

Unit 2 > Session 8

This session aims to:

- define authentic materials (Outcome 3)
- explore the rationale for using authentic materials (Outcome 3)
- practise creating tasks to accompany authentic materials (Outcome 3)
- select relevant topics/themes to use with learners (Outcomes 2 and 3)

We suggest that you allocate 120–140 minutes for the session.

Focus A Authentic materials

Aims:

- To define authentic materials
- To explore the rationale for using authentic materials
- To weigh up the pros and cons of using authentic materials
- To practise creating tasks to accompany authentic materials

Time needed: 90 minutes

Materials: [Handouts 1 and 2](#)

Your guide to fire safety — pp 12–13 (provided in Handout 1)

www.dontgivefireahome.com/fire_safety/files/firesafety.pdf

Selection of authentic materials (text based and audio)

Preparation: You may wish to make copies of the fire safety leaflets from the pdf above

Bring in a selection of local, relevant authentic materials for Stages 4 and 5 (possible sources: council housing application form, job application, salary slip, local job ad, info about local event). Try to include authentic material which is not only written text.

If using only the authentic materials provided, you will need access to the internet as several of the examples are web-based.

See also Toolkit Session 15, page 116.

Notes: Even if not using web-based authentic materials, access to computers will be very useful when designing tasks in Stage 5.

Task 1 Using authentic materials

Stage 1

Write *authentic material* on the board and ask the trainees to try to define this term in pairs. Ask them to also think of the rationale behind using authentic material with ESOL learner(s).

Potential feedback

- Authentic material contains natural language that is used in real-life situations, ie it has not been simplified or graded specifically for ESOL learners. This may include newspaper articles, cinema programmes, train timetables, information leaflets, as well as audio material such as radio and TV programmes, announcements in supermarkets and workplaces, overheard conversations etc.
- In addition to general language practice, learners may need help with matters related to specific aspects of their everyday lives in Scotland and it may be difficult to find relevant published material. As tutors, we can try to find appropriate and interesting authentic materials to try to meet the learners' needs.

Stage 2

Ask if anyone has seen examples of authentic materials being used during their observations, or if the trainees have used authentic materials in their own tutoring sessions. Ask trainees to discuss the advantages/disadvantages of using authentic material (as opposed to published material). This could be done in two groups and they could present their findings to each other.

Potential feedback

Advantages:

- There is a limitless range of authentic material
- Can choose materials that are interesting and relevant to learners
- Can choose materials that are up-to-date
- Materials can be adapted and tasks can be tailored to suit learners
- Authentic material is freely available
- Lexis/structures are in a real-life context
- Motivating and challenging for learners to work with unsimplified language
- Learners' own documents and letters can be used

Disadvantages:

- The language is not graded and the level may be too high for the learners
- The learners may feel there are too many unknown words (vocabulary overload)
- There are likely to be more complex grammatical structures within a text. The language is not controlled in any way.
- If too challenging, could become de-motivating for learners
- May require specific cultural/world knowledge
- It is time-consuming for the tutor to create tasks to accompany the material

Stage 3

This should be done as loop input. Tell the trainees they are a group of learners and you are about to do a session on fire safety, created from an authentic text found on the internet. Follow the instructions up to and including stage c) on [Handout 1](#). At this point, write the following questions on the board and ask the trainees to work in pairs to answer them:

- 1 *What was the lead-in?*
- 2 *Think of an alternative task for the lead-in (eg a vocabulary task to help prepare them for the reading)*
- 3 *What do learners do while reading?*
- 4 *What skills are practised?*
- 5 *Think of a task that learners could do after reading.*

Potential feedback

- 1 Discussion of 999 and the role of the fire brigade
- 2 Pictures could be used to elicit vocab and set the scene (for example)
- 3 Check predictions
- 4 Predicting content, discussing, scanning, reading for detail
- 5 Provide the trainees with a copy of Handout 1 to compare with their own ideas for follow-up tasks. Here a language focus is followed by a speaking exercise involving sticking 'problem' cards on learners' backs — this is useful for practising giving advice.

Stage 4

Tell the trainees that we are now going to consider the range and types of real-life texts (written and oral) learners are likely to come across or need in their everyday lives.

Ask the trainees to look at the selection of authentic materials on [Handout 2](#) (as well as those that you have brought in) and to identify which would be of relevance to their own learner(s) and why. After trainees have had time to look at and select relevant material, they should form small groups to tell each other what they have chosen and their rationale for this.

Stage 5

Working in the same small groups, ask the trainees to choose one of the authentic pieces of material they have just looked at.

They should decide how they would exploit the material by designing:

- a lead-in activity (to create interest in the topic), eg by showing a picture, captions or a title for prediction
- a task to do while reading/listening/looking at the material
- a post-reading/listening task or follow-on task, eg vocabulary exercises, language focus, speaking or writing tasks

Ensure that the trainees understand that if they are designing, for example, a gap-fill, they should write the actual exercise rather than just discussing it. Likewise, if they decide to pre-teach some vocabulary, they should decide on which words and how they will do it. The point of this task is to get the trainees involved in a very practical way. The trainees will need plenty of time and could find it particularly challenging. While monitoring, make suggestions and refer back to the other sessions where they have worked on task types for ideas.

Stage 6

Trainees can feedback to the whole group on what they have achieved and on any challenges they found in creating tasks.

Focus B Topics and themes

Aims:	To select relevant topics/themes to use with ESOL learners
Time needed:	45 minutes
Materials:	<p>Handout 3</p> <p>Resources 1, 2 and 3</p> <p>A typical 'writing postcards' activity from an EFL coursebook</p> <p>Dice, counters, timers</p>
Preparation:	<p>Enlarge and/or laminate Resource 2 — one board for each group of 3-4 trainees</p> <p>Cut up Resource 3 to give a set of cards to each group</p>
Notes:	The Review and reflect task, discussing the use of games with ESOL learners, follows this Focus — it would be useful to leave adequate time for this.

Task 1 Selecting and evaluating topics and themes

Stage 1

Elicit what ESOL and EFL stand for:

- ESOL — English for Speakers of Other Languages
- EFL — English as a Foreign language

Ask the trainees to think of some potential distinctions between teaching/tutoring EFL and ESOL. Take some quick group feedback on the needs of learners living and working in an environment where English is the first language. There might also be some comment on the more diverse nature of the learners and their backgrounds.

Ask the trainees to quickly jot down five topics/themes that they have seen in ESOL materials or observed being used with ESOL learners. Tell the trainees to compare their list with a partner.

Potential feedback

- family
- going to the doctor
- hobbies and interests
- shopping
- work-related topics
- social interaction with neighbours
- going to the bank

Stage 2

Write the following on the board:

- *Going on holiday — writing postcards to your family*

Point out that this is a 'classic' EFL theme and task. Show an example from a well-known coursebook to illustrate your point. Let the trainees have a look at the tasks and think about any issues around using this topic with ESOL learners.

Provide some prompts on the board such as:

- *asylum seeker/refugee*
- *relevance*
- *financial constraints*
- *lack of experience in this area*
- *loss of family*
- *sensitivity to learners*
- *no passport*
- *interesting*
- *develops awareness of the world*
- *everybody likes holidays*

Put the trainees into pairs. They should tell their partner what might affect whether they used this topic with their learners. They should use some of the prompts and speak for between 45 seconds and one minute. They should time each other speaking. When both trainees have had a turn, ask a volunteer to share their answer with the group. Ask the trainees to try to count how many different ideas can be included within the one minute.

Stage 3

Tell the trainees they are going to play a board game related to the selection of topics and themes. Put the trainees into groups of three to four and issue the instructions ([Resource 1](#)), board ([Resource 2](#)), cards ([Resource 3](#)), counters, dice and timers. Monitor while the trainees play the game, making notes of any interesting comments that are made.

Stage 4

Conduct whole-group feedback to focus on some of the issues the game has raised. Provide [Handout 3](#), which they can add to.

Potential feedback

- Handout 3 has some potential feedback. However, the comments from the trainees themselves will be equally important.
- One of the points to make here is that knowing your learners and their learning goals will be important when selecting topics and themes. What is suitable with one group or individual may be inappropriate for another.
- Some topics which might be thought inappropriate or 'taboo' can often be a rich source for language development and discussion, eg talking about family, religion, travel, politics. It is the sensitivity with which the topic is handled which is important.
- Be prepared to ditch a topic/activity if it becomes clear that it is inappropriate or likely to cause offence or friction within the group. Also, try to develop techniques to diffuse a tense situation if necessary.

It would also be useful at this point to talk about the task that they have just done.

Potential feedback

Some points which may be mentioned are:

- The use of games can provide an excellent vehicle for language development and practice if organised properly.
- It is usually necessary to provide a demonstration.
- Some learners may be uncomfortable with any nod in the direction of 'gambling' or 'telling lies' so be careful what kind of rules you create. As mentioned before, this is more about knowing your learners than a one-size-fits-all rule.
- Giving a set of written instructions mirrors authentic use of board games and allows the learners to work autonomously.
- The game should have a clear learning aim or objective.
- Games are useful when working one-to-one as the tutor can take the role of other player.

Review and reflect (10-15 minutes)

Display the following quotation:

(They describe) ESOL teachers as 'bricoleurs'. In other words, effective ESOL teachers adopt flexible and adaptive approaches. (Jane Ward)

Elicit what a 'bricoleur' is (French for a 'jack of all trades' who uses whatever tools come to hand for a variety of purposes). Discuss how the Focus on authentic materials might back up this idea. Also highlight how the activity they have just taken part in is a recognisable board game format adapted for use in ESOL training.

Put the trainees into small groups to think of other games which could be borrowed or adapted for use when delivering ESOL. Board suggestions and encourage the trainees to try them out with their learners. Note that the complexity of some games and/or the linguistic skills required might make them inappropriate for language learning.

Session 8

Handouts and Resources

Task 1 Using authentic materials

Fire safety – tutor procedure

This procedure uses pp 12-13 of the document *Your guide to fire safety*, available from www.dontgivefireahome.com/fire_safety/files/firesafety.pdf. These pages are reproduced in the second page of this handout.

The full procedure would require ‘problem cards’ to be prepared (see stage d).

- a) **Lead-in:** Discuss ‘999’ and the services offered (ambulance, fire, police and coastguard). Ask if the learners have ever had to call the fire brigade and/or if they know what kind of jobs they do. Check or pre-teach *to break out/to catch fire, to put out/stub out, firefighter, fireguard, to burn, escape route*.
- b) **Pre-reading:** Put the following headings on the board under the title *Fire safety*:
- Before you go to bed
 - If fire breaks out
 - If you can’t get out
 - If your clothing catches fire
 - Child safety

Put the learners in pairs and ask them to think of safety advice that might go under each heading. Prompt with a couple of examples. Board the suggestions.

- c) **Reading:** Give out the text from the document. Learners are to read and find out which of their suggestions can be found in the text. They can underline anything they hadn’t predicted. Take feedback from the whole group — this is a good opportunity to check understanding and pronunciation of key vocabulary.

Alternatively, cut the text into strips; the learners must put the strips under the correct headings.

- d) **Language focus:** Elicit/ highlight the exponents (imperative, 1st conditional and ‘should’ forms) used to give advice in the text. Elicit other structures the learners know for giving advice, eg *Why don’t you ... You must ...* Discuss which forms are appropriate for strong advice such as in the leaflet.
- e) **Speaking:** Stick a ‘problem card’, in a font big enough to be read clearly, to the back of one of the stronger learners – eg *My house is on fire! But I need to get my wedding ring!* Warn the others that they cannot read out the comment, but must give advice to this person, eg *Don’t waste time collecting valuables*. The volunteer learner needs to guess what their problem card says.

Stick similar cards on to the backs of learners, eg *I like lots of candles burning in my house* or *I can never find my keys*. They must go around giving each other advice and guessing what their cards say. Monitor for good examples and errors and feed back to the group for discussion/correction.

- f) **Extension (writing):** Using language from d), the learners, in pairs, write up advice on a different but familiar topic, eg *staying healthy, saving money, studying English*. Advice sheets can be displayed around the room as a group resource.

Your checklists

Before you go to bed

- 1 Switch off and unplug all electrical appliances not designed to be left on overnight
- 2 Stub out all cigarettes and always empty ashtrays. Pour water over cigarette ends before putting them in the bin outside
- 3 Put fireguards around open fires. Don't build up the fire before you go to bed
- 4 Switch off portable heaters
- 5 Close all doors – it can keep your escape route free from smoke and may stop a fire spreading
- 6 Make sure the main door keys are to hand

If fire breaks out

- 1 Get out and stay out. Don't waste time collecting valuables. Your life is more valuable than anything you own
- 2 Phone the fire brigade. It's free to dial 999 from any phone
- 3 Never try to go back inside your house until the firefighters tell you it's safe

If you can't get out

- 1 Get everyone into one room (if possible one with a phone). But never open a door if it's warm to touch
- 2 When everyone's in the room, pack clothes, cushions, pillows or towels around the door to keep smoke out
- 3 Open a window and shout until someone phones the fire brigade. Stay at the open window

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Your checklists (contd.)

- 4 If you're on the first floor, you may be able to drop some pillows or cushions and then lower yourself from the windowsill. But only ever attempt this as a last resort
- 5 If there are two adults, one should go first to catch children. Pass them slowly and stretch full length before you let them go
- 6 No-one should ever jump
- 7 If you're on a higher floor, lean out of the window for fresh air until the firefighters arrive

If your clothing catches fire

- 1 STOP, DROP to the floor and ROLL to put out the flames
- 2 If someone else's clothes catch fire use blankets, rugs or thick coats to help put out the flames

Child safety

- 1 Don't leave matches and lighters where children can get them
- 2 Don't leave candles burning unattended
- 3 Make sure fires and heaters have fixed guards
- 4 Don't place toys nearer than 1 metre (3 feet) to anything hot. Even if the toys don't catch fire, your child may be burned

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Task 1 Using authentic materials (resource list)

1 Library information

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print Copy Paste Undo Redo


Address http://www.dundee.gov.uk/library/howto_join Go Links

How to Join the Library

[Printer-friendly version](#)

Who can join?

Anyone who lives, works or studies in the city can join our libraries.



How do I join?

It's so simple and it's free. All you need to do is fill in an application form and provide appropriate identification. Application forms are available in all Dundee City Libraries.

Examples of ID are:

- Community tax documents
- Current gas, electric or phone bill
- Current bank statement
- Driving licence

Passports are not accepted as these do not include an address.

What can I borrow?

As a member you can borrow up to:

- 10 Books
- 8 Audio Books
- 8 Compact Discs *
- 4 DVDs * +

+ Charges apply
* Borrowers must be aged 18 or over to hire DVDs and aged 14 and over to borrow CDs.

How long can I keep them?

- Books / CDs - up to 3 weeks
- DVDs - overnight hire
- Children's DVDs and boxed sets - up to 5 nights hire

Can I keep them longer?

Items may be renewed in person, online or by telephone, unless requested by another reader. DVDs are not renewable.

Latest News

- **Centenary Year of the Birth of Douglas Bader**
- **Wall 2 Group Exhibition**
- **On 13 Jan 1930 - 80 Years Ago**

[more](#)

Our Favourite Quotes



Leave your eyeprints all over our books.

— Anon

Upcoming Events

- **Scamnesty (Central) @ Central Library** Feb. 23, 2010
- **Scamnesty (Broughty Ferry) @ Broughty Ferry Community Library** Feb. 23, 2010
- **Scamnesty (Blackness) @ Blackness Community Library** Feb. 23, 2010
- **Scamnesty (Lochee) @ Lochee Community Library** Feb. 23, 2010

Dundee City Council
Leisure and Communities
CHANGING FOR THE FUTURE

get **textHELP** 
Browsealoud 

Internet

Source URL: www.dundee.gov.uk/library/howto_join

2 *Job information from supermarket website*

www.tesco-careers.com/home/you/stores/customer-assistants

3 *Weather forecast (radio)*

Daily weather forecast from MeteoGroup UK for your mp3 player.

www.meteogroup.co.uk/uk/home/weather/services/podcast.html

4 *Map of Scotland*

www.visitourscotland.co.uk/scotland/mapofscotland/index.html

5 *Coach timetable*

www.stagecoachbus.com/timetables/900CITYLINK.pdf

and select appropriate routes.

6 *Airline information website*

www.ryanair.com/en

7 *Fast food menu*

www.mcdonalds.com/usa/eat/mcdonalds_menu.html

8 *Health info about swine flu (work procedures)*

www.nhs.uk/news/2009/04April/Documents/Swine%20Flu%20Leaflet_Web%20Version.pdf

9 *Video clip (on job interviews)*

<http://video.about.com/jobsearch/Preparing-for-a-Job-Interview.htm>

10 *Newspaper article from the Inverness Courier*

A touch of Chinatown in Inverness

Published: 11 September 2009

VISITORS to Inverness could soon be able to explore the city and take a trip along the River Ness in a rickshaw. The three-wheeled carts are a popular tourist attraction with visitors in London and Edinburgh but tour guide Cameron Ross wants to introduce the quirky mode of transport to the Highland Capital.

Mr Ross already operates walking tours around Inverness's most interesting and historic sites and the bicycle rickshaws would be used as an addition to the business for sight-seeing tours.

It is planned to have two rickshaws operating on two routes around the city. Both would start at Bridge Street but then follow a different path around the riverside taking in prominent sites such as Inverness Castle and the cathedral.

In order to press ahead with the

idea Mr Ross, who launched his business Happy Tours last year, must first win the support of the city's licensing committee which will meet on Tuesday to consider the application to alter his street trader's licence.

No objections have been lodged but yesterday Mr Ross, who previously worked on and off for 30 years at Inverness Railway Station, declined to comment on the plans until after the meeting.

Earlier this year the Inverness, Nairn, Badenoch and Strathspey licensing committee agreed to relax its rules to make it easier for businesses to trade from the streets of the city centre but so far a number of enterprises have found it difficult to win the support of councillors.

Two months ago Councillor Thomas Prag (Inverness South) called for a clearer policy when it comes to deciding street trading applications.

He claimed decisions were being made "on the hoof". The criticism came after Andrew Wyllie from Kirkhill was refused permission to operate his small mobile popcorn stand in High Street.

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11 How Do I Apply for a UK Driving Licence?

The screenshot shows a web browser window with the address bar displaying <http://www.driving.co.uk/4a1.html>. The website has a navigation menu with buttons for 'DRIVING', 'CAREER DRIVING', 'DRIVING ISSUES', and '2-WAY TRAFFIC'. The main content area is titled 'How Do I Apply for a UK Driving Licence' and includes several sections of text and a list of countries.

How Do I Apply for a UK Driving Licence

Driving Licences were first introduced in the UK in 1903. A licence covered all groups of vehicle and there was no age limit. You purchased it from any Post Office for a fee of five shillings (twenty five pence) and it was renewable every three months.

Application forms and information notes are still available from Post Offices and also, from Vehicle Registration Offices; direct from the DVLA and reputable Driving Schools. You will have to pay a car licence fee of £23.50 and pass a two part Driving Test.

There are almost 33 million people who hold full driving licence and another 5½ million who hold provisional licences.

Restrictions

When you receive your driving licence, it will be valid until your 70th birthday, from then on it has to be renewed every three years. Providing you make a satisfactory health declaration, car entitlement will continue. Vocational licence entitlement is subject to a medical examination.

Licence Tourism

If you're an overseas driver who plans to learn to drive in this country, you need to be 'normally resident' in Great Britain before you can apply for a provisional UK Driving Licence. This means that you have 'lived in Britain for at least 185 days in the previous twelve months' and be able to give a permanent address.

Overseas Drivers in UK

If you are an overseas driver with a full foreign licence, or International Driving Permit you can drive in the UK for up to a year. If you intend to stay beyond this time you must pass the British driving tests.

Licence Exchange

If you hold a full valid car licence issued in a European Community Country or any of the following countries or places, you can exchange your foreign licence for a British one.

● Australia	● Kenya
● Austria	● Malta
● Barbados	● New Zealand
● British Virgin Islands	● Norway
● Canada	● Republic of Cyprus
● Channel Islands	● Singapore
● Finland	● South Africa
● Gibraltar	● Sweden
● Hong Kong	● Switzerland
● Isle of Man	● Zimbabwe
● Japan	

Applications should be made on forms D1 and D750 (photocard licence) available from Post Offices and sent to the 'Foreign Licence Section' at the DVLA, D3, Morrision Road, Swansea, Wales, SA99 1BT.

The World of Driving

Licensing Centre

Most information about UK Driver Licensing is available from main Post Offices. For comprehensive details you will need to contact the [Driver Vehicle Licensing Agency \(DVLA\)](#)

If you are unsure about any question of legality, require further information or any application forms, you can send email or write to:

[DVLA](#)
Longview Road
Swansea
Wales, SA6 7JL UK

Driving Permit

This site offers guidance applying for International Driving Permits.

Minimum Driving Age

While in Europe the minimum driving age is 18, in the United Kingdom it is 17. You can apply for your provisional car licence two months before your 17th birthday. There are NO definite plans to increase this to 18. Most young drivers have a very strong aptitude for driving; this offsets their limited experience, but not necessarily immaturity.

Introduction of this proposal would reduce access to educational and employment opportunities for young people. It is likely to result in further breaches of provisional licence

www.driving.co.uk/4a1.html

Task 1 Selecting and evaluating topics and themes (feedback)

Health problems

Language needed by learners. All learners staying in Scotland will need to register with a doctor and make appointments. Some learners may have serious health issues they feel uncomfortable discussing in classroom. Some learners may have severe psychological problems.

My last holiday

Useful vocabulary and grammar to talk about the past. Holidays/free time universal theme. Some learners have a lack of money or have restrictions placed on travel. Is the topic relevant to their current situation?

My worst journey

Could give useful lexis for talking about travelling, past tenses, feelings. If asylum seekers or refugees, journey to Scotland (or movement within own country due to unrest etc) may have been traumatic.

Emergency services

Functional language needed by learners. Learners need to have the tools to make an emergency call if they find themselves in that position. Potential traumatic experiences.

Shopping

Functional language needed by learners to go shopping for food, clothes, household items etc.

My family

Useful and gives important lexis. Universal theme. Good for cross-cultural themes. Learners do not know where their family are/have experienced deaths in family. Some migrants may feel unsettled having left family in home country.

Long term future plans

Grammar and lexis to talk about future. Motivating to discuss aspirations. Learners may find it difficult to think long term because of their status. Learners may be frustrated by their current situation.

Introductions and greetings

Functional language needed by learners and useful as learners will be meeting new people often.

Reading/listening: the life of Susan Boyle/Charlotte Church

Could be useful for improving receptive skills and giving lexis to discuss life experience. Past tense/present tense narratives. Subject chosen may not be relevant to learners' lives, so needs to be carefully selected — Susan Boyle may be more recognisable to learners in Scotland than Charlotte Church.

Religion

Useful to learn about other cultures. Citizenship focus. May be a sensitive issue where learners are from different religions or have very strict views.

Giving directions

Functional language needed by learners. Useful. Some learners may find the formulaic language useless when dealing with the outside world!

Signs and notices

Recognition and understanding of signs needed by learners on a daily basis. Basic literacy for beginners. Some signs universal, others not. Some learners may find the topic patronising.

Listening: Alcohol and drugs in the UK

Current and relevant for understanding about life in the UK. May be outside of learner's experience. Some learners may be uncomfortable with the topic for religious or cultural reasons.

Jobs

Lexis to describe current/future occupation, desired job, job needs. Universal theme for adults. Some learners may be frustrated by their status here in UK (eg asylum seeker, unemployed refugee, migrant worker in low paid, unskilled post).

Crime in your area

May be a relevant issue to learners and to asylum seekers especially as they are often placed in areas with high rates of crime. A useful topic for comparing across different cultures. Good for developing discussion skills, the vocabulary of crime and punishment or functional language related to communicating with the emergency services. Some learners may be sensitive to this if they have been the victims of crime or have been detained.

Task 1 Selecting and evaluating topics and themes (game instructions)

Playing instructions

Play this game with between 2 and 6 people.

Put the topic cards face down in a pile.

Place your counters on the board at the START.

Take turns to roll the dice and move your counter the number of spaces on the dice.

Follow the instruction on the box you land on.

If you land on a 'Pick up', select the topic card from the top of the pile; you must speak for between 45 and 60 seconds on the factors you would consider when choosing whether to use the topic in an ESOL lesson. Another player should time you.

If you land on 'Nominate', you can choose any other player to select a card and speak.

If you land on 'Ahead' or 'Back', you must move the stated number of spaces.

If you can't speak for at least 45 seconds you must go back 3 places.

The winner of the game is the first player to reach the END.

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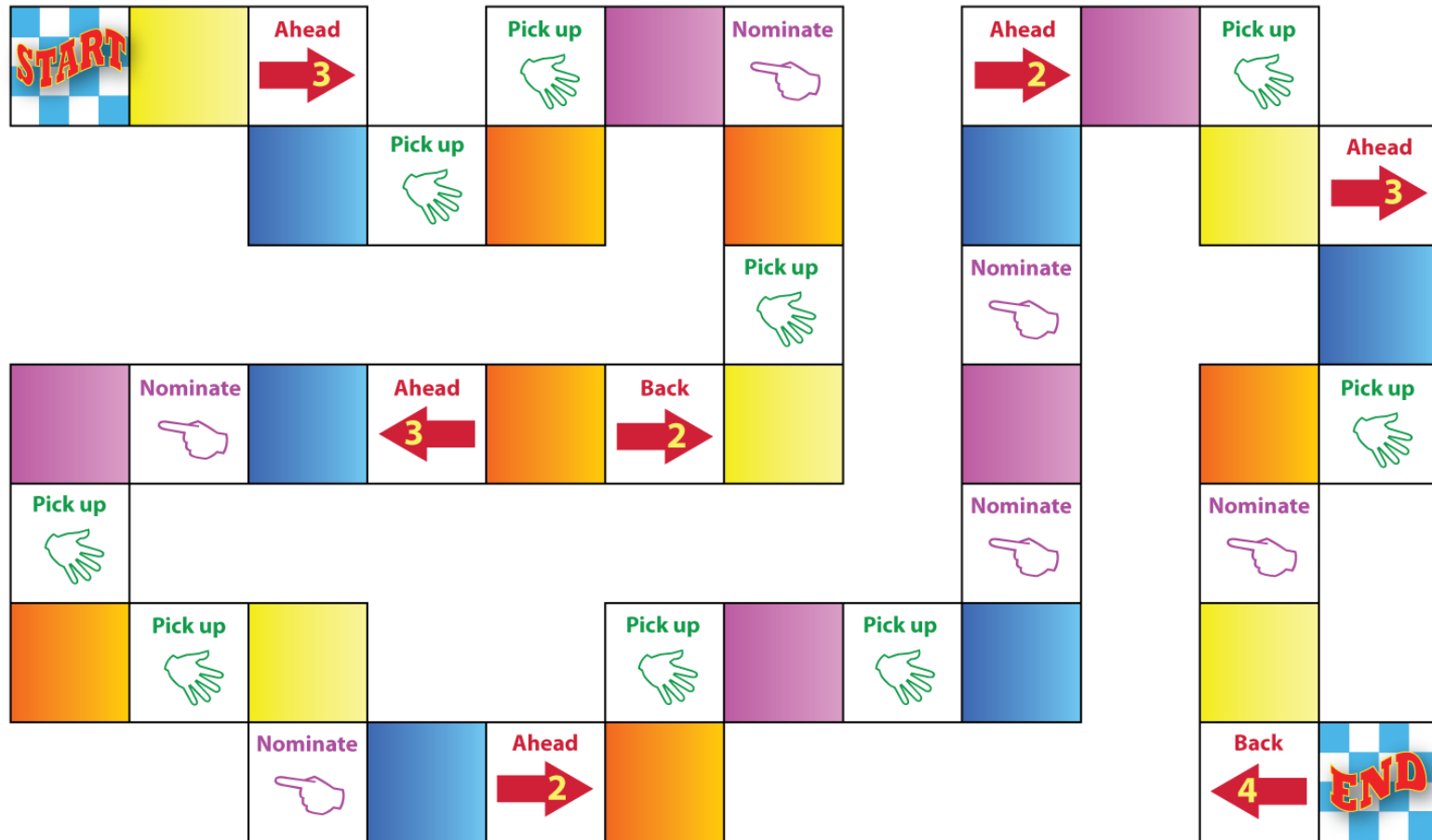
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Task 1 Selecting and evaluating topics and themes (board game)

TOPICS and TASKS



Task 1 Selecting and evaluating topics and themes
(topic cards)

Health problems	My last holiday
My worst journey	Emergency services
Family	Long term future plans
Introductions and greetings	Reading: The life of Charlotte Church

Religion	Giving directions
Signs and notices	Listening: Alcohol and drugs in the UK
Jobs	Shopping
Listening: The life of Susan Boyle	Crime in your area