

Unit 1 > Session 3

This session aims to:

- develop awareness of how it feels to be a 'beginner' language learner (Outcome 1)
- develop awareness of factors affecting learning: motivation, barriers to learning, learning styles (Outcome 1)
- raise awareness of individual learning styles (Outcome 1)
- introduce basic sentence structure in English (Outcome 2)
- provide an overview of Outcome 1 assessment (Outcome 1)

We suggest that you allocate 180 minutes for the session.

Review of Session 2 (about 15 minutes)

This activity could be done as a warmer as the trainees arrive. It revises prefixes, suffixes and word class and takes the form of a matching activity. Point out that it is useful to have a task such as this when waiting for all your learners to arrive. To prepare, cut up several sets of the word cards from [Resource 1](#) and provide [Handout 1](#).

Stage 1

Mix each set of the cut-up cards and give them to small groups. Draw a table with three columns on the board, the first entitled 'prefix', the second 'base word' and the third 'suffix'.

PREFIX	BASE WORD	SUFFIX
inter	nation	al

Working together, each group looks at the sentences and uses the gapped prompts to make up words from the cards. They complete the sentences and the table. Point out that they may have to alter the spelling of the base word. You could demonstrate with one of the sentences.

Answers

- 1 John works for a large international company.
- 2 The main character is really a tragic anti-heroine.
- 3 According to research, bilingual children do better than average at school.
- 4 It is disrespectful in some cultures to eat with your left hand.
- 5 Tutors often complain of being overworked.
- 6 Misinterpretation is common between speakers of different languages.
- 7 Although born prematurely, the baby was healthy.
- 8 English spelling rules need to be rewritten!
- 9 What is considered trendy one year may be unfashionable the next.

Stage 2

When the table is complete, the trainees should note down the word class of each word.

Answers

anti-heroine (n), bilingual (adj), disrespectful (adj), overworked (adj), misinterpretation (n), prematurely (adv), rewritten (v), unfashionable (adj).

Revise the difference between prefixes and suffixes, ie prefixes change the meaning of words while suffixes change the word class. Highlight also the spelling changes that can cause difficulties, eg the doubling of the *t* in *written*.

Focus A 'Unknown' language

Aims:

- To develop awareness of how it feels to be a 'beginner' language learner
- To develop awareness of factors affecting learning: motivation, barriers to learning, learning styles
- To raise awareness of aspects of phonology and language

Time needed: 60 minutes

Materials: [Handout 2](#)
 DVD — Unknown language — Welsh (if being used)
[Resources 2, 3 and 4](#)

Preparation: If you are doing a live 'unknown' language lesson, prepare materials and source the necessary realia

Preview the DVD if using and prepare resources, making sure you have enough sets for the pair and group work activities

Notes:

Although the content and style of the 'unknown' language session may vary, the session should still fulfil the aims above.

The more different the 'unknown' language is, both from English and the languages the trainees have experience of, the better. You could select a community language and/or one that does not use the Roman script.

The tutor should only use the 'unknown' language (L2), and should try to be as expressive as possible. If the tutor does not write any words on the board, this could lead to discussion in Stage 3 about learning styles and the need for many learners to see words written down. It would also serve as a bridge to Focus B.

A DVD clip is provided. However, it would be preferable to have a live classroom-based lesson if at all possible. The DVD could also be a useful resource to the 'unknown' language tutor, providing a guide to suggested length (about 20 minutes) and level of complexity.

Task 1 'Unknown' language

Stage 1

Before the 'unknown' language lesson, give out [Handout 2](#) and ask the trainees to think about and discuss their own foreign language learning experiences. You may need to prompt the trainees to consider issues in relation to motivation, learning styles, amount of learning undertaken, barriers, tutor style and methodology.

Stage 2

Tell the trainees they are going to learn a little of a new language. Tell them they can relax as they will not be tested on the language afterwards: it is the process we are interested in. By putting the trainees in the role of language learner they will get first-hand experience of how beginner ESOL learners may feel.



Stage 3

The trainees take part in a short language lesson.

The following guide will help you navigate through the DVD lesson. There are five sections, with a break after each one to allow the trainees to take part in the activities. They should also take part in elicitation and drilling throughout. You should not have to stop the DVD as the sections correspond to the pair and group activities.

Key language from Welsh lesson

Bore Da	Good morning		Cymru /Cymraeg	Wales/Welsh
Da (iawn)	Good, well done		Sbaen/Sbaeneg	Spain/Spanish
Map	map		Yr Eidal/Eidaleg	Italy/Italian
Ewrop	Europe		Ffrainc/Ffrangeg	France/French
A ti?	And you?		Lloegr/Saesneg	England/English
Fi'n siarad.....	I speak		Ydw	Yes/I do
Fi ddim yn siarad.	I don't speak		Nagw	No/I don't
Wyt ti'n siarad...?	Do you speak...?			

Section 1 Ewrop (28 seconds)

The tutor introduces the session and welcomes the learners. She tells them that she will give them a map of Europe. The tutor hands out the map to pairs. As she hands out the map, the DVD will pause.

- Provide the map from [Resource 2](#) at this stage. Now, play the section Map.

Section 2 Map (4 minutes 15 seconds)

The tutor directs the learners to the flipchart, where five countries are displayed. She asks where the first word (Yr Eidal) is on the map, helping by drawing a boot to represent Italy on the board and elicits the number 15. The numbers are given in English. She then elicits the numbers for the other countries. She praises the learners when they are correct. When they have difficulty recognising England, she helps by illustrating its proximity to Wales.

The tutor drills the words individually and as a group, focusing on pronunciation difficulties.

She then explains, using gestures to represent a mouth speaking, that they are going to learn the names of some languages. She gives instructions to match the languages to the countries and hands out sets of cards.

- Provide cards from [Resource 3](#) for the trainees to match the countries to the languages and give them time to complete the task.

Section 3 Languages (8 minutes 38 seconds)

The tutor elicits the languages by using the countries and writes each language next to its corresponding country.

She introduces the language for *I speak...* by describing the languages she speaks (*I speak English and I speak Welsh*). The phrase is then drilled.

She introduces *I don't speak* and again elicits whether the learners speak the languages on the board, pointing at the one they should talk about. Pronunciation is focused on throughout this stage.

The question form, *Do you speak'...?* is introduced and drilled with a focus on stress and intonation. The answer *Yes* or *No* is also introduced here. Full group and individual practice takes place.

The tutor checks that the learners have noticed the similarities in the endings of the languages by looking at how to form *Chinese* from *China*.

The tutor hands out the question, negative and yes/no cards to reconstruct the question and answer form. The cards are colour-coded to help recognition.

- Provide [Resource 4](#) for the trainees to make the question and answer. Allow the trainees a couple of minutes to start to reconstruct the sentences.
- Play the next section as the tutor helps with the reconstruction.

Section 4 Questions (1 minute 58 seconds)

The tutor helps as the learners are reconstructing the phrases. The answers are displayed. The learners are then asked to practise asking and answering questions in pairs.

- Play this section while the trainees are reconstructing the phrases.
- Pause DVD (at 1 minute 20 seconds) when the correct answer is shown so the trainees can check.
- Provide time to practise asking and answering questions before the next section.

Section 5 Pair work (1 minute 54 seconds)

The tutor brings the activity to a close. She asks the learners questions about different languages (Japanese, Greek, German and Arabic) for further practice and consolidation. She brings the lesson to a close, noting that the learners can now speak a little bit of Welsh.

Stage 3

The trainees discuss the second set of questions from Handout 2 in pairs/groups of three. Monitor and take notes on any interesting points raised. Conduct a short feedback session. The feedback will vary depending on the language and style of the lesson delivered.

Potential feedback

You may wish to discuss some of the following:

- Different feelings towards the lesson — while some trainees may feel overwhelmed and intimidated, others will have found it engaging and fun.
- Recognition versus production of new language — the trainees may be able to understand some of the words again in context, but unlikely to be able to recall how to say them.
- The use of L2 throughout a lesson (and any exceptions).
- Techniques used to aid the learners' understanding — repetition, modelling, drilling, context, visuals, gestures, tutor's manner.
- Specific difficulties — pronunciation, memorising key words, having no recourse to translation.
- Learning styles — whether the words were written down and what techniques and aids were used might have made the lesson more engaging for some trainees than for others.

Stage 4

Finally, you could ask the trainees if this experience of learning a foreign language differs to ones they've had in the past and which they preferred.

Focus B Learning styles

Aims: To raise awareness of different individual learning styles
To explore the classroom implications of different learning styles

Time needed: 45 minutes

Materials: [Handout 3](#) or website:
http://open2.net/survey/learningstyles/learningstyle_embedded.html
[Handout 4](#)
[Resource 5](#)

Preparation: Cut up Resource 5

Notes: Although the online questionnaire covers social/emotional and metacognitive learning styles, try to focus the trainees on the visual, auditory and kinaesthetic styles to avoid overcomplicating the session.

Task 1 Learning styles questionnaire

Stage 1

If you didn't do this earlier, give the trainees [Handout 3](#) or direct them to the OU website below where they can find a learning styles questionnaire and related reading. Direct the trainees to go straight to 'Take the Test' on this site if time is an issue.

http://open2.net/survey/learningstyles/learningstyle_embedded.html

Alternatively, you could ask the trainees to choose which of the questionnaires appeals most. If the questionnaire is to be done in class, allow the trainees to choose whether they work in groups, pairs or individually. You could also set up different places for them to work, eg at the computer, on chairs, in a circle etc.

Stage 2

After they have completed the questionnaire and found their scores, ask the trainees to work in pairs and small groups and consider what they think is meant by visual, auditory and kinaesthetic learning styles. Do their results reflect how they perceive themselves? Give some time for discussion, then take ideas as a group.

Potential feedback

It is common to use a combination of sensory channels when learning, though learners tend to have a predominant learning style:

- Visual learners learn by seeing and reading, often rely on the board or on detailed notes, and benefit from clear visual examples.
- Auditory learners learn by listening. They can deal with large amounts of spoken information (eg in lectures) and find it relatively easy to follow oral instructions.
- Kinaesthetic learners learn by doing and moving. They may have struggled in learning environments where they were required to sit for long periods doing paper exercises or listening to the teacher.

Reassure the trainees that although many education systems favour visual or auditory learners (think 'chalk and talk'), no style of learning is to be thought of as better than another.

You might also want to point out that the task was set up in a way that gave the trainees space to make choices which might also reflect their learning styles.

Task 2 Learning styles in the classroom

Stage 1

This task should help raise awareness of the various techniques a tutor can use to take into account different learning styles.

Write the abbreviations V A K on the board and elicit their meanings (visual, auditory, and kinaesthetic). Place the cut-up cards with classroom activities from [Resource 5](#) around the room and ask the trainees to work in pairs, pick up a card and put it under the relevant heading, according to whether the activity might appeal predominantly to visual (V), auditory (A) or kinaesthetic (K) learners. Leave the cards on the board and do not discuss until the trainees are all sitting down again.

Briefly discuss each activity and ask why they placed it under 'V', 'A' or 'K'. Give the trainees [Handout 4](#). The trainees will probably have some differences of opinions with the handout answers. These differences can form the basis of useful discussion.

Stage 2

Ask the trainees to think for a few moments about question 2 of Handout 4: *'If learners have different learning styles, what implications are there for you as a tutor when planning your lessons?'* This relates more to Unit 2, but is worth discussing in relation to learning styles. Elicit answers.

Potential feedback

- In a group, it is important to vary activities and classroom management techniques to appeal to different types of learners.
- A tutor could do a learning styles questionnaire with their learner(s) to identify their preferred learning style(s). This could help when planning lessons and activities.

One suggestion for a learning styles questionnaire that could be used with low-level ESOL learners can be found at:

<http://www.onestopenglish.com/section.asp?docid=147527>

Stage 3

Focus the trainees on Handout 4 question 3. Tell the trainees that the exercise is an excerpt from a lesson for Intermediate 1 learners, taken from SQA ESOL support materials. Ask them as a group to consider which type of learner, visual, auditory or kinaesthetic, might respond best to such an exercise. Then, in pairs or small groups, invite the trainees to discuss how the exercise might be adapted to appeal to other learning styles.

Potential feedback

- As it stands, the exercise would appeal to visual learners. It is a paper exercise which deals with written forms, some of which would more often be spoken utterances, but the initial focus is on whether the sentences 'look' right.
- To appeal to auditory learners, the tutor could dictate the sentences — the learners could either note them down for consideration, or respond to the sentences purely as spoken utterances, responding orally to the task.
- Kinaesthetic learners may benefit from the sentences being cut up into words or phrases to be ordered or reordered. Unnecessary words could be removed and extra ones written on card and inserted. Alternatively, the sentences could be pasted around the room, with learners moving between them and making corrections.
- Having the learners do the exercise collaboratively in pairs is another way of appealing to learning styles other than the visual.

Focus C Sentence structure (subject, verb, object)

Aims:	To develop awareness of basic sentence structure in English To provide practice in identifying the subject, verb and object of sentences
Time needed:	30 minutes
Materials:	Handout 5
Preparation:	Think in advance about the possible questions that might come up, eg related to transitive versus intransitive verbs, adverbials, direct and indirect objects (but see notes)
Notes:	In the Outcome 2 assessment, candidates are expected to identify the subject, verb and object of sentences. How much detail you go into will depend on the prior knowledge of the trainees. Be careful not to make the session overly complex.

Task 1 Basic sentence structure

Stage 1

This stage could be done silently using a trainee as a scribe. This would provide a good follow-up to an unknown language input. Display the following without comment:

A s_____ is a g_____ of w_____ that m_____ s_____ on its o____. It must
h_____ a v_____ and it must s_____ with a c_____ l_____ and e_____ in a f_____
s____, e_____ m_____ or q_____ m_____.

Gesture to the trainees to guess what is on the board. The trainees might tell you that they can see letters and some words. If they suggest specific words, write them in the correct place. Elicit that there are two sentences on the board by pointing to the capital letters and the full stops.

Ask the trainees how they know there are two sentences, adding any more words that have been elicited. The board will now look something like this:

A sentence is a g_____ of words that m_____ s_____ on its o____.
It must h_____ a v_____ and it must start with a capital letter and end in a full stop,
e_____ m_____ or q_____ m_____.

Invite the trainees to complete the sentences on the board.

Answer

A sentence is a group of words that makes sense on its own. It must have a verb and it must start with a capital letter and end in a full stop, exclamation mark or question mark.

Stage 2

Put up the following words randomly on the board (or dictate them):

play children football

The trainees should construct a sentence without adding any words. The only possible answer is:

Children play football.

Ask if the sentence fits the definition given in the previous stage. It does, but how did the trainees know which order the words go in? Elicit **SVO** (*subject verb object*), and that this order is the normal structure of an English sentence. Put up the following sentence (or a similar example from a language you know):

cocuklar futbol oynamak

Elicit that this is the same sentence in Turkish. Ask the trainees to try to translate the words. The trainees should be able to guess which word *football* is easily. Write the direct English translation under the Turkish sentence:

cocuklar futbol oynamak

children football play

Elicit that the normal structure of a Turkish sentence is subject object verb (SOV). If time permits, do a similar task with French to show that it has the same basic structure as English. Ask the trainees to think for a moment about the implications of learners' L1 having different sentence structure, when tutoring ESOL.

Potential feedback

- The structure of a learner's first language might impact on the errors they make in English (L1 interference).
- Learners may make errors in sentence structure which sound comical or childlike, for example: Like me English; The ice-cream eats the girl.
- You could point out that unusual word order patterns are often used in fiction to mark a character's speech as 'alien'. For example: Klingon (OVS) and Yoda in Star Wars (OSV) 'A brave man your father was'. It is also used in literary style; again this marks it as unusual, eg Along the path came the man (OVS).
- You could mention to the trainees other languages with SOV structure include Japanese, Persian, German (in certain clauses) and Latin. In fact, it is the most common structure, followed by SVO.

Stage 3

Provide [Handout 5](#). Ask the trainees to complete Part 1 in pairs. During feedback, elicit that defining terminology accurately can make the term seem extremely complex, as the definitions below for subject and object illustrate. Providing concrete examples is often a much more effective and efficient way of clarifying meaning.

Answer and potential feedback

- (S) — The basic English language sentence, (V) — contains, (O) — a subject and a verb
- subject: a noun, noun phrase, or noun substitute which often refers to the one performing the action or being in the state expressed by the verb, ie the person or thing performing the action
- verb: an action or state
- object: a noun, noun phrase or noun substitute which is the goal of the action or of the preposition in a prepositional phrase

Highlight that the number of words in the subject and object can vary. Talk through a couple of examples of sentences which do not have an object. You could introduce the terms transitive and intransitive here and show how dictionaries provide this information:

enjoy (**PLEASURE**) **verb [T]**

to get pleasure from something:

I really enjoyed that film/book/concert/party/meal.

rise (**MOVE UP**) **verb [I] rose, risen**

to move upwards:

The balloon rose gently (up) into the air.

Ask the trainees to look at Part 2 and try to come up with a solution.

Potential feedback

Ask 'who' or 'what' after the verb or preposition. For example:

The boy walked who/what?

The boy walked *the dog*.

The man spoke to who(m)/what?

The man spoke to *me*.

The woman laughed (at) who/what/?

The woman laughed nervously. (no object)

Ask the trainees to work through the exercise in Part 3 and monitor while they do so. Undertake group feedback.

Answers		
S	V	O
Eg She	speaks	good English
1 The man next door	drives	a lovely car
2 she	Does...cycle	----
3 you	Did...watch	the news
4 The prime minister	told	the reporter (indirect) the truth (direct)
5 Miss Jean Brodie	had reached	her prime
6 The reckless driver	crashed	his brand new car
7 the children	Can ... remember	what the teacher said
8 His mother	didn't make	the birthday cake
9 that watch of yours	has...worked	----
10 The woman next to me	is drinking	tea with lemon

Focus D Preparation for Outcome 1 Assessment

Aims:	To consolidate Outcome 1 elements To prepare for Outcome 1 assessment
Time needed:	30 minutes
Materials:	Assessment exemplar for Higher National Unit, F43X 33: Language and Learning in ESOL, Assessment task 1, Outcome 1, pages 4–5 Flipchart paper and markers
Preparation:	You may have chosen to give the Assessment Tasks out at the end of Session 2 Make sure you have thought about the kind of questions the trainees will have about the assessment
Notes:	Three options are available for Outcome 1 assessment in the Assessment exemplars above. You may wish to give the trainees all three options to choose from or you could select the most appropriate for your group (this may have advantages if remediation is necessary). The ESOL Scotland website provides current details of key contacts for colleges and community learning and development partnerships: http://www.esolscotland.com .

Task 1 Outcome 1 Assessment preparation

Stage 1

In this section, the trainees reflect on and research ESOL provision in their local area. This is discussed in small groups in preparation for the assessment. The trainees will then need to carry out further investigation individually to complete the assessment. Ask the trainees to create mind maps entitled 'ESOL in ... (local area)'

Possible headings:

- Where ESOL learning takes place
- When ESOL learning takes place
- Purpose/type of classes provided
- Who the learners are and their cultural and educational backgrounds
- Learners' reasons for attending classes
- Problems faced by learners

Stage 2

The trainees should work together to share their ideas in small groups. The groups should then provide feedback to the whole group using flipchart paper or the board. The mind maps could also be displayed around the room. Allow the trainees to take responsibility for the feedback. However, note down any interesting points to pick up on at the end.

Stage 3

Clarify with the trainees that this assignment should be related to their own local or tutoring context. Discuss how and where the trainees can access the information they need. This will depend on whether the trainees are already tutoring, but could include contacting a local college, community learning provider or voluntary organisation, using library services or relevant websites.

Provide the assessment (if not already given out at the end of Session 2) and discuss any requirements. Set a deadline for completion.

Review and reflect (10-15 minutes)

Ask the trainees to write down all the interaction patterns and activity types used in this session, eg teacher/tutor talking, working in pairs, working in groups, working individually, moving around, sticking cards on the board, etc. Remember to include those employed in the 'Unknown' language lesson.

Ask the trainees which interaction patterns and activity types suited them most. Does their preferred learning style impact on this?

Session 3

Handouts and Resources

Review of Session 2

Look at the sentences below. Using the cards the trainer will give you, make words to fill the gap of each sentence.

- 1 John works for a large _____ company.
- 2 The main character is really a tragic _____.
- 3 According to research, _____ children do better than average at school.
- 4 It is _____ in some cultures to eat with your left hand.
- 5 Tutors often complain of being _____.
- 6 _____ is common between speakers of different languages.
- 7 Although born _____, the baby was healthy.
- 8 English spelling rules need to be _____!
- 9 What is considered trendy one year may be _____ the next.

PREFIXES	BASE WORDS	SUFFIXES
inter	nation	al

Task 1 'Unknown' language

Before the lesson

Think about your experience of learning a foreign language.

Discuss the following questions:

- What helped your learning?
- What hindered your learning?

After the lesson

Discuss the following with a partner:

- How did you feel at the beginning/middle/end of the lesson?
- How much did you understand?
- What words/phrases do you remember and what helped you? What parts of speech are they?
- What did you find difficult and why?

Task 1 Learning styles questionnaire

Look at the statements below.

For each statement, write a number between 1 and 5:

1 = *totally disagree* and 5 = *completely agree*.

Then total the numbers for each section.

Section 1 – Visual		Score
1	I take detailed notes from the board during these training sessions.	
2	When I am talking to others in the group I am put off if they don't make eye contact with me.	
3	I find that making lists and notes really helps me remember things.	
4	I focus on the description of characters, scenery and clothing when reading.	
5	I easily forget directions unless I write them down.	
6	If I can't see the person I'm talking to, like on the telephone, I find it hard to concentrate on what they are saying.	
7	The first thing I noticed about the other trainees when I met them was how they dressed or if they have particular visual characteristics.	
8	When I'm in a café or somewhere on my own I enjoy people-watching.	
9	If I lose something it's easier to find when I picture the last place I saw it in my head.	
10	If I have to give a presentation, or give instructions to others, it really helps to write it out first.	
11	When I get back home from the sessions, reading or watching TV helps me relax.	
12	I prefer getting e-mails, texts or memos than phone calls or voicemail messages.	
Total for Visual (min 12, max 60)		

Task 1 Learning styles questionnaire

Section 2 – Auditory		Score
1	I tend to sound out words when I am reading something.	
2	When I am talking to others in the group I am put off if they don't interact verbally with me.	
3	During the training sessions, I don't take a lot of notes but I still remember much of what's being said.	
4	I skip the descriptive parts in novels – I prefer dialogue.	
5	I often catch myself mumbling or talking to myself when I'm writing or figuring out a problem.	
6	During these sessions, I'm good at picking up what other groups are discussing even though I can't see them.	
7	If I am learning a new piece of terminology or grammar in a session, repeating it again and again really helps.	
8	During these sessions I really enjoy the interactive work when we can get into a good discussion.	
9	When it comes to getting news, I'd rather listen to the radio than pick up a newspaper.	
10	I can give a presentation or explain something to others with minimal notes.	
11	My favourite pastime is listening to music.	
12	I'd much rather someone phoned me than sent a text.	
Total for Auditory (min 12, max 60):		

Task 1 Learning styles questionnaire

Section 3 – Kinaesthetic		Score
1	When the trainer is setting up one of our tasks, I'm usually impatient to get on with it.	
2	I find it difficult to interact with others if their body language is closed or they don't express themselves physically.	
3	I take notes during sessions but I find I don't often refer back to them. A lot of it is doodling anyway.	
4	I like reading stories with a lot of action, emotion or drama.	
5	I tend to mouth words when I am reading something.	
6	I tend to gesture and move my hands a lot when I can't think of what to say.	
7	The handouts and notes I've been taking home from this course are already disorganised.	
8	During these sessions the activities I enjoy the most are when we are using cards, passing things around or moving about.	
9	I am getting impatient with filling in this questionnaire — I want to do something else.	
10	I'd much rather show someone how to do something than have to explain it.	
11	My favourite pastimes involve some kind of physical exercise.	
12	I'd much rather someone came and spoke to me in person than sent a message or phoned.	
Total for Kinaesthetic (min 12, max 60):		

Your highest score shows your learning preference:

Visual:

Auditory:

Kinaesthetic:

Task 2 Learning styles in the classroom

1 Here are suggested answers for the classroom activities task. Are any different from yours? **Discuss with your trainer.**

The tutor dictates a text and the learners write down each word.	A
The class do a running dictation.	V, A & K
The tutor uses pictures to illustrate new vocabulary.	V
The tutor drills a new word or phrase.	A
The learners write down new words from the board.	V, K
The learners handle objects while learning new vocabulary.	K
The learners read a text and answer comprehension questions.	V
The learners do a jigsaw reading.	V, A
The learners watch a DVD clip and answer questions in pairs.	V, A
The learners listen to the tutor talking about her holiday.	A
The learners do a role-play in pairs.	K
In groups, the learners mime words to each other (vocabulary revision).	K
The learners do language exercises individually on computers.	V, A & K
The learners move around and mingle during a speaking activity.	K

2 **Discuss with your partner/group:**

If learners have different learning styles, what implications are there for you as a tutor when planning your lessons?

Task 2 *Learning styles in the classroom*

3 Look at the activity for Intermediate 1 learners below.

- For which learning style do you think the activity is predominantly designed?
- How could the activity be adapted to suit other learning styles?

Activity 3 Language focus

Each of these sentences has a mistake in it. Add a word, take away a word or change a word to correct it. Then compare your ideas with another student's.

- 1 Maria used to British food now.
- 2 He's used to live in a small flat but he sold it.
- 3 Samia hasn't got used to work at nights.
- 4 Where you come from?
- 5 When you arrived here tonight?
- 6 What languages you speak?

http://www.sqa.org.uk/sqa/files_ccc/Int1_Everyday_Communication_Student_v1.0.doc

Task 1 Basic sentence structure

A sentence is a group of words that makes sense on its own. It must have a verb and it must start with a capital letter and end in a full stop, exclamation mark or question mark.

Part 1

Identify the subject, verb and object in the sentence below:

The basic English language sentence contains a subject and a verb.

Write a definition for each of the three terms below:

Subject:

Verb:

Object:

Part 2

Look at these two sentences:

The boy walked slowly. The boy walked the dog.

Do both sentences contain an object?

How can you check if a sentence contains an object?

Task 1 Basic sentence structure

Part 3

Analyse each sentence according to subject (S), verb (V), object (O) and complete the table as in the example.

She speaks good English.

- 1 The man next door drives a lovely car.
- 2 Does she cycle every day?
- 3 Did you watch the news last night?
- 4 The prime minister told the reporter the truth.
- 5 Miss Jean Brodie had reached her prime.
- 6 The reckless driver crashed his brand new car.
- 7 Can the children remember what the teacher said?
- 8 His mother didn't make the birthday cake.
- 9 That watch of yours has never worked properly.
- 10 The woman next to me is drinking tea with lemon.

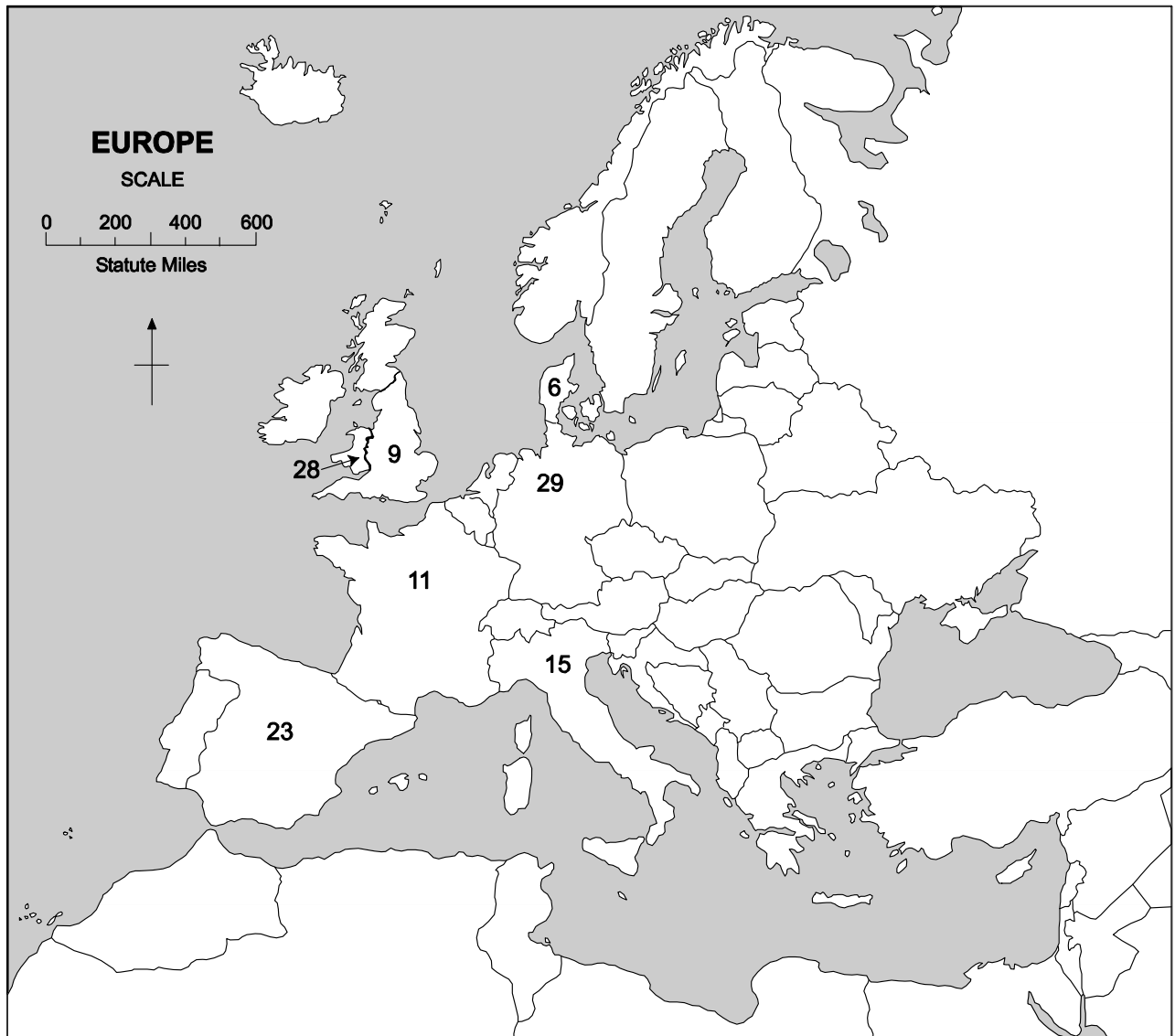
	S	V	O
Example	She	speaks	good English

Two of the sentences do not contain an object and one contains two objects (direct and indirect). Can you identify them?

Session 2 review

anti	hero	ine
bi	lingua	al
dis	respect	ful
over	work	ed
mis	interpret	tion
pre	mature	ly
re	write	en
un	fashion	able

Task 1 'Unknown' language (Map of Europe)



Task 1 'Unknown' language (countries and languages)

Cymru	Cymraeg
Sbaen	Sbaeneg
Yr Eidal	Eidaleg
Ffrainc	Ffrangeg
Lloegr	Saesneg

Task 1 'Unknown' language (question and answer)

Wyt	ti'n
siarad	?

Ydw.	Fi'n
siarad	Nagw.
Fi	ddim
yn	siarad

Task 2 Learning styles in the classroom (classroom activities)

The tutor dictates a text and the learners write down each word.

The class do a running dictation.

The tutor uses pictures to illustrate new vocabulary.

The tutor drills a new word or phrase.

The learners write down new words from the board.

The learners handle objects while learning new vocabulary.

The learners read a text and answer comprehension questions.

The learners do a jigsaw reading.

The learners watch a DVD clip and answer questions in pairs.

The learners listen to the tutor talking about her holiday.

The learners do a role-play in pairs.

In groups, the learners mime words to each other (vocabulary revision).

The learners do language exercises individually on computers.

The learners move around and mingle during a speaking activity.

