disaster who should we call?
- Some of your responsibilities
- Fill out and return parental consent forms.
- Attend school meetings and Parent-Teacher conferences.
- Pick up your child's report card.
- Inform the school about changes in contact information .
- Read the school's newsletter to know what is going on.
- Show up at events, plays, sport's day e.t.c.
- You are entitled to know in writing about:
- Accidents that might occur involving your child.
- Bad behavior. Cases where your child is being bullied.

Speaking Activity

Assign roles to the learners:

L A: Principal LB : Teacher LC : Parent

Scenario 1 : You want some information about a school and after making an appointment you decide to go there and find out everything about it.

Parent's questions: (feel free to add more)

- What time does school start/ finish.
- What courses are offered.

*WORDS YOU WILL NEED
(HANDOUT 17)*

- What kind of facilities does the school have?
- Are there facilities for disabled children?
- Are there any special programs for gifted children?
- Does the school have a special education teacher?
- What is the school's policy concerning punishment?
- Does the school have a record in any kind of incidents of aggressive behavior, discrimination?
- What is the school's safety policy? Do they perform drills for emergencies?

Teacher/ principal responses

- School starts/finishes at _____ o'clock.
- The courses offered are _____
- Why don't we go around the school so that you can have a look for yourself.
- Yes there are ramps and toilets for disabled children and a spacious elevator.
- The school participates in many programs for gifted children such as _____
- There is / isn't a special education teacher at the school since _____
- We don't believe in punishment, we have other ways to solve situations that would call for punishment such as (e.g. community service)
- Not at all, we do not tolerate discrimination of any kind nor do we leave space for violence.
- Dangerous objects are not allowed and if they come to our attention they will be confiscated. We always perform safety drills every (frequency) for (situation)

WORDS YOU WILL NEED (HANDOUT 17)

attend classes	boarding school	learn something by heart	face-to-face classes	a graduation ceremony
bachelors degree	give feedback	play truant	to fall behind with your studies	higher education
meet a deadline	to keep up with your studies	masters degree	an intensive course	sit an exam

distance learning	private language school	a mature student	public schools	single-sex school
tuition fees	work your way through university	state school	subject specialist	take a year out or gap year

ES2

Education and Studies

FILLING OUT APPLICATION FORMS

Activity	Auxiliary materials
<p>Activity: Discussion</p> <ul style="list-style-type: none"> - Do you find these people (PPT 28) and their quotes inspirational and why? - Do you agree / disagree with them? - Do you have any favorite quotes concerning education? <p>Read</p> <p>What Is Vocational Training?</p> <p>Vocational training is used to prepare for a certain trade or craft. Decades ago, it used to refer solely to such fields as welding and automotive service, but today it can range from hand trades to retail to tourism management. Vocational training is education only in the type of trade a person wants to pursue, forgoing traditional academics.</p> <p>Vocational Training Overview</p> <p>Vocational training, also known as Vocational Education and Training (VET) and Career and Technical Education (CTE), is all the training needed for a certain job. Vocational training doesn't apply to professions like medicine or law, but to trades such as auto repair, plumbing or even funeral services and retail. These programs generally focus on providing students with hands-on instruction in a specific trade, and generally allow them to forgo the general education courses associated with most postsecondary programs.</p> <p>Vocational training can also give applicants an edge in job searches, since they already have all the certifiable knowledge they need to enter the field. A student can receive vocational training either in high school or at trade schools for adults.</p> <p>The European Commission acts in partnership with national governments, employers' and workers' groups and countries outside the EU to:</p> <ul style="list-style-type: none"> - improve the quality of training (initial education, continuing development); - improve the quality of teachers, trainers and other professionals in the sector; - make courses more relevant to the labour market <p>Have you ever received any vocational training? Do you believe it can solve problems such as unemployment? Discuss.</p>	<p>(PPT 28)</p>

ES3**Education and Studies****LEARNING ABOUT TYPES OF EDUCATION AND TRAINING**

Activity	<i>Auxiliary materials</i>
<p>Reading</p> <p>It began with a question. A small boy begging in the streets of India. “What do you want most in the world?”</p> <p>“A pencil,” he replied.</p> <p>I reached into my backpack, handed him my pencil, and watched as a wave of possibility washed over him.</p> <p>A smile erupted and his eyes brightened. I then saw the profound power and promise brought through something as small as a giving a pencil to just one child. Over the next five years, I backpacked through more than 50 countries, handing out thousands of pens and pencils across six continents. These pencils, these small pieces of potential, led to powerful conversations with local parents and children across countless cultures and languages. From years of listening to their words, it became clear that there was a need for an international nonprofit that was led on-the-ground by a staff of locals from within each country, required village participation in each school, and deeply supported, trained and tracked each student to ensure their success. These are the guidelines on which PoP was founded in October 2008.</p> <p>Since starting with just a \$25 deposit, we have now built more than 200 schools.</p> <p>In the process, we have learned a lot. We’ve learned that education is a living, breathing entity that with the right nurturing, evolves into something spectacular. We’ve learned that every piece of its growth is a challenge and that each pencil, each dollar, each supporter is essential. Pencils of Promise is now a global movement of passionate individuals, many of which are the most dynamic and impactful leaders we have ever seen. They are committed to supporting a world with greater educational opportunity for all. Thousands have joined us, making contributions through acts both large and small.</p> <p>We fundamentally believe that a day will come in our lifetimes when every single child will have access to a quality education, and we will continue to work tirelessly in breaking down the restraints of today to enable the possibilities of tomorrow.</p>	

Pencils of Promise



Founder : Adam Braun

Slogan : Everyone has promises

Mission

Pencils of Promise is a for-purpose organization that believes every child should have access to quality education. They create schools, programs, and global communities around the common goal of education for all. Pencils of Promise focuses on building strong structures and sustainable education programs by forming long-lasting, collaborative relationships with communities. Sites are picked taking into account need, sustainability, cost efficiency, impact and commitment. The facilities are built with local labor and material. The charity also supports projects through ongoing teacher training, progression scholarships and WASH programming. ***WASH is an acronym, standing for "Water, Sanitation and Hygiene"**

Check for understanding

What does Adam call pencils? _____

What does he say he has learned about education? _____

What does he believe about education? _____

What is POP ? _____

Discussion :

What inspired you most about Adam Braun's story?

Do you support any similar organizations?

What is PoP's mission? Write a brief summary.

Would you like to go to work for a similar organization?

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UNIT 2: MICRO-SKILLS

Duration: 36 hours

This unit is designed to be followed in the order that it is written, but if the earliest parts are too easy for the learners then you can skip to the parts that are more challenging for them.

Some of the exercises include elements for virtual mobilities, and these are marked VM in the third column.

All of the activities apart from those in Unit 3, Session 2 can be adapted for learners of languages other than English.

The timing for this unit **exceed 36 hours**, but the language contained herein is the minimum necessary for level B1, and these timings are realistic for the activities to be carried out fully.

For the purposes of this unit 'knowledge' refers to 'grammar', 'vocabulary', and 'phonology'; 'skills' refers to 'reading', 'writing', 'listening', and 'speaking'; and 'competences' refers to 'functional language'.

UNIT 1: BEGINNINGS

SESSION 1

5h 40 min

At the end of this session, the participants will have acquired the following knowledge:

- Grammar: the imperative mood, 'there is' & 'there are',
- Vocabulary: classroom nouns and verbs, prepositions of place
- Phonology: the sounds of English letters
- Competences/Functional Language: Greetings and Introductions

Activity	Duration	Auxiliary Materials																											
Activity 1 COGNATES Procedure: It will be useful and motivating to remind the learners how much English they already know by eliciting from them a list of cognates (words that are written the same in both languages, and share the same meaning). Although there may be differences in pronunciation, it is good for the learners to be reminded that there are many of these words. The examples are some of the many English-Spanish cognates. <table border="1"> <thead> <tr> <th colspan="3">English-Spanish cognates</th></tr> </thead> <tbody> <tr> <td>animal</td><td>area</td><td>bar</td></tr> <tr> <td>café</td><td>canal</td><td>central</td></tr> <tr> <td>control</td><td>doctor</td><td>error</td></tr> <tr> <td>familiar</td><td>final</td><td>general</td></tr> <tr> <td>hobby</td><td>hospital</td><td>hotel</td></tr> <tr> <td>kilo</td><td>local</td><td>motor</td></tr> <tr> <td>normal</td><td>personal</td><td>plural</td></tr> <tr> <td>simple</td><td>singular</td><td>taxi</td></tr> </tbody> </table>	English-Spanish cognates			animal	area	bar	café	canal	central	control	doctor	error	familiar	final	general	hobby	hospital	hotel	kilo	local	motor	normal	personal	plural	simple	singular	taxi	1h	VM
English-Spanish cognates																													
animal	area	bar																											
café	canal	central																											
control	doctor	error																											
familiar	final	general																											
hobby	hospital	hotel																											
kilo	local	motor																											
normal	personal	plural																											
simple	singular	taxi																											

There will also be a number of near cognates, usually having slightly different endings (fortunately, these usually follow a pattern). Here are some English-Italian near-cognates:

Italian	English
cura	cure
futuro	future
minuto	minute
nativo	native
paradiso	paradise
senso	sense
temperatura	temperature
universo	universe

Keep a record of the cognates and near cognates, and encourage the learners to do the same. Add to it when new ones arise.

Prior to a mobility, you could ask the learners to research with their hosts cognates between their languages. This will improve their confidence in communicating in the local language.











Activity 2

*1h in class
2h in town*

ENGLISH IN MY TOWN

Procedure:

1. Ask the learners to survey their local area to find examples of English used in business names, shop windows, posters, etc. Ask them to take photos if possible, and upload them to a group album. The example pictures were taken in Frattamaggiore, Italy. You can make this a team competition by asking teams to get a certain number of English words in a fixed period of time.
2. Have the group work together to guess the meaning of the words they have found; many will be obvious, but some may be less clear.
3. Add more images from the streets, or from signs inside shops, or from magazines or websites throughout the course.



Activity 3

30m

H1

AM/ARE/IS

Procedure

1. Indicate yourself by placing your hand on your chest and say your name, get the learners to repeat it.
2. Address each learner in turn and elicit their names.
3. Now indicate yourself, but this time say 'I'm' followed by your name.
4. Elicit the structure 'I'm NAME.' from each learner.
5. Indicate yourself and say 'I'm NAME,' then address a learner and say to that learner, 'You're NAME.' Get each learner to do the same thing with another learner until every learner has produced this language reasonably accurately.
6. Indicate yourself and say, 'I'm NAME,' address a learner and say to that learner, 'You're NAME,' then indicate a second learner and say to the first learner 'He/She's NAME.' Get each learner to repeat the same procedure with every other learner's name.
7. Finally, give out Handout 1 (H1) for the learners to complete. Get the learners to read the structures aloud in chorus.

Example:

Teacher:	"Steve."
Pedro:	"Pedro."
Anna:	"Anna."
Teacher:	"I'm Steve."
Pedro:	"I'm Pedro."
Anna:	"I'm Anna."
Teacher: (to Pedro)	"I'm Steve. You're Pedro."
Pedro: (to Anna)	"I'm Pedro. You're Anna."

Anna: (to Teacher)	"I'm Anna. You're Steve."		
Teacher: (to Anna)	"I'm Steve. You're Anna. He's Pedro."		
Anna: (to Pedro)	"I'm Anna. You're Pedro. He's Steve."		
Pedro: (to Teacher)	"I'm Pedro. You're Steve. She's Anna."		
Activity 4		30m	H2
MY NAME IS			
Procedure			
<ol style="list-style-type: none"> 1. Indicate yourself by placing your hand on your chest and say 'What's my name? My name's NAME,' get the learners to repeat this using their own names. 2. Indicate a learner and ask the question 'What's your name?' eliciting the answer 'My name's NAME.' 3. Get the learners to repeat this procedure with each other. 4. Address a learner, indicate another learner and ask the question 'What's his/her name?' Elicit the answer 'His/her name's NAME.' 5. Get the learners to repeat this procedure with each other. 6. Say 'Is my name NAME?' 'Yes, it is.' 'Is my name (a name that isn't yours)?' No, it isn't. It's NAME.' 7. Ask a learner, 'Is your name NAME?' Elicit 'Yes, it is.' Ask another learner 'Is your name (a name that isn't theirs)?' Elicit 'No it isn't, it's NAME.' Get the learners to repeat this with each other. 8. Finally, give out H2 for the learners to complete. Get the learners to read the structures aloud in chorus. 			
<u>Example:</u>			
Teacher:	"What's my name?" "My name's Steve."		
Pedro:	"What's my name?" "My name's Pedro."		
Anna:	"What's my name?" "My name's Anna."		
Teacher: (to Anna)	"What's your name?"		
Anna:	"My name's Anna."		
Anna: (to Pedro)	"What's your name?"		
Pedro:	"My name's Pedro."		
Pedro: (to Teacher)	"What's your name?"		
Teacher:	"My name's Steve."		
Teacher: (to Pedro)	"What's her name?"		
Pedro:	"Her names' Anna."		

<p>Pedro: (to Anna) "What's his name?"</p> <p>Anna: "His name's Steve."</p> <p>Teacher: "Is my name Steve?" Yes, it is."</p> <p>Teacher: "Is my name Pedro?" "No, it isn't. My name's Steve."</p> <p>Teacher: (to Pedro) "Is your name Pedro?"</p> <p>Pedro: "Yes, it is."</p> <p>Teacher: (to Anna) "Is your name Pedro?"</p> <p>Anna: "No, it isn't. My name's Anna."</p>		
<p>Activity 5</p> <p>HELLO</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Greet a learner, and shake hands, saying 'Hello, I'm NAME, what's your name?' Elicit 'Hello NAME. I'm NAME.' or 'My name's NAME.' 2. Say 'Pleased to meet you, NAME.' Elicit 'Pleased to meet you NAME.' Indicating another learner, say 'NAME, this is NAME.' 3. Look at your watch and say 'I have to go now. Nice to meet you. Goodbye.' Wave and make to leave. 4. Repeat with another pair of learners, replacing 'Hello.' with 'Hi.' and 'Goodbye.' with 'Bye' 5. Put the learners into small groups and get them to repeat this with each other. 6. Finally, give out H3 for the learners to complete. Get the learners to read the structures aloud in chorus. <p><u>Example:</u></p> <p>Teacher: "Hello, I'm Steve. What's your name?"</p> <p>Pedro: "Hello Steve. I'm Pedro."</p> <p>Teacher: "Pleased to meet you Pedro."</p> <p>Pedro: "Pleased to meet you Steve."</p> <p>Teacher: "Pedro, this is Anna."</p> <p>Pedro: (to Anna) "Pleased to meet you Anna."</p> <p>Anna: "Pleased to meet you Pedro."</p> <p>etc.</p> <p>Teacher: "I have to go now. Nice to meet you. Goodbye."</p>	30m	H3

Pedro & Anna	“Goodbye.” etc.		
Activity 6 ALPHABET Procedure: <ol style="list-style-type: none"> 1. Recite the alphabet in order. 2. Repeat it slowly getting the learners to repeat each letter in turn. 3. Have the learners complete H4 by writing the letters of the alphabet in the correct column under the appropriate sound. 4. Repeat in the sound groups as below getting the learners to repeat each sound group. 5. Say your name and then spell it. 6. Say each learner’s name and spell it. 7. Elicit each learner’s name and the spelling. 8. Get learners to spell each other’s names. <u>Example:</u> Teacher: “A-B-C” etc. Teacher: “A” Learners: “A” Teacher: “B” Learners: “B” etc. Teacher: “A-H-J-K.” Learners: “A-H-J-K.” etc. Teacher: “I’m Steve. S-T-E-V-E.” Teacher (to Pedro): “You’re Pedro. P-E-D-R-O.” Teacher (to Anna): “You’re Anna. A-N-N-A.” etc. Anna: “I’m Anna. A-N-N-A.” Pedro: “I’m Pedro. P-E-D-R-O.” etc.		40m	H4

Anna: "He's Pedro. P-E-D-R-O."
etc.

Answers to H4						
/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/ju:/	/a:/
A /eɪ/ H /eɪtʃ/ J /dʒeɪ/ K /keɪ/	B /bi:/ C /si:/ D /di:/ E /i:/ G /dʒi:/ P /pi:/ T /ti:/ V /vi:/	F /ef/ L /el/ M /em/ N /en/ S /es/ X /eks/ Z /zed/	I /aɪ/ Y /waɪ/	O /əʊ/	Q /kju:/ U /ju:/ W /'dʌbl ju:/	R /a:(r)/

Activity 7

40m

H5

CLASSROOM NOUNS

Procedure

1. Indicate a piece of classroom equipment/furniture and say its name; e.g. 'pen', 'notebook', 'board', 'table', etc. Get the learners to repeat a few times until their pronunciation is clearly comprehensible.
2. Repeat this step with all the vocabulary you want the learners to understand and be able to produce (no more than 20 items).
3. Indicate one of the pieces of equipment you have presented, making sure that it is close to you, and say 'This is a/an NOUN.' Get the learners to copy.
4. Indicate one of the pieces of equipment again, and say 'What's this?' 'It's a/an NOUN.' Ask a learner 'What's this?' and elicit 'It's a/an NOUN' Get the learners to repeat this step with each other.
5. Indicate a piece of equipment near to you and say 'Is this a NOUN?' 'Yes, it is.' Get the learners to repeat this step with each other.
6. Indicate another piece of equipment near to you, and say 'Is this a (something it isn't)?' 'No, it isn't. It's a NOUN.' Get the learners to repeat this step with each other.
7. Indicate a piece of equipment that is not near to you and say 'What's that?' elicit the answer 'It's a NOUN.' Indicate more pieces of equipment either near or not and ask 'What's this/that?' to illustrate

the difference between the two words. Get the learners to repeat this step with each other.

8. Finally, give out H5 for the learners to complete. Get the learners to read the words aloud in chorus.

Example:

Teacher: (holding a pen) "Pen."

Learners: "Pen."

Teacher: (holding a book) "Book."

Learners: "Book."

etc.

Teacher: (holding a pen) "This is a pen."

Learners: (holding pens) "This is a pen."

etc.

Teacher: (holding a pen) "What's this?" "It's a pen."

Teacher: (to Pedro) "What's this?"

Pedro: "It's a pen."

etc.

Teacher: (holding a book) "Is this a book?" "Yes, it is."

Teacher: (holding a book) "Is this a pen?" "No, it isn't. It's a book."

Teacher: (holding a book) "Anna, is this a book?"

Anna: "Yes, it is."

Teacher: (holding a book) "Pedro, is this a pen?"

Pedro: "No, it isn't. It's a book."

Teacher: (pointing to a pen) "What's that?"

Learners: "It's a pen."

etc.

Activity 8

20m

H6

CLASSROOM VERBS

The imperative mood in English uses the base form of the verb, so it is a good way to introduce verbs.

Procedure:

1. Mime each verb that you want the learners to learn, say 'VERB.' and

<p>get them to repeat it and mimic the mime.</p> <ol style="list-style-type: none"> 2. Get the learners to repeat this step with each other. 3. Say 'VERB.' and elicit the correct mime from the learners. 4. Get the learners to repeat this step with each other. 5. Mime an action and elicit the correct verb from the learners. 6. Get the learners to repeat this step with each other. 7. Finally, give out H6 for the learners to complete. Get the learners to read the words aloud in chorus. <p><u>Example:</u></p> <p>Teacher: (miming listening) "Listen."</p> <p>Learners: (miming listening) "Listen."</p> <p>etc.</p> <p>Teacher: "Write."</p> <p>Pedro: Mimes writing.</p> <p>Pedro: "Listen."</p> <p>Anna: Mimes listening.</p> <p>etc.</p>		
<p>Activity 9</p> <p>PREPOSITIONS OF PLACE</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Indicate a piece of classroom equipment and say 'The NOUN is PREPOSITION the NOUN.' Repeat with a number of items (both singular and plural) using a variety of prepositions. 2. Indicate a piece of classroom equipment and say 'Where's the NOUN?' 'It's PREPOSITION the NOUN.' Indicate another item and ask a learner 'Where's the NOUN?' elicit 'It's PREPOSITION the NOUN.' Get the learners to repeat this step with each other. 3. Indicate a piece of classroom equipment and say 'Is the NOUN PREPOSITION the NOUN?' elicit 'Yes, it is.' 'No, it isn't. It's PREPOSITION the NOUN.' using different prepositions and nouns for the learners to correct. Get the learners to repeat this step with each other. 4. Finally, give out H7. Get the learners to read the sentences aloud in chorus. 	30m	H7

<p><u>Example:</u></p> <p>Teacher: (pointing at a pen) “The pen is on the book.”</p> <p>Teacher: (pointing at a book) “The book is on the table.”</p> <p>Teacher: (pointing at an rubber) “The rubber is next to the book.”</p> <p>Teacher: (pointing at a pen) “Where is the pen?” “It’s next to the book.”</p> <p>Teacher: (pointing at a book) “Where’s the book?”</p> <p>Pedro: “It’s on the table.”</p> <p> etc.</p> <p>Teacher: (pointing to a book) “Anna, is the book under the pen?”</p> <p>Anna “No, it isn’t. It’s next to the pen.”</p> <p> etc.</p>		
<p>Activity 10</p> <p>PLURALS</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Indicate some pieces of classroom equipment/furniture and say their name; e.g. ‘pens’, ‘notebooks’, ‘tables’, etc. Get the learners to repeat a few times until their pronunciation is clearly comprehensible. 2. Indicate some of the pieces of equipment you have taught, making sure that they are close to you, and say ‘These are NOUNs.’ Get the learners to copy. 3. Indicate some of the pieces of equipment again, and say ‘What are these?’ ‘They’re NOUNs.’ Ask a learner ‘What are these?’ and elicit ‘They’re NOUNs.’ Get the learners to repeat this step with each other. 4. Indicate some pieces of equipment near to you and say ‘Are these NOUNs?’ ‘Yes, they are.’ Get the learners to repeat this step with each other. 5. Indicate other pieces of equipment near to you, and say ‘Are these (something they aren’t)? ‘No, they aren’t. They’re NOUNs.’ Get the learners to repeat this step with each other. 6. Indicate some pieces of equipment that are not near to you and say ‘What are those?’ elicit the answer ‘They’re NOUNs.’ Indicate more pieces of equipment either near or not and ask ‘What are these/those?’ to illustrate the difference between the two words. Get the learners to repeat this step with each other. 	30m	

<p><u>Example:</u></p> <p>Teacher: "Pens." (holding pens)</p> <p>Learners: "Pens."</p> <p>Teacher: "Books." (holding books)</p> <p>Learners: "Books." etc.</p> <p>Teacher: "These are pens." (holding pens)</p> <p>Learners: "These are pens." (holding pens) etc.</p> <p>Teacher: "What are these?" "They're pens." (holding pens)</p> <p>Teacher: (to Pedro) "What are these?"</p> <p>Pedro: "They're pens." etc.</p> <p>Teacher: "Are these books?" "Yes, they are." (holding books)</p> <p>Teacher: "Are these pens?" "No, they aren't. (holding books) They're books."</p> <p>Teacher: "Anna, are these books?" (holding books)</p> <p>Anna: "Yes, they are."</p> <p>Teacher: "Pedro, are these pens?" (holding books)</p> <p>Pedro: "No, they aren't. They're books."</p> <p>Teacher: "What are those?" (pointing to pens)</p> <p>Learners: "They're pens."</p>			
<p>Activity 11</p> <p>NUMBERS</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Hold up a number of fingers and say 'NUMBER.' get learners to repeat. Repeat several times. 		40m	H8

2. Hold up a number of fingers and ask 'How many?' elicit the correct number. Repeat a few times.
3. Get the learners to repeat this step with each other.
4. Ask 'How many chairs are there?' elicit the correct answer 'There are NUMBER chairs.' Get the learners to repeat this step with each other using other classroom nouns.
5. Finally, give out H8. Get the learners to read the sentences aloud in chorus.

Example:

Teacher: "How many chairs are there?"

Learner: "There are eight chairs."
etc.

Pedro: "How many tables are there?"

Anna: "There are four tables."
etc.

Activity 12*30 m***THERE IS/ARE**

Procedure

1. Recycling the classroom nouns from the prior lesson, ask the learners 'Is there a NOUN in the classroom?' Elicit the answer 'Yes.' Present 'Yes, there is.'
2. Ask 'Where is it?' and elicit the answer 'It's PREPOSITION the NOUN.'
3. Ask the learners 'Is there a (something that is not in the classroom) in the classroom?' Elicit the answer 'No.' Present 'No, there isn't.'
4. Get the students to repeat the above in pairs.

Example:

Teacher: "Is there a clock in the room?"

Pedro: "Yes, there is."

Teacher: "Where is it?"

Anna: "It's on the wall."

Teacher: "Is there an elephant in the room?"

Pedro: "No, there isn't."
etc.

Teacher: "Are there chairs in the room?"

Anna: "Yes, there are."
 Teacher: "Where are they?"
 Anna: "They are next to the tables."
 Teacher: "Are there dogs in the room?"
 Pedro: "No, there aren't."

SESSION 2

6h 40m

Knowledge

- Grammar: 'can', 'where' questions
- Vocabulary: places & things to do in town

Competences

- Functional Language: asking for & giving directions

Activity	Duration	Auxiliary Materials
Activity 1 PLACES IN TOWN Procedure <ol style="list-style-type: none"> 1. Ask the learners to match the names of the places in town with their pictures by writing the name under the corresponding picture; e.g. 'bank' below the first picture. 2. Check the learners' understanding by pointing at each picture in turn and asking a learner what it is. 3. Drill the pronunciation of the places. 4. Ask the learners "Is there a ... in the town?" 5. Put the learners into pairs, and have them match the places with the things they can do there by asking the "Where can I ...?" questions <u>Example:</u> Teacher: (Pointing at a picture) "Pedro, what is this?" Pedro: "It's a bus stop." Teacher: "Good. Everybody repeat after	1h 40m	H9 & H10

Teacher: "Good. Everybody repeat after me, bus stop."

Learners: "Bus stop."

etc.

Pedro: (to Anna) "Where can I buy a book?"

Anna: "In a bookshop."

Places in town				
				
bank	airport	museum	hospital	theatre
				
cinema	butcher's	fire station	hotel	gym
				
florist's	cafe	greengrocer's	hairdresser's	bus stop
				
chemist's	police station	bookshop	park	amusement park
				
petrol station	stadium	bakery	library	school

Activity 2

H11, H12

WHERE CAN I...?

1. Put the learners into pairs and ask them to complete H11 and H12.
2. Change the pairs and ask the learners to ask and answer 'Where can I ...?' questions.

Answers			
a	Where can I have my hair cut?	14	hairdresser's
b	Where can I buy a book?	18	bookshop
c	Where can I watch a match?	22	stadium
d	Where can I buy bread?	23	baker's
e	Where can I watch a play?	5	theatre
f	Where can I catch a bus?	15	bus stop
g	Where can I drink coffee?	12	cafe
h	Where can I sit on the grass?	19	park
i	Where can I buy petrol?	21	petrol station
j	Where can I find a policeman?	17	police station
k	Where can I take classes?	25	school
l	Where can I watch a film?	6	cinema
m	Where can I exercise?	10	gym
n	Where can I borrow a book?	24	library
o	Where can I find a fireman?	8	fire station
p	Where can I change money?	1	bank
q	Where can I ride a rollercoaster?	20	amusement park
r	Where can I look at statues?	3	museum
s	Where can I stay?	9	hotel
t	Where can I buy vegetables and fruit?	13	greengrocer's
u	Where can I buy medicine?	16	chemist's
v	Where can I buy flowers?	11	florist's
w	Where can I buy meat?	7	butcher's
x	Where can I catch a plane?	2	airport
y	Where can I go if I am sick?	4	hospital

Activity 3

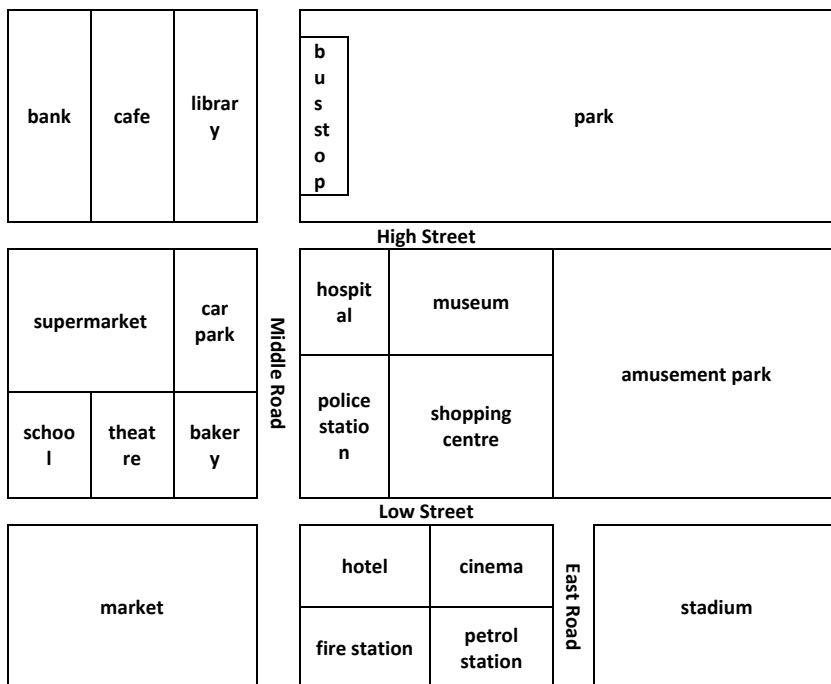
WHERE IS IT?

Procedure:

1. Draw or download a map with buildings labelled on it, as in the example below (H13).

3h

H13, H14
VM



- Elicit the locations of the buildings
- Put the learners into pairs and get them to ask and answer questions using 'Where is ...?' 'It's ...' (H14)
- Get the learners to make their own map of the local centre putting on the map the English names of the buildings and shops.
- Using the vocabulary from the previous lessons. Ask the learners "Where can I (e.g. buy flowers) in town?" and "Where is the (e.g. museum) in town?" Put the learners into pairs to practise this using several places from the previous lesson.

As an extension activity, the learners can produce an online English language guide to their town or neighbourhood including a map and a list of important locations.

Example:

Teacher: "Where is the supermarket?"

Pedro: "High Street."

Teacher: "Yes, the supermarket is on High Street, next to the car park, and opposite the bank. Repeat."

Learners: "The supermarket is on High Street, next to the car park, opposite the bank."

Teacher: "Where is the hotel?"

Anna: "On Low Street."

Teacher: "And?"

Anna: "And Middle Street."

Teacher: "Good. The hotel is on the corner of Low Street and Middle Street. Repeat."

Learners: "The hotel is on the corner of Low Street and Middle Street."
etc.

Pedro: "Where is the cinema?"

Anna: "It's on the corner of Low Street and East street."
etc.

Activity 4

30m

H15

HOW DO I GET THERE?

1. Using the map from the previous exercise, tell a learner you are at a specific location, and you want to get to another place. Give the directions.
2. Put the learners into pairs, and get them to ask each other for directions.
3. Ask the learners "How do I get to (e.g. the cinema) from here?" Put the learners into pairs to repeat using several different places from the previous lessons (H15).

Example:

Teacher: "I am at the theatre. How do I get to the museum?"

"You go straight on Low Street, turn left at the bakery onto Middle Road, and then turn right at the hospital onto High Street. The museum is on the right after the hospital."

Teacher: "I am at the supermarket. How do I get to the cinema?"

Learners: "You go straight on High Street, turn right onto Middle Road, and then turn left at the police station onto Low Street. The cinema is on the right after the hotel."

Pedro: "I am at the petrol station. How do I get to the bank?"

Anna: "You go straight on East Road, ..."
etc.

Reading: Store guide











1h

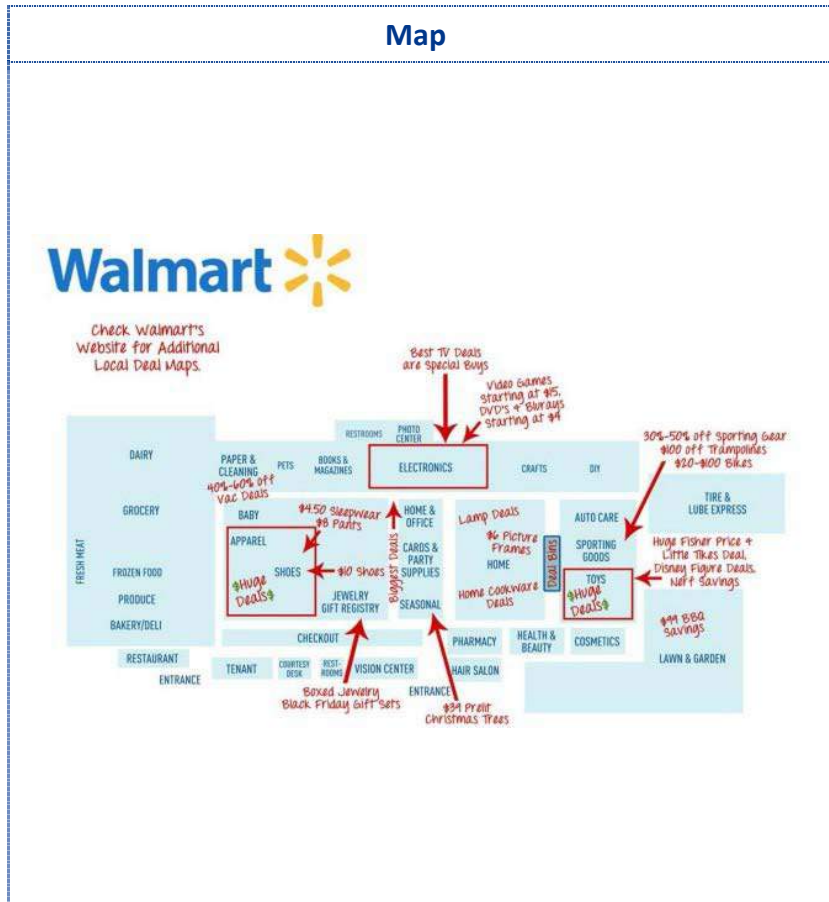
H16, H17

Procedure:

1. Give the learners the map of Walmart (H17), and have them discuss what they might be able to buy in the different sections of the shop.

2. Give the learners the shopping list (H16) and have them match the pictures with the names below.
3. Divide the learners into pairs and have them take the roles of shop assistant and customer. Have the customer ask the shop assistant where they can find the items on the list, i.e. the department, and where it is in the store using language from the previous lesson and the map of Walmart.

Store guide		
		
glasses	medicine	lipstick
		
magazines	tennis racket	frozen peas
		
lightbulb	bread	television
		
watch	screwdrivers	fresh meat



<http://centrio.jehzeellaurente.netdna-cdn.com/wp-content/uploads/2014/11/WALMARTdeals-map-Black-Friday-2014.jpg>

UNIT 2: FREE TIME ACTIVITIES

SESSION 1: SHOPPING

7h 10m

At the end of this session, the participants will have acquired the following knowledge:

- Grammar: 'can' and 'can't' for ability, 'should' and 'must' for advice
- Vocabulary: weather, hobbies, clothes

Competences

- Functional Language: giving advice, describing the weather, describing people's clothing, shopping for clothes

Activity	Duration	Auxiliary Materials
Activity 1 'CAN', 'CAN'T' <ol style="list-style-type: none"> 1. Present the vocabulary by asking the learners to match the activities with the pictures (H18, H19). 2. Check the learners' answers. 3. Present by translation the modal 'can'. 4. Ask the learners to divide the activities into those that everyone can do and those that only some people can do (H20). Take care with this as you may be dealing with people with disabilities, or in extreme poverty, for whom many 'normal' activities may be impossible. 5. Model the language by saying one thing that you can do, and another that you cannot do. Then ask a learner if they can do one of the activities, go round the learners until you have at least one positive and one negative answer. Emphasise the difference between "can" /kæn/ and "can't" /kɑ:nt/. 6. Now put the learners into pairs to ask each other if they can do the activities that only some people can do (H21, H22). 7. As an extension activity, the learners can add a list of activities that can be done in or near to their town, and where to participate in them, to their local guide. 	2h	H18, H19, H20, H21, H22 VM

Example:

Teacher: "I can ski. I can't ice skate Pedro, can you swim?"

Pedro: "Yes."

Teacher: "Yes, I can."

Pedro: "Yes, I can."

Teacher: "Anna, can you ride a horse?"

Anna: "No."

Teacher: "No, I can't."










Anna: "No, I can't."

etc.

Pedro: "Anna, can you play tennis?"











Anna: "Yes, I can."

etc.

Activities		
		
watch television	walk	take photos
		
swim	surf the net	ski
		
skateboard	sing	rollerblade

Everyone can (barring disabilities)	Only some people can
call my friends go shopping go to the cinema listen to music	act cook cycle dance

<div><div>play video games</div><div>read</div><div>surf the net</div><div>walk</div><div>watch television</div></div> <div><div>do crosswords</div><div>draw</div><div>garden</div><div>ice skate</div><div>make models</div><div>paint</div><div>play basketball</div><div>play cards</div><div>play football</div><div>play tennis</div><div>play music</div><div>ride a horse</div><div>rollerblade</div><div>sing</div><div>skateboard</div><div>ski</div><div>swim</div><div>take photos</div></div>		
<div><div>Activity 2</div><div>LANDMARKS</div><div>Procedure:</div><div>Show the learners pictures of famous landmarks (as in the example H23), and ask for each one ‘What is it?’ and ‘Where is it?’ Elicit or present the correct English name of the country (H25).</div><div>Example:</div><div><div>Teacher: (Pointing at a picture)</div><div>“Pedro, what is this?”</div><div>Pedro:</div><div>“It’s Big Ben.”</div><div>Teacher:</div><div>“Where is it?”</div><div>Anna:</div><div>“It’s in London.”</div><div>Teacher:</div><div>“Where is London?”</div><div>Pedro:</div><div>“It’s in England.”</div><div>etc.</div></div></div>	30m	H23, H24, H25

What is it? Where is it?			
	This is Christ the Redeemer. It's in Brazil.		This is the Taj Mahal. It's in India.
	This is the Eiffel Tower It's in France		This is Sagrada Família. It's in Spain.
	This is the Tower of Pisa. It's in Italy.		This is the Parthenon. It's in Greece.
	This is Big Ben. It's in the UK.		This is the Statue of Liberty. It's in the USA.
	This is the Great Wall of China. It's in China.		This is the Kremlin. It's in Russia.












Activity 3**TOP TEN PLACES TO ... (SHOULD/MUST)**

1h

VM

<p>Procedure</p> <ol style="list-style-type: none"> 1. Elicit from the learners places that visitors should visit in their town. You should receive several suggestions. 2. Ask them to choose one or two places that visitors must visit, these being the best/most important. 3. Put the learners into groups to create 'Top Ten' lists of places to visit, eat, drink, and shop in their town. 4. Have the learners add this information to their guide. <p><u>Example:</u></p> <p>Teacher: "What places should people visit in TOWN?"</p> <p>Learners: e.g. "The castle."</p> <p>Teacher: "They should visit the castle."</p> <p>Learners: "They should visit the castle."</p> <p>Etc.</p> <p>Teacher: "What is the best place to visit in TOWN?"</p> <p>Learners: e.g. "The main square."</p> <p>Teacher: "They must visit the main square."</p> <p>Learners: "They must visit the main square."</p> <p>Etc.</p> <p>Teacher: "Where should people eat in TOWN?"</p> <p>Learners: e.g. "Pizza Hut."</p> <p>Teacher: "They should eat in Pizza Hut."</p> <p>Etc.</p>		
<p>Activity 4</p> <p>WEATHER</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Describe today's weather; e.g. 'It's sunny today.' 'It's rainy today.' etc. 2. Present weather words using images or translation (H26). 3. Ask the learners to describe the weather in your location in different months of the year by asking 'What's the weather like in PLACE in MONTH?' 4. Put the learners into pairs to match the weather with different cities in different months (H27). 	40m	H26, H27, H28 VM

5. As an extension activity, the learners can add typical weather in different seasons/months to their guide.

Weather			
			
sun(shine)/sunny	cloud/cloudy	rain/rainy	storm/stormy
			
fog/foggy	snow/snowy	wind/windy	hail
			
tornado	hot	cold	






















Activity 5




2h

H29, H30
VM

CLOTHES

1. Have the learners match the pictures of clothing to the names of clothes. Ask the learners to say if they are for men, women, or both. This may depend on the country, especially with jewellery.
2. Describe to the learners what you are wearing, including colours: e.g. 'I'm wearing brown trousers, a grey shirt, and black shoes.'
3. In pairs ask learners to describe to their partners what they are wearing.
4. Using magazines or online magazines, ask learners to describe what people in pictures are wearing.
5. As an extension activity, have the learners decide what kind of clothing a visitor should bring to wear in different seasons of the year in their town. This can be added to the guide under the heading 'What to wear in...'
6. As an additional extension activity, the learners can research traditional clothing in their region, and describe it in English to add to their guide with photographs.

Clothes		
		
gloves	scarf	sunglasses
		
hat	belt	necklace
		
ring	earrings	tie
		
shoes	trainers	sandals
		
boots	flip-flops	dress
		
skirt	suit	jeans
		
jacket	trousers	shirt

		
jumper	t-shirt	blouse
		
pyjamas	coat	socks

SHOPPING FOR CLOTHES

1h

H31

Procedure:

1. Discuss shopping for clothes with the class. Ask the students questions, e.g. Do you like shopping for clothes? How often do you buy new clothes? Etc.
2. Ask the learners to choose who says what in a shop.
3. Ask the learners to get into pairs and create clothes shopping dialogues between customers and shop assistants using the phrases below.
4. Have the learners present their dialogues to the class.

Dialogues between customers and shop assistants	
Can I help you?	S
No, thanks. I'm just looking.	C
Do you have these in a size ...?	C
These are on special offer.	S
I would like this in a different colour.	C
Would you like to try it on?	S
Where is the changing room?	C
It really suits you.	S
They don't fit. They're too big/small.	C
How much will that be?	C
Are you paying by cash or card?	S
If you buy two, you get a third one free.	S

SESSION 2: EATING

8h 10m

Knowledge

- Grammar: 'verben' adjectives
- Vocabulary: foods, food preparation verbs and adjectives

Competences

Functional Language: ordering in a restaurant, describing food and food preparation

Activity	Duration	Auxiliary Materials
FOOD Procedure: <ol style="list-style-type: none"> 1. Present the fruit and vegetable vocabulary by asking the learners to match the words with the pictures (H32). 2. Drill the pronunciation. 3. Get the learners to discuss which fruit and vegetables they like and dislike, and which ones they can't eat. 	1h	H32, H33

Fruit and vegetables



peanuts



coconut



tomatoes



grapes



pineapple



pears



cherries



peas



cauliflower

		
cucumber	melon	watermelon
		
lemon	broccoli	aubergine
		
corn	garlic	orange
		
cabbage	lettuce	olives
		
potato	pepper	onion
		
carrots	banana	apples

MEAT

Procedure:

- Ask the learners to match the words with the pictures (H34), and discuss which are the names of the animals, which are the names of the meat, and which are both (H35).

40m

H34, H35

		
cow	steak	mince
		
sheep	lamb	pig
		
pork	bacon	sausage
		
calf	veal	deer
		
beef	turkey	turkey
		
chicken	chicken	wings

FOOD PREPARATION/ 'VERBEN' ADJECTIVES


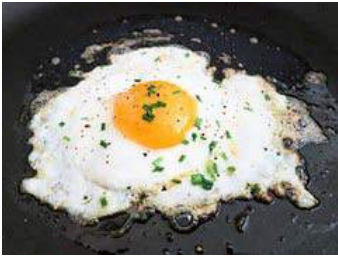



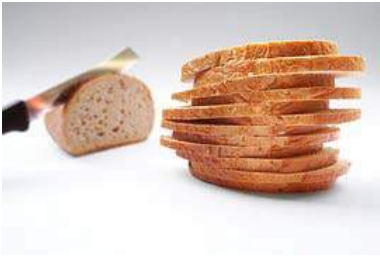




30m





H36

Procedure

1. Have the learners match the food preparation verbs and adjectives with the images (H36).
2. Ask the learners if they can see a pattern with the verb/adjective pairs. Explain that we often use the 'verben', not the 'verbed', form

of a verb as an adjective to show that the verb has happened to the noun.

Match the verb/adjective with the image	
	
roast/roast	fry/fried
	
bake/baked	boil/boiled
	
grill/grilled	slice/sliced
	
chop/chopped	beat/beaten
	

break/broken	scramble/scrambled
	
well-done	rare
	
pour	stir

READING: COOKING INSTRUCTIONS

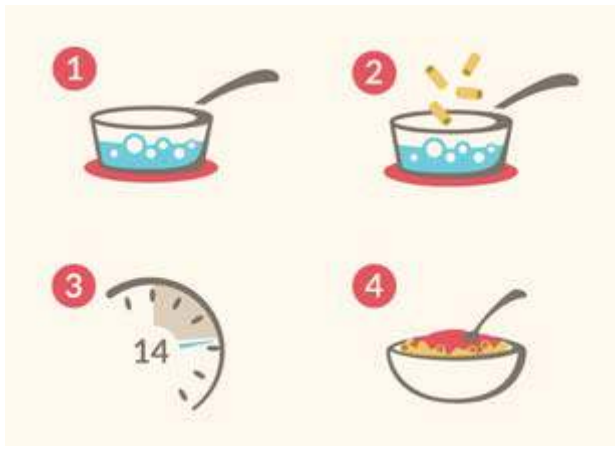
1h

H36

Procedure:

1. Bring some food packaging that has cooking instructions on it into the class, preferably with images (H36).
2. Ask the learners to describe the cooking process using simple English.

Cooking instructions



http://images.wookmark.com/293887_wookmark.png

Example:

1. Boil some water.
2. Add the pasta.

<ol style="list-style-type: none"> 3. Cook for 14 minutes. 4. Serve with sauce. 		
<p>MENUS</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Give the learners a selection of English language menus from a variety of types of establishments (fast food, café, restaurant, etc.); these can be downloaded from the internet, or you can use the examples below. Have the learners discuss which type of establishment they would like to go to and what they would like to eat. 2. Have the learners choose ten or so local dishes, preferably at least two starters and two desserts. 3. Have the learners describe the dishes in English using the vocabulary from the previous activity: ingredients and manner of cooking. 4. Have the learners design and create a menu in their own language with an English translation comprising the dishes that they have selected; this can be added to the guide. 5. As an extension activity, the learners can approach local restaurants and volunteer to translate their menus into English, either online or for printing. 6. In addition, the learners can find traditional recipes for the dishes (preferably by interviewing older family members or neighbours, but they should be available online), translate them into English, and add these to their guide. 	3h	H37, H38, H39 VM
<p>IN THE RESTAURANT</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask the learners to discuss the following questions with each other. <ul style="list-style-type: none"> • When did you last go to a restaurant? • Who did you go with? • Was it a special occasion? • What type of restaurant was it? • What did you eat and drink? • How was the service? • Did you leave a tip? 2. Ask the learners to complete the table below (H40) with things that the server and customers do in the correct order. 3. Ask the learners to match the phrases with who would normally say 	2h	H40, H41, H42

them (H41).

4. Put the learners into small groups and ask them to write a dialogue for two or three customers and a server, using the menu they created earlier or one of the menus above.
5. Have the learners perform their dialogues.
6. Ask the learners what problems they might have when they go to a restaurant, and which ones they have experienced (H42).

H40		
	Server:	Welcome the customers, give them the menu, and ask what they would like to drink.
	Customer:	Order drinks.
	Server:	Serve the drinks, and ask what starters and main course the customers would like.
	Customer:	Order starters and main courses and give back the menus.
	Server:	Take notes on the customers' orders, repeat the orders back to the customers, collect the food and bring it to the table.
	Customer:	Thank the server.
	Server:	Ask the customers if they would like dessert, and give them the menu.
	Customer:	Order desserts and give back the menus.
	Server:	Take notes on the customers' orders, repeat the orders back to the customers, collect the food and bring it to the table.
	Customer:	Thank the server, and comment on the food.
	Server:	Ask if the customers would like anything else.
	Customer:	Ask for the bill.
	Server:	Give the customers the bill, and ask how they would like to pay.
	Customer:	Pay the bill.
	Server:	Thank the customers, and say goodbye.
	Customer:	Say goodbye.

Who says it, the server (S) or the customer(C)?	
S	Are you ready to order?
S	Can I get you a drink while you are deciding?
C	Could I have the bill, please?
C	Could you bring us the menu, please?
C	Could you bring us the salt, please?
S	Do you have a reservation?
C	Do you have a set menu?
C	I have a reservation under the name of Jones.
C	I'll have the soup as a starter.
C	I'll have the steak for the main course.
C	We'd like a table for two, please.
S	What would you like to drink?
C	Where's the toilet, please?
S	Would you like coffee?
S	Would you like dessert?

SESSION 3: JOBS AND ROUTINES

7h 50m

Knowledge:

- Grammar: present simple, present progressive, like 'verbing'
- Vocabulary: jobs, family members

Competences:

Functional Language: asking for and giving the time

Activity	Duration	Auxiliary Materials
VERBER, VERB/S Select a number of job titles that are relevant to your geographical location, and are named after what they do, e.g. cleaner, teacher, driver, singer,	1h	H43

dancer, etc. Find images of these jobs ready to show to the learner (H43)s.

Procedure

1. Show the learners the images and for each image say 'What's he/she?' 'He/She's a JOB.' then ask the learners 'What's he/she?' and elicit the correct answers with the structure 'He/She's a JOB.' Hand out the images and get the learners to repeat this step with each other.
2. Repeat with yes/no questions. 'Is he/she a JOB?' etc
3. Show the images again, but this time say 'He/She's a JOB.' 'What does he/she do?' 'He/She VERBs.' then ask the learners and elicit the correct answers with the correct structure. Get the learners to repeat this step with each other.
4. Show the images again, but this time say 'Does he/she VERB?' 'Yes, he/she does.' 'No, he/she doesn't. He/She VERBs.' Get the learners to repeat this step with each other.

Example:

Teacher: (pointing to teacher) "What's he?" "He's a teacher."

Teacher: (to Pedro) "What's he?"

Pedro: "He's a teacher."
etc.

Teacher: (pointing to dancer) "Anna, is she a dancer?"

Anna: "Yes, she is."

Teacher: (pointing to painter) "Pedro, is she a farmer?"

Pedro: "No, she isn't. She's a painter."
etc.

Teacher: (pointing to teacher) "She's a teacher. What does she do? She teaches."

Teacher (pointing to swimmer) "She's a swimmer. What does she do?"

Pedro: "She swims."
etc.

Teacher (pointing to cleaner) "Anna, does she paint?"

Anna: "No, she doesn't. She cleans."
etc.

Jobs		
		
baker	teacher	dancer
		
diver	driver	builder
		
singer	farmer	painter
		
swimmer	writer	cleaner

Learners may ask why the letter 's' at the end of the verbs has different sounds. Tell them that this happens naturally because of the sound at the end of the stem.

/z/	/ɪz/	/s/
after voiced sounds and vowels	after sibilants voiced and unvoiced	after unvoiced consonants

TIME

30m

H44, H45

Procedure:

1. Point to a clock, or a drawing of a clock, ensuring that it is indicating an exact hour, and say 'What time is it?' 'It's NUMBER O'CLOCK.'
2. Point to the clock and say 'What's the time?' Elicit 'It's NUMBER O'CLOCK.'
3. Manipulate the clock to change the time, but with the minute hand still pointing to 12, and repeat several times. Ask the learners 'What's

<p>the time?’ or ‘What time is it?’</p> <ol style="list-style-type: none"> 4. Move the minute hand around the clock and tell the learners what time it is. Explain and illustrate that up to half past it is ‘past’ and after that it is ‘to’. 5. Put the learners into pairs or small groups and get them to repeat the exercise between themselves. 6. Finally, give out H45. Get the learners to read them aloud in chorus. 		
<p>DAILY ROUTINES</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Ask the learners ‘What do you do every day?’ Elicit or present the verbs in the picture (H46). 2. Repeat with yes/no questions. ‘Do you VERB every day?’ 3. Show the images again, but this time, say ‘When do I VERB?’ ‘I VERB at TIME.’ 4. Address a learner and say ‘When do you VERB?’ and elicit the correct response. 5. Get the learners to repeat this step with each other. 6. Finally, write the verbs on the board for the learners to copy down in their notebooks. Get the learners to read them aloud in chorus. <p><u>Example:</u></p> <p>Teacher: (miming waking up) “What do I do every day?” “I wake up.”</p> <p>Teacher: (miming showering) “Pedro, what do I do every day?”</p> <p>Pedro: “You have a shower.”</p> <p>etc.</p> <p>Teacher: “Anna, do you have breakfast every day?”</p> <p>Anna: “Yes, I do.”</p> <p>Teacher: “Pedro, do you shave every day?”</p> <p>Pedro: “No, I don’t.”</p> <p>etc.</p> <p>Teacher: “When do I get up? I get up at seven o’clock.”</p> <p>Teacher (to Pedro) “When do you get up?”</p> <p>Pedro: “I get up at eight o’clock.”</p> <p>etc.</p> <p>Pedro: (to Anna) “When do you have dinner?”</p>	1h	H46, 47

Anna:	"I have dinner at nine o'clock."		
IT'S MINE		30m	H48
Procedure			
<ol style="list-style-type: none"> 1. Indicate a piece of classroom equipment that belongs to you and say 'This is my NOUN. It's mine.' 2. Indicate a piece of classroom equipment that belongs to a learner and, addressing that learner, say 'That's your NOUN. It's yours.' 3. Indicate a piece of classroom equipment that belongs to another learner and say 'That's LEARNER's NOUN. It's LEARNER's. It's his/her NOUN. It's his/hers.' 4. Indicate a piece of classroom equipment that belongs to you and say 'Whose NOUN is this?' Elicit 'It's your NOUN. It's yours.' 5. Indicate a piece of classroom equipment that belongs to a learner and say 'Whose NOUN is that?' Elicit from the owner 'It's my NOUN. It's mine.' 6. Indicate a piece of classroom equipment that belongs to another learner and say 'Whose NOUN is that? Elicit 'It's LEARNER's NOUN. It's LEARNER's. It's his/her NOUN. It's his/hers.' 7. Indicate a piece of classroom equipment that belongs to you and say 'Is this your NOUN?' Elicit 'No, it isn't. It's yours.' 8. Finally, give out H47. Get the learners to read them aloud in chorus. 			
<u>Example:</u>			
Teacher: (holding his/her pen)	"This is my pen. It's mine."		
Teacher:(pointing to Pedro's pen)	"That's your pen. It's yours."		
Teacher: (pointing to Anna's pen)	"That's Anna's pen. It's Anna's. It's her pen. It's hers."		
Teacher: (holding his/her book)	"Whose book is this?"		
Learner:	"It's your book. It's yours."		
Teacher: (pointing to Pedro's pen)	"Pedro, whose pen is that?"		
Pedro:	"It's my pen. It's mine."		
Teacher: (pointing to Pedro's pen)	"Anna, whose pen is that?"		
Anna	"It's Pedro's pen. It's Pedro's. It's his pen. It's his." etc.		

<p>Teacher: (pointing to Pedro's book) "Anna, is that Pedro's book?"</p> <p>Anna: "Yes, it is."</p> <p>Teacher: (pointing to Pedro's book) "Pedro, is that Anna's book?"</p> <p>Pedro: "No, it isn't. It's mine."</p> <p>etc.</p>		
<p>I'M VERBING</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the jobs and verbs from the previous lesson. 2. Point to an image and say 'What's he doing now?' 'He's VERBING.' 3. Get the learners to repeat this step with each other. 4. Indicate an image and ask 'IS he VERBING?' Elicit 'Yes he is.' or 'No he isn't, he's VERBING.' 5. Get the learners to repeat this step with each other. 6. Put the learners into pairs and ask them to mime an activity from the daily routines, and guess what their partner is doing. 7. Finally, give out H49. Get the learners to read them aloud in chorus. <p><u>Example:</u></p> <p>Teacher: "What is he?"</p> <p>Learner: "He's a baker."</p> <p>Teacher: "What does he do?"</p> <p>Learner: "He bakes."</p> <p>Teacher: "What is he doing now?"</p> <p>Learner: "He's baking."</p> <p>etc.</p> <p>Pedro: "Are you brushing your hair?"</p> <p>Anna: "No, I'm not."</p> <p>Pedro: "Are you washing your hair?"</p> <p>Anna: "Yes, I am."</p> <p>etc.</p>	30m	H46, H49

<p>HOBBIES</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the activities from the earlier activity for 'can/can't'. 2. Ask two or three learners 'Do you VERB?' Elicit the answers 'Yes, I do.' or 'No, I don't.' 3. Get the learners to repeat the previous activity between themselves. 4. Ask a learner 'Do you VERB every day?' Elicit 'Yes, I do.' or 'No, I don't.' 5. Ask a learner 'How often do you VERB?' Offer alternatives: 'Never', 'Every year', 'Every month.', 'Every week.', 'Every day.' 6. Put the learners into pairs to find out if and how often they do the activities (H50). 	40m	H50
<p>I LIKE VERBING</p> <ol style="list-style-type: none"> 1. Choose an activity from the previous activity, and say 'Do I like VERBING?' Show that you like it by your facial expression, and say 'Yes, I do.' Repeat with another activity. 2. Choose another activity and say 'Do I like VERBING?' Show you don't like it by your facial expression, and say 'No, I don't.' Repeat with another activity. 3. Ask learners 'Do you like VERBING?' Elicit 'Yes, I do.' or 'No, I don't.' 4. Put the learners into pairs to ask each other the questions above about the activities presented. 5. Talking about the activities already mentioned, say 'I like VERBING and VERBING, BUT I don't like VERBING and VERBING.' 6. Ask a learner 'What do you like doing, and what don't you like doing?' Elicit 'I like VERBING, but I don't like VERBING.' 7. Ask another learner about his/her partner 'What does he/she like doing, and what doesn't he/she like doing?' Elicit 'He/she likes VERBING, but she doesn't like VERBING.' 	40m	H51, H52
<p>ME TOO</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask a learner 'Do you like watching TV?' Elicit 'Yes, I do.' say 'Me too.' Use facial expression to show enthusiasm. 2. Ask a learner 'Do you like listening to music?' Elicit 'Yes, I do.' say 'So do I.' Use facial expression to show enthusiasm. 3. Ask a learner 'Do you like getting up early in the morning?' Elicit 'No, I don't.' say 'Me neither.' Use facial expression to show distaste. 	30m	H53

4. Ask a learner 'Do you like doing housework?' Elicit 'No, I don't.' say 'Neither do I.' Use facial expression to show distaste.
5. Ask a learner 'Do you like working?' Elicit 'No, I don't.' say 'I do.' Use facial expression to show enthusiasm.
6. Ask a learner 'Do you like going to bars?' Elicit 'Yes I do.' say 'I don't.' Use facial expression to show distaste.
7. Ask the learners to circulate and find learners who like and dislike the same hobbies as they do by asking 'Do you like...?' and answering using the language above.

FAMILY TREE

1h

H54

Procedure

1. Draw a family tree including you and some (but not all if you have a large family) of your siblings, children, parents, aunts, uncles, nephews, nieces, and grandparents.
2. Indicate a family member and say 'This is NAME, he/she is my RELATION.' Repeat this several times until you have named all of the relationships.
3. Indicate two or more family members that share the same relationship with you and say 'They are NAME and NAME, they are my RELATIONS.' Repeat this several times.
4. Indicate you and another family member and say 'We are NAME and NAME, we are NAME's RELATIONS.'
5. Ask the learners to write the names of some of their relatives, individually and in pairs. Put the learners into pairs, and direct them to ask questions to find out who the people named are.

Example:

Teacher: "This is Margaret, she's my mother."

"This is Gemma, she's my niece."

etc.

"They're Tim and Alan, they're my brothers."

"They're Sadie and Pam, they're my aunts."

"We're Tim, Alan, and Steve, we're Margaret's sons."

etc.

Pedro: "Who's Angela?"

Anna: "She's my sister."

Anna: "Who are Juan and Maria?"

Pedro: "They're my parents."

etc.																																
<div>DAYS AND DATES</div> <div>Procedure:</div> <div><div>1. Ask the learners ‘What day is today?’ Elicit or present the correct answer.</div><div>2. Ask the learners ‘What day is tomorrow?’ Elicit or present the correct answer.</div><div>3. Ask the learners, ‘What day was yesterday?’ Elicit or present the correct answer.</div><div>4. Elicit or present the rest of the days of the week.</div><div>5. Ask the learners ‘What month is it?’ Elicit or present the correct answer.</div><div>6. Ask the learners ‘What month is next month?’ Elicit or present the correct answer.</div><div>7. Ask the learners ‘What month is last month?’ Elicit or present the correct answer.</div><div>8. Elicit or present the names of the rest of the months.</div><div>9. Ask the learners ‘What is today’s date?’ Elicit or present the correct answer.</div><div>10. Ask the learners ‘What is tomorrow’s date?’ Elicit or present the correct answer.</div><div>11. Ask the learners ‘What was yesterday’s date?’ Elicit or present the correct answer.</div><div>12. Elicit or present the ordinal numbers up to 31st.</div><div>13. Put the learners into pairs and ask them to ask for and give the dates of birthdays of family members.</div></div>	1h	H55																														
<div>SPELLING AND SOUND</div> <div>LONG VOWEL SOUNDS</div> <div>Procedure:</div> <div><div>1. Remind the learners of the names of the vowel letters in English:</div><table><tr><td>letter</td><td>name</td><td>letter</td><td>name</td><td>letter</td><td>name</td><td>letter</td><td>name</td><td>letter</td><td>name</td></tr><tr><td>a</td><td>/eɪ/</td><td>e</td><td>/i:/</td><td>i</td><td>/aɪ/</td><td>o</td><td>/əʊ/</td><td>u</td><td>/ju:</td></tr></table><div>2. Now remind the learners of the short vowel sounds:</div><table><tr><td>letter</td><td>sound</td><td>letter</td><td>sound</td><td>letter</td><td>sound</td><td>letter</td><td>sound</td><td>letter</td><td>sound</td></tr></table></div>	letter	name	letter	name	letter	name	letter	name	letter	name	a	/eɪ/	e	/i:/	i	/aɪ/	o	/əʊ/	u	/ju:	letter	sound	letter	sound	letter	sound	letter	sound	letter	sound	30m	H56
letter	name	letter	name	letter	name	letter	name	letter	name																							
a	/eɪ/	e	/i:/	i	/aɪ/	o	/əʊ/	u	/ju:																							
letter	sound	letter	sound	letter	sound	letter	sound	letter	sound																							

a	/æ/	e	/e/	i	/ɪ/	o	/ɒ/	u	/ʌ/
---	-----	---	-----	---	-----	---	-----	---	-----

3. Tell the learners that when a vowel is followed by a consonant and then another vowel, the sound of the first vowel is the same as the name of that letter.

Examples:

cap	/kæp/	them	/ðem/	bit	/bit/	not	/nɒt/	cut	/kʌt/
cape	/keɪp/	theme	/θi:m/	bite	/baɪt/	note	/nəʊt/	cute	/kju:t/

4. Get the learners to match the words with the correct short and long vowel sounds in pairs:

word	vowel sound	word	vowel sound	word	vowel sound	word	vowel sound
e.g. cab	æ	not		make		back	
e.g. came	eɪ	net		zone		tick	
kick		mine		gene		rock	
hot		bone		time		like	

5. Drill the sounds and words around the class.

UNIT 3: DESCRIBING

SESSION 1: SHOPPING

7h

Knowledge

- Grammar: adjectives, comparatives
- Vocabulary: adjectives to describe people and things, talking about health

Competences

- Functional Language: describing people and things, giving advice

Activity	Duration	Auxiliary Materials
<p>'HAVE'</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Ask a learner 'Do you have a pencil?' Elicit the answer 'Yes, I do.' or 'No, I don't.' NOT 'Yes, I have.' or 'No, I haven't.' 2. Review previous vocabulary by asking learners to ask each other whether they have the items and relatives in the table: 	20m	H57
<p>ADJECTIVES</p> <p>Be careful when describing people as some adjectives have negative connotations, and they may offend people: words like 'fat' and 'ugly', in particular, should be avoided. In addition, you need to be careful with references to people's skin colour, especially in English speaking countries.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Present adjectives in pairs of opposites, as in the example (H57, H58). 2. Ask the learners to divide them into words that describe people, words that describe things, and words that describe both (H59). 3. Put the learners into pairs and ask them to describe people or things in the classroom using the colours and adjectives learned. 4. Ask the learners to write short descriptions of members of their families and important belongings for homework. 	1h 30m	H58, H59, H60

Adjectives



tall



short



long (hair)



short (hair)



large/big



small/little



high



low



fat



slim/thin



heavy



light



loose (clothes)



tight (clothes)



fast



slow



straight



























crooked



straight (hair)



curly (hair)

			
wide	narrow	thick	thin
			
dark	light	old	new
			
young	old	good	bad
			
hot	cold	soft	hard
			
smooth	rough	neat/tidy	messy/untidy
			
clean	dirty	loud/noisy	quiet

			
married	single	rich/wealthy	poor












Adjectives		
words for people	words for things	words for both
heavy/thin fat/skinny straight/curly (hair) young/old married/single rich/wealthy/poor	long/short high/low heavy/light loose/tight straight/crooked wide/narrow thick/thin new/old hot/cold soft/hard easy/difficult	tall/short large/small big/little fast/slow dark/light (skin/hair) good/bad smooth/rough neat/messy clean/dirty noisy/loud/quiet

COLOURS

20m

H61

1. Ask the learners to match the colour to the image.

			
pink	red	orange	yellow
			
green	blue	purple	black
			
brown	white	grey	turquoise









WHAT COLOUR IS IT?

30m

H62

Procedure:

1. Elicit any colours that the learners might know by pointing out classroom items and asking 'What colour is this?'
2. Present any that they don't know. Use plurals and singulars in order to present the fact that, unlike many European languages, there are no plural forms of adjectives, including colours, in English.

What colour is it?			
			
The phone is black	The chair is blue	The book is green	The folder is orange
			
The table is brown	The pen is red	The door is white	The wall is yellow
			
The rubbers are pink			

FAMOUS PEOPLE

40m

H63

Procedure:

1. Elicit the names of famous people, and their countries by asking 'Where is he/she from?'
2. Elicit or present their countries and nationalities
3. To follow up, ask the learners to describe the colours of the flags of the countries.

Example:

Teacher: (pointing at flag)

"Where is Lionel Messi from?"

Learners: "Argentina."
 Teacher: "What's his nationality?"
 Learners: "He's Argentinian."
 etc.

Nationalities			
			
Lionel Messi Argentina, Argentinian /ɑːdʒənˈtɪnə/ /ɑːdʒənˈtɪniən/	Arnold Swartzenegger Austria, Austrian /ˈɔːstriə/ /ˈɔːstriən/	Rihanna Barbados, Barbadian /bəːˈbeɪdɒs/ /bəːˈbeɪdiən/	Nadia Comaneci Romania, Romanian /rəˈmeɪniə/ /rəˈmeɪniən/
			
Heidi Klum Germany, German /ˈdʒɜːməni/ /ˈdʒɜːmən/	David Guetta France, French /fraːns//frenʃ/	Jet Li China, Chinese /ˈtʃaɪnə//tʃaɪˈniːz/ /	Jean Claude van Damme Belgium, Belgian /ˈbeldʒəm/ /ˈbeldʒən/
			
Robert Lewandowski Poland, Polish /ˈrəʊlənd/ /ˈrəʊliʃ/	Rafa Nadal Spain, Spanish /speɪn/ /ˈspæniʃ/	Taylor Swift the USA, American /ðəjʊwesˈeɪ/ /əˈmerɪkən/	Prince William the UK, British /ðəjʊˈkeɪ/ /ˈbrɪtɪʃ/
			
Shakira Colombia, Colombian /kəˈlʌmbiə/ /kəˈlʌmbiən/	Salma Hayek Mexico, Mexican /ˈmeksɪkəs/ /ˈmeksɪkən/	Andrea Pirlo Italy, Italian /ˈɪtæli/ /ɪˈtæliən/	Alexis Tsipras Greece, Greek /ɡriːs//ɡriːk/

HOME

2h

H64, H65,
H66

Procedure:

1. Elicit or present the difference between a house and a flat (UK)/apartment (US), then ask the learners which they live in.




house /haʊs/



flat /flæt/, apartment /ə'pɑ:tmənt/







2. Elicit or present the names of rooms in houses.

Rooms			
bedroom	stairs	bathroom	garden
kitchen	living room	dining room	hall

			
garage			

- Put the learners into pairs to describe which rooms they have in their homes.
- Elicit or present the names of furnishings that may be found in homes, and then put the learners into pairs to describe the rooms in their homes, and the furnishings in them.

Furnishings			
			
desk	lamp	bookshelf	telephone
			
toilet	microwave	bed	fridge
			
armchair	toaster	sofa/settee	stereo
			
cooker	wardrobe	computer	basin
			
alarm clock	shower	sink	table

			
chest of drawers	rug	bath	television
			
chair	cupboard		

5. Ask the learners to match the pieces of furniture with the rooms they belong in.

COMPARATIVES

30m

H67

Procedure:

1. Pick up two objects that are clearly different in size, for example, a pencil and a book. Say 'The pencil is smaller than the book; the book is bigger than the pencil.'
2. Choose two people and repeat the procedure. For example, 'My father is older than my mother; my mother is younger than my father.'
3. Put the learners into pairs and ask them to compare objects in the room and members of their families.

'was/were', more occupations





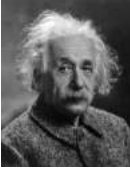







30m

H68

Procedure:

1. Find images of famous people from history, such as the example below.
2. Ask the learners to match the images with the famous people, and then with their occupations, noting that the word for the occupation is the same for men and women.

Ask them to write sentences using 'was/were' about famous people from the history of their country, sports, culture, or their ancestors.

Famous people		
		
Charlie Chaplin	Vincent van Gogh	John Lennon
		
Marilyn Monroe	Albert Einstein	Christopher Columbus
		
Wolfgang Amadeus Mozart	William Shakespeare	Nelson Mandela
		
Joan of Arc	Margaret Thatcher	Valentina Tereshkova

Match images and occupation			
actor /'æktə/	politician /pəli'tɪʃən/	Charlie Chaplin	John Lennon
actor	scientist /'saɪəntɪst/	Christopher Columbus	Nelson Mandela
artist /'ɑ:tɪst/	scientist	Marie Curie	Marilyn Monroe
astronaut /'æstrənɔ:t/	singer /'sɪŋə/	Albert Einstein	Wolfgang Amadeus Mozart
composer /kəm'pəʊzə/	warrior /'wɒriə/	Vincent van Gogh	William Shakespeare
explorer /ɪks'pləʊə/	writer /'raɪtə/	Joan of Arc	Valentina Tereshkova

- *Charlie Chaplin and Marilyn Monroe were actors.*
- *Vincent van Gogh was an artist.*
- *Valentina Tereshkova was an astronaut.*
- *Wolfgang Amadeus Mozart was a composer.*
- *Christopher Columbus was an explorer.*
- *Joan of Arc was a warrior.*
- *Nelson Mandela and Margaret Thatcher were politicians.*
- *Albert Einstein was a scientist.*
- *John Lennon was a singer.*
- *William Shakespeare was a writer.*

WAS/WERE BORN

40m

H69

Procedure:

1. Say 'I was born in PLACE in YEAR.'
2. Ask a learner 'Where were you born?' Elicit 'I was born in PLACE.'
3. Ask another learner 'When were you born?' Elicit 'I was born in YEAR.'
4. Put the learners into pairs to ask and answer the same questions.
5. Using the famous people from the previous exercise, get the learners to match the people with where and when they were born.

Answers:

	Place	Year
Joan of Arc was born in ...	Domremy, France	1412
Charlie Chaplin was born in ...	London, England	1889
Christopher Columbus was born in ...	Genoa, Italy	1451
Margaret Thatcher was born in ...	Grantham, England	1925
Albert Einstein was born in ...	Ulm, Germany	1879
Vincent van Gogh was born in ...	Zundert, Netherlands	1853
John Lennon was born in ...	Liverpool, England	1940
Nelson Mandela was born in ...	Mvezo, South Africa	1918
Marilyn Monroe was born in ...	Los Angeles, USA	1926
Wolfgang Mozart was born in ...	Salzburg, Austria	1756
William Shakespeare was born in ...	Stratford-Upon-Avon	1564
Valentina Tereshkova was born in ...	Bolshoye Maslennikovo, Russia	1934


BODY PARTS

40m

H70, H71

Procedure:

1. Give the learners a picture of a person and ask them to label the body parts by drawing lines from the words to the parts as in the example:

Body parts		
HAND		HEAD
WRIST		EYEBROW
HAIR		EAR
ELBOW		MOUTH
NOSE		CHIN
NECK		SHOULDER
CHEST		ARM
STOMACH		KNEE
LEG		ANKLE
FOOT		

2. Practise the language by getting the learners to point at different parts of their bodies for their partners to name.

'HOW ARE YOU?'

30m

H72

Procedure:

1. Ask a learner 'How are you?' Elicit 'I'm fine/very well, thank you. How are you?' If the learners cannot respond appropriately, get the learner to ask you the question and respond appropriately.
2. Ask another learner the same question and elicit 'I'm fine/very well, thank you. How are you?' Respond 'I'm fine/very well, thank you.'
3. Put the learners into pairs to practise the language.
4. Get a learner to ask you how you are and respond 'I'm not very well, I have a headache.' Hold your head and make a face to illustrate.
5. Repeat the above, touching different parts of your body, or miming the condition, until you have covered all of the ailments below.
6. Put the learners into pairs and ask them to ask each other how they are, and respond 'I'm not very well, I have a/an ...' miming their problem.

Written record:

Illness		Translation
stomach ache	/ˈstʌməkeɪk/	
sore throat	/sɔːˈθrəʊt/	
toothache	/ˈtuːθeɪk/	
headache	/ˈhedeɪk/	
earache	/ˈiəreɪk/	
cough	/kɒf/	
fever	/fiːvə/	
cold	/kəʊld/	
cramp	/kræmp/	

'IF', 'SHOULD'

20m

H73

Procedure:

1. Ask a learner how he or she is and pointing to one of the images from the previous exercise, elicit 'I'm not very well, I have a headache.' Reply 'If you have a headache, you should take an aspirin.'
2. Get the learners to complete the table by matching the advice to the ailments.

Answers

If you have a stomach ache,	you should	take an antacid.
If you have a sore throat,	you should	gargle salt water.
If you have a toothache	you should	see a dentist.
If you have a headache,	you should	take an aspirin.
If you have an earache,	you should	put some olive oil in your ear.
If you have a cough,	you should	drink honey and lemon.
If you have fever,	you should	take paracetamol.

If you have a cold,	you should	go to bed.
If you have cramp,	you should	stretch your muscle.

HOW ARE YOU FEELING?

30m

H74

Procedure:

1. Mime being hot and say 'I'm hot.'
2. Mime being cold and say 'I'm cold.'
3. Ask the learners 'Are you hot or cold?' Elicit 'I'm hot.' or 'I'm cold.'
4. Present or elicit other state verbs as in the example below.
5. Put the learners into pairs and get them to ask each other if they are these state adjectives using 'Are you ADJECTIVE?' 'Yes, I am.' 'No, I'm not.'
6. Mime an adjective, and elicit the correct adjective from the learners.
7. Get the learners to repeat this activity in small groups.

How are you feeling?			
			
tired	hot	cold	hungry
			
thirsty	ill	happy	sad

SESSION 2: VERB GRAMMAR

12h

Knowledge

- Grammar: English verb tenses

Activity**Duration****Auxiliary
Materials****'VERBED', 'YESTERDAY'**

40m

H75

<p>With learners at low levels, this form needs to be presented as describing complete actions in a past time. Many of the most commonly used verbs in English are irregular, so, rather than teaching a lot of regular verbs that we don't use very often, and then teaching irregulars as an exception to a rule, it is probably best just to start using irregulars straight away.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the everyday verbs from the earlier lesson by asking 'What do you do every day?' 2. Ask a learner 'What did you do yesterday?' Elicit 'I VERBED.' Get learners to repeat this step with each other. 3. Ask a learner 'Did you VERB yesterday?' Elicit 'Yes I did.' or 'No, I didn't.' Get the learners to repeat this step with each other. 4. Ask a learner 'When did you VERB yesterday?' Elicit 'I VERBED at TIME.' Get the learners to repeat this step with each other. 5. Finally, write the verb forms, pointing out which are regular and which irregular on the board for the learners to copy down in their notebooks. Get the learners to read them aloud in chorus. 		
<p>WAS/WERE VERBING</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Using the everyday verbs from the earlier lesson, mime an action and say 'What am I doing?' Elicit 'You are VERBING.' Repeat the mime and say 'Yesterday.' Elicit 'You were verbing.' 2. Ask a learner 'What were you doing at TIME?' Elicit 'I was VERBING.' 3. Put the learners into pairs to complete the table using 'What were you doing at TIME?' and 'I was VERBING.' 	30m	H76
<p>'HAVE/HAS VERBEN'</p> <p>It is important right from the start to have the learners understand that this verb structure is a present, not a past, structure.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the everyday activities vocabulary from the earlier lesson. 2. Say 'Have I eaten breakfast today?' 'Yes, I have.' 3. Say 'Have I eaten dinner today?' 'No, I haven't.' 4. Ask the learners 'Have you eaten breakfast today?' Elicit 'Yes, I have.' or 'No, I haven't.' 5. Ask those that have eaten breakfast today 'Is your breakfast in you now?' Elicit the answer 'Yes, it is' 6. Ask the learners 'Did you eat breakfast yesterday?' Elicit 'Yes, I did.' 	30m	H77

<ol style="list-style-type: none"> 7. Ask them 'Is yesterday's breakfast in you now?' Elicit the answer 'No, it isn't' 8. Ask the learners 'Have you got dressed today?' Elicit 'Yes, I have.' 9. Ask the learners 'Are you wearing those clothes now?' Elicit the answer 'Yes, I am.' 10. Ask the learners 'Did you get dressed yesterday?' Elicit the answer 'Yes, I did.' 11. Ask the learners 'Are you wearing those clothes now?' Elicit the answer 'No, I'm not.' 12. Put the learners into pairs and ask them to review the everyday activity vocabulary and practise this structure by asking each other 'Have you VERBEN today?' and answering 'Yes, I have.' or 'No, I haven't.' 		
<p>'HAVE/HAS EVER, NEVER'</p> <ol style="list-style-type: none"> 1. Ask a learner 'Have you ever, in your life, skied /ski:d/?' Elicit 'Yes, I have.' or 'No, I haven't.' Respond 'So have I/Me too.', 'Neither have I/Me neither.', 'I have.', or 'I haven't.' Repeat until you have modelled all of the responses. 2. Present the word 'ever' meaning 'in all time' to the learners, and its opposite 'never'. 3. Put the learners into different pairs, and ask them to review the hobby vocabulary and practise this structure by asking each other 'Have you ever VERBEN?' and answering 'Yes, I have.' or 'No, I haven't.' The questioner should then respond appropriately. They should then change partners and ask and answer again. 	30m	H78
<p>'WILL' FOR WHAT IS NORMAL</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review the weather words and phrases from the earlier lesson. 2. Ask a learner 'What will the weather be like in Dubai now?' Elicit 'It'll be hot.' Ask 'Do you know?' Elicit 'No.' Ask 'Is this normal?' Elicit 'Yes.' 3. Get the learners to ask each other what the weather will be like in places around the world in pairs. 4. As a learner 'Where will your (e.g. father) be now?' Elicit 'He'll be (e.g. at work).' Ask 'Can you see him?' Elicit 'No.' Ask 'Do you know 100% where he is?' Elicit 'No.' Ask 'Is he normally at work now?' Elicit 'Yes.' 5. Put learners into pairs to ask each other where members of their family will be now. 	20m	

'WILL' FOR WHAT IS NORMAL IN THE FUTURE

20m

Procedure:

1. Ask a learner 'What will the weather be like in Dubai tomorrow?' Elicit 'It'll be hot.' Ask 'Do you know?' Elicit 'No.' Ask 'Is this normal?' Elicit 'Yes.'
2. Get the learners to ask each other what the weather will be like tomorrow in places around the world in pairs.
3. As a learner 'Where will your (e.g. father) be tomorrow?' Elicit 'He'll be (e.g. at work).' Ask 'Do you know 100% where he will be?' Elicit 'No.' Ask 'Is he normally at work on (tomorrow's day)?' Elicit 'Yes.'
4. Put learners into pairs to ask each other where members of their family will be tomorrow.

VERB TENSES

1h

H79

Procedure:

1. Ask the learners how many verb tenses there are in English; to warm up, you can ask how many are in their language. E.g. in Spanish: the present, imperfect, preterite, future.
2. Tell the learners there are only two tenses: the present and past. Explain that tense refers to the first word of any verb:

present tense	'verb/verbs', 'do/does', 'am/are/is', 'have/has'
past tense	'verbed', 'did', 'was/were', 'had'

3. Ask the learners to choose the correct tense for each verb in the table.

Which tense and time is each of the verbs in the table?

	Tense	Time
	present/past	general/past/ present/future
John <u>is living</u> in Paris ...	present	present
... until he <u>passes</u> his exam.	present	future
If John <u>passes</u> his exam, ...	present	future
... he <u>is going to move</u> to Lyon.	present	future
Eric <u>has lived</u> in Madrid for ten years.	present	present
Mary <u>was living</u> in Rome ...	past	past

... when she <u>met</u> David.	past	
Maria <u>is moving</u> to London in the summer.	past	past
The car <u>hit</u> Alan ...	past	past
... as he <u>was crossing</u> the road.	past	past
If I <u>spoke</u> German, ...	past	present
I <u>would be living</u> in Germany now.	past	present
The train <u>leaves</u> in five minutes.	present	future
Andre <u>plays</u> football every Wednesday.	present	general
Clara <u>got</u> to work late ...	past	past
... because she <u>had forgotten</u> to set her alarm.	past	past

TIME IN ENGLISH

2h

Tell the learners there are four 'times' in English: general time, past time, present time, and future time.

General time

- Elicit a sentence from a learner in general time. They should respond with a sentence using 'verb/verbs'. If they cannot, give an example yourself: e.g. 'I drink coffee.' Ask some concept checking questions:
 - Am I drinking coffee now? (No.)
 - Did I drink coffee in the past? (Yes.)
 - Will I drink coffee in the future? (Yes.)
 - Have I drunk coffee many times? (Yes.)
- Give another example: e.g. 'My brother plays football.'
 - Is he playing football now? (Possibly.)
 - Did he play football in the past? (Yes.)
 - Will he play football in the future? (Yes.)
 - Has he played football many times? (Yes.)

Present time

- Elicit a sentence from a learner in present time. They should respond

with a sentence with 'am/are/is', or 'have/has'. If they cannot, give an example yourself, using 'am/are/is': e.g. 'I'm hungry.' Ask some concept checking questions:

- a. Am I hungry now? (Yes.)
 - b. Was I hungry in the past? (Possibly.)
 - c. Will I be hungry in the future? (Possibly.)
4. Give another example, using 'have/has': e.g. 'Mary has a headache.'
 - a. Does she have a headache now? (Yes.)
 - b. Did she have a headache in the past? (Possibly.)
 - c. Will she have a headache in the future? (Possibly.)
5. Give another example, using 'am/are/is verbing': e.g. 'Pedro is wearing a hat.'
 - a. Is Pedro wearing a hat now? (Yes.)
 - b. Did he wear a hat in the past? (Possibly.)
 - c. Will he wear a hat in the future? (Possibly.)
6. Give another example, using 'have/has verben': e.g. 'I have lost my pencil.'
 - a. Is my pencil lost now? (Yes.)
 - b. Was the pencil lost in the past? (Possibly.)
 - c. Will the pencil be lost in the future? (Possibly.)

Past time

7. Elicit a sentence from a learner in past time. They should respond with a sentence using 'verbed', 'was/were', or 'had' and a past time expression. (If they give a sentence using the correct verb form, but without a past time expression, ask them 'When?') If they cannot, give an example yourself using 'verbed': e.g. 'I ate pizza yesterday.' Ask some concept checking questions:
 - a. Am I eating pizza now? (No.)
 - b. Did I eat pizza in the past? (Yes.)
 - c. When did I eat pizza? (Yesterday.)
 - d. Will I eat pizza in the future? (Possibly.)
8. Give another example, using 'was/were': e.g. 'It was raining when I left my house.'
 - a. Is it raining now? (Possibly.)
 - b. Was it raining in the past? (Yes.)
 - c. When was it raining? (When I left my house.)

- d. Will it rain in the future? (Possibly.)
9. Give another example using 'had': e.g. 'I had a dog when I was a boy.'
 - a. Do I have a dog now? (Probably not.)
 - b. Did I have a dog in the past? (Yes.)
 - c. When did I have a dog? (When I was a boy.)
 - d. Will I have a dog in the future? (Possibly.)

Future time

10. Elicit a sentence from a learner in future time. They should respond with a sentence using 'am/are is verbing', 'am/are/is going to verb', or 'modal verb' and a future time expression. If they cannot, give an example yourself using 'am/are/is verbing': e.g. 'I'm meeting my friend after the class.' Ask some concept checking questions:
 - a. Am I meeting my friend now? (No.)
 - b. Did I meet my friend in the past? (Possibly.)
 - c. Am I meeting my friend in the future? (Yes.)
 - d. When am I meeting my friend? (After class.)
11. Give another example, using 'am/are/is going to verb': e.g. 'John's going to be a doctor when he finishes university.'
 - a. Is John a doctor now? (No.)
 - b. Was John a doctor in the past? (No.)
 - c. Is he going to be a doctor in the future? (Yes.)
 - d. When is he going to be a doctor? (When he finishes university.)
12. Give another example, using 'modal verb': e.g. 'We might go to the beach tomorrow.'
 - a. Are we at the beach now? (No.)
 - b. Were we at the beach in the past? (Possibly.)
 - c. Might we go to the beach in the future? (Yes.)
 - d. When might we go to the beach? (Tomorrow.)
13. Ask the learners to choose the correct time for each of the verbs in the table in Exercise A.

SIMPLE VERB FORMS

Simple verb forms are those that consist of one word in the affirmative. English has two simple forms: 'verb/verbs' and 'verbed'.

'verb/verbs'

When we use the form 'verb/verbs' it says that the action, event or state is considered to be real at the time of speaking, and that it is not finite. It often

2h

shows habitual or repeated actions.

1. Elicit a sentence from a learner using 'verb/verbs' by asking a question; e.g. 'What do cows eat?' The correct answer would be 'Cows eat grass.' Ask concept checking questions.
 - a. Are cows eating grass now? (Possibly)
 - b. Did cows eat grass in the past? (Yes.)
 - c. When did cows start eating grass? (Don't know.)
 - d. Will cows eat grass in the future? (Yes.)
 - e. Will cows finish eating grass? (Probably not.)
2. Give another example; e.g. 'I eat breakfast every day.'
 - a. Am I eating breakfast now? (No.)
 - b. Did I eat breakfast in the past? (Yes.)
 - c. When did I start eating breakfast? (Don't know.)
 - d. Will I eat breakfast in the future? (Yes.)
 - e. Will I finish eating breakfast? (Probably not.)
3. Give another example: e.g. 'I love ice cream.'
 - a. Do I love ice cream now? (Yes.)
 - b. Did I love ice cream in the past? (Yes.)
 - c. When did I start loving ice cream? (Don't know.)
 - d. Will I love ice cream in the future? (Yes.)
 - e. Will I finish loving ice cream? (Probably not.)

Practice:

Think of an activity that you do repeatedly and write (or say) three sentences about it, but replacing the activity with the word 'verb. E.g. (for 'drink coffee)

- a. 'I verb three or four times every day.'
- b. 'I usually verb at home in the morning, but verb outside in the afternoon.'
- c. 'Everybody in my family verbs.'

Ask the learners to ask you 'yes/no questions' to find your activity. If they struggle with this, you can give them some clues.

When they have guessed your activity, place them in pairs or small groups to think of activities, and do the same exercise among themselves.

'verbed'

When we use this form along with a past time reference, it refers to an action or state that started and finished in the past.

1. Give an example sentence; e.g. 'Mary worked yesterday.' Ask concept checking questions.
 - a. Is Mary working now? (Possibly.)
 - b. Did Mary work in the past? (Yes.)
 - c. When did Mary start working? (Yesterday.)
 - d. When did Mary finish working? (Yesterday.)
2. Give another example; e.g. 'I played football when I was at school.'
 - a. Am I playing football now? (No.)
 - b. Did I play football in the past? (Yes.)
 - c. When did I start playing football? (When I was at school.)
 - d. When did I finish playing football? (When I was at school.)
3. Give another example; e.g. 'I lived in Madrid in 2005.'
 - a. Do I live in Madrid now? (No.)
 - b. Did I live in Madrid in the past? (Yes.)
 - c. When did I start living in Madrid? (In 2005)
 - d. When did I finish living in Madrid? (In 2005.)

Practice:

Choose some past time expressions, and write them in the first column of the table. Write sentences in the second column that go with the time expressions, but place them in random order. Ask the learners to ask 'yes/no questions' to find out when you did each of the activities; e.g. 'Did you eat pizza this morning?' Ask the learners to complete their own tables, and put them in pairs to find out when their partners did their activities.

Example

this morning	I ate pizza.
last week	I played football.
when I was at school	I phoned my mother.
last year	I lost my mobile phone.
yesterday evening	I visited a castle.

COMPLEX VERB FORMS

2h

'be verbing'

When we use this form, it shows that an action starts before the time given, and is intended to finish after that time.

1. Elicit a sentence from a learner using 'be verbing' by asking a

question; e.g. 'What are you doing today?' The correct answer would be 'I'm studying English today.' Ask concept checking questions.

- a. When did you start studying English today? (The time the lesson started.)
 - b. Will you finish studying English today? (Yes.)
 - c. When will you finish studying English today? (The time the lesson finishes.)
 - d. Give another example; e.g. 'It's raining.'
 - e. Did it start raining before now? (Yes.)
 - f. Will it finish raining after now? (Yes.)
2. Give another example; e.g. 'Mary didn't hear the phone ring because she was having a shower.'
 - a. Did Mary start having a shower before the phone rang? (Yes.)
 - b. Did she finish having a shower after the phone rang? (Yes.)
 - c. Give another example; e.g. 'He's studying Economics at university.'
 - d. Did he start studying Economics before now? (Yes.)
 - e. Will he finish studying Economics after now? (Yes.)

Practice:

Ask the learners to write a sentence using 'am/are/is verbing' to describe these actions.

The baby has fallen asleep, and hasn't woken up yet.	The baby is sleeping.
John's plane has taken off, and it hasn't landed yet.	John is flying.
Mary has started reading 'The Hobbit', and she hasn't finished reading it yet.	Mary is reading 'The Hobbit'.
Andrea has put on a red coat, and she hasn't taken it off yet.	Andrea is wearing a red coat.

Give the learners some photographs from magazines or newspapers, and ask them to describe what the people are doing and wearing.

'have verben'

When we use this form, it explains a state at the time given; often as the result of something that happens before.

1. Open the door. Ask the concept checking questions.
 - a. Is the door open? (Yes.)

-
- b. What have I done? (You have opened the door.)
 - c. Why is the door open? (Because you have opened it.)
 - d. Close the door. Ask concept checking questions.
 - e. Is the door closed? (Yes.)
 - f. What have I done? (You have closed the door.)
 - g. Why is the door closed? (Because you have closed it.)
 2. Ask a learner to leave the room.
 - a. Where is (name of learner)? (He/She's outside.)
 - b. What has he/she done? (He/She's gone outside.)
 - c. Is he/she here now? (No.)
 - d. Why isn't he/she here now? (Because he/she has gone outside.)
 - e. Ask the learner to come back in.
 - f. Where is (name of learner)? (He/She is in the room.)
 - g. What has he/she done? (He/She has come in.)
 - h. Is he/she outside? (No.)
 - i. Why isn't he/she outside? (Because he/she has come in.)
 3. Give another example.
 - a. Do you know some English? (Yes.)
 - b. Why do you know some English? (Because we have studied/learned it.)
 - c. Give another example.
 - d. Has anybody eaten breakfast/lunch today? (Yes.)
 - e. Where is your breakfast/lunch? (In my stomach.)
 - f. Did anybody eat breakfast/lunch yesterday? (Yes.)
 - g. Where's yesterday's breakfast/lunch? (Gone.)
 4. Explain that the verb form 'have verben' is used to explain a state at the time given. Show that this works in the past with 'had verben' by using examples; e.g.
 - a. Is the door open? (No.)
 - b. Was the door open before? (Yes.)
 - c. What had I done? (You had opened the door.)
 - d. Why was the door open? (Because you had opened it.)
 5. Give another example.
 - a. Is (name of learner who left the room earlier) inside or outside? (Inside.)
-

- b. Where was he/she before? (Outside.)
- c. Why was he/she outside? (Because he/she had gone out.)

Practice:

Ask the students to write a sentence using a 'have/has verben' to explain these states.

John isn't hungry.	He's eaten.
Mary has food poisoning.	She's eaten something bad.
Peter recognises that man.	He's seen him before.
The light is off.	Somebody has turned it off.
My cup is not where I left it.	Somebody has moved it.
Alice knows a lot about Paris.	She's been there before.
Xavi is taller than the last time I saw him.	He's grown.
I know what happens in that movie.	I've seen it before.

Put the learners in pairs and ask them to find at least one thing that they have both done today, this week, this year, and since they left school. They will need to ask questions in the form 'Have you verben today?'

FUTURE FORMS*1h 30m***am/are/is verbing**

This future form shows that something has been done in the past to make something happen in the future.

1. Remind the learners of the form 'am/are/is verbing' and its use in the present by asking the question 'What am I doing now?' Elicit the answer 'You're teaching.' ask concept checking questions:
 - a. Did I start teaching before now? (Yes.)
 - b. When did I start teaching? (At the beginning of the lesson.)
 - c. Will I finish teaching after now? (Yes.)
 - d. When will I finish teaching? (At the end of the lesson.)
2. Say to the learners 'I'm meeting my friend after the lesson.' Ask concept checking questions:
 - a. Do I know I'm meeting my friend? (Yes.)
 - b. Does my friend know? (Yes.)

- c. How does he know? (We spoke before.)
- d. Did I do something in the past to make this happen in the future? (Yes.)
- e. What did I do in the past to make this happen in the future? (Arranged to meet.)
3. Give another example; e.g. 'I'm having chicken for dinner tonight.'
 - a. Do I know I'm having chicken for dinner tonight? (Yes.)
 - b. Have I bought the chicken already? (Yes.)
 - c. Did I do something in the past to make this happen in the future? (Yes.)
 - d. What did I do in the past to make this happen in the future? (Bought a chicken.)

Practice:

Put the learners into pairs, and ask them to ask each other about any arrangements they have for the future. Direct them to use 'What are you doing this evening/this weekend/etc.?'

am/are/is going to verb

This form shows that the future event is a goal, aim, or ambition.

1. Tell a learner to walk slowly to the window/door. As he/she is walking, ask the other learners 'Where is he/she going? Elicit 'He/She is going to the window/door.' Ask concept checking questions.
 - a. Did he/she start going to the door? (Yes.)
 - b. Did he/she finish going to the door? (No.)
 - c. Does he/she have an aim or destination? (Yes.)
 - d. What is his/her aim or destination? (The window/door.)
2. The learner can sit again. Tell the learners 'I'm going to buy some new shoes at the weekend.' Ask concept checking questions.
 - a. Did I decide to buy some shoes before now? (Yes.)
 - b. Do I have an aim or destination? (Yes.)
 - c. What is my aim or destination? (To buy some new shoes.)
 - d. Did I do something in the past to make this happen? (No.)
3. Give another example; e.g. 'I'm going to have chicken for dinner tonight.'
 - a. Did I decide to have chicken for dinner tonight before now? (Yes.)
 - b. Have I bought the chicken already? (No.)

- c. Do I have an aim or destination? (Yes.)
- d. What is my aim or destination? (To have chicken for dinner tonight.)

Practice:

Put the learners into pairs, and ask them to ask each other about their plans. Ask them to use 'What are you going to do this evening/this weekend/etc.?'

Uses of 'will' for the future

'will' has a number of uses for future time, which we need to look at individually

'will' to show events and actions that are habitual

1. Ask a learner 'Where will your father be now?' They will probably answer 'He's at work.' or 'He's at home.' Ask them if they are absolutely sure that that is where he is, and he hasn't gone out for a coffee or gone to the shop. The learner cannot be absolutely sure. Ask the learner why they think their father is where they say he is; elicit that that is where he usually is at that time. Say 'So, your father will be at work/home.'
2. Give another example; e.g. 'My nephew will be in school now.' Ask concept checking questions.
 - a. Can I see my nephew now? (No.)
 - b. Do I know exactly where he is? (No.)
 - c. Do I know where he usually is at this time of day? (Yes.)
3. Ask a learner 'What will you do before you go to bed tonight?' They should answer 'I'll brush my teeth.' or something similar. Ask them 'Is that what you normally do before you go to bed?' and they should answer 'Yes.'
4. Give another example; e.g. 'When I get up tomorrow, I'll eat breakfast.' Ask concept checking questions.
 - a. Do I normally eat breakfast when I get up? (Yes.)
 - b. Do I always eat breakfast when I get up? (No.) If they answer 'Yes.' give examples of times when you don't eat breakfast; e.g. you oversleep, there's no bread/cereal etc.

This form is often used with 'be verbing'. Ask a learner 'What will you be doing at 4 o'clock tomorrow morning?' Elicit 'I will be sleeping.'

- a. Are you usually sleeping at 4 o'clock in the morning? (Yes.)
- b. Are you always sleeping at 4 o'clock in the morning? (No.)

'will' for choice

Offer a learner a pencil/pen/ sweet or anything where he/she has a choice of colour etc. by saying 'Which one would you like?' try to elicit 'I'll have this/the blue/ etc. one.' or similar. If you don't elicit the correct form, get the learner to offer you the same choice, and say 'I'll have this/the blue/etc. one, please.'

1. Ask concept checking questions.
 - a. Did I decide in the past? (No.)
 - b. Did I decide now?' (Yes.)
 - c. Did I have a choice? (Yes.)
 - d. Does 'I will' mean the same as 'I choose to'? (Yes.)
2. Ask if somebody could open/close the door/window, and try to elicit 'I'll do it.' If you don't elicit the correct response, say 'I'll do it.' the do it.
 - a. Did I decide in the past? (No.)
 - b. Did I decide now? (Yes.)
 - c. Did I have a choice? (Yes.)
 - d. Does 'I will' mean the same as 'I choose to'? (Yes.)

'will' vs 'am/are/is going to' for predictions

1. Ask the learners what the weather will be like tomorrow. Elicit 'It'll be sunny/rainy/ warm/cold/etc.' Ask concept checking questions.
 - a. Do you know what the weather will be like tomorrow for sure? (No.)
 - b. Can you choose what the weather will be like tomorrow? (No.)
 - c. Whose choice is it? (God's, nobody's, fate's)
2. Remind the learners that English is a Christian language and that historically people needed to add 'God willing ' to statements about the future, and this is similar to most European languages. So this use of will refers to God's will. As many people don't believe in God now, God's will may be replaced any other phrase that shows it is not in the power of the speaker.
3. Give another example: e.g. 'In a hundred years' time, men will live on the moon.'
 - a. Do you know what will happen in a hundred years' time? (No.)
 - b. Can you choose what will happen in a hundred years' time? (No.)
 - c. Whose choice is it? (God's, nobody's, fate's)
4. Ask the learners what the weather is going to be like in five minutes. Elicit 'It's going to be sunny/rainy/etc. Ask concept checking questions.
 - a. Do you know what the weather is going to be like in five

<p>minutes? (Yes.)</p> <p>b. Are you sure? (Almost.)</p> <p>c. How do you know? (We can see in the sky.)</p>		
<p>VOICE</p> <p>English has two voices: 'active' and 'passive'. In order to understand the difference between them, it is important to understand some terminology.</p> <ol style="list-style-type: none"> 1. Ask the learners what they understand by the word 'subject'. Explain that, in English, the subject of the sentence is 'what the sentence is about', and it is also the noun phrase before the verb. <p>The subject is highlighted in the following two sentences:</p> <p>I told him to go.</p> <p><u>The man who lives next-door to my mother</u> plays the piano.</p> <ol style="list-style-type: none"> 2. Ask the learners what they understand by the word 'active'; explain that it means 'doing something'. 3. Ask the learners what they understand by the word 'passive'; explain that it means 'doing nothing'. 4. Give the example sentence: 'The dog bit the boy.' Ask concept checking questions: <ol style="list-style-type: none"> a. What is the subject of the sentence? (The dog.) b. Does the dog do the action? (Yes.) c. Is the subject 'active' or 'passive'? (Active.) d. Is the verb 'active' or 'passive'? (Active.) 5. Give the example sentence: 'The dog was bitten by a flea.' Ask concept checking questions: <ol style="list-style-type: none"> a. What is the subject of the sentence? (The dog.) b. Does the dog do the action? (No.) c. Is the subject 'active' or 'passive'? (Passive.) d. Is the verb 'active' or 'passive'? (Passive.) 	1h	

HANDOUTS UNIT 2

H1

		Translation
I'm	/aɪm/	
You're	/jɔ:(r)/	
He's	/hi:z/	
She's	/ʃi:z/	

H2

		Translation
What's my name?	/'wɒtsmaɪ'neɪm/	
What's your name?	/'wɒtsjɔ:'neɪm/	
What's his name?	/'wɒtsɪz'neɪm/	
What's her name?	/'wɒtsə'neɪm/	
My name's ...	/'maɪ'neɪmz/	
Your name's ...	/'jɔ:'neɪmz/	
His name's ...	/'hɪz'neɪmz/	
Her name's ...	/'hɜ:neɪmz/	

HANDOUTS UNIT 2

H3

		Translation			Translation
Hello.	/ˈheləʊ/		Goodbye.	/ˈgʊbaɪ/	
Hi.	/haɪ/		Bye.	/baɪ/	
Pleased to meet you.	/pli:ztə'mi:tʃʊ/				
Nice to meet you.	/naɪstə'mi:tʃʊ/				
I have to go now.	/aɪ'hævtə'gəʊnəʊ/				














H4

Write the English letter in the column under the correct sound.

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/ju:/	/a:/

HANDOUTS UNIT 2

H5








			
board /bɔ:d/	book /bʊk/	door /dɔ:/	chair /tʃeə/
			
clock /klɒk/	computer /kəm'pjʊ:tə/	dictionary /'dɪkʃənri/	folder /'fəʊldə/
			
pencil /'pensɪl/	scissors /'sɪzəz/	table /'teɪbl/	marker /'mɑ:kə/
			
window /'wɪndəʊ/			

HANDOUTS UNIT 2

H6

		Translation			Translation
stand up	/stænd'ʌp/		open	/'əʊpən/	
sit down	/sɪ'daʊn/		close	/kləʊz/	
read	/ri:d/		look	/lʊk/	
write	/raɪt/		come in	/kʌm'in/	
listen	/'lɪsən/		go out	/gəʊ'waʊt/	
speak	/spi:k/		quiet	/'kwaɪjət/	

H7

			
The pencil's between the cups.	The pencil's in the cup.	The pencil's next to the cup.	The pencil's on the cup.
			
The pencil's under the cup.	The pencil's behind the cup.	The pencil's in front of the cup.	

HANDOUTS UNIT 2

H8

1	one	/wʌn/	20	twenty	/ˈtwenti/
2	two	/tu:/	21	twenty one	/ˈtwentiˈwʌn/
3	three	/θri:/	22	twenty two	/ˈtwentiˈtu:/
4	four	/fɔ:(r)/	30	thirty	/ˈθɜ:ti/
5	five	/faɪv/	33	thirty three	/ˈθɜ:tiˈθri:/
6	six	/sɪks/	34	thirty four	/ˈθɜ:tiˈfɔ:(r)/
7	seven	/ˈsevən/	40	forty	/ˈfɔ:ti/
8	eight	/eit/	45	forty five	/ˈfɔ:tiˈfaɪv/
9	nine	/naɪn/	46	forty six	/ˈfɔ:tiˈsɪks/
10	ten	/ten/	50	fifty	/ˈfɪfti/
11	eleven	/ɪˈlevən/	57	fifty seven	/ˈfɪftiˈsevən/
12	twelve	/twelv/	58	fifty eight	/ˈfɪftiˈjeɪt/
13	thirteen	/ˈθɜ:ti:n/	60	sixty	/ˈsɪksti/
14	fourteen	/ˈfɔ:ti:n/	69	sixty nine	/ˈsɪkstiˈnaɪn/
15	fifteen	/ˈfɪfti:n/	70	seventy	/ˈsevənti/
16	sixteen	/ˈsɪksti:n/	80	eighty	/ˈeɪti/
17	seventeen	/ˈsevənti:n/	90	ninety	/ˈnaɪnti/
18	eighteen	/ˈeɪti:n/	100	a hundred	/əˈhʌndrɪd/
19	nineteen	/ˈnaɪnti:n/			






HANDOUTS UNIT 2

H9

Place		Translation
airport	/ˈeəpɔ:t/	
amusement park	/əˈmju:zməntpɑ:k/	
bakery	/ˈbeɪkəri/	
bank	/bænk/	
bookshop	/ˈbʊkʃɒp/	
bus stop	/ˈbʌstɒp/	
butcher's	/ˈbʊtʃəz/	
cafe	/ˈkæfeɪ/	
chemist's	/ˈkemɪsts/	
cinema	/ˈsɪnemə/	
fire station	/ˈfaɪəsteɪʃən/	
florist's	/ˈflɒrɪsts/	
greengrocer's	/ˈɡri:ŋɡrəʊsəz/	
gym	/dʒɪm/	
hairdresser's	/ˈheədresəz/	
hospital	/ˈhɒspɪtəl/	
hotel	/həʊˈtel/	
library	/ˈlaɪbrəri/	
museum	/mju:ˈziəm/	
park	/pɑ:k/	
petrol station	/ˈpetrəlˈsteɪʃən/	
police station	/pəˈli:steɪʃən/	
school	/sku:l/	
stadium	/ˈsteɪdiəm/	
theatre	/ˈθi:te/	

HANDOUTS UNIT 2

H10

Places				
				
				
				
				
				

airport	amusement park	bakery	bank	bookshop
bus stop	butcher's	cafe	chemist's	cinema
fire station	florist's	greengrocer's	gym	hairdresser's
hospital	hotel	library	museum	park
petrol station	police station	school	stadium	theatre

HANDOUTS UNIT 2

H11

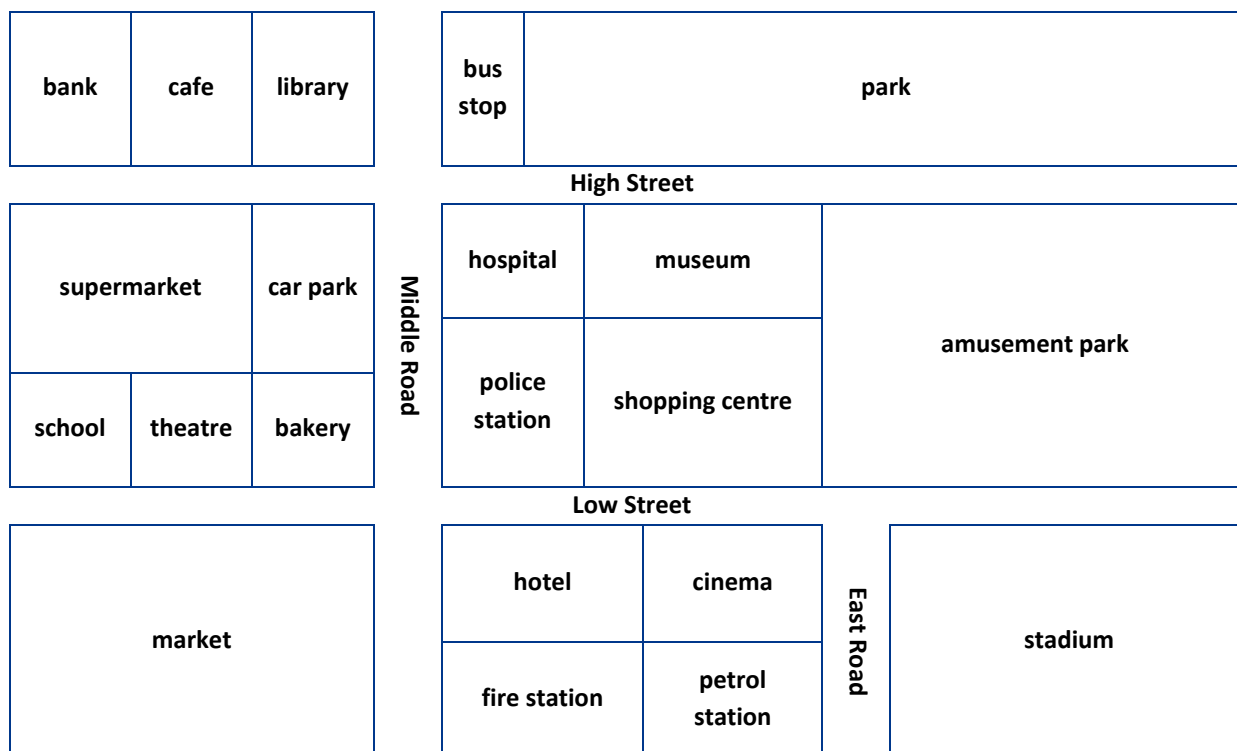
	Place		
1	bank	a	Where can I have my hair cut?
2	airport	b	Where can I buy a book?
3	museum	c	Where can I watch a match?
4	hospital	d	Where can I buy bread?
5	theatre	e	Where can I watch a play?
6	cinema	f	Where can I catch a bus?
7	butcher's	g	Where can I drink coffee?
8	fire station	h	Where can I sit on the grass?
9	hotel	i	Where can I buy petrol?
10	gym	j	Where can I find a policeman?
11	florist's	k	Where can I take classes?
12	cafe	l	Where can I watch a film?
13	greengrocer's	m	Where can I exercise?
14	hairstylist's	n	Where can I borrow a book?
15	bus stop	o	Where can I find a fireman?
16	chemist's	p	Where can I change money?
17	police station	q	Where can I ride a rollercoaster?
18	bookshop	r	Where can I look at statues?
19	park	s	Where can I stay?
20	amusement park	t	Where can I buy vegetables and fruit?
21	petrol station	u	Where can I buy medicine?
22	stadium	v	Where can I buy flowers?
23	baker's	w	Where can I buy meat?
24	library	x	Where can I catch a plane?
25	school	y	Where can I go if I am sick?

HANDOUTS UNIT 2

H12

		Translation
buy	/baɪ/	
watch	/wɒtʃ/	
catch	/kæʃ/	
drink	/drɪŋk/	
exercise	/ˈeksəsaɪz/	
borrow	/ˈbɒrəʊ/	
keep	/ki:p/	
ride	/raɪd/	
look at	/ˈlʊkæt/	
stay	/steɪ/	

H13



HANDOUTS UNIT 2

H14

		Translation
'on the corner of'	/ɒnðə'kɔːnərv/	
opposite	/'ɒpəzɪt/	
next to	/'nekstʊ/	
between	/bɪ'twiːn/	
street	/stri:t/	
road	/rəʊd/	
avenue	/'ævɪnjuː/	
place	/pleɪs/	
square	/skweə/	

H15

		Translation
'go straight'	/gəʊ'streɪt/	
'turn left'	/tɜːn'left/	
'turn right'	/tɜːn'raɪt/	
after	/'ɑːftə/	

HANDOUTS UNIT 2
















H16

Store guide		
		
		
		
		
















bread	fresh meat	frozen peas
glasses	lightbulb	lipstick
magazines	medicine	screwdrivers
television	tennis racket	watch

HANDOUTS UNIT 2

H18

Can/ can't		
		
		
		
		
		

HANDOUTS UNIT 2

HANDOUTS UNIT 2

act	call my friends	cook
cycle	dance	do crosswords
do DIY	draw	garden
go shopping	go to the cinema	ice skate
listen to music	play basketball	play cards
play football	play tennis	play music
play video games	read	ride a horse
rollerblade	sing	skateboard
ski	surf the net	swim
take photos	walk	watch television

H19

Activity (verb)		Translation
act	/ækt/	
call my friends	/'kɔ:lmaɪ'frendz/	
cook	/kʊk/	
cycle	/'saɪkl/	
dance	/dɑ:ns/	
do crosswords	/dʊ'krɒswɜ:dz/	
do DIY	/dʊdi:jaɪ'waɪdʒəbz/	
draw	/drɔ:/	
garden	/gɑ:dən/	
go shopping	/gəʊ'ʃɒpɪŋ/	
go to the cinema	/gəʊtəðə'sɪnəmə:/	
ice skate	/'aɪsket/	

HANDOUTS UNIT 2

listen to music	/lɪsntə'mju:zɪk/	
play basketball	/pleɪ'ba:skætbɔ:l/	
play cards	/pleɪ'kɑ:dz/	
play football	/pleɪ'fʊtbɔ:l/	
play tennis	/pleɪ'tenɪs/	
play music	/pleɪ'mju:zɪk /	
play video games	/pleɪ'vɪdɪəʊgeɪmz/	
read	/ri:d/	
ride a horse	/ˈraɪdə'hɔ:s/	
rollerblade	/ˈrəʊləbleɪd/	
sing	/sɪŋ/	
skateboard	/ˈskeɪtbɔ:d/	
ski	/ski:/	
surf the net	/sɜ:fðə'net/	
swim	/swɪm/	
take photos	/teɪk'fəʊtəʊz/	
walk	/wɔ:k/	
watch television	/wɒtʃ'teləvɪʒən/	

HANDOUTS UNIT 2

H20

Everyone can (barring disabilities)	Only some people can

H21

Name		Verb
	can/can't	
	can/can't	
	can/can't	
	can/can't	
	can/can't	

H22

'Can you ...?'	/ˈkænjʊ/	
'Yes, I can.'	/ˈjesaɪˈkæn/	
'No, I can't.'	/ˈnəʊwaɪˈkɑːnt/	
'I can ...'	/ˈaɪkən/	
'I can't ...'	/aɪˈkɑːnt/	

HANDOUTS UNIT 2

H23

	<p>This is _____</p> <p>It's in _____</p>		<p>This is _____</p> <p>It's in _____</p>
	<p>This is _____</p> <p>It's in _____</p>		<p>This is _____</p> <p>It's in _____</p>
	<p>This is _____</p> <p>It's in _____</p>		<p>This is _____</p> <p>It's in _____</p>
	<p>This is _____</p> <p>It's in _____</p>		<p>This is _____</p> <p>It's in _____</p>
	<p>This is _____</p> <p>It's in _____</p>		<p>This is _____</p> <p>It's in _____</p>

HANDOUTS UNIT 2

H24

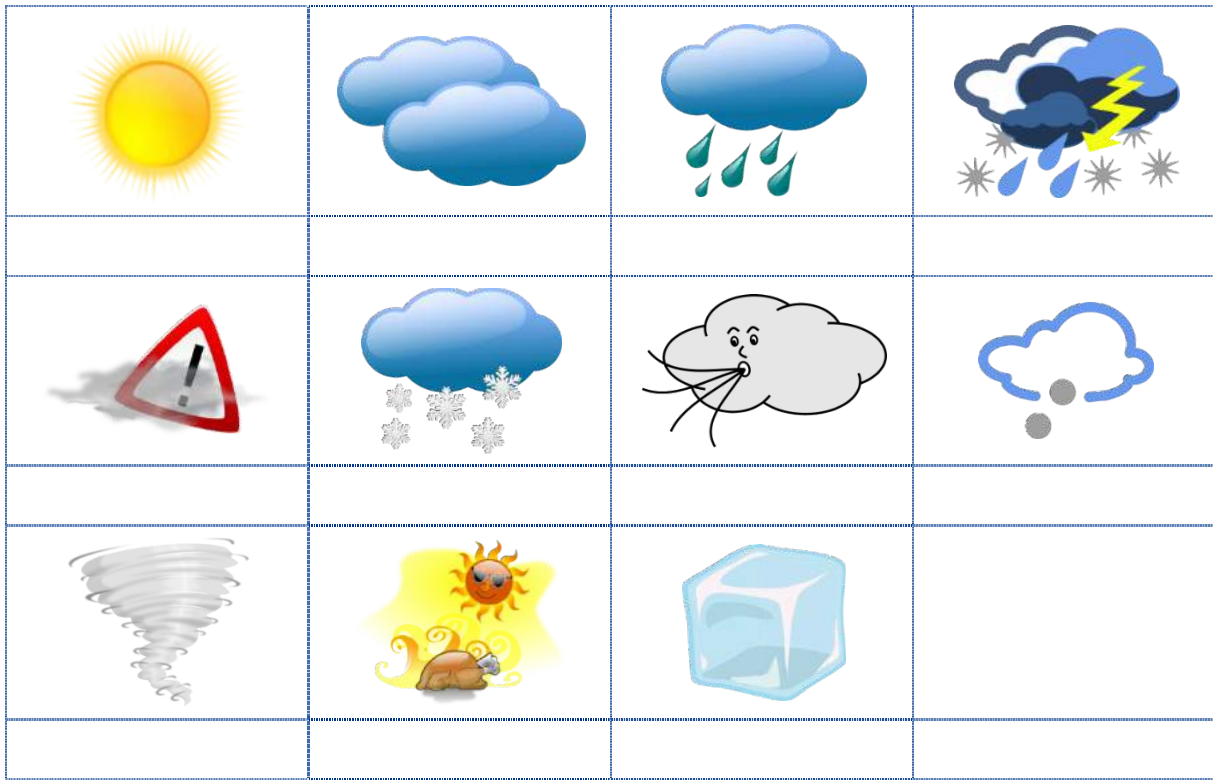
Monument		
the Statue of Liberty	/ðə'stætʃʊwəv'libəti/	
Big Ben	/bɪg'ben/	
the Parthenon	/'pɑ:θə'nɒn/	
the Tower of Pisa	/ðə'taʊwərəv'pi:sə/	
the Kremlin	/ðə'kremlin/	
the Eiffel Tower	/ðə'jaɪfəl'taʊwə/	
Sagrada Familia	/sə'gradafa'milija/	
the Great Wall of China	/ðə'greɪtwɔ:ləv'tʃaɪnə/	
Christ the Redeemer	/'kraɪstərə'di:mə/	
Taj Mahal	/'tɑ:ɢmə'hɑ:l/	

H25

Country		Translation
the USA	/ðəjʊwe'seɪ/	
the UK	/ðəjʊ'keɪ/	
Greece	/gri:s/	
Italy	/'ɪtəli/	
Russia	/'rʌʃə/	
France	/fra:ns/	
Spain	/speɪn/	
Brazil	/brə'zɪl/	
India	/'ɪndjə/	
China	/'tʃaɪnə/	

HANDOUTS UNIT 2

H26



cloud/cloudy	cold	fog/foggy	hail
hot	rain/rainy	snow/snowy	storm/stormy
sun(shine)/sunny	tornado	wind/windy	

H27

In New York in December, it's ...	... Snowy.
In London in October there's ...	...
In Dubai in July it's ...	...
In Oslo in January there's ...	...
In the Amazon in January it's ...	...
















HANDOUTS UNIT 2

H28













		Translation			Translation
'There's ...'	/ðeəz/		'It's ...'	/its/	
sunshine	/ˈsʌnʃaɪn/		icy	/ˈaɪsi/	
snow	/snəʊ/		hot	/hɒt/	
thunder	/ˈθʌndə/		stormy	/ˈstɔːmi/	
ice	/aɪs/		cloudy	/ˈklaʊdi/	
sleet	/sli:t/		windy	/ˈwɪndi/	
hail	/heɪl/		sleeting	/ˈsliːtɪŋ/	
wind	/wɪnd/		cold	/kəʊld/	
a rainbow	/əˈreɪnbəʊ/		hailing	/ˈheɪlɪŋ/	
rain	/reɪn/		rainy	/ˈreɪni/	
lightning	/ˈlaɪtnɪŋ/		foggy	/ˈfɒgi/	
fog	/fɒg/		freezing	/ˈfriːzɪŋ/	
a clear sky	/əkleəˈskaɪ/		sunny	/ˈsʌni/	
'There are ...'	/ðeərə/		warm	/wɔːm/	
clouds	/klaʊdz/		partly cloudy	/ˈpɑːtliˈklaʊdi/	
tornadoes	/tɔːˈneɪdəʊz/		snowy	/ˈsnəʊwi/	
storms	/stɔːmz/				

HANDOUTS UNIT 2

H29

Clothes		
		
		
		
		
		

HANDOUTS UNIT 2

HANDOUTS UNIT 2

H30

		Translation			Translation
belt	/belt/		pyjamas	/pɪ'dʒɑ:məz/	
blouse	/blaʊz/		sandals	/'sændəlz/	
boots	/bu:ts/		scarf	/skɑ:f/	
bracelet	/'breɪslɪt/		shirt	/ʃɜ:t/	
coat	/kəʊt/		shoes	/ʃu:z/	
dress	/dres/		skirt	/skɜ:t/	
earrings	/'i:rɪŋz/		socks	/sɒks/	
flip-flops	/'flɪpfloʊps/		suit	/su:t/	
gloves	/glʌvz/		sunglasses	/'sʌŋɡlə:sɪz/	
hat	/hæt/		tie	/taɪ/	
jacket	/'dʒækɪt/		trainers	/'treɪnəz/	
jeans	/dʒi:nz/		trousers	/'traʊzəz/	
jumper	/'dʒʌmpə/		t-shirt	/'ti:ʃɜ:t/	
necklace	/'neɪklɪs/				













HANDOUTS UNIT 2**H31**

Phrases for the dialogues. Who says each phrase? Shop assistant (S) or Customer (C)

Can I help you?	S/C
No, thanks. I'm just looking.	S/C
Do you have these in a size ...?	S/C
These are on special offer.	S/C
I would like this in a different colour.	S/C
Would you like to try it on?	S/C
Where is the changing room?	S/C
It really suits you.	S/C
They don't fit. They're too big/small.	S/C
How much will that be?	S/C
Are you paying by cash or card?	S/C
If you buy two, you get a third one free.	S/C

HANDOUTS UNIT 2

H32

Fruit and vegetables		
		
		
		
		

HANDOUTS UNIT 2

HANDOUTS UNIT 2
















H33

		Translation
apple	/ˈæpl/	
aubergine	/ˈəʊbəʒiːn/	
carrot	/ˈkærət/	
banana	/bəˈnɑːnə/	
broccoli	/ˈbrɒkəliː/	
cabbage	/ˈkæbɪdʒ/	
cauliflower	/ˈkɒlɪflaʊə/	
cherry	/ˈtʃeri/	
coconut	/kəʊkənʌt/	
corn	/kɔːn/	
cucumber	/ˈkjuːkʌmbə/	
garlic	/ˈgɑːlɪk/	
grape	/greɪp/	
lemon	/ˈlemən/	
lettuce	/ˈletɪs/	
melon	/ˈmelən/	
olive	/ˈɒlɪv/	
onion	/ˈʌnjən/	
orange	/ˈɒrændʒ/	
pea	/piː/	
peanut	/ˈpiːnʌt/	
pear	/peə/	
pepper	/ˈpepə/	
pineapple	/ˈpaɪnæpl/	
potato	/pəˈteɪtəʊ/	
tomato	/təˈmɑːtəʊ/	
watermelon	/ˈwɔːtəmelən/	

Which of the fruits and vegetables do you like and dislike? Are there any that you cannot eat?

HANDOUTS UNIT 2

H34

Animals and meats		
		
		
		
		
		

HANDOUTS UNIT 2

H35


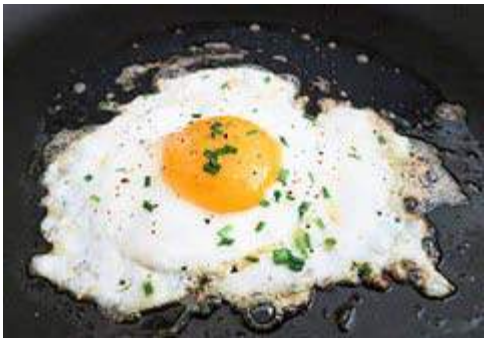






Which of these are animals, which are meats, and which are both?

bacon	beef	calf
chicken	cow	deer
mince	lamb	pig
pork	sausage	sheep
steak	turkey	veal
venison	wings	

Match the meat to the animal.

HANDOUTS UNIT 2

H35

HANDOUTS UNIT 2

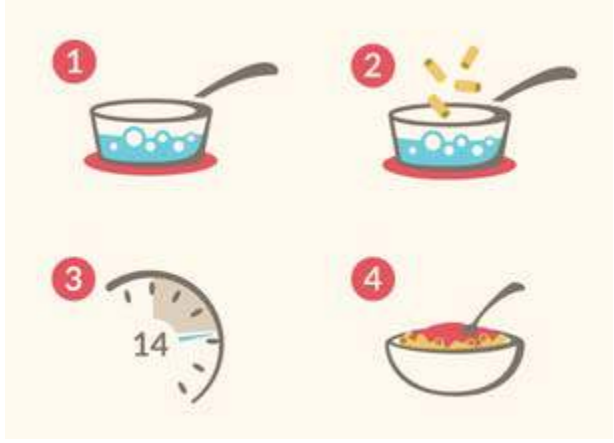


bake/baked	beat/beaten
boil/boiled	break/broken
chop/chopped	fry/fried
grill/grilled	roast/roast
scramble/scrambled	slice/sliced
pour	rare
stir	well-done

HANDOUTS UNIT 2

H36

Cooking instructions



http://images.wookmark.com/293887_wookmark.png

1. _____
2. _____
3. _____
4. _____

HANDOUTS UNIT 2

H37



BURGERBAR

BURGER
All of our meat is locally sourced
and we only use the freshest ingredients

Burger	Icon	Price
CLASSIC BEEF SALAD, MAYO & SPICY RELISH W/OPTIONAL BRIE CHEESE		....10.75
CHARGRILLED CHICKEN AVOCADO, CRISPY BACON, SALAD & MAYO		....9.50
RIDICULOUS SALMON PICKLED RED ONIONS, AVOCADO & TARTAR SAUCE		....9.50
VEGGIE BEAN PATTIE PANKO CRUMBED AND FRIED W/GRILLED PEPPERS & MUSHROOM		....8.50

ADD EXTRA

Extra	Price
MUSHROOM	1.30
BACON	1.65
ONION RINGS	1.65
DILL PICKLE	1.05
FRIED EGG	1.30

SIDES
More deliciousness

CURLY FRIES	CHUNKY CHIPS
CORN ON THE COB	SKINNY FRIES
COLESLAW	SWEET POTATO WEDGES
3.70	

DRINK
Treat yourself

CORONA	CALI ROSE
SOL	CALI RED
FROZEN SHAKE	CALI WHITE
VANILLA, CHOCOLATE	175ML 4.50
OR STRAWBERRY	250ML 6.70
4.25	COFFEE 2.50

ALL PRICES ON WE ARE ROUNDED TO OUR NEXT WHOLE Kilo



<https://m1.behance.net/rendition/modules/75924603/disp/f9be5779f16a157156798b31e2a8de76.jpg>

HANDOUTS UNIT 2

H39

à la Carte Menu Peers' Dining Room

Starters

Goats' cheese Goats' cheese panna cotta with honey pressed apple, pear purée, beetroot, smoked thyme and pine snow £ 6.50	King scallops Marinated king scallops with sea and baby fennel, blood orange, puffed pork rind and crisp shallots £ 7.00	Duck Smoked duck breast with fig and sultana purée, ras el hanout granola and preparations of raspberries £ 6.75
Smoked salmon London cured wild smoked salmon with fresh lemon and brown bread and butter £ 15.00	B.L.T. Maple syrup bacon crisps, smoked bacon foam, lettuce, tomato jelly and bread crisps £ 6.50	Brie and leek Brie and leek crème brûlée with tomato chutney and seeded toasts £ 6.00
Soup of the day Please refer to the adjoining table d'hôte menu for today's selection £ 4.50		

Main Courses

Prawn and pork King prawns fried in pork rind with crab dumplings, egg noodles, steamed vegetables and soy dressing £ 14.00	Penne Penne served with parmesan shavings and a choice of arrabiata or red pesto and goats' cheese sauce £ 10.00	Pheasant Breast of pheasant with confit pheasant leg, white bean and pancetta purée, butter poached potato and truffle jus £ 13.50
Dover sole Meunière or grilled Dover sole served with sautéed spinach and parsley potatoes £ 28.00	Fishcake Salmon, cod and smoked trout fishcake topped with rösti potato, Avruga caviar, garlic spinach and lobster cream sauce £ 13.00	
Lamb noisette Lamb loin noisette and braised lamb rib with potato Anna and port jus £ 15.00	Risotto Sundried tomato risotto with mascarpone, baby basil and mozzarella £ 10.00	Various omelettes Served with a mixed leaf salad Please ask for today's selection £ 8.25

Grills

Corn-fed chicken breast £ 12.00	Lamb cutlets £ 14.00	English sirloin steak £ 16.00	English fillet steak £ 18.00
---	--------------------------------	---	--

All grills are served with bearnaise sauce, straw potatoes, grilled tomato and sautéed mushrooms.

Vegetables and Side Dishes

Please note that all main courses are served with complete garnish.
 Additional vegetables are available at a charge of £ 3.25. Please select from:
 French Beans, sautéed spinach, seasonal vegetables, creamed, parsley or French fried potatoes
 Mixed or green salad £ 4.00 ~ Selection of vegetables and potatoes £ 5.50

Puddings

Ice creams and sorbets £ 5.00	Desserts from the sweet trolley £ 7.50	Selection of British and Irish cheeses £ 7.50	Ginger and cream dessert £ 5.50
---	--	---	---

Some of our menu items contain allergens. There is a small risk that traces of these may be found in other products served here. We understand the dangers to those with allergies, please speak to a member of staff who will be happy to help you make your choice.
 20 % VAT included.

<http://i1.mirror.co.uk/incoming/article1569763.ece/ALTERNATES/s615b/A%20la%20carte%20menu.jpg>

HANDOUTS UNIT 2**H40**

Server:	
Customer:	
Server:	
Customer:	
Server:	
Customer:	
Server:	
Customer:	
Server:	
Customer:	
Server:	
Customer:	
Server:	
Customer:	
Server:	
Customer:	

1	Ask if the customers would like anything else.
2	Ask for the bill.
3	Ask the customers if they would like dessert, and give them the menu.
4	Give the customers the bill, and ask how they would like to pay.
5	Order desserts and give back the menus.
6	Order drinks.
7	Order starters and main courses and give back the menus.
8	Pay the bill.
9	Say goodbye.
10	Serve the drinks, and ask what starters and main course the customers would like.

HANDOUTS UNIT 2

11	Take notes on the customers' orders, repeat the orders back to the customers, collect the food and bring it to the table.
12	Take notes on the customers' orders, repeat the orders back to the customers, collect the food and bring it to the table.
13	Thank the customers, and say goodbye.
14	Thank the server.
15	Thank the server, and comment on the food.
16	Welcome the customers, give them the menu, and ask what they would like to drink.

H41

	Who says it, the server (S) or the customer(C)?
S/C	Are you ready to order?
S/C	Can I get you a drink while you are deciding?
S/C	Could I have the bill, please?
S/C	Could you bring us the menu, please?
S/C	Could you bring us the salt, please?
S/C	Do you have a reservation?
S/C	Do you have a set menu?
S/C	I have a reservation under the name of Jones.
S/C	I'll have the soup as a starter.
S/C	I'll have the steak for the main course.
S/C	We'd like a table for two, please.
S/C	What would you like to drink?
S/C	Where's the toilet, please?
S/C	Would you like coffee?
S/C	Would you like dessert?

HANDOUTS UNIT 2

H42

What do the words in bold mean?

This steak is very tough .	I asked for a rare steak but this one is well-done .
The waiter has spilled wine on my trousers.	I was charged for a salad I didn't have.
There is a hair in my pasta.	I am a vegetarian and asked for a dish without any meat but this one has ham in it.
There is a cockroach in my salad.	This dish has shrimps in it and I'm allergic to them
The soup is bland .	My food is cold.
These sausages are greasy .	The table is in a draught .
This chicken is under-cooked .	The service is really slow.
I asked for a dry wine but this one is sweet .	The wine is corked .

You have a complaint from the table above. What do you want the restaurant to do?

You are the restaurant manager. Your customer has a complaint from the table above. What do you do?

HANDOUTS UNIT 2

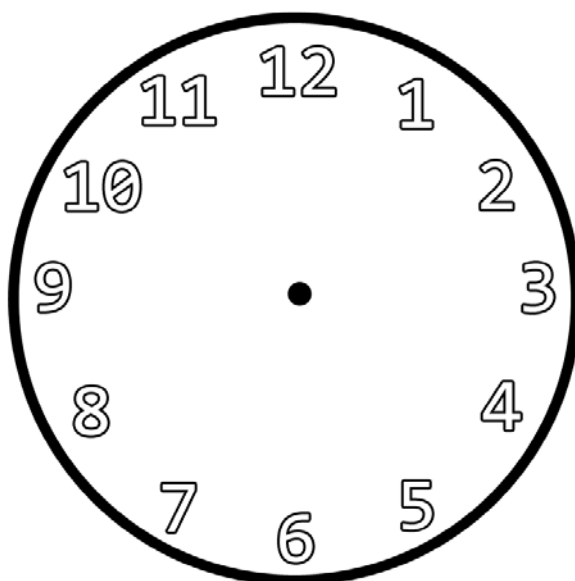
H43

baker	builder	cleaner
dancer	diver	driver
farmer	painter	singer
swimmer	teacher	writer

HANDOUTS UNIT 2

H44



<http://images.bootkidz.co.uk/clock-face-outline-no-hands.gif>

H45

		Translation			Translation
'What time is it?'	/wɒ'taɪməzɪt/		'What's the time?'	/'wɒtsə'taɪm/	
past	/pɑːst/		to	/tʊ/	
o'clock	/ə'klɒk/		quarter	/'kwɔːtə/	
half	/hɑːf/				
in the morning	/ɪnðə'mɔːnɪŋ/		in the afternoon	/ɪnðə'jɑːftə'nun/	
in the evening	/ɪnðə'jɪːvɪnɪŋ/		at night	/ət'naɪt/	

HANDOUTS UNIT 2

H46



<https://s-media-cache-ak0.pinimg.com/736x/e4/71/53/e47153cec3b5f17c779e53373612b3a9.jpg>

HANDOUTS UNIT 2

H47

		Translation
wake up	/weɪ'kʌp/	
wash your face	/'wɒʃə'feɪs/	
take a shower	/'teɪkə'ʃaʊə/	
dry your hair	/'draɪə'heə/	
brush your hair	/'brʌʃə'heə/	
eat breakfast	/i:t'brekfəst/	
brush your teeth	/'brʌʃə'ti:θ/	
get dressed	/ge'drest/	
go to the bathroom	/'gəʊtəðə'baθrʊm/	
make your bed	/'meɪkjə'bed/	
go to school	/'gəʊtə'sku:l/	
study	/'stʌdi/	
have lunch	/hæv'lnʃ/	
come home/get home	/kʌm'həʊm//get'həʊm/	
do your homework	/du:jə'həʊmwɜ:k/	
have dinner	/hæv'dɪnə/	
take a bath	/'teɪkə'bɑ:θ/	
go to sleep	/gəʊtə'sli:p/	

H48

Adjective			Pronoun		
my	/maɪ/		mine	/maɪn/	
your	/jɔ:/		yours	/jɔ:z/	
his	/hɪz/		his	/hɪz/	
her	/hɜ:/		hers	/hɜ:z/	
its	/ɪts/		its	/ɪts/	
our	/aʊə/		ours	/aʊəz/	
their	/ðeə/		theirs	/ðeəz/	

HANDOUTS UNIT 2

H49

What am I	/ˈwɒtəmaɪ/	doing?	/dʊwɪŋ/
What are you	/ˈwɒtəjʊ/		
What's he	/ˈwɒtsi:/		
What's she	/ˈwɒtʃi:/		
What's it	/ˈwɒtsɪt/		
What are we	/ˈwɒtəwi:/		
What are they	/ˈwɒtəðeɪ/		

I'm	/aɪm/	verbing.	verb/ɪŋ/
You're	/jɜ:(r)/		
He's	/hi:z/		
She's	/ʃi:z/		
It's	/ɪts/		
We're	/wɪə(r)/		
They're	/ðeə(r)/		

H50

Name	always/sometimes/ never	Verbs	every day/week/etc.

HANDOUTS UNIT 2

H51

Hobby (verbing)		Translation
acting	/æktɪŋ/	
calling my friends	/ˈkɔːlɪŋmaɪˈfrendz/	
cooking	/kʊkɪŋ/	
cycling	/ˈsaɪklɪŋ/	
dancing	/dɑːnsɪŋ/	
doing crosswords	/dʊwɪŋˈkrɒswɜːdz/	
doing DIY	/dʊwɪŋdiːjaɪˈwaɪdʒəbz/	
drawing	/drɔːwɪŋ/	
gardening	/ɡɑːdənɪŋ/	
going shopping	/ɡəʊwɪŋˈʃɒpɪŋ/	
going to the cinema	/ɡəʊwɪŋtəðəˈsɪnəməː/	
ice skating	/ˈaɪskeɪtɪŋ/	
listening to music	/lɪsnɪŋtəˈmjuːzɪk/	
playing basketball	/pleɪɪŋˈbɑːskɛtbɔːl/	
playing cards	/pleɪɪŋˈkɑːdz/	
playing football	/pleɪɪŋˈfʊtbɔːl/	
playing tennis	/pleɪɪŋˈtenɪs/	
playing music	/pleɪɪŋˈmjuːzɪk /	
playing video games	/pleɪɪŋˈvɪdɪəʊɡeɪmz/	
reading	/riːdɪŋ/	
riding a horse	/ˈraɪd ɪŋəˈhɔːs/	
rollerblading	/ˈrɒləbleɪd ɪŋ/	
singing	/sɪŋɪŋ/	
skateboarding	/ˈskeɪtbɔːdɪŋ/	
skiing	/skiːɪŋ/	

HANDOUTS UNIT 2

surfing the net	/sɜːfɪŋðə'net/	
swimming	/swɪmɪŋ/	
taking photos	/teɪkɪŋ'fəʊtəʊz/	
walking	/wɔːkɪŋ/	
watching television	/wɒtʃɪŋ'teləvɪʒən/	

H52

Name		Verbing
	likes/doesn't like	
	likes/doesn't like	
	likes/doesn't like	
	likes/doesn't like	
	likes/doesn't like	
	likes/doesn't like	

H53

'Me too.'	/mɪ'tuː/
'Me neither.'	/miː'niːðə/
'So do I.'	/'səʊdʊ'waɪ/
'Neither do I.'	/'naɪðədʊ'waɪ/
'I do.'	/'aɪdʊ/
'I don't.'	/'aɪdəʊnt/

Note the difference in pronunciation of 'neither' depending on its location in the sentence.

HANDOUTS UNIT 2

H54

Masculine		Both		Feminine	
father	/ˈfɑːðə/	parent	/ˈpeɪrənt/	mother	/ˈmʌðə/
brother	/ˈbrʌðə/	sibling	/ˈsɪblɪŋ/	sister	/ˈsɪstə/
son	/sʌn/	child	/tʃaɪld/	daughter	/ˈdɔːtə/
uncle	/ˈʌŋkəl/			aunt	/ɑːnt/
nephew	/ˈnefjuː/			niece	/niːs/
		cousin	/ˈkʌzɪn/		
grandfather	/ˈgrænfɑːðə/	grandparent	/ˈgrænpetərənt/	grandmother	/ˈgrænmʌðə/
grandson	/ˈgrænsʌn/	grandchild	/ˈgræntʃaɪld/	granddaughter	/ˈgrændɔːtə/
boyfriend	/ˈbɔɪfrend/	friend	/frend/	girlfriend	/ˈgɜːlfrend/
		colleague	/ˈkɒliːg/		
		classmate	/ˈklɑːsmet/		

H55

Day		Translation
today	/təˈdeɪ/	
yesterday	/ˈjestədeɪ/	
tomorrow	/təˈmɒrəʊ/	
Monday	/ˈmʌndeɪ/	
Tuesday	/ˈtʃuːzdeɪ/	
Wednesday	/ˈwednzdeɪ/	
Thursday	/ˈθɜːzdeɪ/	
Friday	/ˈfraɪdeɪ/	
Saturday	/ˈsætədeɪ/	
Sunday	/ˈsʌndeɪ/	

HANDOUTS UNIT 2

Month		Translation	Month		Translation
January	/ˈdʒænjəri/		July	/dʒəˈlaɪ/	
February	/ˈfebrəri/		August	/ˈɔːgəst/	
March	/mɑːtʃ/		September	/səpˈtembə/	
April	/ˈeɪprɪl/		October	/ɒkˈtəʊbə/	
May	/meɪ/		November	/nəʊˈvembə/	
June	/dʒuːn/		December	/dəˈsembə/	

Season		Translation	Season		Translation
spring	/sprɪŋ/		summer	/ˈsʌmə/	
autumn	/ˈɔːtəm/		winter	/ˈwɪntə/	

1 st	first	/fɜːst/	17 th	seventeenth	/ˈsevəntiːnθ/
2 nd	second	/ˈsekənd/	18 th	eighteenth	/ˈeɪtiːnθ/
3 rd	third	/θɜːd/	19 th	nineteenth	/ˈnaɪntiːθn/
4 th	fourth	/fɔːθ/	20 th	twentieth	/ˈtwentiəθ/
5 th	fifth	/fɪfθ/	21 st	twenty first	/ˈtwentiˈfɜːst/
6 th	sixth	/sɪksθ/	22 nd	twenty second	/ˈtwentiˈsekənd/
7 th	seventh	/ˈsevənθ/	23 rd	twenty third	/ˈtwentiˈθɜːd/
8 th	eighth	/eɪtθ/	24 th	twenty fourth	/ˈtwentiˈfɔːθ/
9 th	ninth	/naɪnθ/	25 th	twenty fifth	/ˈtwentiˈfɪfθ/
10 th	tenth	/tenθ/	26 th	twenty sixth	/ˈtwentiˈsɪksθ/
11 th	eleventh	/ɪˈlevənθ/	27 th	twenty seventh	/ˈtwentiˈsevənθ/
12 th	twelfth	/twelvθ/	28 th	twenty eighth	/ˈtwentiˈjeɪtθ/
13 th	thirteenth	/ˈθɜːtiːnθ/	29 th	twenty ninth	/ˈtwentiˈnaɪnθ/
14 th	fourteenth	/ˈfɔːtiːnθ/	30 th	thirtieth	/ˈθɜːtiəθ/
15 th	fifteenth	/ˈfɪftiːnθ/	31 st	thirty first	/ˈθɜːtɪˈfɜːst/
16 th	sixteenth	/ˈsɪkstiːnθ/			

HANDOUTS UNIT 2

Date	Name

H56

letter	name	letter	name	letter	name	letter	name	letter	name
a	/eɪ/	e	/i:/	i	/aɪ/	o	/əʊ/	u	/ju:/

letter	sound	letter	sound	letter	sound	letter	sound	letter	sound
a	/æ/	e	/e/	i	/ɪ/	o	/ɒ/	u	/ʌ/

cap	/kæp/	them	/ðem/	bit	/bɪt/	not	/nɒt/	cut	/kʌt/
cape	/keɪp/	theme	/θi:m/	bite	/baɪt/	note	/nəʊt/	cute	/kju:t/













word	vowel sound	word	vowel sound	word	vowel sound	word	vowel sound
e.g. cab	æ	not		make		back	
e.g. came	eɪ	net		zone		tick	
kick		mine		gene		rock	
hot		bone		time		like	

HANDOUTS UNIT 2

























H57

Who has ...?	Name
a pen	
dictionary	
a rubber	
a phone	
a brother	
a sister	
a nephew	
a niece	

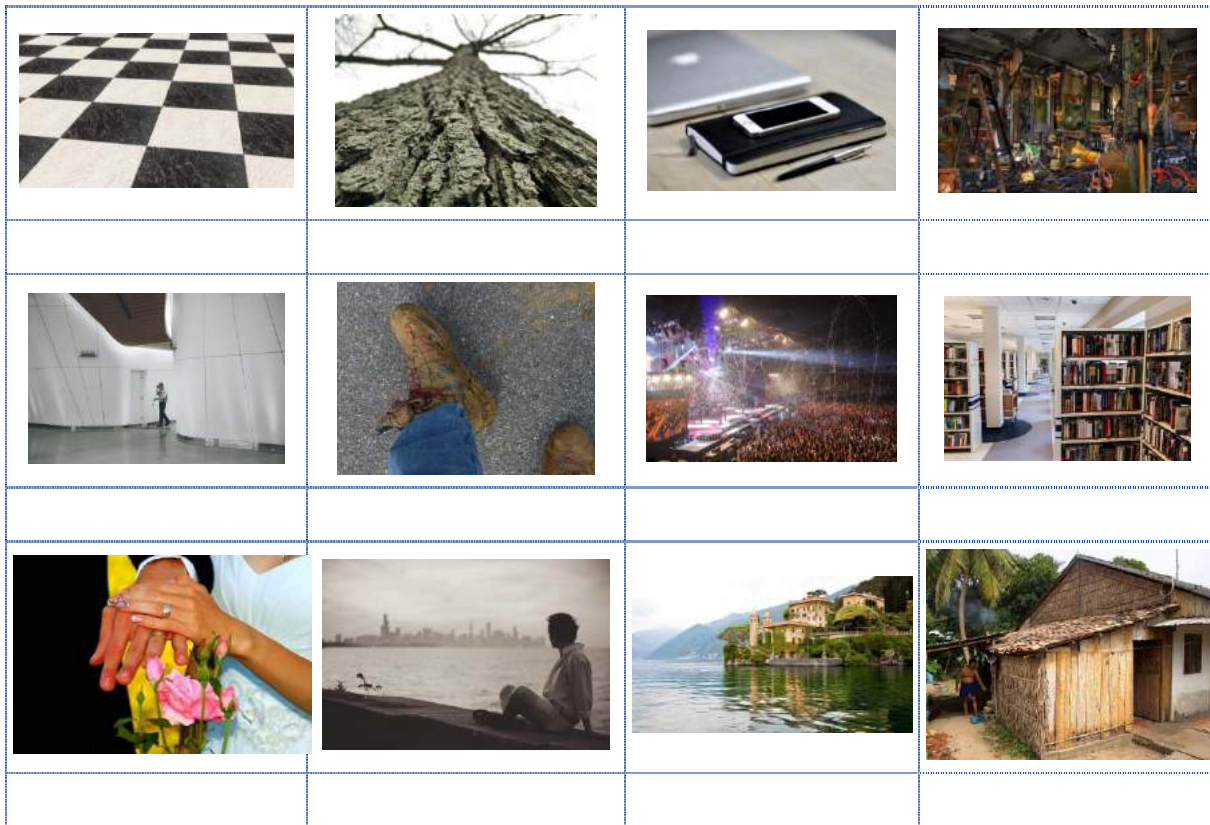
H58

HANDOUTS UNIT 2

HANDOUTS UNIT 2



H59

		Translation			Translation
tall	/tɔ:l/		short	/ʃɔ:t/	
long	/lɒŋ/		short	/ʃɔ:t/	
large	/la:dʒ/		small	/smɔ:l/	
big	/bɪg/		little	/lɪtl/	
high	/haɪ/		low	/ləʊ/	
heavy	/'hevi/		thin	/θɪn/	
fat	/fæt/		skinny	/'skɪni/	
heavy	/'hevi/		light	/laɪt/	
loose	/lu:s/		tight	/taɪt/	
fast	/fɑ:st/		slow	/sləʊ/	

HANDOUTS UNIT 2

straight	/streɪt/		crooked	/'krʊkɪd/	
straight	/streɪt/		curly	/'kɜ:li/	
wide	/waɪd/		narrow	/'nærəʊ/	
thick	/θɪk/		thin	/θɪn/	
dark	/dɑ:k/		light	/laɪt/	
new	/nju:/		old	/əʊld/	
young	/jʌŋ/		old	/əʊld/	
good	/gʊd/		bad	/bæd/	
hot	/hɒt/		cold	/kəʊld/	
soft	/sɒft/		hard	/hɑ:d/	
easy	/'i:zi/		difficult	/'dɪfɪklt/	
smooth	/smu:ð/		rough	/rʌf/	
neat	/ni:t/		messy	/'mesi/	
clean	/kli:n/		dirty	/'dɜ:ti/	
noisy	/'nɔɪzi/		quiet	/'kwajət/	
loud	/laʊd/		quiet	/'kwajət/	
married	/'mærid/		single	/'sɪŋgl/	
rich	/rɪtʃ/		poor	/pɔ:/	
wealthy	/'welθi/				













H60

Words for people	Words for things	Words for both

HANDOUTS UNIT 2

H61

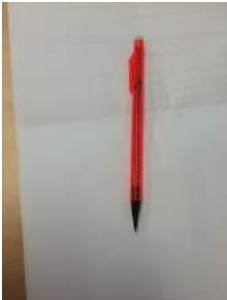


Match the colour to the image

black	blue	brown	green
grey	orange	pink	purple
red	turquoise	white	yellow

HANDOUTS UNIT 2

H62

			
The phone is	The chair is	The book is	The folder is
			
The table is	The pen is	The door is	The wall is
			
The rubbers are			

HANDOUTS UNIT 2

H63










Alexis Tsipras	Andrea Pirlo	Arnold Swartzenegger	David Guetta
Heidi Klum	Jean Claude van Damme	Jet Li	Lionel Messi
Nadia Comaneci	Prince William	Rafa Nadal	Rihanna
Robert Lewandowski	Salma Hayek	Shakira	Taylor Swift

the USA, American /ðəˈjʊwes'ei//ə'merɪkən/	Spain, Spanish /speɪn/'spæniʃ/	France, French /fra:ns/'frenʃ/	China, Chinese /'tʃaɪnə/'tʃaɪ'ni:z/
Colombia, Colombian /kə'lʌmbiə/kə'lʌmbiən/	Romania, Romanian /rə'meɪniə/ /rə'meɪniən/	Greece, Greek /gri:s/'gri:k/	Argentina, Argentinian /ɑ:ðʒən'tɪnə/ /ɑ:ðʒən'tɪniən/
Germany, German /'dʒɜ:məni/'dʒɜ:mən/	Italy, Italian /'ɪtæli/'ɪtæliən/	the UK, British /ðəjʊs'keɪ/'brɪtɪʃ/	Barbados, Barbadian /bɑ:'beɪdəs/bɑ:'beɪdiən/
Austria, Austrian /'ɔ:striə/'ɔ:striən/	Mexico, Mexican /'meksɪkəʊ/ /'meksɪkən/	Belgium, Belgian /'beldʒəm/ /'beldʒən/	Poland, Polish /'pəʊlənd/'pəʊlɪʃ/

HANDOUTS UNIT 2

H64

	
house /haʊs/	flat /flæt/, apartment /ə'pɑ:tmənt/

Rooms			
			
			
			

HANDOUTS UNIT 2











H65

		Translation			Translation
bathroom	/ˈbɑːθrʊm/		hall	/hɔːl/	
bedroom	/ˈbedrʊm/		kitchen	/ˈkɪtʃən/	
dining room	/ˈdaɪnɪŋrʊm/		living room	/ˈlɪvɪŋrʊm/	
garage	/ˈɡærɪdʒ/		stairs	/steəz/	
garden	/ˈɡɑːdən/				

H66

Furnishings			
			
			
			
			

HANDOUTS UNIT 2

		Translation			Translation
cupboard	/ˈkʌbəd/		stereo	/ˈsteriəʊ/	
chair	/tʃeə/		sofa	/ˈsəʊfə/	
TV	/tiːˈviː/		toaster	/ˈtəʊstə/	
bath	/bɑːθ/		armchair	/ˈɑːmtʃeə/	
rug	/rʌg/		freezer	/ˈfriːzə/	
chest of drawers	/tʃestəvˈdrɔːz/		bed	/bed/	
table	/ˈteɪbl/		microwave	/ˈmaɪkrəʊweɪv/	
sink	/sɪnk/		toilet	/ˈtɔɪlɪt/	
shower	/ˈʃaʊwə/		telephone	/ˈtelɪfəʊn/	
alarm clock	/əˈlɑːmklɒk/		bookcase	/ˈbʊkeɪs/	
wash basin	/ˈwɒʃbeɪsɪn/		fridge	/frɪdʒ/	
computer	/kəmˈpjʊːtə/		lamp	/læmp/	
wardrobe	/ˈwɔːdrəʊb/		oven	/ˈʌvən/	
cooker	/ˈkʊkə/		desk	/desk/	





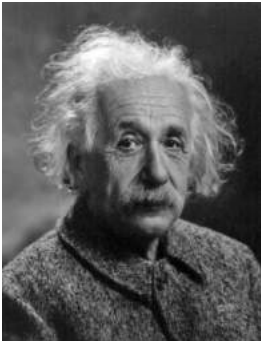







HANDOUTS UNIT 2

H67

		Translation			Translation
taller	/ˈtɔ:lə/		shorter	/ˈʃɔ:tə/	
longer	/ˈlɒŋgə/		shorter	/ˈʃɔ:tə/	
larger	/ˈlɑ:dʒə/		smaller	/ˈsmɔ:lə/	
bigger	/ˈbɪgə/		smaller	/ˈsmɔ:lə/	
higher	/ˈhaɪə/		lower	/ˈləʊwə/	
heavier	/ˈheviə/		thinner	/ˈθɪnə/	
fatter	/fætə/		skinnier	/ˈskɪniə/	
heavier	/ˈheviə/		lighter	/ˈlaɪtə/	
looser	/ˈlu:sə/		tighter	/ˈtaɪtə/	
faster	/ˈfɑ:stə/		slower	/ˈsləʊwə/	
straighter	/ˈstreɪtə/		more crooked	/mɔ:ˈkrʊkɪd/	
straighter	/ˈstreɪtə/		curlier	/ˈkɜ:liə/	
wider	/ˈwaɪdə/		narrower	/ˈnærəʊwə/	
thicker	/ˈθɪkə/		thinner	/ˈθɪnə/	
darker	/ˈdɑ:kə/		lighter	/ˈlaɪtə/	
newer	/ˈnju:wə/		older	/ˈəʊldə/	
younger	/ˈjʌŋgə/		older	/ˈəʊldə/	
better	/ˈbetə/		worse	/bæd/	
hotter	/ˈhɒtə/		colder	/ˈkəʊldə/	
softer	/ˈsɒftə/		harder	/hɑ:də/	
easier	/ˈi:ziə/		more difficult	/mɔ:ˈdɪfɪklt/	
smoother	/ˈsmu:ðə/		rougher	/ˈrʌfə/	
neater	/ˈni:tə/		messier	/ˈmesɪə/	
cleaner	/ˈkli:nə/		dirtier	/ˈdɜ:tɪə/	
noisier	/ˈnɔ:ziə/		quieter	/ˈkwajətə/	
louder	/ˈləʊdə/		quieter	/ˈkwajətə/	
richer	/ˈrɪʃə/		poorer	/ˈpɔ:rə/	
wealthier	/ˈwelθɪə/				

HANDOUTS UNIT 2

H68

Famous people		
		
		
		
		

HANDOUTS UNIT 2

actor /'æktə/	politician /pəli'tɪʃən/
actor	scientist /'saɪəntɪst/
artist /'ɑ:tɪst/	scientist
astronaut /'æstrɔːnɔ:t/	singer /'sɪŋə/
composer /kəm'pəʊzə/	warrior /'wɒrɪə/
explorer /ɪks'pləʊə/	writer /'raɪtə/

Charlie Chaplin	John Lennon
Christopher Columbus	Nelson Mandela
Marie Curie	Marilyn Monroe
Albert Einstein	Wolfgang Amadeus Mozart
Vincent van Gogh	William Shakespeare
Joan of Arc	Valentina Tereshkova

_____ and _____ were actors.

_____ was an artist.

_____ was an astronaut.

_____ was a composer.

_____ was an explorer.

_____ was a warrior.

_____ and _____ were politicians.

_____ was a scientist.

_____ was a singer.

_____ was a writer.

HANDOUTS UNIT 2


H69

	Place	Year
Joan of Arc was born in ...		
Charlie Chaplin was born in ...		
Christopher Columbus was born in ...		
Margaret Thatcher was born in ...		
Albert Einstein was born in ...		
Vincent van Gogh was born in ...		
John Lennon was born in ...		
Nelson Mandela was born in ...		
Marilyn Monroe was born in ...		
Wolfgang Amadeus Mozart was born in ...		
William Shakespeare was born in ...		
Valentina Tereshkova was born in ...		

Place	Year
Bolshoye Maslennikovo, Russia	1925
Grantham, England	1451
Genoa, Italy	1889
Liverpool, England	1564
London, England	1756
Los Angeles, USA	1853
Mvezo, South Africa	1412
Salzburg, Austria	1879
Stratford-Upon-Avon, England	1918
Ulm, Germany	1926
Domremy, France	1934
Zundert, Netherlands	1940

HANDOUTS UNIT 2

H70

Body parts		
<p>HAND</p> <p>WRIST</p> <p>HAIR</p> <p>ELBOW</p> <p>NOSE</p> <p>NECK</p> <p>CHEST</p> <p>STOMACH</p> <p>LEG</p> <p>FOOT</p>		<p>HEAD</p> <p>EYEBROW</p> <p>EAR</p> <p>MOUTH</p> <p>CHIN</p> <p>SHOULDER</p> <p>ARM</p> <p>KNEE</p> <p>ANKLE</p>

H71

Body part		Translation	Body part		Translation
hair	/heə/		head	/hed/	
nose	/nəʊz/		eyebrow	/'aɪbrəʊ/	
ear	/ɪə/		mouth	/maʊθ/	
eye	/aɪ/		chin	/tʃɪn/	
neck	/nek/		shoulder	/'ʃəʊldə/	
chest	/tʃest/		elbow	/'elbəʊ/	
wrist	/rɪst/		arm	/ɑ:m/	
hand	/hænd/		tummy	/'tʌmi/	
knee	/ni:/		stomach	/'stʌmək/	
foot	/fʊt/		leg	/leg/	
feet	/fi:t/		ankle	/'æŋkl/	

HANDOUTS UNIT 2

H72

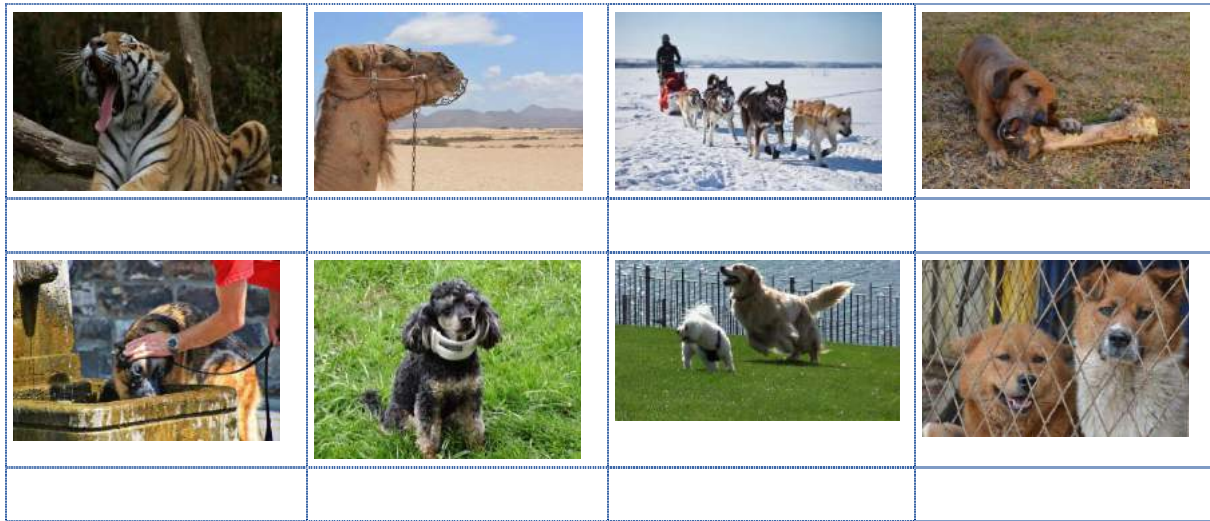
Illness		Translation
stomach ache	/ˈstʌməkeɪk/	
sore throat	/sɔːˈθrəʊt/	
toothache	/ˈtuːθeɪk/	
headache	/ˈhedeɪk/	
earache	/ˈiəreɪk/	
cough	/kɒf/	
fever	/fiːvə/	
cold	/kəʊld/	
cramp	/kræmp/	

H73

If you have a stomach ache,	you should	see a dentist.
If you have a sore throat,	you should	go to bed.
If you have a toothache	you should	drink honey and lemon.
If you have a headache,	you should	take paracetamol.
If you have an earache,	you should	take an antacid.
If you have a cough,	you should	gargle salt water.
If you have fever,	you should	stretch your muscle.
If you have a cold,	you should	take an aspirin.
If you have cramp,	you should	put some olive oil in your ear.

HANDOUTS UNIT 2

H74



Adjective		Translation	Adjective		Translation
tired	/taɪəd/		ill	/ɪl/	
hot	/hɒt/		happy	/'hæpi/	
cold	/kəʊld/		thirsty	/'θɜːsti/	
hungry	/'hʌŋɡri/		sad	/sæd/	

HANDOUTS UNIT 2

H75

		Translation
got up	/gɒ'tʌp/	
had a shower	/tʌkə'ʃaʊwə/	
brushed my teeth	/'brʌʃtmaɪ'ti:θ/	
flossed my teeth	/'flɒstmaɪ'ti:θ/	
shaved	/ʃeɪvd/	
got dressed	/gɒt'drest/	
washed my face	/'wɒʃtmaɪ'feɪs/	
put on makeup	/'pʊtɒn'meɪkʌp/	
brushed my hair	/'brʌʃtmaɪ'heə/	
combed my hair	/'kəʊmdaɪ'heə/	
made the bed	/'meɪdðə'bed/	
got undressed	/gɒtʌn'drest/	
had a bath	/'tʌkə'bɑ:θ/	
went to bed	/'wentə'bed/	
slept	/slept/	
made breakfast	/meɪd'brekfəst/	
made lunch	/meɪd'lʌnʃ/	
cooked dinner	/kʊk'dɪnə/	
had breakfast	/hæd'brekfəst/	
ate lunch	/eɪt'lʌnʃ/	
had dinner	/hæ'dɪnə/	

HANDOUTS UNIT 2

H76

What was your partner doing at ...?	He/She was ...
1.00 yesterday afternoon	
5.00 yesterday afternoon	
7.00 yesterday evening	
9.00 yesterday evening	
11.00 yesterday evening	
midnight last night	
5.00 this morning	
7.00 this morning	
8.00 this morning	
8.30 this morning	
8.45 this morning	
9.00 this morning	
11.00 this morning	

H77

'Have (I, you, we, they) ...?'	/həv(aɪ,jʊ,wi:,ðei)/	
'Yes, (I, you, we, they) have.'	/'jes(aɪ,jʊ,wi:,ðei)'hæv/	
'No, (I, you, we, they) haven't.'	/'nəʊ(aɪ,jʊ,wi:,ðei)'hævnt/	
'Has (he, she, it) ...?'	/həz(hi:,ʃi:,it)/	
'Yes, (he, she, it) has.'	/'jes(hi:,ʃi:,it)'hæz/	
'No, (he, she, it) hasn't.'	/'nəʊ(hi:,ʃi:,it)'hæznt/	

HANDOUTS UNIT 2

H78

Name		
	has (never)	
	has (never)	
	has (never)	
	has (never)	
	has (never)	

Written record:

		Translation
ever	/ˈevə/	
never	/ˈnevə/	

HANDOUTS UNIT 2

H79

Which tense and time is each of the verbs in the table?

	Tense	Time
	present/past	general/past/present/future
John <u>is living</u> in Paris ...		
... until he <u>passes</u> his exam.		
If John <u>passes</u> his exam, ...		
... he <u>is going to move</u> to Lyon.		
Eric <u>has lived</u> in Madrid for ten years.		
Mary <u>was living</u> in Rome ...		
... when she <u>met</u> David.		
Maria <u>is moving</u> to London in the summer.		
The car <u>hit</u> Alan ...		
... as he <u>was crossing</u> the road.		
If I <u>spoke</u> German, ...		
I <u>would be living</u> in Germany now.		
The train <u>leaves</u> in five minutes.		
Andre <u>plays</u> football every Wednesday.		
Clara <u>got</u> to work late ...		
... because she <u>had forgotten</u> to set her alarm.		

CHAPTER 05

Assessment and Recognition of Skills and Competences. SKILLPASS

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Introduction

Skill Pass is the certification of a learning process for adults. In particular, an innovative tool for the recognition and validation of learning outcomes acquired by adults at risk of social exclusion.

In line with the strategy of the European Commission to encourage the recognition of non-formal education, Skill Pass refers to the instrument of the Youth Pass, the program of "Life Long Learning" and in particular the 8 European KEY COMPETENCES.

These 8 competences, promoted by the European Union, arise from the demand to identify and combine knowledges, skills and attitudes in order to better adapt to the constant changes in the society.

Having acquired these skills, participants will be able to analyze and communicate in an effective way when they have to face and to interpret problems in different fields. At the same time, KEY COMPETENCES are those which everybody needs for personal development, active citizenship, social inclusion and employment.

In addition, as the participants are adults at risk of social exclusion, the Skill Pass tries to consider specific difficulties that may arise, such as learning disabilities, relational and motivation issues etc. Regarding the above, the Skill Pass has identified a series of exercises that, contextually to the certification of the skills acquired with the exercises of the Toolkit, can help to recognize and implement relational and co-operational skills, as well as resourcefulness.

The idea is to provide a tool which accompanies participants step by step in recognising the different possible progress of educational development.

Attending a training course in group, it activates different processes and dynamics which foster not only cognitive learning, but also emotional, relational, and cooperative learning. Especially for people with fewer opportunities, or at risk of social exclusion, it is important to bring out and enhance all possible progress related both to cognitive and cross-cutting learning.

The method is based on cooperative learning in which each participant is encouraged to take responsibility for his or her own learning, and to work collaboratively in group activities. Cooperative learning determines a higher level of reasoning, a more frequent development of new ideas and solutions and a greater transfer of what is learned in relation to the context. The Skill Pass aims at going beyond the certification of knowledge, it tries to bring out and enhance the skills related to: how to do, how to listen, how to be together, how to cooperate and be able to propose and take initiatives.

The structure is based on a set of tools that can be used before, during and after the activities described in each toolkit. The first 4 tools are essential to fill the Skill Pass in its entirety. The other 8 tools are optional and the trainer can choose those which fit best with the specific needs of the group. In this way, it is possible to follow the process of learning, consider the individual difficulties, and share the results achieved.

The tools to successfully fill a Skill Pass are:

- INITIAL SELF-ASSESSMENT
- FINAL SELF-ASSESSMENT
- SELF-EVALUATION OF 8 KEY COMPETENCES
- GROUP FEEDBACK

However, as the Toolkits refer to people with fewer opportunities or at risk of social exclusion, a list of further tools is suggested to support the management and learning process within the group. These tools will be chosen by the trainer, from time to time, in order to better adapt to the needs arising from the group.

Even if optional, they can be used by trainers to monitor and support participants in learning, promoting their inclusion and integration, in preventing and managing conflicts and in stimulating participation and collaboration. The goal is to have a set of support tools to help participants in the acquisition of the skills related to the activities:

- INDIVIDUAL DEVELOPMENT PLAN
- SMART LEARNING AIMS
- RATING SCALE FOR THE BASIC SKILL AREAS
- BRIDGE DRAW
- IN-BASKET TEST
- ROLE PLAYING
- GROUP EXERCISE
- FEEDBACK INTERVIEW

8 Key Competences and the 3 Basic Skills Areas

As mentioned above, the 8 key competences combine knowledge, skills and attitudes to better adapt to the constant changes in modern societies. However, not all people at risk of social exclusion always have effective access to opportunities for improvement of the 8 key competences.

This difficulty concerns in particular those people who live in contexts and in conditions of social disadvantage, in other words the personal, relational, situational malaise (due to the context, the environment, the times of life) and social malaise (linked to the difficulty cooperating to perform tasks aimed at the community) that may affect a person.

To allow those people at risk of social exclusion to participate and to benefit from opportunities that can implement their competences, they must be accompanied in paths of recognition and relational growth. They must be empowered to cooperate with the others and must be supported in initiatives that actively involve them.

In order to simplify the 8 KEY COMPETENCES, and to make the assessment path more effective and feasible, especially in the case of adults at risk of social exclusion, we proposed also a further classification of 8 competencies divided in 3 BASIC SKILLS AREAS: relational, cooperative and resourcefulness. According to the most reliable theories of pedagogy of learning, we believe that all learning mechanisms must be relational and it must develop into an informal and non-formal dimension. They must emphasize all participants/learners and the interaction among each member of the group and between the group and the trainer

We can't isolate the individual, his cognitive abilities and his performance, from the relational context in which he is engaged, and therefore the most important skill is definitely to interact with themselves, with the other "different from himself/herself", and with the community/region where they live and with those whom they interact. So the fundamental steps are: 1. to get make first contact with others, to develop a relationship based on group cooperation in order to achieve common goals; 2. To interact with each other; 3. to evolve from the vision of the group to that of community, from research of the advantage of few to a collective advantage, gaining the awareness of being able to influence at the collective level, becoming promoters of projects and actions of citizenship, in other words, becoming empowered and empowering

For these reasons, we trust it is crucial to make people, who are in social exclusion conditions, who are normally disempowered, empowered. They need to acquire those basic and transversal skills (here grouped in 3 basic skills areas) that facilitate this access. These 3 areas are: Relation, Cooperation and Resourcefulness.

Below are the descriptions of the 8 KEY COMPETENCES and the 3 basic skills, with the connection to subsequent tools that will be used to fill the SKILLPASS.

8 KEY COMPETENCES

This description of the skills will be helpful to the trainer to better explain the 8 key skills to the participants and be able to compile the following tools such as: SELF-ASSESSMENT, SELF-EVALUATION OF 8 KEY COMPETENCES and SKILLPASS.

This framework defines KEY COMPETENCES and describes the essential knowledge, skills and attitudes related to each of these:

Communication in the mother tongue₂, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;

Communication in foreign languages, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;

Mathematical competence and basic competences in science and technology. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen;

Digital competence involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);

Learning to learn is related to learning, the ability to pursue and organize one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;

Social and civic competences. Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equips individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;

Sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;

Cultural awareness and expression, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

These KEY COMPETENCES are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.

“Key competences in the shape of knowledge, skills and attitudes appropriate to each context are fundamental for each individual in a knowledge-based society. They provide added value for the labor market, social cohesion and active citizenship by offering flexibility and adaptability, satisfaction and motivation. Because they should be acquired by everyone, this recommendation proposes a reference tool for European Union (EU) countries to ensure that these key competences are fully integrated into their strategies and infrastructures, particularly in the context of lifelong learning.”

(Source: <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090>)

THE 3 BASIC SKILLS AREAS

This description will help the trainer to explain the 3 Basic Skills, to fill out the tool Feedback Group and the SKILLPASS.

Starting from these three areas, it is possible to measure and evaluate the progress of adults at risk of social exclusion in terms of access to opportunities and development of the 8 KEY COMPETENCES. This is because the three basic skills areas are directly related and they support the 8 KEY COMPETENCES. In the diagram below we identify the predominant connection to the 8 key competences.

Relation

Self-recognition in relation to the other (communicative competence in relational approaches for social inclusion), namely: ability to communicate (also through social networks), interact, socialise and entertain; ability to express and interpret one's own culture; willingness to adapt to the rules of civil coexistence, to cultural diversity and different contexts. The relational skills area is mostly related to the following key competences: communication in mother tongue, communication in foreign languages, social and civic competences, cultural awareness and expression.

Cooperation

Recognition of oneself in relation to the group (cooperation competence in group situations); to enhance the level of participation in group life, the following skills should be considered: the capacity to recognize others, other cultures and traditions and to work in groups; decide together and respect times, roles, rules and chosen tasks; mediation skills and conflict management; willingness to listen and to change; ability for critical and constructive dialogue. The cooperation skills area is mostly related to the following key competences: communication in mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology. But also digital competence, social and civic competences, sense of initiative and entrepreneurship.

Resourcefulness

Self-recognition in relation to the community at large (use of one's own socio-political power, namely to undertake initiatives for social change in the community, playing an active role in the life of community); focusing on the enhancement of the level of active citizenship, the aim is to certify: the sense of initiative and proactivity; organizational skills in group activities, also using ICT (Information and Communication Technology); level of involvement and autonomy in the activities that will be carried out; inventiveness, determination and perseverance in carrying out defined tasks; level of interest and active engagement in public life; solidarity and interest in the community; recognition of strengths and limits; acquisition of technical-scientific skills. It is a form of empowerment, in particular of the individual psychological level. The resourcefulness skills area is mostly related to the following key competences: mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship.

Explanation and Instruction to Implement the Exercise

In order to assess and to best describe the competencies acquired within the SKILLPASS, we must start from optimal conditions. The best conditions are:

- Complete at least 70 hours of activity
- To involve at least 10 people for each activity
- Try to use three different methods within the planned activity;
 - theoretical activity (give information)
 - practical activity with the preparation of some product (to share and to cooperate)
 - activity of direct involvement with local community through a final event (to participate and get involved)

Nevertheless, it is possible to use SKILLPASS also to certify the outcomes of shorter activities, involving fewer participants.

In fact, as the toolkit is divided into several units for certification of competences, it is possible to focus on some of the 3 basic skills and 8 key competencies to fill the SKILLPASS.

The trainer will have available, in addition to the tools needed to compile for the SKILLPASS, a set of optional tools. These optional tools may be chosen by the trainer from time to time to better respond to specific needs as they emerge.

The tools needed to fill the SKILLPASS are:

- The INITIAL SELF-ASSESSMENT, to be filled at the beginning of each Unit, introduces participants to the skills they are going to acquire. It is useful for the trainer as well to gauge what kind of knowledge and interest the participants have in the topic.
- The FINAL SELFASSESSMENT, at the end of each unit, evaluates which skills have been acquired and to what degree. This tool allows the assessment of the learning outcomes for the participant in relation to each competence that can be acquired through the activities carried out.
- The SELFEVALUATION OF 8 KEY COMPETENCES, at the end of the activities of the toolkit, compares the skills acquired by participants with the 8 key competences of the European Union. This tool allows assessment of which of the 8 competences have been acquired, and to deepen and evaluate which kind of knowledge, skill and competence have been acquired.,
- The GROUP FEEDBACK, to perform at the end of the activities of the toolkit, allows participants to evaluate the experience of living in a group, to reflect on the process of cooperative learning and on its usefulness. The goal of this tool is to bring out relational, co-operational and resourcefulness skills.

The following optional tools will be used by the trainer according to different needs and requirements related to specific situations. The needs may be related to several factors such as:

to monitor and support the participants in facilitating learning, promote inclusion and integration, prevent and/or manage conflicts and to stimulate the participation and collaboration of the individual and the group. Therefore, here below are listed the optional exercises with an explanation of the utility of each of them:

- **INDIVIDUAL DEVELOPMENT PLAN**, useful for participants with low level of education and with major learning difficulties. It has to be completed before starting the activities, to recognize the participants' gaps and increase their motivation.
- **SMART LEARNING AIMS**, useful if there are participants in the group with little motivation or low self-esteem. It has to be completed before starting the activities, to stimulate participants' active participation.
- **RATING SCALE FOR BASIC SKILL AREAS**, useful for individuals or groups of participants with low self-esteem, less education and/or people living in difficult situations. It has to be completed at the beginning and at the end of each activity, in order to focus on the capabilities and developments of each participant in the field of relational, co-operational and resourcefulness learning
- **BRIDGE DRAW**, useful to bring out individual hardship or latent conflicts and to promote cooperation. It can be used several times during the activities. The trainer can monitor the level of involvement of the participants.
- **IN-BASKET TESTS**, It should be used when the group need to increase cooperative and troubleshooting capabilities for the achievement of the objectives. It has to be completed during the activities.
- **ROLE PLAYING**, It should be used when the group needs to be more involved in ongoing activities. During the activities, role playing helps to stimulate creative processes
- **GROUP EXERCISE**, useful when there is mistrust leading to low levels of collaboration inside the group. It has to be used during the activities to encourage participants to cooperate and support each other.
- **FEEDBACK INTERVIEW**: useful to monitor the level of involvement of the group. It has to be completed at the end of activities and facilitates better interaction and sharing of the results achieved, and the trainer as well gets information on the degree of effectiveness and appreciation of his work.

A) Exercise at the Beginning of the Activity

INITIAL SELF-ASSESSMENT

The initial self-assessment is the only essential tool to fill the SKILLPASS. You could use one of the following optional tools before the beginning of the activity, according to the shape of the group of participants. In the beginning of each Unit you need to copy the specific competences table of the toolkit activities in the columns on the left. On the right, with yes or no, choose which of the competences you know or at least feel to know and what you are interested to learn. Below you can add, if it suits you, other similar competences which you did not already find written in the grid.

SELF-ASSESSMENT FOR LEARNERS At the beginning of each unit	
Name and surname	Country

Competences	Can I? / Am I able to?		Am I interesting in being able to do this?	
	YES	NO	YES	NO
Are you interested in acquiring any additional competences to those listed above?				

INDIVIDUAL DEVELOPMENT PLAN

Before starting any activities, a very useful tool is writing an individual Development Plan. This instrument aims to develop awareness about personal learning gaps, limits and expectations, motivation and interests and identify achievable short and long-terms goals of learning. It provides more sense of ownership and initiative because participants reflect about what they have to learn, how they are going to learn and why it needs to learn to achieve their objectives. A schedule of some questions that investigate motivations and goals, strengths and development opportunities, future perspective.

INDIVIDUAL DEVELOPMENT PLAN	
Name and surname	Date
Name activity	

LEARNING GOALS/MOTIVATIONS	
What are my learning goals?	
How do I think these goals can best be met in this activity?	
TALENTS OR STRENGTHS TO USE MORE (Give at least 3-5 answers) What are my talents and strengths?	DEVELOPMENT OPPORTUNITIES (Give at least 1-2 answers) What knowledge or skills do I need to enhance?

FUTURE PERSPECTIVE

How could this activity help me for my future goals?

SMART LEARNING AIMS (General instruments)

Another schedule, which develops from and enhances the first exercise, learning goals and motivations, makes people to reflect about the effective achievement of goals. The trainer invites participants to ask themselves question and to write down their aims. They have to be SMART (SPECIFIC: Are your aims specific enough to know when they have been achieved? MEASURABLE: Can you measure your success in achieving your aims? ACHIEVABLE: Is it possible to achieve your aims in the time that you have? REAL: Are your aims based on abilities that you need for your life? TIMED: Do you have a time-scale for achieving your aims?).

SMART LEARNING AIMS

Name and surname

Date

What <i>I want to be able to ...</i>	When do you hope to achieve them? Do you have a time-schedule?	How could you measure the success?	Do you have the abilities to achieve them?	How do you need these abilities in general for your life?

BRIDGE DRAW

Each participant will identify in the picture the figure that represents him at this time, in relation to the activity, and write down here the reason of that choice.

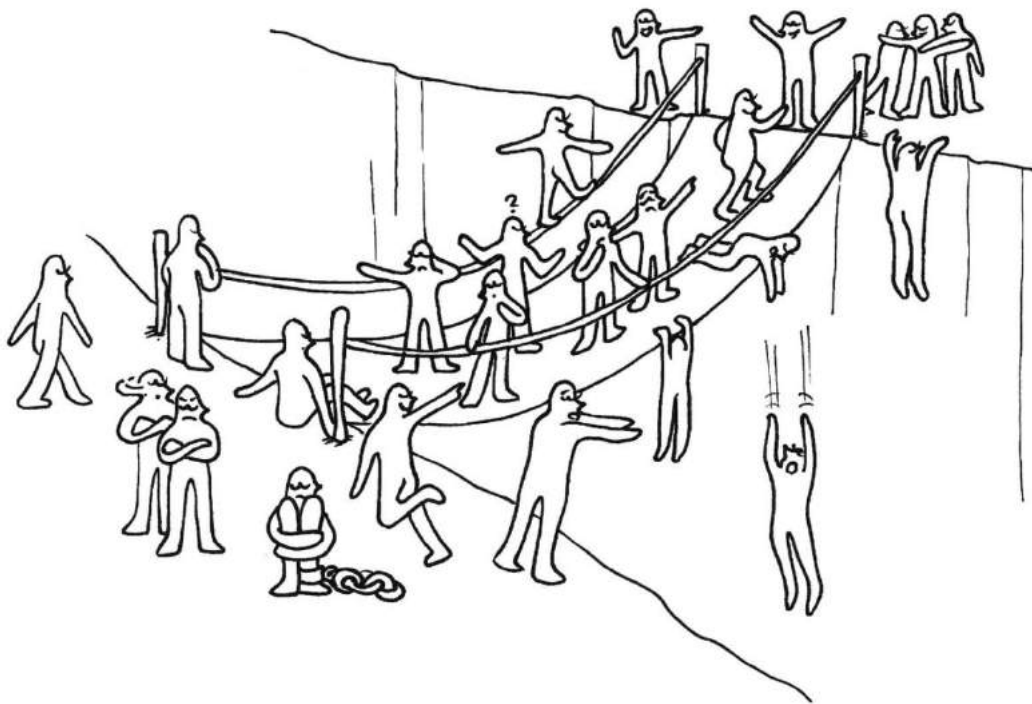
This exercise is useful to do at the beginning of the activities and also at the end. So that participants can graphically summarize the changes related to their experience. For this reason it is useful to print a picture for each participant, to note their name and to store their completed pictures in order to reuse them at the end of the activities.

After each participant has identified the character that represents his or her emotional state, the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the

figure chosen, and inviting everyone to read and report their reasons for that choice. This game will allow you to open a discussion and the sharing among participants of their fears, their difficulties and needs towards the experience to do.

After this activity, the participant will mark the same picture again: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.

BRIDGE DRAW



Name _____

TABLES FOR THE ASSESSMENT SCALE

At the beginning of the activities, it is advisable to ask participants to complete a questionnaire, based on an evaluation scale (semantic differential) of attitude.

Attitude is a component of competences, it is defined as a state of mental readiness, and it is organized through experience that exercises a direct or a dynamic influence on the response of the individual against any object or situation to which it relates. It is a lifelong guidance to respond favorably or unfavorably to various incentives, including a heightened emotional dimension.

This questionnaire will help us to understand and recognize participants' strength and weakness points and the gaps to be filled. The main aim is to investigate how to develop and value the competences; there are no value judgments of participants.

This skills measurement is extremely useful both for participants and the trainer/organization:

Participants:

- to take stock of personal skills, weakness points and clarify personal objectives
- to build on and to empower personal abilities to react to and face positively the change that the new experience brings

Trainer/Organization:

- to better know the participants, the available potential and transferrable skills
- to ease the convergence between participants' needs and organization perspective, optimizing the use of resources.

N.B. The following forms should be filled by participants, supported by trainers when needed.

Through the evaluation tables below, and a final group reflection, we encourage and ease the self-assessment of the attitude (which is an essential component of competence).

The questionnaire with the differential scale is proposed to participants before and after the activities, to make them able to assess their attitude within the 3 BASIC SKILLS AREAS, and how it changed all along the learning experience and the skills acquired.

There are two tables, the first is linked to relational skills and cooperation, the second table is for analyzing the level of resourcefulness of the participant.

TABLE 1

Based on competences of relation i.e. an attitude of openness towards others, cooperation as a means of achieving common goals and personal growth, open attitude to conflict mediation.

Thinking about how did you behave until now in your relations with other people, where would you place your attitude on the scale between the two mentioned extremes?

In the top row there are the scores (1 to 6). So, all your "v" have a score.

	1	2	3	4	5	6	
A) Shy	—	—	—	—	—	—	Expansive
B) Competitive	—	—	—	—	—	—	Cooperative
C) Reserved	—	—	—	—	—	—	Sociable
D) Mistrustful	—	—	—	—	—	—	Trustful
E) Aggressive	—	—	—	—	—	—	Peaceful
F) Provocative	—	—	—	—	—	—	Conciliator
G) Destructive	—	—	—	—	—	—	Constructive
H) Self-controlled	—	—	—	—	—	—	Spontaneous

Relational skills Area**Add the scores of rows A) + C) + D) + H)**

From 4 to 12 points: you can work on improving your attitude in communication

13 to 15 points: You have an attitude not open nor closed in communication.

16 to 24 points: You have an open attitude to communication.

Cooperative Skills Area**Add the scores of rows B) + E) + F) + G)**

From 4 to 12 points: You have a competitive attitude.

13 to 15 points: You have an attitude somewhere between competitive and cooperative.

16 to 24 points: You have a cooperative attitude in relation to others.

TABLE 2

Based on competences of resourcefulness: being aware of their ability to act, bringing a change in a problematic situation and ability to take initiatives on their own, feeling responsible for their own territory/ community. It is a form of empowerment, in particular of the individual psychological level.

Thinking about how you behaved until now in relations with your community/territory, where would you place your attitude on the scale between the two mentioned extremes?

	1	2	3	4	5	6	
I) Irresolute	—	—	—	—	—	—	Perseverant
L) Cautious	—	—	—	—	—	—	Enterprising
M) Indecisive	—	—	—	—	—	—	Decisive
N) Indifferent	—	—	—	—	—	—	Involved
O) Uninformed	—	—	—	—	—	—	Informed
P) Uninterested	—	—	—	—	—	—	Curious
Q) Static	—	—	—	—	—	—	Dynamic

Resource fullness Skills Area**Now, add the scores:**

From 6 to 18 points: You are not actively involved in your community, and for you it is easier to perform the tasks you are given

From 19 to 27 points: You have an attitude somewhere between absence and presence of resourcefulness: on one hand you prefer to perform given tasks, on the other hand you are prone to acting independently to improve the territory and the community.

From 28 to 42 points: You have a good level of resourcefulness, or you are aware that you can bring an important contribution in your community.

B) Exercise during the Activity

Here are some listed tasks useful to control the group, the degree of involvement of each participant, with the aim to emerge conflicts and to encourage participants to be more involved in the activity.

With these tasks it is important to try to analyze the involvement and participation in the activities; assess and analyze the cooperation and negotiation in the group dynamics.

In parallel with the activities held, and with competences linked to cooperation, different tools maybe used:

- IN-BASKET TEST
- ROLE PLAYING
- GROUP EXERCISES (TEAM BUILDING)

IN-BASKET TEST

An in-basket test or an in-basket exercise is a test often used by companies and governments in hiring and promoting employees. During the test, participants receive a number of inputs (e.g.documents and memos, email, calls etc.). They then have a limited period of time to set priorities, organize their working schedule accordingly and respond to mail and phone calls.

In this case, participants have a complex situation that requires an immediate solution using information provided in a text. It allows participants to evaluate basic organizational skills, sensitivity to problems, abilities and models to solve them. It investigates the area of problem solving, modalities and interest in taking decisions.

Example of IN-BASKET TEST

The participants are divided into two groups (A and B).

Groups A and B have to decide their ten main group rules (for example: don't interrupt others, don't smoke in the room, et cetera).

They have 20 minutes. When 20 minutes are finished, group A meets group B. They have to share their group rules, and to decide together the first five main rules.

ROLE PLAY

Role play is a simulation of real situations with given roles. It is linked with “spontaneity theatre” and psychodrama, and lays on the idea that dramatization allows behaviors and attitudes that normally stay hidden to emerge, by encouraging participants to address a problem in a creative way, reacting spontaneously and based on impulse.

Role play is a learning technique, useful not only to the actors who perform a role defined by a preconditioned set, but also for the "observers", those who do not act directly but observe the relational dynamics, verbal and non-verbal communication and then, at the end of the interaction, share their observations.

This technique is both a mode of evaluation and monitoring, and a mode of participation, which offers the opportunity to experiment with new attitudes, to emphasize different points of view and to receive a feedback on their behavior. The characteristics of this method provide multiple incentives in learning through imitation and action, through the observation of the others behavior and the comments received on its own, through the analysis of the entire process.

Example of ROLE PLAY

The participants are divided into two groups (A and B).

A member of each group plays a foreign customer. Other group members play the staff of a shop. They have to serve the customer speaking in English. (Time: 10').

GROUP EXERCISES

Group exercise (or team building), is a tool that allows you to put in place processes of decision making at minimal risk, it aims at creating relationships, to increase collaboration, to increase the level of confidence in teammates, to motivate the team and to create cohesion and integration.

Team building activities also facilitate communication, stimulate creativity, bring out leadership qualities, and elicit the division of tasks and to working to meet targets, to develop the ability to listen, to evaluate the potential and talents of individuals.

The setting corresponds to a preparation in which the risk is minimized. The goal is that through "play" the subjects are tested in a simulated situation, and the learned abilities are transferable into reality. This evaluation approach is used to explore the interpersonal characteristics of the subjects, their participation in the discussion and the quality of interventions.

Example of TEAM BUILDING

Participants are divided into two groups (A and B).

A member of each group is blindfolded; another member of his/her group directs his/her movements in the space with obstacles.

In The following guidelines, there are several links marked where you can find examples of other exercises In Basket tests, Role playing and Team Building.

c) Exercise at the End of the Activity

At the end of the achieved activities and before starting the tools that support the compilation of SKILLPASS, it is recommended to share an index test with closed answers as the following feedback interview to enable immediate review of the experience just made.

FEEDBACK INTERVIEW

The FEEDBACK INTERVIEW is a tool that also allows the trainer and the organization to have elements to monitor and assess the degree of satisfaction of the participants, and think about the changes you can make to ensure greater efficiency in the development of future activities.

FEEDBACK INTERVIEW				
Satisfaction of your expectations				
;(	:(	:|	:)	:D
Degree of involvement				
;(	:(	:|	:)	:D
Opinion about the work of the trainer(s)				
;(	:(	:|	:)	:D
Degree of interest in the treated subject				
;(	:(	:|	:)	:D
How is the feeling of the participant during the activity				
;(	:(	:|	:)	:D
Rating of the place where the activity is held				
;(	:(	:|	:)	:D
An overall opinion about the activity				
;(	:(	:|	:)	:D
Would you improve something?				
YES		NO		
If yes, what?				

BRIDGE DRAW

Each participant will identify in the picture the figure that represents him at this time, in relation to the activity, and write down here the reason of that choice.

This exercise is useful to do at the beginning of the activities and also at the end. So that participants can graphically summarize the changes related to their experience. For this reason it is useful to print a picture for each participant, to note their name and to store their completed pictures in order to reuse them at the end of the activities.

After each participant has identified the character that represents his or her emotional state, the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the figure chosen, and inviting everyone to read and report their reasons for that choice. This game will allow you to open a discussion and the sharing among participants of their fears, their difficulties and needs towards the experience to do.

After this activity, the participant will mark the same picture again: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why..

BRIDGE DRAW



Name

RATING SCALE FOR THE BASIC SKILL AREAS

Use the same tables from the beginning, reminding participants that this time they should refer to the activities carried out.

TABLE 1

Thinking about how you behaved during the activities in relations with other people, where would you place your attitude on the scale between the two mentioned extremes?

In the top row there are the scores (1 to 6). So, all your "v" have a score.

	1	2	3	4	5	6	
A) Shy	—	—	—	—	—	—	Expansive
B) Competitive	—	—	—	—	—	—	Cooperative
C) Reserved	—	—	—	—	—	—	Sociable
D) Mistrustful	—	—	—	—	—	—	Trustful
E) Aggressive	—	—	—	—	—	—	Peaceful
F) Provocative	—	—	—	—	—	—	Conciliator
G) Destructive	—	—	—	—	—	—	Constructive
H) Self-controlled	—	—	—	—	—	—	Spontaneous

Relational skills Area

Add the scores of rows A) + C) + D) + H)

From 4 to 12 points: you can work on improving your attitude in communication

13 to 15 points: You have an attitude nor opened nor closed in communication.

16 to 24 points: You have an open attitude to communication.

Cooperative Skills Area

Add the scores of rows B) + E) + F) + G)

From 4 to 12 points: You have a competitive attitude.

13 to 15 points: You have an attitude somewhere between competitive and cooperative.

16 to 24 points: You have a cooperative attitude in relation to others.

TABLE 2

Based on competence of resourcefulness: being aware of their ability to act, bring about change in a problematic situation and ability to take initiatives on their own, taking responsibility for their own territory/community. It is a form of empowerment, in particular at the individual psychological level.

Thinking about how you behaved during the activities in relations with your community/territory, where would you place your attitude on the scale between the two mentioned extremes?

	1	2	3	4	5	6	
I) Irresolute	—	—	—	—	—	—	Perseverant
L) Cautious	—	—	—	—	—	—	Enterprising
M) Indecisive	—	—	—	—	—	—	Decisive
N) Indifferent	—	—	—	—	—	—	Involved
O) Uninformed	—	—	—	—	—	—	Informed
P) Uninterested	—	—	—	—	—	—	Curious
Q) Static	—	—	—	—	—	—	Dynamic

Resourcefulness skills area

Now, add the scores:

From 6 to 18 points: You prefer to perform the tasks you are given

From 19 to 27 points: You have an attitude somewhere between absence and presence of resourcefulness: on one hand you prefer to perform tasks, in the other hand you are prone to act independently to improve the territory and the community.

From 28 to 42 points: You have a good level of resourcefulness, or you are aware that you can bring an important contribution in your community.

AFTER SELF-ASSESSMENT

In this tool you copy, in the column on the left the skills that are at the beginning of each unit of the Toolkit. On the right, with an X, the participant marks from 1 to 5 the level of skill that he/she feels that he or she has acquired in each specific competence indicated. If appropriate, the participant can add other skills.

SELF-ASSESSMENT FOR LEARNERS after each unit

Name and surname

Country

How would you rate the level of competences acquired throughout this unit?

Competences	1	2	3	4	5
	<i>poor</i>	<i>fair</i>	<i>good</i>	<i>very good</i>	<i>excellent</i>

Are you interested in acquiring any additional competences to those listed above?

Exercise to conduct after the Activity to fulfill the SKILLPASS

Before completing the SKILLPASS together, at the end of the activities and after a few days to allow time for reflection, the participants are invited to an evaluation meeting, during which they will fill out again the assessment scale based on the training experience.

With the guidance of the trainer, they will be supported in the contrast between the assessment scale completed initially and the one just completed, understanding the differences and recognizing the progress made.

For the next two instruments, THE SELF-EVALUATION and the GROUP FEEDBACK, we must refer to paragraph 2 of this document, in which the 8 KEY COMPETENCES and 3 BASIC SKILL AREAS are explained. Regarding the feedback the trainer must ensure that the participants are aware of these competences so that they can use all of the content they consider appropriate for completing the SELF-EVALUATION and the GROUP FEEDBACK.

SELF-EVALUATION of 8 key competences

SELF-EVALUATION OF 8 KEY COMPETENCES

Describe your learning outcomes in terms of 8 KEY COMPETENCES, but also including other unexpected learning that might have happened.

During the self-assessment, you may wish to use these unfinished sentences:

I feel more comfortable now...

I found out...

I learned...

I feel confident...

I made progress...

I am able to...

I no know how...

I developed...

I have clear view now...

I want to explore further...

Communication in mother tongue

Communication in foreign languages

Mathematical competence and basic competence in science and technology

Digital competence

Learning to learn

Social and civic competences

Sense of initiative and entrepreneurship

Cultural awareness and expression

GROUP FEEDBACK for the 3 basic skill areas

Right after we propose an activity to get a feedback from the group about everyone's attitude: attitude is indeed an essential part of the skills. Each participant has a form with two questions:

GROUP FEEDBACK FOR THE 3 BASIC SKILL AREAS
What have you learned in the interaction with new people?
Can you mention a situation to illustrate the answer above?

The answers are briefly shared in small groups of 4-5.

Then the trainer writes on three posters the definitions of the 3 BASIC SKILLS AREAS and explains them in detail. It is important that every mentioned competence is related to a situation/episode where they have learnt it:

- First poster: RELATION
- Second poster: COOPERATION
- Third poster: RESOURCEFULNESS

Participants, with the guidance of the facilitator, discuss in plenary these 3 BASIC SKILLS AREAS and their importance for the development of the 8 KEY COMPETENCES. After this reflection, back in groups of 4-5, participants collaborate to categorize what they have learned within one of the 3 BASIC SKILLS AREAS. They write down what they answered to the question "what I have learnt in the interaction with new people" on a post-it and stick them on the relevant poster. In this phase on post it notes and sticking them on bill boards. All together they will have a final moment that allows reflection on the categorization, which then facilitates the completion of the SKILLPASS.

SKILLPASS form

Before completing the SKILLPASS, complete the exercises INITIAL and FINAL SELF-ASSESSMENT and after the activities the SELF-EVALUATION of 8 KEY COMPETENCES and the GROUP FEEDBACK for the 3 BASIC SKILL AREAS.

From these exercises will emerge the necessary content to certify the competences acquired by the participant due to the realized activities.

HOW TO COMPLETE IT

Ideally, complete it using a PC and maintain the margin of two pages so that you can print front and back and therefore have a single sheet as a certificate.

Also, it is important to insert the content that certifies the real competences acquired, sharing with the participants the meaning and usefulness of including certain content. This is to ensure that, if they need to show the certificate for any future opportunities, the participants are able to verify their acquired competences and give credibility to the instrument.

In the first part complete the personal data, place the X corresponding to the Toolkit of the activities carried out, and insert the X with the relevant skills, basic skills and key competences. It is important that the skills marked with an X are then explained in the following areas. In the first panel, Learning Activity Description, describe briefly all activities related to the Toolkit, time and duration. In the second frame, relative to the Basic Skill Area, put the contents revealed in the exercise of GROUP FEEDBACK. In the third box, relative to the developed competences in relation to the 8 key competences, you can expect to include the content emerging from the exercise of SELF-EVALUATION realized. At the end, the SKILLPASS is signed by the participant, the trainer and the responsible organization.

SKILLPASS

The SKILLPASS is a certification of a learning process for adults, an innovative tool for the recognition and validation of results of learning by adults, in line with the strategy of the European Commission and the European 8.

Name and surname	Born on
Participated in	
From/to	In

TOOLKIT		BASIC SKILL AREAS	
	Social Entrepreneurship Education		Relational
	ICT (information, communication, technology) training		Cooperational
	English Teaching		Resourcefulness
	Lifelong Learning		
	Learning Mobility		

8 KEY COMPETENCES

	Communication in the mother tongue
	Communication in foreign languages
	Mathematical competence and basic competences in science and technology
	Digital competence
	Learning to learn
	Social and civic competences
	Sense of initiative and entrepreneurship
	Cultural awareness and expression.

LEARNING ACTIVITY DESCRIPTION

Describe the activities carried out and learn from those marked in the BEGINNING SELF-ASSESSMENT

BASIC SKILL AREAS

Indicate the competences acquired by the exercise marked in the Group Feedback

DESCRIPTION OF THE DEVELOPED COMPETENCES IN RELATION TO THE 8 KEY COMPETENCES

Indicate the description of the developed competences as referred to in the SELF-EVALUATION corresponding to the 8 Key Competences

Date	Participant	Facilitator	Organization
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Guidelines for Trainers

EXERCISES REQUIRED TO FULFILL THE SKILLPASS

2 hrs

<i>Phases</i>	<i>Duration</i>	<i>Auxiliary material</i>
<p>INITIAL SELF-ASSESSMENT</p> <p>This exercise will be done at the beginning of each Unit.</p> <p>Each Unit contains specific competences that have to be entered in this tool.</p> <p>The tool is filled out directly by the participant with the possible help of the trainer.</p> <p>Collect the completed forms and store them.</p> <p>Compare these forms, at the end of the Unit, with those completed for the FINAL SELF-ASSESSMENT.</p>	15 min	<p><i>Use the attached file for this exercise. (see annex 1)</i></p> <p><i>Before fulfilling the tool, insert the competences that are at the beginning of each Unit corresponding.</i></p>
<p>FINAL SELF-ASSESSMENT</p> <p>This exercise will be done after each Unit.</p> <p>Each Unit contains specific competences that have to be entered in this tool.</p> <p>The tool is filled out directly by the participant, with the possible help of the trainer.</p> <p>Compare the completed forms with the BEGINNING SELF-ASSESSMENT forms. Use the results to complete SELF-EVALUATION and the GROUP FEEDBACK.</p>	45 min	<p><i>Use the attached file for this exercise. (see annex 2)</i></p> <p><i>Before completing the card, insert the skills that are at the beginning of each Unit corresponding.</i></p>
<p>SELF-EVALUATION</p> <p>This exercise will be fulfilled at the end of the activities of the toolkit. Preferably a few days after the end of the activities. In the second paragraph of this chapter there is the description of the 8 KEY COMPETENCES, show this information to the participants and compare it with the results emerging from the AFTERASSESSMENT.</p> <p>Each participant will try to connect the skills acquired with the 8 Key Competences and transcribe within the SELF-EVALUATION.</p> <p>In describing the competences he/she may refer to the questions suggested in the initial section of this tool.</p> <p>The tool is filled out directly by the participant, with the possible help of the trainer.</p>	30 min	<p><i>Use the attached file for this exercise. (see annex 3)</i></p> <p><i>Along with this tool, deliver to the participants information about the 8 KEY COMPETENCES that can be found in the second paragraph of this chapter, or attached. (see annex 4).</i></p>

GROUP FEEDBACK

This exercise will be done in groups and at the end of the toolkit activities. Preferably a few days after the end of the activities.

Fill out the form of the feedback group, with two answers: one to the question "What have you learned in the interaction with new people?" And the other as a consequence "Tell us about an episode in which you have learned what you have said?" In this way, participants identify a learning situation and the situation that produced it.

In the second paragraph of this chapter there is the description of the 3 basic skill areas, show this information to participants and compare them with results of the AFTERASSESSMENT.

It is advisable to bring together the participants in groups of 4-5.

Each group will fill out 3 of this tool: one dealing with relational skills, one for those of cooperation and one for resourcefulness.

The different groups compare the emerged results and try to trace the profile of the 3 basic skills to be included within the SKILLPASS.

The tool is filled out directly by the participant, with the facilitation of the trainer.

30 min

Use the attached file for this exercise. (see annex 5)

Along with this tool deliver to the participants information about the 3 BASIC SKILL AREAS that are found in the second paragraph of this chapter, or attached.

(see annex 6)

Necessary material: three posters, three markers.

OPTIONAL EXERCISE**Phases****Duration****Auxiliary material****BEFORE BEGINNING ACTIVITIES***1 hr**20 min***Individual Development Plan**

The tool is filled out directly by the participant, with the possible help of the trainer. This instrument aims to develop awareness of personal learning gaps, limits and expectations, motivation and interests and individuate achievable short and long-terms goals of learning.

30 min

Use the model attached (see annex 7)

Smart Learning Aims

Another schedule, that is a deepening of the first exercise, learning goals and motivations, makes people to reflect about the effective achievement of goals. The trainer invites participants to do question to themselves and after to write down their aims. They have to be SMART (SPECIFIC: Are your aims specific enough to know when they have

20 min

Use the model attached (see annex 8)

<p>been achieved? MEASURABLE: Can you measure your success in achieving your aims? ACHIEVABLE: Is it possible to achieve your aims in the time that you have? REAL: Are your aims based on abilities that you need for your life? TIMED: Do you have a time-scale for achieving your aims?)</p>		
<p>Bridge Draw</p> <p>This exercise is useful to do at the beginning of the activities and also at the end. After each participant has identified the character that represents himself the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the little man chosen, and inviting everyone to read and report their reasons for that choice. That game will allow you to open a discussion and sharing among participants about their fears, their difficulties and needs towards the experience to do. After that activity, the participant will fill again the same picture: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.</p>	10 min	use the model attached. (see annex 9)
<p>Rating Scale for the 3 Basic Skill Areas</p> <p>The tool is filled out directly by the participant, with the possible help of the trainer. Following the result grid, a group presentation is organized starting from individual results to highlight strong points and those in need of improvement for each participant.</p> <p>Hold on to the forms because they will be reused at the end of the activities and compared with the results from the beginning.</p>	20 min	Use the model Attached (see annex 11 - 12) This tool is specific for the 3 basic skills.
<p>AFTER THE STUDY ACTIVITY AND BEFORE THE PRACTICAL ACTIVITY</p>	1 hr 30 min	
Phases	Duration	Auxiliary material
<p>It is advised to carry out two of the three following activities and proposals. Try to connect them, if possible, to the specific activities of the Tool Kit.</p> <p>In-Basket Test</p> <p>In basket test simulates a working situation similar, more or less, to the practical activity suggested. Participants are asked to evaluate a given situation and to explain, written or oral, which behavior he/she would assume in order to solve the problems arising from the simulation.</p> <p>Time for this activity is usually short (30 minutes). Object of the evaluation are the skills of selecting useful information from a huge amount of given ones, the decisional ability (choice of set up, planning...), skill in managing the stress and logical ability to motivate the decision taken (and how</p>	30 min	<p>Two scenarios</p> <ul style="list-style-type: none"> - use the example of the exercise described above - use the links: http://www.google.it/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=7&ved=0CFIQFjAG&url=http%3A%2F%2Fwww.hr.ubc <p>http://nature.berkeley.edu/ucc/e50/ag-labor/7labor/b001.htm</p>

much reasonable the decision itself is).		http://www.ms-project2007.com/tutorials/inbasket3.html#top
Role Playing Role playing is a training tool that simulates a real situation, with given roles, aimed at making participants know, through practical experience, the relations present in an activity characterized by an important communication process. Participants become in this way aware of their behaviors and feelings, are involved in their subjective dimension and the ways they move into relations and communication. The characteristics of this method give to participants many inputs to learn by acting and imitating, by the observation of others' behavior and comments received on their own and through a reflection on the whole process.	30 min	Two scenarios - use the example of the exercise inserted in this chapter - use the links: https://serc.carleton.edu/introgeo/roleplaying/howto.html http://www.darkshire.net/jhkim/rpg/whatis/ https://www.youtube.com/watch?v=le0K1GsDM08 http://www.businessballs.com/teambuildinggames.htm
Team Building Activities These activities teach the components of the group to better know themselves, their "team mates" and to understand the deep meaning of being a team. Besides the recreational dimension, each exercise develops a specific phase of the process of building a team (knowledge of others, exiting the comfort zone, trust in the team mates...). Participants will start considering the group as an organic entity oriented to the results to achieve, in which the lymph is composed by alchemy of different competencies, communication, reciprocal trust and attitude to cooperation.	30 min	Two scenarios - use the example of the exercise inserted in this chapter - use the links: https://www.huddle.com/blog/team-building-activities/ http://tweakyourbiz.com/management/2013/10/06/15-fun-team-building-exercises-cooperative-excellence/ http://vorkspace.com/blog/index.php/13-top-team-building-activities/
After practical activity	1 hr 20 min	
Phases	Duration	Auxiliary material
Feedback interview It has a double aim: to reflect on the experience lived and to give/receive feedback/input on the activity carried out. Participants contribute to improve the process and the methodologies applied, while trainers have the chance of discovering the difficulties had by participants through the path and evaluate strength and weakness points of the activity.	20'	Two hypotheses: Two scenarios - use the feedback interview attached (See annex 13) - use the links to have more info and examples of feedback interview http://www.cal.org/caelanetwork/profdev/states/iowa/training-evaluation.pdf

		http://www.go2itech.org/HTML/TT06/toolkit/evaluation/forms.html
Bridge Draw This exercise is useful to do at the beginning of the activities and also at the end. After that each participant has identified the character that represents himself, the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the little man chosen, and inviting everyone to read and report their reasons for that choice. That game will allow you to open a discussion and share with participants their fears, their difficulties and needs towards the experience to do. After that activity, the participant will fill again the same picture: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.	20 min	Use the model Attached (see annex 9)
Rating Scale for the 3 Basic Skill Areas Redo the same forms already used at the beginning of the activities. This time the participants refer to the experience during the training activities. Using the data obtained and comparing the two filled out forms a reflection is started on their improvements or found difficulties.	40 min	Use the model questionnaire Attached (see annex 11-12) This tool is specific for the 3 basic skills.
DOPO LE ATTIVITÀ	1 ora 40 min	
//Sarebbe preferibile condurre questa sessione, pochi giorni dopo la fine delle attività, per favorire l'assimilazione delle esperienze fatte e la maturazione delle riflessioni dei partecipanti//.		
Fasi	Durata	Materiali ausiliari
Self-Evaluation delle 8 Competenze Chiave Descrivere i progressi nell'apprendimento in relazione alle 8 competenze chiave, includendo anche altri insegnamenti inaspettati che possono aver acquisito.	20 min	Usare il modello (allegato 3)
Group Feedback per le 3 Abilità Basiche Far compilare la scheda del Feedback di gruppo, con due risposte: una alla domanda "Cosa hai appreso nell'interazione con persone nuove?" e una conseguente a "Ci racconti un episodio in cui hai appreso ciò che hai dichiarato?". In questo modo i partecipanti identificano un apprendimento e la situazione che lo ha prodotto. Far formare piccoli gruppi di 4-5 persone, in cui i partecipanti dovranno condividere quello che hanno scritto. Prepara 3 cartelloni, uno per ogni abilità base, mettili per terra o al muro e spiega dettagliatamente le 3 Abilità	40 min	Usare il questionario inserito in questo capitolo (allegato 5). Questo strumento è specifico per le tre competenze base.

Basiche, le 8 competenze chiave, e raccogli opinioni e impressioni dei partecipanti.

Far tornare i partecipanti nei gruppi di 4-5 persone.

Far trascrivere su post-it le risposte alla domanda “Cosa hai appreso nell’interazione con persone nuove?”. Invitare i partecipanti a discutere in gruppo a quale Abilità Basica appartiene quello che è scritto su ogni post-it.

I partecipanti attaccano i post-it sui rispettivi cartelloni.

COMPLETING THE SKILLPASS

<i>Phases</i>	<i>Duration</i>	<i>Auxiliary material</i>
<p>The final SKILLPASS certificate</p> <p>The Skill Pass certificate will be filled out by the participants along with the trainer who has followed the activities.</p> <p>The areas to be filled are:</p> <ul style="list-style-type: none"> -In the header of the SKILLPASS insert: name, surname and date of birth, type of activity toolkit made, duration and location of the activity. -Table, toolkit, basic skills area and 8 KEY COMPETENCES, indicate on which tool kit you worked, the basic skill areas that were increased and connecting the European KEY COMPETENCES. - Table of the learning activity description, describe the type of activities carried out, the general objectives and the duration in hours - Table of the Basic Skill Areas, describe the contents that emerged from the exercise of GROUP FEEDBACK done -Table of the description of the developed competences, describe what you wrote in the SELF-EVALUATION exercise. -final data, enter: date of the SKILLPASS compilation, participant’s signature, trainer’s signature, the signature of the responsible from the organization that organized the activity and the stamp. 	40 min	<p><i>Fill the model of SKILLPASS attached (see annex 14)</i></p> <p><i>Ideally fulfill it using the PC and try to print your file compiled front/back, in order to have a final certificate consisting of a single sheet.</i></p>

ENGLISH TEACHING

EDITORIAL TEAM:

AYUNTAMIENTO DE ALCALÁ DE GUADAÍRA (SPAIN)

INTERACTIVE ENGLISH LANGUAGE SHOOOL (UNITED KINGDOM)

SYLLOGOS IDIOKTITON KENTRON XENON GLOSSON NOMOU LARISSAS (SIKXGNL) (GREECE)

STOWARZYSZENIE WIOSNA (POLAND)

CANTIERE GIOVANI (ITALY)

MEDIA PARTNERS (ROMANIA)

COORDINATION:

AYUNTAMIENTO DE ALCALÀ DE GUADAÏRA

DESIGN AND LAYOUT

CANTIERE GIOVANI (ITALY)

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