

## Session 5

This session aims to:

- introduce reading skills (Outcome 3)
- introduce terminology used to describe reading subskills (Outcome 3)
- develop approaches to a receptive skills lesson (Outcome 3)
- raise awareness of UK (especially Scottish) citizenship regulations (Outcome 1)
- introduce the main tenses of English (Outcome 2)
- provide practice in identifying tenses (Outcome 2)

We suggest that you allocate 180 minutes for the session.

## Focus A Reading skills

Aims:	To introduce reading skills To develop approaches to a receptive skills lesson To raise awareness of citizenship issues in the UK, especially Scottish qualifications regulations
Time needed:	90 minutes
Materials:	<a href="#">Handouts 1, 2, 3, 4, 5, 6 and 7</a> <a href="#">Resource 1</a>
Preparation:	Bring in some resources that relate to citizenship such as the Life in the UK test handbook <a href="http://www.lifeintheuktest.gov.uk/">http://www.lifeintheuktest.gov.uk/</a> (for information on the Life in the UK test) <a href="http://www.niace.org.uk/projects/esolcitizenship/Home-Scot.htm">http://www.niace.org.uk/projects/esolcitizenship/Home-Scot.htm</a> (the Scottish Citizenship ESOL materials Pack) <a href="http://www.esolscotland.com/citizenship.cfm">http://www.esolscotland.com/citizenship.cfm</a> (for information on citizenship) Cut up and make sets of Resource 1
Notes:	Trainers should be careful when using this material that they take account of current and evolving regulations relating to UK citizenship. The information in Handout 2 is correct at time of going to print (March 2010)

### Task 1 Reading about citizenship

#### Stage 1

Display the following quote on the board, asking the trainees how they feel about the quote and who they think might have said it (Arnold Schwarzenegger).

*As long as I live, I will never forget the day 21 years ago when I raised my hand and took the oath of citizenship. Do you know how proud I was? I was so proud that I walked around with an American flag around my shoulders all day long.*

Ask the trainees to write down a definition of what they think citizenship is. Let the trainees compare their answers in groups. Take feedback and write up any useful vocabulary which comes up — eg immigrants, naturalisation etc. At this point, comments may also be made about rights and responsibilities. However, do not allow this stage to take up too much time.

Ask the trainees if they know anything about how to gain citizenship in the UK/Scotland. You should inform them that, formally, the Citizenship test is called the 'Life in the UK' test.

## Stage 2

Pre-teach the words below from the text on citizenship. Provide [Handout 1](#). Ask the trainees to work in pairs to complete the sentences. The trainees should also decide the word class of each inserted word.

- naturalisation
- applicant
- contextualised
- ability
- knowledge
- accredited
- mock

### Answers

- 1 It is an **accredited** course if it is officially recognised as meeting essential requirements. (adjective)
- 2 An **applicant** is a candidate or someone who requests something. (noun)
- 3 If a course is **contextualised**, it is designed in a specific way to suit a certain subject or group of people. It is not generic. (adjective)
- 4 Your **ability** is your power or capacity to do or act; your competence because of skills, training or talent. (noun)
- 5 **Knowledge** is one's familiarity with facts, truths or principles gained by experience, study or investigation. (noun)
- 6 A **mock** exam is taken before a real one for practice. (adjective)
- 7 **Naturalisation** is the process by which an individual becomes a legal citizen in a country they were not born in. (noun)

Point out to the trainees that this is part of pre-teaching vocabulary, by checking that learners can understand the words in context. This is also an opportunity to highlight other aspects of vocabulary development, eg through focusing on collocation, connotation and word stress during the pre-teaching phase.

## Stage 3:

Put the following statement on the board and ask the trainees to predict whether they think it is true or false.

*All British citizen applicants must sit the 'Life in the UK' test.*

Display the three summaries below:

- *The text tells you about the purpose and history of citizenship in Scotland.*
- *The text provides information on how to evidence the language and knowledge requirements when applying for UK citizenship in Scotland.*
- *The text tells you about SQA ESOL qualifications.*

Provide [Handout 2](#), or direct the trainees to the text online at: <http://www.esolscotland.com/citizenship.cfm>

They should read the text quickly (time limit of one minute maximum) to decide whether their prediction was accurate and which summary is most appropriate.

### Answers

- False: Not all applicants need to sit the 'Life in the UK' test. It depends on their level of English. There are two routes.
- The second summary is correct.

Tell the trainees they are going to read the text again to find the answers to some questions. This activity could be done as a jigsaw reading with each group answering half the questions and then sharing the information. Alternatively, it would work as a team quiz. The aim is to ensure the trainees scan the text quickly to find the answers. Provide [Handout 3](#) and ask them to answer the questions by reading the text. Set a time limit of no more than three minutes. Check the answers quickly with the group.

### Answers

- |   |  |
|---|--|
| 1 When did the citizenship requirements start?                                      | <b>1 November 2005</b>   |
| 2 Is the citizenship test for beginners?  | <b>No, it is only for students with a fairly well developed level of English (at least working towards Intermediate 2)</b>   |
| 3 What is the name of the book you can use to practise for this test?               | <b>Life in the United Kingdom: A Journey to Citizenship</b>  |
| 4 How many questions are there and how long does it take?                           | <b>24 questions/45 minutes</b>   |
| 5 What is the current price of the test?  | <b>£34</b>   |
| 6 How many test centres are there in Scotland?                                      | <b>There are five test centres</b>   |
| 7 What should applicants below Intermediate 1 do?                                   | <b>They should take an ESOL course which has citizenship embedded</b>  |
| 8 Does the applicant (below Intermediate 1) need to take a qualification?           | <b>Yes, they must pass one SQA NQ ESOL Unit at Intermediate 1 or below</b>   |
| 9 What else do they need to do to prove they are eligible to apply for citizenship? | <b>They need a letter to say that the course was delivered in a citizenship context and that it used materials derived from the 'Citizenship materials for ESOL learners' pack</b> |

10 Can anyone write the letter?	<b>No, it must be the course provider</b>
11 How many further education colleges are there in Scotland?	<b>43</b>
12 What was produced in 2005?	<b>Citizenship materials for ESOL learners in Scotland</b>

Now, tell the trainees they are going to read the text again. Give them the scenario that their manager (an ESOL provider) has asked them to do research on citizenship requirements. They should read the text, bearing in mind that they will have to provide as much information as possible and will not be able to refer to notes or the text when speaking to the manager. After reading, put the trainees into pairs. One should summarise the text for the other (who plays the manager, and can ask questions). This short role-play could be omitted if time is pressing.

Finally, you could elicit whether this text has been written for the general public or for ESOL practitioners, ie who the potential audience is.

#### Potential feedback

This text is geared towards ESOL practitioners. The terminology used needs specialised knowledge and would be inappropriate for the general public. The text is found on the ESOL Scotland website, which is often used by practitioners.

#### Stage 4

Ask the trainees to discuss the following questions:

- *Did you know about this requirement?*
- *What do you think of it?*
- *What sort of topics do you think an applicant should be able to show knowledge of?*

#### Potential feedback

Display a copy of the ESOL Citizenship materials and show trainees a breakdown of the sections. The link to the materials can also be provided:

<http://www.niace.org.uk/projects/esolcitizenship/Home-Scot.htm>

It would also be useful to show the trainees a copy of the handbook *Life in the United Kingdom: a Journey to Citizenship* and the chapters necessary (2, 3, 4, 5 and 6) for the Life in the UK test.

Provide information on any new/current regulations that apply at the time of the course you are delivering.

## Task 2 Identifying reading skills

### Stage 1

Put up the following on the board:

- *skimming*
- *scanning*
- *reading for gist*
- *reading for specific information*
- *reading for detail*
- *extensive reading*
- *intensive reading*
- *inferring meaning*

Ask the trainees what they understand by these terms, clarifying as you go along how the terms relate to each other. Give the trainees [Handout 4](#) and ask them to fill in the gaps. Check the answers.

### Answers

- 1 **Skimming** is running the eyes quickly over the text to get the **gist**.
- 2 **Scanning** is looking for a particular piece of information (looking for **specific** information).
- 3 **Extensive** reading is reading longer texts for pleasure.
- 4 **Intensive** reading is working with shorter texts, extracting specific information, and accurate reading for **detail**.
- 5 **Inferring** meaning entails 'reading between the lines' or using contextual clues for understanding.

### Stage 2

Ask the trainees to identify the skills they practised while working with the citizenship text. You may have to remind them of the different tasks they have done. This is also a good opportunity to raise awareness of how a text can be exploited by providing more than one task and moving from general understanding to more detailed understanding.

### Potential feedback

- skimming — to find the answer to a true/false statement, to find which summary is correct
- scanning — to answer the questions on the citizenship text
- intensive reading — to find more information to give to manager

### Task 3 Working with ESOL texts

#### Stage 1

Tell the trainees that they are going to look at some materials from the *ESOL Citizenship Pack for Scotland*. The trainees should look at the text and tasks in [Handout 5](#) and, in pairs, decide which reading skills are most probably used in each task.

#### Potential answers

- 1 Learners read the texts (title missing) and think of an appropriate title for the text (skimming, reading for gist).
- 2 Learners are given three titles and decide which one is appropriate (skimming, gist).
- 3 Learners find all the school subjects in the texts (scanning).
- 4 Learners are given a series of statements and decide if they are true or false — eg Clare started school at 5; Heather left school at 16 (scanning, specific information).
- 5 Learners read the text to help prepare a list of questions about their partner's education (intensive reading, detail).
- 6 Learners are given a list of words and read the text to find near synonyms — eg famous, very happy, required, talked into/convinced, to be of benefit (intensive reading, detail and inferring meaning).

#### Extension task Word stress revision

Ask the trainees to pick out all the (school) subjects they can find in the text in Handout 5 — ie physical education, art, maths, English, science, physics, mathematics, engineering.

Using physical education as an example, remind the trainees about word stress, and how to mark it, by displaying the following on the board:

● ● ● ● ● ● ● ●  
physical education

Ask the trainees to work out the word stress of the other subjects and mark on board together.

Now give the trainees the cards from [Resource 1](#) or ask them to make a list of other subjects. They should work together to put the words into groups according to the number of syllables and stress. NB: Do not spend too much time over this as it should be revision and could be set as a homework task if time is pressing.

## Answers

●  
art  
maths  
French

● ●  
English  
science  
physics  
Spanish  
German

● ● ● ●  
mathematics  
engineering  
economics

● ● ●  
history  
chemistry

● ● ●  
accounting

● ● ● ●  
geography  
biology  
psychology  
philosophy

*Review and reflect (10-15 minutes)*

Ask the trainees to work through [Handout 6](#). When they have finished, give out the answers sheet ([Handout 7](#)) and ask them to compare and discuss in small groups. Point out that these are only potential answers.

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## Focus B    Tenses

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Aims:                    To introduce the main tenses of English  
                               To provide practice in identifying tenses

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Time needed:    90 minutes

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Materials:        [Handouts 8, 9, 10, 11](#)  
                               [Resource 2](#)

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Preparation:     For the charades game in Task 3 select and make cards from  
                               Resource 2

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Notes:                The trainees will probably need support in this area if they are not to  
                               feel overwhelmed. You should provide further tasks to work on at  
                               home, eg using web-based resources.

                              For Task 3 you may prefer to use song lyrics or famous quotations.  
                               Part of the activity could then be for the trainees to guess the source  
                               of the quotation as well as the tense. If you do use your own  
                               selection, try to ensure that the examples have a good lexical load  
                               to make them easier to elicit.

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### Task 1            Citizenship quiz

#### *Lead-in*

Recap how many questions (24) and how much time (45 minutes) applicants have to complete the 'Life in the UK' test. Tell the trainees they are going to find out if they could pass the 'Citizenship' test!

#### *Stage 1*

Set up small groups, asking them to choose a team name. Provide [Handout 8](#) (one per group) and set a time limit to agree upon their answers. Keep this activity short as the aim is to provide a context for identifying tenses. However, the task highlights how to contextualise language work and how to focus on the content of a text before its form. When finished, each group should pass their answer sheet to another group for marking. Conduct group feedback, providing extra copies of the handout for trainees to note the correct answers.

## Answers

- |  |  |
|--|--|
| 1 This percentage of the UK population <u>lives</u> in Wales.  | A 5%                                   |
| 2 The countries British textile firms <u>sent</u> agents to find workers after the Second World War:                           | C India and Pakistan                   |
| 3 What <u>will be taking place</u> in Glasgow in 2014?   | B The Commonwealth Games               |
| 4 An adult person receiving unemployment benefit should join the New Deal programme if he/she <u>has been</u> out of work for: | C 18 months                            |
| 5 If you <u>are driving</u> a large lorry or bus, you must be...   | D 21                                   |
| 6 A person at a party <u>was drinking</u> excessive amounts of alcohol. This is known as:                                      | D Binge drinking                       |
| 7 It was reported _____ of young people <u>had taken part</u> in some form of community activity before they were 18.          | C 86%                                  |
| 8 A 'by-election' <u>is going to take place</u> . For what reason does this happen?  | B When an MP resigns or dies in office |
| 9 A teacher <u>will have completed</u> _____ before they are fully qualified in Scotland                                       | A A year's probation                   |
| 10 The population of the UK <u>will be</u> _____ by 2020 according to government statistics.                                   | D 75 million                           |

*Stage 2*

Ask the trainees to look at the underlined words in the quiz and identify what they all have in common (they are all verbs). Point out that each verb is in a different tense. Refer them back to Session 4, eliciting the names of the tenses introduced (present simple, present continuous, present perfect, present perfect continuous). They should try to identify them in the quiz (*lives, are driving, has been*). There is no example of the present perfect continuous.

Write the words *simple, continuous, perfect* and *perfect continuous* on the board. Elicit the present simple, continuous and perfect forms of the verb 'live'. Do the same for the past forms of the verb 'drive'.

simple	continuous	perfect	perfect continuous
live, lives	am, is, are living	have, has lived	have/has been living
drove	was, were driving	had driven	had been driving

Ask the trainees if they notice any common features, eg the continuous forms use verb 'be' and 'ing', the perfect forms use 'have' auxiliary and a past participle.

Give the trainees [Handout 9](#) and ask them to find examples of the tenses from the quiz. Not all are included. They should try to make notes on the formation of each tense. Check answers with the group and discuss what helped them identify each tense.

### Answers

(The numbers below correspond to the numbers in the quiz on Handout 8).

- There are no examples of the present or past perfect continuous forms.
- |  |  |
|--|--|
| 1 lives — present simple                   | 6 was drinking — past continuous             |
| 2 sent — past simple                       | 7 had taken part — past perfect              |
| 3 will be taking place — future continuous | 8 is going to take place — 'going to' future |
| 4 has been — present perfect simple        | 9 will have completed — future perfect       |
| 5 are driving — present continuous         | 10 will be — will for future/future simple   |

## Task 2 Tense identification

### Stage 1

Divide the trainees into A and B. Provide [Handout 10](#), directing the trainees to either table A or B. The trainees should try to complete the table for the verb given. This can be done collaboratively. The trainees then pair-up with someone who has completed the other table. They should notice similarities in the two cards but also some differences. Elicit that these differences are caused by one verb (work) being regular while the other verb (go) is irregular.

### Stage 2

Give the trainees [Handout 11](#). Ask the trainees to read the short text written about an ESOL learner. The trainees should find examples of each verb tense (shown in bold) to complete the table. Monitor and give support while the trainees complete the task.

## Answers

Name of tense	Example
present simple	lives, speaks, are, thinks, loves, goes, says
present continuous	is studying, is making
past simple	fled, moved, arrived, sent, had, received, was, felt
past continuous	was staring, were going, was sitting
present perfect (simple)	has spent, has decided
present perfect (continuous)	has been living
past perfect (simple)	had (never) been, had (only ever) heard
past perfect continuous	had been living
will (for future)/future simple	will (probably) take, will get
future continuous	will be holding
future perfect	will have completed
be going to (future)	is going to choose

## Task 3 Tenses charades

*Stage 1*

This activity is done as a charades game plus a guessing word game similar to “Pictionary”. The aim is for the trainees to guess sentences and then identify the tense being used. A selection of examples in a variety of tenses is provided in [Resource 2](#).

Select an example for demonstration. Indicate the number of words and then, using gesture, mime, visuals and realia, elicit the sentence. You can use the board to draw pictures or help to illustrate, but you should not write any words. Once a trainee has successfully identified a word, write it on the board in its correct place. When someone guesses the whole sentence correctly, ask the trainees which tense is used.

*Stage 2*

Show the trainees some techniques to illustrate time eg past by indicating behind, prepositions, pronouns, contractions (two words) and change of word order eg for questions. You may also want to show how simple timelines could be used.

A question could be indicated by a shrug or quizzical look, a negative by crossing arms and a positive statement by a thumbs up sign.

Give the trainees a couple of cards to try out in small groups. They can think about how they would elicit the words given and remind themselves of useful charades techniques such as:

- number of words – by using fingers
- number of syllables – by placing fingers on forearm
- sounds like – by tugging on ear
- small words/ articles – by displaying thumb and index finger close together

Remind the trainees that they can also use realia and draw on the board but cannot write the words until they are elicited. You may also wish to decide whether to use 'gonna' (one word) or 'going to' (two words).

### *Stage 3*

The activity is best done as a whole group activity, with the trainees taking turns to elicit, but could be done in smaller groups. In this case, provide a flipchart for each group. You could also make the activity more competitive by putting the groups into teams and allocating points for correct guesses and identification of tense. Make sure a selection of tenses is elicited.

### *Stage 4*

Take some feedback on the activity. Which tenses did they find more difficult to elicit? What were the different ways of eliciting content words as opposed to grammar words? Which techniques do the trainees think they will find useful when working with their learners?

## *Review and reflect* (15 minutes)

Refer the trainees back to Focus A, and ask them to look at [Handout 5](#), the learner material from the Citizenship pack. Ask the trainees to think about how this text could be used as a focus on language work (tenses). Monitor and provide ideas while the trainees discuss the material in small groups. Then conduct whole-class feedback.

### Potential feedback

The tense used is the past simple in the main, though the second text also contains examples of present perfect, present simple and will for future. So, the text would be a good model for practice work related to specific life events in the past.

Some possible activities:

- Give learners the infinitive of a number of verbs and ask them to find the past form in the text.
- Create a short gap-fill (simple version — verbs given next to gap, medium — verbs provided in box above text, difficult — no verbs given).
- Extract verbs and learners use to create a timeline describing their experience of school.
- Learners are given statements from the text and create questions for each, focusing on the interrogative form — eg I started school at five years old. When did you start school?/ How old were you when you started school?
- Learners find verbs and decide if each is regular or irregular.
- Select regular -ed verbs and use for pronunciation practice of endings, eg passed /t/, studied /d/, wanted /id/.
- Use to work on spelling changes for regular verbs eg continue+d, pass+ed, study+ied

This reflection activity should help to highlight how a language focus can follow skills work and how using texts helps to contextualise and integrate this.

The trainees could also be asked to create the task they might use, which would extend the time needed for this task considerably and would be highly challenging at this point in the course.

# Session 5

## Handouts and Resources



## Task 1 Reading about citizenship

Complete the sentences using the words from the box.

naturalisation	applicant	contextualised	ability
knowledge	accredited	mock	

- 1 It is an \_\_\_\_\_ course if it is officially recognised as meeting essential requirements.
- 2 An \_\_\_\_\_ is a candidate or someone who requests something.
- 3 If a course is \_\_\_\_\_, it is designed in a specific way to suit a certain subject or group of people. It is not generic.
- 4 Your \_\_\_\_\_ is your power or capacity to do or act; your competence because of skills, training or talent.
- 5 \_\_\_\_\_ is one's familiarity with facts, truths or principles gained by experience, study or investigation.
- 6 A \_\_\_\_\_ exam is taken before a real one for practice.
- 7 \_\_\_\_\_ is the process by which an individual becomes a legal citizen in a country they were not born in.

Decide what part of speech each inserted word is.

## Task 1 Reading about citizenship

### ESOL and Citizenship

Since 1 November 2005, applicants for British naturalisation and from April 2007 applicants for settlement have had to evidence to the Home Office both a level of ability in English and knowledge of life in the United Kingdom. There are two ways an applicant can do this:

#### *1: Sit an online, Home Office approved citizenship test*

Undertaking the Home Office citizenship test requires a fairly well developed level of English and it is therefore suitable only for candidates who are working towards SQA ESOL Intermediate 2 level (SCQF level 5) or above.

Candidates at this level are required to take this route. Before the test candidates must study chapters 2, 3, 4, 5 and 6 of the handbook, *Life in the United Kingdom: A Journey to Citizenship*, which can be bought from the [Stationery Office](#) website or from bookshops across the UK. The website, [www.lifeintheuktest.gov.uk](http://www.lifeintheuktest.gov.uk), provides a good source of information for those who wish to take this route. In addition, there are useful on-line materials to support candidates. There are five [test centres](#) in Scotland; one each in Glasgow, Edinburgh, Dundee, Aberdeen and Inverness.

The Life in the UK test consists of 24 questions. Forty-five minutes are allowed for the test, but most people complete it in much less. The test costs £34. Cambridge University Press have a mock test which is very close to the real Life in the UK test and this can be accessed by clicking [here](#).

#### *2: Undertake an ESOL with Citizenship course*

For citizenship applicants who are working towards SQA Intermediate 1 level (SCQF level 4) or below, it is recommended that they undertake an ESOL course within which citizenship is embedded. In 2005 in conjunction with SQA and the Scottish Government, NIACE and LLU+ published *Citizenship Materials for ESOL Learners in Scotland* for the use of ESOL with Citizenship providers. These materials are available online at [www.esolcitizenship.org.uk](http://www.esolcitizenship.org.uk). Alongside the development of these materials, SQA also led a project to collate contextualised citizenship and ESOL teaching materials being used by practitioners in Scotland. They can be accessed by clicking [here](#).

To demonstrate English language progress, naturalisation applicants undertaking an ESOL with Citizenship course must achieve an accredited ESOL award. In terms of [Scottish Qualifications Authority](#), ESOL qualifications, citizenship applicants must pass one SQA ESOL Unit at Intermediate 1 or below and submit this with a letter from the course provider that the course was delivered in a citizenship context and used materials derived from the 'Citizenship materials for ESOL learners' pack produced for the Home Office by NIACE and LLU+. A [suggested text for such a letter is available here](#) (Word). Details of Scotland's 43 further education colleges who deliver SQA ESOL Units, and ESOL with Citizenship courses, can be viewed [here](#).

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ESOL in Scotland website. <http://www.esolscotland.com/citizenship.cfm>

## Task 1 Reading about citizenship

Read the text 'ESOL and Citizenship' and find the answers to the questions.

- 1 When did the Citizenship requirements start?
- 2 Is the Citizenship test for beginners?
- 3 What is the name of the book you can use to practise for this test?
- 4 How many questions are there and how long does the test take?
- 5 What is the current price of the test?
- 6 How many test centres are there in Scotland?
- 7 What should applicants below Intermediate 1 do?
- 8 Does an applicant below Intermediate 1 need to take a qualification?
- 9 What else do they need to do to prove they are eligible to apply for citizenship?
- 10 Can anyone write the letter?
- 11 How many further education colleges are there in Scotland?
- 12 What was produced in 2005?

## Task 2 Identifying reading skills

Complete the sentences below using the words in the box below:

inferring	skimming	intensive	scanning
extensive	gist	specific	detail

- 1 \_\_\_\_\_ is running the eyes quickly over the text to get the \_\_\_\_\_.
- 2 \_\_\_\_\_ is looking for a particular piece of information (looking for \_\_\_\_\_ information).
- 3 \_\_\_\_\_ reading is reading longer texts for pleasure.
- 4 \_\_\_\_\_ reading is working with shorter texts, extracting specific information, and accurate reading for \_\_\_\_\_.
- 5 \_\_\_\_\_ meaning entails 'reading between the lines' or using contextual clues for understanding.

## Task 3 Working with ESOL texts

[http://www.niace.org.uk/Projects/esolcitizenship/docs/10\\_Education-Scot.pdf](http://www.niace.org.uk/Projects/esolcitizenship/docs/10_Education-Scot.pdf)

### 10.1 Education systems

Read Heather's description of her school experiences:

*I went to primary school in a small village. I started primary one when I was five years old. We studied a lot of different subjects and each subject began at level A. We continued these subjects sometimes doing exams until second year at secondary school when we had reached level E. I started secondary school when I was 12 years old. I was at a big school in Inverness and was there for five years. When I was in second year, I had to choose eight subjects for my Standard Grade exams. We had to choose maths and English but I was able to choose art, my favourite subject. In fourth year, when I was 16, I passed all my Standard Grade exams.*

*I thought about leaving school after my exams but my parents persuaded me to stay on. In fifth year I sat five National Qualification Higher Grade exams. I got two As and two Bs and a C. I was really pleased! During the summer, I saw an advert for a job with a big insurance company. Although I could have studied Advanced Highers for another year at school and then gone on to university, I decided I wanted to work in the outside world. The advertised position was too good an opportunity to miss so I applied and got the job!*

Read Claire's description of her school experiences:

*I went to primary school when I was five. We started in reception, then year 1 and continued to year six when we went to secondary school. In year six we did our SATS exam. My parents then visited different secondary schools and chose a school which was quite far from my home but it was very well known for sciences. I've always wanted to be an engineer, you see.*

*At secondary school we had to study lots of compulsory subjects like English, mathematics, science and physical education (which I hated!). When I was 16, I sat my GCSE exams. I did really well and got seven As. Then I continued with three subjects, English, mathematics and physics, for my A-Level exams. I sat these when I was 18 years old. My grades were good enough for me to go to university. I'm now studying engineering at the University of Manchester. It's a lot of work but I'm sure it'll be worth it.*

### Task 3 Working with ESOL texts

#### Education systems 10.1 (Clear text version)

##### *Read Heather's description of her school experiences:*

I went to primary school in a small village. I started primary one when I was five years old. We studied a lot of different subjects and each subject began at level A. We continued these subjects sometimes doing exams until second year at secondary school when we had reached level E. I started secondary school when I was 12 years old. I was at a big school in Inverness and was there for five years. When I was in second year, I had to choose eight subjects for my Standard Grade exams. We had to choose maths and English but I was able to choose art, my favourite subject. In fourth year, when I was 16, I passed all my Standard Grade exams. I thought about leaving school after my exams but my parents persuaded me to stay on. In fifth year I sat five National Qualification Higher Grade exams. I got two As and two Bs and a C. I was really pleased! During the summer, I saw an advert for a job with a big insurance company. Although I could have studied Advanced Highers for another year at school and then gone on to university, I decided I wanted to work in the outside world. The advertised position was too good an opportunity to miss so I applied and got the job!

##### *Read Claire's description of her school experiences:*

I went to primary school when I was five. We started in reception, then year 1 and continued to year six when we went to secondary school. In year 6 we did our SATS exam. My parents then visited different secondary schools and chose a school which was quite far from my home but it was very well known for sciences. I've always wanted to be an engineer, you see. At secondary school we had to study lots of compulsory subjects like English, mathematics, science and physical education (which I hated!). When I was 16, I sat my GCSE exams. I did really well and got seven As. Then I continued with three subjects, English, mathematics and physics, for my A-Level exams. I sat these when I was 18 years old. My grades were good enough for me to go to university. I'm now studying engineering at the University of Manchester. It's a lot of work but I'm sure it'll be worth it.

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[http://www.niace.org.uk/projects/esolcitizenship/docs/10\\_Education-Scot.pdf](http://www.niace.org.uk/projects/esolcitizenship/docs/10_Education-Scot.pdf) (Education)

### *Task 3 Working with ESOL texts*

**Look at the tasks below.**

**Decide which reading skills would be developed by each.**

- 1 Learners read the texts (title missing) and think of an appropriate title.
- 2 Learners are given three titles and decide which one is appropriate.
- 3 Learners find all the school subjects in the texts.
- 4 Learners are given a series of statements and decide if they are true or false — eg Clare started school at 5; Heather left school at 16.
- 5 Learners read the text to help prepare a list of questions about their partner's education.
- 6 Learners are given a list of words and read the text to find near synonyms — eg famous, very happy, required, talked into/convinced, to be of benefit.

## Review and reflect

Decide which skills you are most likely to use when reading the following texts.

In each case say why you have arrived at that decision.

There may be more than one answer.

### Example

The 'What's on' section of the local paper:

skimming      scanning      intensive      extensive

Why?

You are looking for particular information, eg a film on Friday night. There is no need to read in detail entries which are not suitable.

- |   |                    |          |          |           |           |
|---|--------------------|----------|----------|-----------|-----------|
| 1 | A novel:           | skimming | scanning | intensive | extensive |
| 2 | A newspaper:       | skimming | scanning | intensive | extensive |
| 3 | A poem:            | skimming | scanning | intensive | extensive |
| 4 | Yellow Pages:      | skimming | scanning | intensive | extensive |
| 5 | A postcard:        | skimming | scanning | intensive | extensive |
| 6 | A train timetable: | skimming | scanning | intensive | extensive |
| 7 | A recipe:          | skimming | scanning | intensive | extensive |
| 8 | A travel brochure: | skimming | scanning | intensive | extensive |

## Review and reflect (potential answers)

- 1 A novel:                   skimming     scanning     intensive     extensive  
 Usually read for pleasure. However, you may read intensively if you are revising for an exam.
  
- 2 A newspaper:           skimming   scanning   intensive   extensive  
 Reading a newspaper may involve skimming, or scanning for a specific article, and then intensive reading once you have found what you are looking for.
  
- 3 A poem:                   skimming     scanning     intensive   extensive  
 Probably read for pleasure, but the text is much shorter than a novel so you may read intensively to aid understanding. But it, again, depends on the purpose of reading.
  
- 4 Yellow Pages:         skimming     scanning   intensive     extensive  
 You are likely to be looking for a specific company or type of business. Once located you will probably look for specific information such as opening times, telephone number etc.
  
- 5 A postcard:             skimming     scanning     intensive   extensive  
 Text is short and you want to find out as much as possible. However, you may just skim over if you are not really interested.
  
- 6 A train timetable:   skimming     scanning   intensive     extensive  
 To locate specific time, journey length etc.
  
- 7 A recipe:               skimming   scanning   intensive   extensive  
 You need to be precise when making the recipe. You may just skim if thinking of making or scan to locate ingredients, cooking time etc.
  
- 8 A travel brochure: skimming   scanning   intensive     extensive  
 You may skim for a general feel of the locations etc or scan to look for a particular location, destination, resort, hotel or price.

## Task 1 Citizenship quiz

Team name: \_\_\_\_\_

- 1 This percentage of the UK population lives in Wales.  

A	5%	<input type="checkbox"/>
B	6%	<input type="checkbox"/>
C	7%	<input type="checkbox"/>
D	11%	<input type="checkbox"/>
  
- 2 The countries British textile firms sent agents to find workers after the Second World War:  

A	Australia and New Zealand	<input type="checkbox"/>
B	Poland and Switzerland	<input type="checkbox"/>
C	India and Pakistan	<input type="checkbox"/>
D	Ireland and Belarus	<input type="checkbox"/>
  
- 3 What will be taking place in Glasgow in 2014?  

A	The Olympics	<input type="checkbox"/>
B	The Commonwealth Games	<input type="checkbox"/>
C	Year of Culture	<input type="checkbox"/>
D	The World Cup	<input type="checkbox"/>
  
- 4 An adult person receiving unemployment benefit should join the New Deal programme if he/she has been out of work for:  

A	6 months	<input type="checkbox"/>
B	12 months	<input type="checkbox"/>
C	18 months	<input type="checkbox"/>
D	24 months	<input type="checkbox"/>
  
- 5 If you are driving a large lorry or bus, you must be...  

A	16	<input type="checkbox"/>
B	17	<input type="checkbox"/>
C	18	<input type="checkbox"/>
D	21	<input type="checkbox"/>

- 6 A person at a party was drinking excessive amounts of alcohol. This is known as:
- A party drinking
  - B booze drinking
  - C hard drinking
  - D binge drinking
- 7 It was reported \_\_\_\_\_ of young people had taken part in some form of community activity before they were 18.
- A 56%
  - B 76%
  - C 86%
  - D 96%
- 8 A 'by-election' is going to take place. For what reason does this happen?
- A When the PM wants a new MP
  - B When an MP resigns or dies in office
  - C When an MP has been in the position for five years
  - D When an MP has been in the position for 10 years
- 9 A teacher will have completed \_\_\_\_\_ before they are fully qualified in Scotland.
- A A year's probation
  - B A year's suspension
  - C A maths Higher
  - D A course in bi-lingual teaching
- 10 The population of the UK will be \_\_\_\_\_ by 2020 according to government statistics.
- A 45 million
  - B 55 million
  - C 65 million
  - D 75 million

## Task 1 Citizenship quiz

Complete the table below using the underlined sentences from the quiz in Handout 8.

Name of tense	Example	Notes on formation
present simple		
past simple		
present perfect (simple)		
past perfect (simple)		
will (for future)/future simple		
future perfect		
present continuous		
past continuous		
present perfect (continuous)		
past perfect continuous		
future continuous		
be going to (future)		

## Task 2 Tense identification

### A

<b>go</b>		
past simple	present simple	will (for future)/future simple
past continuous	present continuous	future continuous
past perfect (simple)	present perfect (simple)	future perfect
past perfect continuous	present perfect (continuous)	be going to (future)

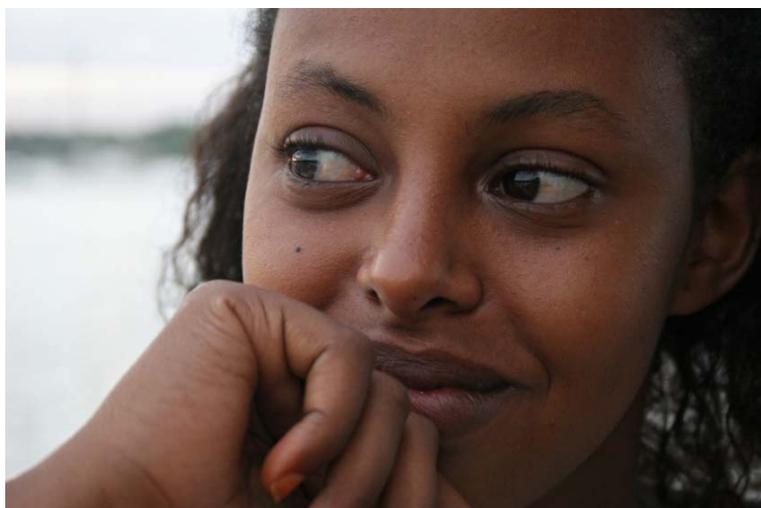
### B

<b>work</b>		
past simple	present simple	will (for future)/future simple
past continuous	present continuous	future continuous
past perfect (simple)	present perfect (simple)	future perfect
past perfect continuous	present perfect (continuous)	be going to (future)

## Task 2 Tense identification

Read Faduma's story. Complete the table using the underlined verbs in the text.

In 1994 Faduma **fled** from the civil war in Somalia and **moved** to Kenya. In 2002 she **arrived** in London to seek asylum in the UK. After she **had been living** there for six months, the Home Office **sent** her to Glasgow as part of the dispersal programme. 'Everyone on the bus **was staring** out of the window at the grey sky', she laughed. 'We **had** no idea where we **were going**, or what life was like in Scotland. We **'d only ever heard** of London before.'



She now **lives** in the south side of Glasgow with her 13-year-old son. Last year she **received** the news that they could stay in the UK. Her son **has spent** most of his childhood in Scotland and **speaks** with a Scottish accent. He **is going to choose** his subjects at the end of this year and **will probably take** languages as they **are** his favourite subjects.

As Faduma **has been living** in the UK for many years now, she **has decided** to apply for naturalisation. She **is studying** ESOL at Access 3 at college and her teacher **thinks** she **is making** real progress. Before coming to Scotland, she **had never been** inside a classroom before but now **loves** every lesson she **goes** to. The first class ever **was** a shock. 'I **was sitting** in a class full of strangers and **felt** very lonely,' she **says** 'but this time next year, I **'ll have completed** Access 3 and **will get** a letter from the college to use with my citizenship application. Hopefully, one day soon I **'ll be holding** a shiny new passport in my hand!'

## Task 2 Tense identification

Tense	Examples
present simple	
present continuous	
past simple	
past continuous	
present perfect (simple)	
present perfect (continuous)	
past perfect (simple)	
past perfect continuous	
will (for future)/future simple	
future continuous	
future perfect	
be going to (future)	

Extension task    Word stress revision  
(cards to be cut up)

geography	history	Spanish
philosophy	psychology	geometry
Latin	science	computing
arithmetic	numeracy	literacy
chemistry	biology	accounting

## Task 3 Tenses charades

Selection for elicitation:

### *present simple*

My dog has no nose.

My husband doesn't wear the trousers in my house.

Do you eat your peas with a knife?

### *present continuous*

I'm swimming through treacle.

She isn't wearing that dress to the party.

Are you standing on your head?

### *present perfect*

I've lost my keys.

You haven't lived until you've driven a tractor.

Have you met my pet giraffe?

### *present perfect continuous*

Who's been eating my porridge?

I've been tidying the cupboard under the stairs.

My daughter hasn't been studying.

### *past simple*

The car skidded on the ice.

The woman didn't leave the waiter a tip.

Did you play your giant violin on the stage?

### *past continuous*

It was raining cats and dogs.

The cheeky children weren't sitting on their chairs.

Was the sun shining at 6 o' clock?

## Task 3 Tenses charades

Selection for elicitation:

### *past perfect*

She'd been to the moon in her dreams.

I had never seen a grumpy baboon until yesterday.

Had you eaten kangaroo before?

### *past perfect continuous*

The kids had been driving me crazy.

He hadn't been working at the garage long.

Had you been thinking of leaving?

### *will (for future)*

I'll scream and scream until I'm sick.

Will you be my valentine?

The postman won't arrive until the afternoon.

### *'going to' future (gonna)*

The boy is going to fall in the loch.

Scotland is not going to win the World Cup.

Are you going to fly or take the train?

### *future continuous*

She'll be coming round the mountains.

No, you won't be painting the car purple.

Will your brother be bringing a friend?

### *future perfect*

She'll have written her novel by Christmas.

He won't have cleaned the bathroom.

Will you have given her an answer before lunch?