

Unit 2 > Session 7

This session aims to

- develop awareness of techniques to introduce language points (Outcomes 2 and 4)
- practise introducing and highlighting language points (Outcomes 2 and 4)
- develop skills in selecting and sequencing activities (Outcomes 2, 3 and 4)

We suggest that you allocate 150 minutes for the session.

Focus A Introducing language points

Aims: To develop awareness of techniques to introduce language points
To practise techniques for presenting/clarifying language points

Time needed: 90 minutes

Materials: [Resources 1, 2, 3, 4 and 5](#)
Alternative visuals for presentation if creating own context.

Preparation: Cut up Resources 1-5
Decide on the context you will use for the presentation
Bring pens, coloured paper, transparencies etc for final stages
See also Toolkit Session 12, page 101

Notes: You may wish to create some more target language cards (Resource 5) if you have a large group.
This session provides a good opportunity for peer teaching and the latter stages shouldn't be rushed.

Task 1 Introducing language points

Stage 1

Provide the cut-up cards from [Resource 1](#). Trainees should separate the cards into 'healthy' or 'unhealthy'. The trainees should then add two more healthy/unhealthy. Take some feedback. There will probably be some discussion as to whether each card can be categorised easily.

Stage 2

Separate the trainees into two groups. Tell one group that they are going to be a group of ESOL learners and the other group are going to watch you deliver a lesson. Give each of the observing trainees the stages cards ([Resource 2](#)) and ask them to put the stages in order as the lesson progresses.

Set a context around the person in your presentation (eg an old friend/colleague/school mate you met recently) using the pictures from [Resource 3](#). Show the 'class' the picture of 'now'. Ask the following questions:

- What does he look like?
- What does he do in his spare time?
- Is he married?
- Does he smoke? Drink a lot of alcohol?

Show the class the 'before' picture. Elicit a couple of sentences with 'used to':

- *He used to drink and smoke.*
- *He used to have a beard.*

Drill the sentences (be careful to give and highlight a natural pronunciation of the form ie elision of /d/ and use of schwa on to). Ask concept questions:

- Does he do this now?
- Did he do it before?
- Was it just once or was it a regular happening?

Elicit the written form and write on the board. Mark pronunciation features above the written form. Use the 'before' picture to elicit a negative example. Point out how the past tense marker 'd' has moved to the auxiliary 'did'.

- *He didn't use to exercise very much.*

Tell the trainees to draw a picture of themselves at a previous time in their lives and a picture of their lives now. They should think about making sentences like:

- *'I used to _____, but now I _____'.*

They can make notes, but they don't need to write out the full sentence. They will then work in pairs to tell their partner about their past and present habits.

Stage 3

Pair each 'learner' with an observer. They should discuss the stages of the lesson and what happened in each stage. Give out the 'aims' cards from [Resource 4](#). They then match the aims with the stages. Point out that the aims here relate to the individual stages rather than the whole lesson.

Task 2 Peer tutoring

Stage 1

Put the trainees in small groups. Use the 'used to' language point card from [Resource 5](#) as a demonstration of the activity. Then give each group a separate language point card and ask them to complete the table. Monitor and provide help.

Stage 2

Once the table is complete, the trainees should think of ways and create simple materials to elicit the target language. Make sure you provide pens, transparencies, and coloured card for the trainees to create their presentations.

The trainer should mingle and monitor; providing help and suggestions.

Stage 3

Regroup the trainees. They should try to 'teach' their point to the other groups. This could also be done as a whole-group presentation. Feedback according to what the trainees produce. Provide suggestions and ensure that the overall feedback process is constructive and positive. The trainees can also provide their own feedback to each other.

If time permits, the trainees can work on their own lesson planning. Individually or in groups, they can look at any language introduction and how this could be delivered.

Focus B *Selecting and sequencing activities*

Aims: To develop skills in selecting and sequencing activities

Time needed: 60 minutes

Materials: [Handouts 1, 2 and 3](#)
DVD — Planning and delivery — Vocational ESOL lesson

Preparation: Preview the DVD

Notes: The DVD clip lasts for 17 minutes and has been heavily edited to focus on the activities that are used in the class.
The SQA support materials provided in Handout 3 are taken from the Work and Study Units. Weblinks are provided in the handout.

Task 1 *Selecting and sequencing activities*

Stage 1

Ask the trainees to put themselves into a line according to the date they started their present job. When they have done this, ask them to talk to the person beside them in the line as to what variations of this could be used with an ESOL group and the potential purposes and benefits of this type of activity.

Potential feedback

Variations:

- Learners arrange themselves in order of their month/date of birth
- Alphabetical ordering first name, surname
- Story/sentence cut ups — learners rearrange themselves

Purposes/benefits:

- To check learners have understood a previous lesson on months and dates
- To lead-in to a lesson about jobs
- To practice alphabetical ordering in a kinaesthetic way
- To create interest in the topic of the lesson
- As a way of grouping learners
- Learners need to collaborate, talk to each other and complete a task
- Can energise learners (lots of movement)
- Can be used with literacy learners

Ask the trainees to think about the lead-ins they have seen in previous sessions/observations. Review the purposes of lead-ins.

Potential feedback

- To introduce and create interest in the topic
- To get learners thinking around the topic of the lesson
- To create a relaxed atmosphere

Stage 2



Tell the trainees that they are going to watch part of a lesson where the final aim is to complete a curriculum vitae (CV). In small groups, ask the trainees to discuss activities they could use to develop CV writing skills. Take group feedback and board suggestions. Trainees may only suggest activities related to writing development. However, there is no need for discussion on this before viewing.

The lesson the trainees will view is of an Intermediate 2 group. The full lesson lasts four hours. However, this is an edited version of the first 1 hour 45 minutes and lasts approximately 17 minutes. While watching, trainees should make a list of the different activities the tutor and learners engage in.

Play the clip (Vocational ESOL lesson), pausing after the 'Find someone who' activity to ensure trainees are on task. You could allow a short buzz session at this and other points during the clip. However, do not allow these to run on too long. After viewing, trainees should compare answers in pairs before whole-group feedback.

Answers

- Find someone who...
- A-Z of jobs
- Jobs done/I would like to do
- Most interesting job/best paid job
- Skills needed to do a specific job
- Matching skills to jobs
- Dictionary task
- Listening gap fill exercise

In pairs, ask the trainees to discuss the reason or rationale for selecting each of the activities listed.

Potential feedback

Find someone who:	introduces the topic, warm up, get to know other members of group
A-Z of jobs :	introduces theme and builds interest , speaking practice, opportunity for collaboration
Jobs done/like to do:	personalises topic
Most interesting/best paid	vocabulary extension, speaking practice, learners justify their ideas
Skills for specific job:	directs the focus of the topic. Introduces new vocabulary
Matching skills to jobs:	provides clearer context for lexis, checks comprehension, provides speaking and discussion time
+ve/-ve personality vocab:	introduces new vocabulary in a context, speaking practice, connotation, nuance of lexis, work-on-word stress
Dictionary task:	develops study skills — learner training, autonomous use of dictionary for meaning and pronunciation. Collaborative practice
Listening gap fill exercise:	develops skills in listening for detailed information. Provides practice for SQA assessment. Helps shift context from general area of jobs to specific workplace

Stage 3

Provide [Handout 1](#) — activity slides used by the tutor on the DVD. You could point out that she did not use handouts, but instead displayed the activities on the interactive whiteboard, perhaps a much 'greener' policy than the use of a lot of paper — although easier to do with higher level learners. You should also mention the need to keep slides/OHTs clear and not too wordy.

Ask the trainees to discuss in groups which skills were used/developed in each activity. Conduct whole-group feedback.

Potential feedback

Speaking:	Find someone who?
	A-Z of jobs
	Skills
	Interesting/ Well paid job
	Personality vocabulary (pronunciation development of multi-syllable words)

Potential feedback continued

- Listening: Gap fill
 True or False
- Reading: Matching skills to jobs, reading text before listening
- Writing: Although trainees take notes at various points of lesson, there is no specific focus on writing.

You could point out that learners also develop study skills when using dictionaries.

In the same groups, the trainees should now discuss the types of activities which could follow on from the listening task. Remind them that the final aim of the lesson is to write the skills and interest section of a CV.

Potential feedback

- Deciding which skills to put in CV
- Identifying the different parts of a CV
- Matching a job advertisement to skills and experience of different applicants
- Reading a CV and correcting errors
- Putting a CV template in order

Stage 4

Give trainees complete lesson plan [Handout 2](#) to show how the tutor developed the lesson. In pairs trainees discuss how the activities developed and helped to achieve the final aim of the lesson.

Potential feedback

- Topic was contextualised from the outset
- Topic was personalised through activities
- Lesson went from general to specific
- Vocabulary was introduced early on
- The lesson followed an integrated skills model
- Plenty of scaffolding through speaking, listening and the input of vocabulary was used to support the writing tasks
- Vocabulary needed introduced early and recycled later in lesson

Stage 5

Divide trainees into three groups. Give each group [Handout 3](#), and ask the groups to decide which level (Access 2, 3 or Intermediate 1) each activity was designed for. Provide feedback with a focus on what helped them to identify the level.

Answers

- Access 2 – Activity 1 and 4
- Access 3 – Activity 3 and 5
- Intermediate 1 – Activity 2 and 6

Stage 6

If time permits, allocate one level to each group. Tell them to think about activities they would use to follow or precede the activities they have in the handout. After a few minutes discussion, direct them to the materials online (the web links are given in Handout 3) or provide a hard copy of the materials for the trainees to have a look at how the activities are sequenced in the materials. The trainees could look at the level most suitable for their learner(s) as a homework task.

Review and reflect (10-15 minutes)

The trainees should work in small groups to discuss their own tutoring context and the learner(s) they are working with. Provide the following questions:

- *What level would you place your learner(s) at?*
- *Can you identify any specific language points that would be appropriate to introduce?*
- *What sort of activities would be suitable to practise the language point you have identified?*

Session 7

Handouts and Resources

Task 1 Selecting and sequencing activities (materials from lesson)

Jobs A - Z

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

Activity 1

Make a list of the jobs you have done, or a list of the jobs you might like to do.

Now work in a group with 2–3 other students.

Show them your list and look at theirs. Who has the most unusual job on their list? Who has the best-paid job?

Discuss jobs with the other students.

Activity 2

Below is a list of skills and qualities that employers look for. There is also a list of job titles. Match each skill/quality (A) to a job (B)?

A

- good communication skills
- friendly manner
- IT skills
- good team worker
- flexible
- enthusiastic

B

- postman/woman
- architect
- soldier
- poet
- teacher
- bank clerk

Some skills and qualities will go with more than one job.

Work with a partner and explain your choices.



- | | | | |
|-------------|----------------|-------------|-------------|
| sensitive | sociable | benevolent | passive |
| nervous | open-minded | anxious | careful |
| moody | talkative | sceptical | thoughtful |
| impulsive | carefree | pessimistic | peaceful |
| reserved | reliable | balanced | adventurous |
| imaginative | active | dominant | exact |
| ambitious | well-organised | optimistic | |

Activity 3



You will hear a recording of a woman giving a talk to school students. She is from a local company and is telling the students about job prospects in the company.

As you listen, answer these questions. You will hear the recording twice.

For questions 1–3, complete the sentences with one word only.

- 1 Forth & Clyde is a _____ company.
- 2 Forth & Clyde is one of the largest _____ in the area.
- 3 Good communication skills are _____.

For questions 4–6, say whether the sentences are true (T), false (F) or if the passage doesn't say (DS). Circle the correct answer.

- 4 Insurance is mostly about money. T F DS
- 5 Human Resources involves training. T F DS
- 6 Forth & Clyde is the biggest company in the country. T F DS

STEVENSON COLLEGE EDINBURGH

English Plus Int 2a

Wednesday 9th September 2009

9.00 — 1.15

LESSON FOCUS: Skills: Vocabulary, Speaking, Listening and Reading

LEARNING OUTCOMES: By the end of this lesson students should be able to

- talk about types of jobs and skills required
- listen for detailed information
- read for information
- understand what information is required in a CV
- write a skills and interests section of CV

MATERIALS USED: IWB

SQA Work Related Int 2 Support Materials (adapted): Lesson 03, 11

ASSUMPTIONS: (students will already have covered.../will be able to...)

- know a little about each other
- name names of some jobs
- know some skills vocabulary

Timing	Stage/step	Objectives	Materials
9.00	Complete model consent form		
9.15	Warm up: Find someone who	Getting to know one another better	
9.45	A—Z of Jobs: Groups prepare list (competitively) Feedback and write on IWB – check understanding and pron	Vocabulary development/speaking	IWB for feedback
10.00	Compare job experience/interests Indiv list jobs done/like to do Groups discuss — most unusual? Best paid? Feedback Elicit what skills needed and board Complete matching exercise (in groups) – do 1 example	Speaking Vocabulary	IWB materials
10.25	Extend vocab to describe skills Refer to list and elicit meaning of a few and if + or - Groups discuss meaning and if + or -	Vocabulary Study skills :Dictionary use	IWB materials
10.45	Listening exercise — Read questions P/ w predict answers Listen and complete P/W compare Feedback Groups discuss who would be interested in this type of work and why Feedback briefly	Pre-listening Listening for detailed info	SQA Lesson 01/IWB
11.00	BREAK		

Timing	Stage/step	Objectives	Materials
11.25	Preparing CVs Board CV and elicit full form and what it is and board Elicit what info include and rules for writing Groups discuss Read text and answer questions Pairs compare Feedback incl evidence Pairs discuss skills learnt in work/study Group compare Feedback	Pre reading Read for info Post reading speaking Recycle/extend vocab to describe skills	SQA Lesson 11 Activity 2/3
12.05	Elicit examples of what to write in a key skills section for CV Individual write Elicit examples of interests Individual write interests section for CV	Writing prep — model Writing practice Writing prep - model Writing practice	
12.45	Pairs order CV content Groups compare Feedback with reasons	Writing prep (for next lesson)	SQA Lesson 11 Activity 4
1.00	Admin — invitations/EEU questionnaire check		

Used with permission of Helen Shields.

Task 1 Selecting and sequencing activities (SQA activities)

Look at the six activities from the SQA ESOL learning support materials.

Decide which level you think each activity is designed for (Access 2, Access 3 or Intermediate 1).

There are 2 activities for each level.

You can access the SQA ESOL Work and Study learning materials online:

Access 2:

www.sqa.org.uk/sqa/files_ccc/ESOL_Access2_Work_Study_StudentNotes_F1AE08.pdf

Access 3:

www.sqa.org.uk/sqa/files_ccc/Acc3_WS_student_v1.0.pdf

Intermediate 1:

www.sqa.org.uk/sqa/files_ccc/F1AE10_WorkandStudyRelatedContexts_Int1_StudentNotes.pdf

Activity 1 Vocabulary

Work with a partner. Look at the names of the jobs in the box.

Write one under each picture.

businessman	firefighter	lawyer	doctor
pilot	plumber	police officer	teacher



1 _____

2 _____

3 _____

4 _____



5 _____

6 _____

7 _____

8 _____

Activity 2 Speaking

Look at these aspects of a job:

- salary: high or low _____
- extras: company car, free private health care, etc _____
- location 1: new purpose-built premises or old/not too suitable _____
- location 2: inside an office or outdoors _____
- location 3: in one place or with travelling _____
- dress: formal or casual _____
- hours of work: 9 to 5 / shift work / having to finish work at home _____
- contacts 1: working from home, with colleagues or with the public _____
- contacts 2: working with adults, children, animals or computers _____
- employer: private company / local authority / the government _____

Think of jobs you have done, are doing or hope to do in the future. Why did you choose these jobs, or why are you interested in these jobs? Now rank the aspects above in your order of priority. For example:



I don't care much about money, or having a company car and so on. I don't want to work inside though, and I'd like to travel, so location's important. Put that at number 1. I don't like wearing a suit. I don't mind what hours I work, but I don't want to work alone. Colleagues maybe, not the public, and definitely not children or animals. I don't mind who I work for — private or public, as long as I enjoy the work.

Write 1 after the most important aspect, 2 after the next, and so on down to 10 against the one you care least about.

Now work with a partner. Discuss your different preferences, the jobs you would like to do and why.

Activity 3 Reading

Read the text quickly (skim)

- 1 Is it...
 - (a) an advert for a job?
 - (b) an advert for the careers office?
 - (c) an advert for a college course?

Would you like to change your job?

Do you want to find the perfect job for you?

The Careers Office can help!



We offer free advice on finding a job, career changes and training programmes. Our office is based in the city centre and is open Mon–Fri, 9am to 4pm.

We have a team of 4 careers advisers who are ready to answer your questions about working in Scotland and improving your career. We can look at what you would like to do in the future and give you guidance on how to get the job you want. We can also help with writing CVs and preparing for job interviews.

To make an appointment to speak to one of our advisers, call: 0131 584 9982.

Alternatively, e-mail us on: careersscotland@edin.gov.uk

Now read the text again and answer the following questions:

- 1 Who is this advert for?
- 2 Do you have to pay to speak to a careers adviser?
- 3 Is the office open mid-week?
- 4 How many people work at the careers office?
- 5 How can you make an appointment?

Activity 4 Language focus

Look at these sentences and questions:

We start work at nine o'clock.

She goes to work by bus.

When do we start work?



How does she go to work?



In the **present simple**, with question words like **when, what, why, who, where, how**, etc, we make questions with **do (I, you, we, they)** or **does (he, she, it)**.

Now work with a partner. Make questions for these answers:

1 _____ we _____? 'We start work at nine o'clock.'

2 _____ we _____? 'We finish at five.'

3 _____ we _____? 'We have lunch from one till two.'

4 _____? 'You park your car behind the building.'

5 _____? 'You work with Ms Collins.'

Activity 5 Vocabulary

Match the adjectives in the box to the jobs below. Use your dictionary to help you.

- firefighter
- shop assistant
- soldier
- tour-guide
- security guard
- surgeon
- builder
- teacher
- photographer
- hotel receptionist

fun	difficult	well-paid	repetitive
exciting	boring	challenging	interesting
badly paid	dangerous	rewarding	stressful

Activity 6 Language focus

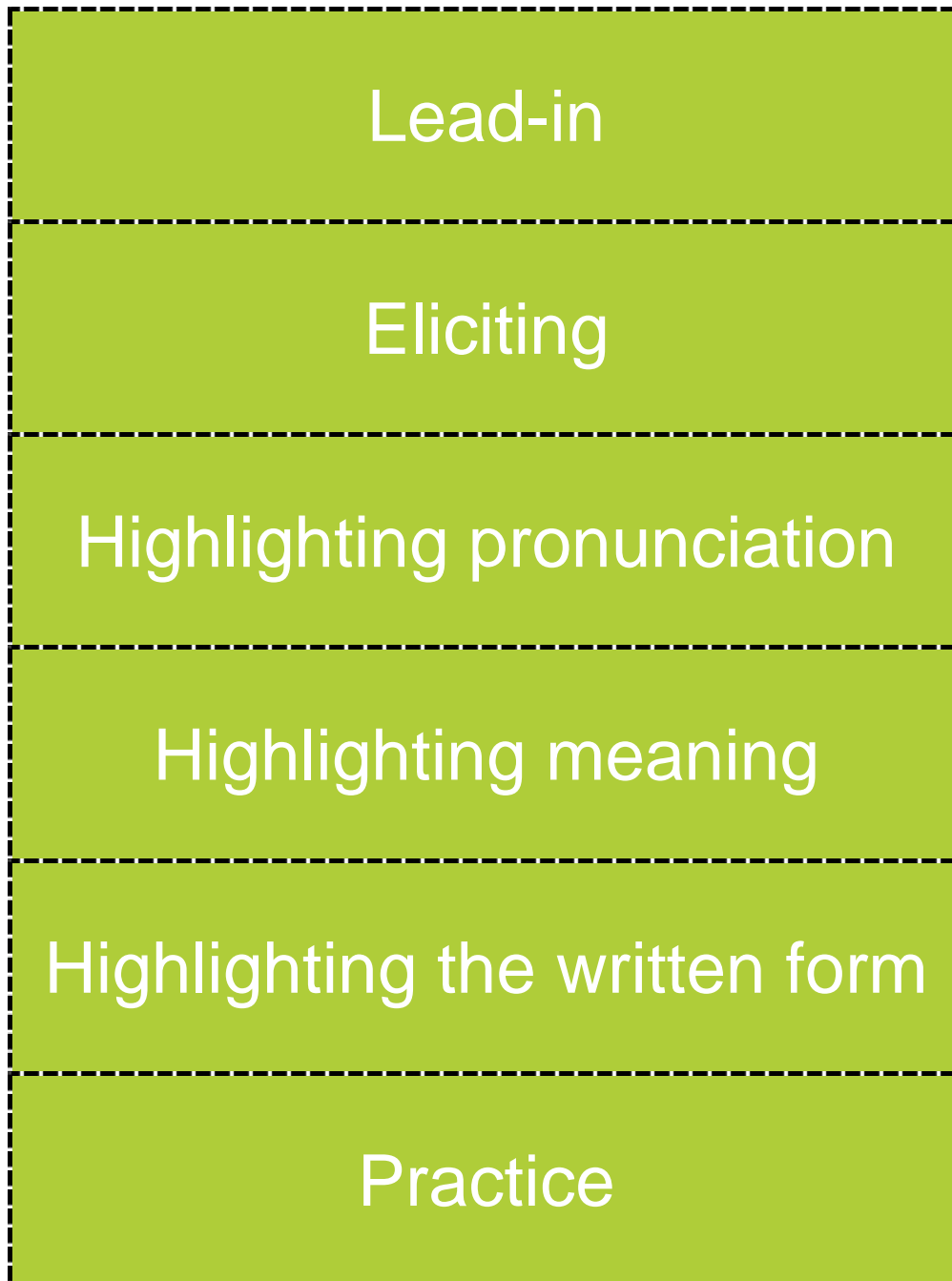
Work with a partner. Discuss whether the sentences below are about real or unreal situations in present time. Then write the verbs in brackets to the appropriate form to make 1st or 2nd conditional sentences. Use will/'ll or would/'d where necessary.

- 1 We're making lots of money. If this (go on) _____ we (be) _____ able to expand.
- 2 If my father (be) _____ alive today, he (agree) _____. But he's dead.
- 3 The manager (help) _____ if he (be) _____ here, but he's in New York.
- 4 Of course I (give) _____ you the data — if I (have) _____ it. Let me check.
- 5 If that (be) _____ the best you can do I (ask) _____ somebody else next time!
- 6 Look — I don't know what to do here. If I (do) _____ I (tell) _____ you.
- 7 We (expand) _____ the company if we (have) _____ the money — but we can't.
- 8 I'll just see if he's free. If he _____ (be), he (see) _____ you.

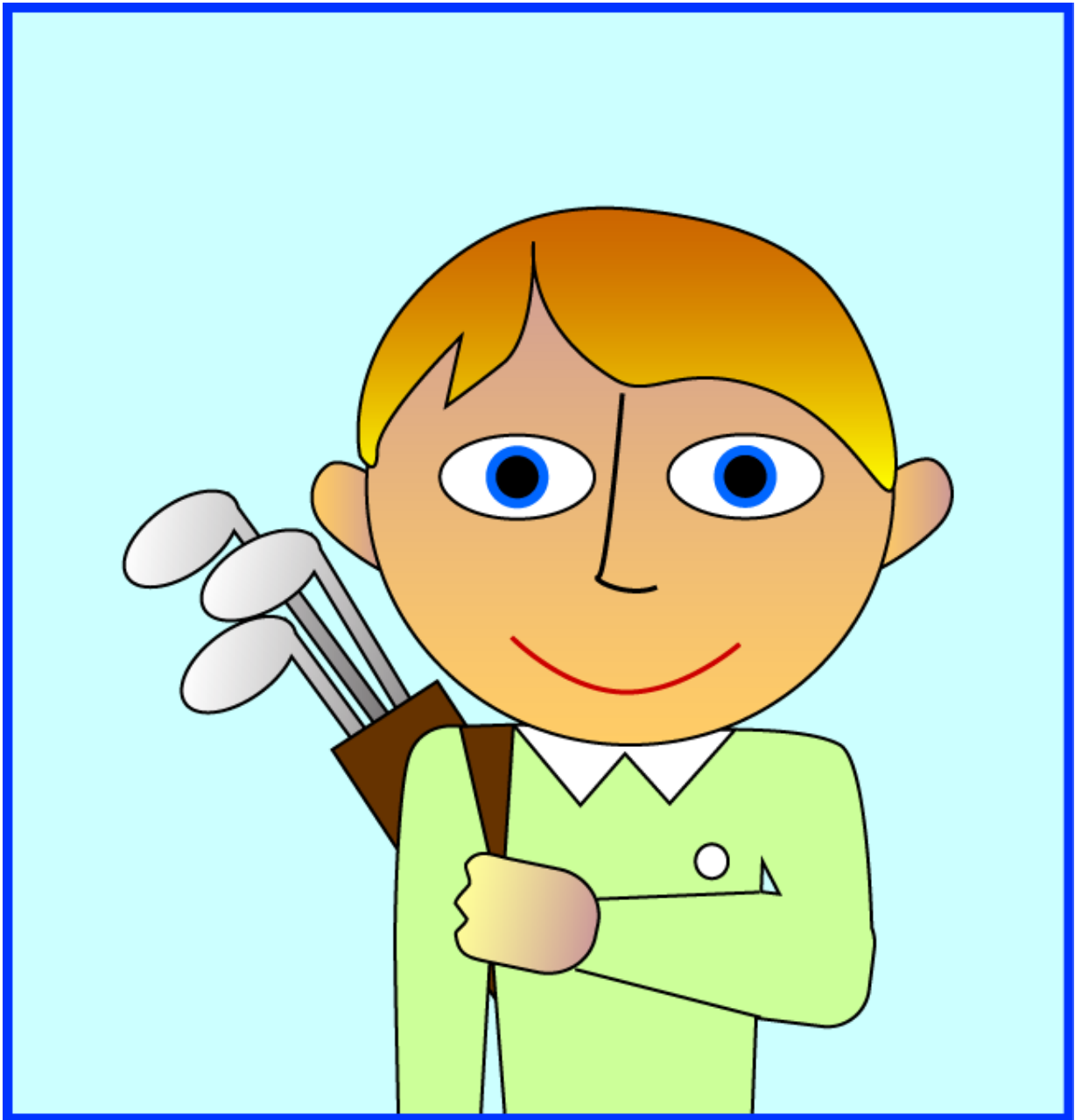
Task 1 Introducing language points
(healthy/unhealthy cards)

smoke	drink alcohol
enjoy socialising	play video games
exercise every day	have kids
go to bed early	stay up late
drink a lot of coffee	eat lots of vegetables
read books	watch a lot of TV

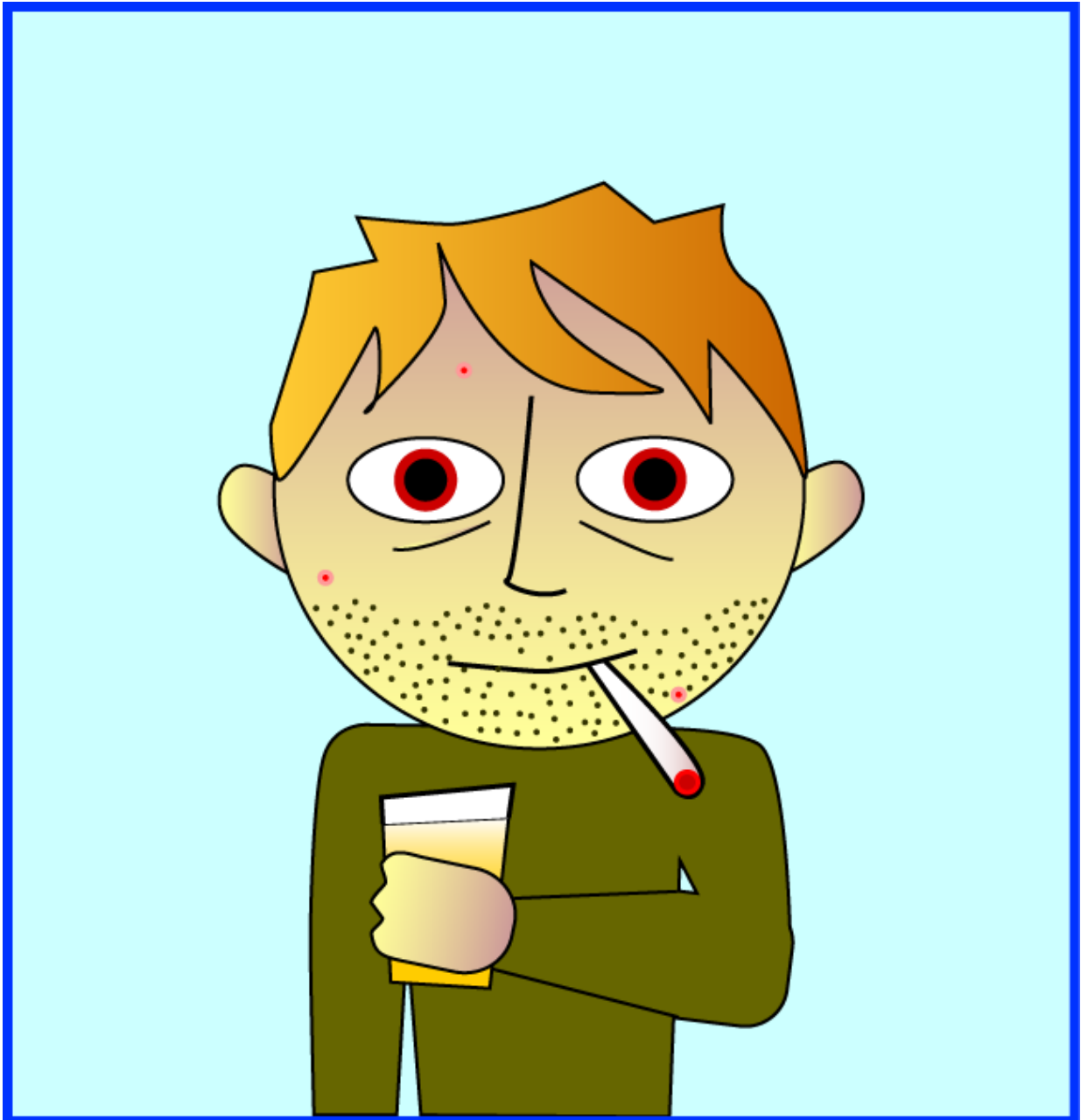
Task 1 Introducing language points (stages cards)



Task 1 Introducing language points (visuals)



Task 1 Introducing language points (visuals)



Task 1 Introducing language points (aims cards)

To introduce the topic area.

To check that learners (Ls) have the necessary vocabulary.

To elicit the target language (TL) from the Ls' passive knowledge.

To give the Ls an opportunity to practise the pronunciation of the TL.

To show Ls how the TL is written and how it changes grammatically.

To check Ls fully understand the meaning of the TL.

To give Ls the chance to practise the language in a personalised way.

Task 2 Peer tutoring

<p>Target Language example — used to and infinitive</p> <p>eg I used to leave my wet towel on the bed.</p>
<p>Meaning</p> <p>Something that was habitually true in the past, but is not true now.</p>
<p>Written form</p> <p>+ used to + infinitive (bare) - didn't use to + infinitive</p> <p>? Did you use to + infinitive</p>
<p>Pronunciation</p> <p>/ju:stə/</p>
<p>Lead-in and vocabulary</p> <p>pre-teach using cards:, smoke, exercise, etc</p> <p>pictures of healthy/unhealthy man.</p>
<p>Practice activity</p> <p>Ls think of own ideas then tell each other</p>



<p>Target Language 1— The simple past</p> <p>eg</p>
<p>Meaning</p>
<p>Written form</p>
<p>Pronunciation</p>
<p>Lead-in and vocabulary</p>
<p>Practice activity</p>



<p>Target Language 2 — The present continuous</p> <p>eg</p>
<p>Meaning</p>
<p>Written form</p>
<p>Pronunciation</p>
<p>Lead-in and vocabulary</p>
<p>Practice activity</p>



<p>Target Language 3 — Comparative adjectives</p> <p>eg</p>
<p>Meaning</p>
<p>Written form</p>
<p>Pronunciation</p>
<p>Lead-in & vocabulary</p>
<p>Practice activity</p>



