

Unit 2 > Session 6

This session aims to:

- introduce and practise methods of eliciting vocabulary (Outcome 2 and 4)
- develop skills in concept checking vocabulary (Outcome 2 and 4)
- explore a variety of online resources (Outcome 3)
- select appropriate online or published resource and provide the rationale (Outcome 3)
- explore how task type and level are linked (Outcome 3)

We suggest that you allocate 180 minutes for the session.

Focus A Introducing vocabulary

Aims:	To introduce techniques for eliciting vocabulary To practise eliciting vocabulary To introduce concept checking of vocabulary To practise using checking questions to clarify meaning
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Time needed: 90 minutes

Materials: [Handouts 1 and 2](#)
Toolkit Session 13, page 107
Realia and visuals for elicitation in Task 1

Preparation: Cut up Handout 1 into Joke A and Joke B
See also Toolkit Session 13, page 105

Notes: You will need an alternative word for philtrum in Task 1, Stage 4 in case a trainee knows it.

Task 1 Eliciting vocabulary

Stage 1

Tell the students that you are going to tell them a joke, but that at various points you are going to ask them for help with some of the words in the joke. Tell the joke below, using the technique in italics to elicit each word. As you are given each word, elicit the stress and part of speech and write them on the board. Drill as appropriate.

One *afternoon, night, evening*: **morning** a man left his *draw on board*: **house** and in the *grassy area at the front*: **garden** he found a *black and white Antarctic bird that can't fly*: **penguin**. He didn't know what to do, so he took the penguin by the *mime*: **flipper** and they *mime*: **walked** towards the main road. When they got to the main road the man saw a *picture*: **policeman**. He *got closer*: **approached** the policeman and asked him what he should do with the penguin.

'Why don't you take him to the zoo, sir?' *Another word for answered*: **replied** the policeman. The policeman took out his *realia*: **pen** and wrote the address in a page from his *realia*: **notebook** and gave it to the man.

'What a good idea!' said the man.

The policeman watched as the man and the penguin walked off in the direction of the zoo.

The next day, the policeman saw the man and the penguin again. He was a little bit *another word for confused*: **puzzled** and approached the *opposite of even*: **odd** pair.

'Sir. I thought I told you to take the penguin to the zoo,' said the policeman.

'Oh, I did,' replied the man. 'We had a *better than good*: **fantastic** time. Today we are going to the cinema.'

When you are finished ask the trainees to remember how you elicited each word. Introduce or remind the trainees of the term elicitation at this point. The trainees should work in pairs to write down the techniques you used.

Answers (techniques used)

• part of a set	morning			
• drawing on board	house			
• description	garden	penguin		
• visual	policeman			
• mime	walked	flipper		
• synonym/antonym	replied	puzzled	approached	odd
• partial synonym	fantastic			
• realia	pen	notebook		

Stage 2

As a whole group, discuss ways to elicit the following words:

fork *huge* *short* *sneeze* *fence*

Potential feedback

Here are some techniques that trainees might suggest:

- fork — part of a set, realia, visual, mime
- huge — partial synonym, story
- short — antonym, mime
- sneeze — mime
- fence — drawing on the board, point at (out the window)

Stage 3

Put the trainees into two/four groups and give each group one of the joke cards from [Handout 1](#). Each trainee will need a copy. As a group, they should decide how they are going to elicit the underlined words. Regroup the trainees into pairs. They should take turns telling their jokes and eliciting the underlined words. Feedback should concentrate on any words the trainees found difficult to elicit and why.

Stage 4

Show the trainees a picture of a face, or use your own. Elicit eyes, nose, cheekbones, eyebrows etc. Finally point to your 'philtrum' (the groove below your nose) and try to elicit the word. The trainees will probably not know this word. Do not give it to them immediately, but make the point that if the learners do not know a word it cannot be elicited. When meaning has been clearly established, but the learners do not know the word, the tutor needs to give it to them. Tell them 'philtrum'.

Task 2 Concept checking questions (CCQs)

Stage 1

Ask the trainees, 'What is the opposite of interested?' Some should reply 'uninterested' and some 'disinterested' — if not, prompt for both words. Ask the trainees to decide what the difference is between the two words. Do not confirm any answers before pointing out that people/learners can say that they understand something without that necessarily being the case. Sometimes we need to check if learners really do understand a word. Ask:

- Which word describes a judge in court? *disinterested*
- Which word describes a bored schoolboy? *uninterested*
- Which word has a negative connotation? *uninterested*
- Which word tells you the person is objective? *disinterested*

Tell the trainees that asking questions such as these is known as 'concept checking' or using checking questions. The aim of such questions is to ensure that meaning has been clearly established. Elicit from the trainees the types of questions that will work as checking questions and those which could cause more confusion.

Potential feedback

- Try not to rely on 'Do you understand?' as a way of checking understanding
- Use 'yes/no' questions or questions where a very specific answer is required, eg 'either/or' questions
- Don't use language which is more complicated than the word you are trying to obtain, eg is someone who is disinterested impartial? This could cause even more confusion
- Vocabulary can also be checked by learners undertaking tasks which show comprehension, eg matching, gapfills, etc

Ask the trainees for the stress and part of speech for *uninterested* and *disinterested*.

Stage 2

Return to the words from the initial joke. Use the word 'morning' to demonstrate the activity. Obtain the number of syllables, word stress, part of speech, meaning and possible checking questions. Answers for this are given on [Handout 2](#).

Put the trainees into small groups and provide the handout. You may wish to allocate some of the words to different groups who can then pair up to share their answers. Groups who finish quickly could do the same task for some of the words in the other jokes. Take feedback, concentrating on the concept questions and any other areas of difficulty.

Stage 3

Tell the trainees they should create a mind map on what is involved in knowing a word. Use the examples from the headings on Handout 2 as a starting point. In groups the trainees should think about the words they elicited in their jokes and create a mind map. The trainees can present their ideas to the other groups. For feedback you could use the mind map on page 107 of Toolkit Session 13.

Stage 4

If time allows, the trainees could tell their own jokes, practising elicitation of the vocabulary using different techniques.

Focus B *Selecting resources*

Aims:

- To become familiar with a variety of online resources
- To practise selecting appropriate online/ published resources
- To provide the rationale for selection of resources

Time needed: 60 minutes

Materials: [Handouts 3, 4 and 5](#)

- Projector and screen. Computers and access to the internet
- Copies of Violetta learner profile (Session 1, Handout 3)
- A variety of published course books/resource packs
- See also Toolkit Sample Session 14, page 112

Preparation:

- Set up computer and projector for demonstration. Check internet access.
- Preview the websites to be explored in Stage 2.

Notes:

- Computers and online access are needed for this session. The web quest could be done as a homework task if these are not available.
- In Stage 1, Task 1 you may wish to use a lower or higher level of materials on SQA's website, depending on what you feel is most appropriate for your trainees.

Task 1 *Webquest*

Stage 1

Ask the trainees to tell their partner of any ESOL websites they know and what they use them for. Go to the SQA online ESOL support materials:

<http://www.sqa.org.uk/sqa/esol>

Display on screen. Scroll down to Learning Support Material. Click on SQA Access 3 level.

Elicit which general topic areas are covered in the materials at SQA Access 3 level:

- everyday communication
- transactional contexts
- work and study-related contexts

Point out that there are tutor notes as well as student worksheets and all can be downloaded. Select 'transactional contexts' and elicit what kind of situations might be included in this category for this level before showing what is there.

Display the index of Access 3 'transactional contexts' student materials available. Invite one of the trainees to select a lesson then briefly look at it together on the screen.

Stage 2

Put the trainees into small groups or pairs and set them up with a computer. Provide [Handout 3](#) and ask them to follow the instructions. Feedback should be brief.

Potential feedback

1 National Institute of Adult Continuing Education (NIACE)

The materials cover citizenship themes. They are written for Scotland, England, Wales and Northern Ireland. The majority of the material is the same but some of the worksheets and tasks are different in the Scottish pack, eg those related to the law, education and politics.

2 ESOL Scotland

One example of ESOL audio materials (and worksheets) with different Scottish accents. is 'Getting from A to B', which has audio files with Glasgow, Inverness and Perth accents.

3 One Stop English

You only have free access to some materials. To access all the resources you must pay an annual subscription (£32 as of Dec 09).

Stage 3

Provide [Handout 4](#). This evaluation task should be set as a homework task.

Task 2 Selecting resources and providing a rationale

Stage 1

Ask the trainees to work in pairs and look at Violetta's learner profile from Session 1. Give out [Handout 5](#). The trainees should complete the table under the headings Topics, Language areas and Skills.

Potential feedback

Topics:

School-related: she needs to understand her children's teachers at school and be able to help her children, aged 10 and 12, with their homework. She may also need to understand/discuss the following:

- absence letters
- school reports
- parents' evening
- letters and other literature from school, eg permission form to go on an outing
- day-to-day situations, eg going to the doctor and shopping (transactional)
- work — cleaning/factory (she may be more interested in communicating with her colleagues than doing work-related language practice)

Language areas:

- grammar, especially tenses
- vocabulary extension (see topic areas)

Skills:

- speaking: lacks confidence and can't express herself — strategies such as paraphrasing may be useful.
- listening, especially understanding colleagues and Scottish accents

Stage 2

Ask the trainees if any of the material they discovered while doing the web quest would be suitable for Violetta, eg they may have identified material from SQA support materials — Access 3 transactional contexts. Elicit why it would be suitable with reference to the table they have completed.

Provide the coursebooks and resource books you have. Working in pairs, the trainees should identify one piece of material they feel would be appropriate to use with Violetta, either from a website they've explored or from a published resource. Make it clear that they are looking for one activity, exercise or handout only, not a whole coursebook. They must be prepared to justify why they have chosen the material with reference to the learner's needs, ie give the rationale for selecting the material and using the task.

Once the trainees have made their selection, they should form groups of four from two sets of pairs. Each pair should give a clear rationale to justify their choice of material.

Stage 3

Remind trainees that they will have to select resources and provide a rationale for using the material to achieve Outcome 3. The task in Stage 2 could then be repeated with the trainees focusing on their own learners.

Focus C Task types and level

Aims:	To raise awareness of different task types To explore how level and task type are linked
Time needed:	30 minutes
Materials:	Handout 6, 7, 8 and 9 Resource 1 (Script from Local Accents — WEA pack) CD and CD player, coursebooks, photocopiable resource books
Preparation:	Create audio recording of Resource 1 Check the resources selected contain a wide range of task types
Notes:	This session can easily be adapted at the later stages to allow the trainees to focus on resources for their own learner(s)

Task 1 Identifying task challenge



Stage 1

Divide the group into two, providing half with [Handout 6A](#) and the other half Handout 6B. Explain that they are about to listen to a short audio text about opening a bank account, but each group has a different task to complete as they listen.

After listening, pair-up the trainees (A and B). Write the following on the board:

- Describe the task you had to do to your partner
- Decide which of the tasks is more difficult to complete and why

Potential feedback

Although both A and B are listening to the same text, Task A should be easier to complete than Task B (provided that the learners understand what they are being asked and that the tutor has gone over the vocabulary in the table before doing the task).

Task B takes more time to read and to write answers, so this could distract the learner's attention away from the listening.

The main point is that a tutor can simplify/increase the challenge of a task without altering the text. The task type itself may alter the level of difficulty. This allows for recycling of material and also differentiation within the same group. Learners can work with quite challenging texts if the task is graded appropriately.

Stage 2

Provide [Handout 7](#). Tell the trainees that the two examples are pre-listening activities to help prepare learners for key vocabulary that will come up in a recording (not included here). Ask the trainees to work with their partner and to decide which task seems more challenging and why. Take feedback.

Potential feedback

A

Although the learners are provided with visuals, they are not given any vocabulary. They have to produce quite challenging vocabulary such as leak, blown fuse, plumber, joiner, etc. The visuals do not help much.

B

This exercise could be done by learners in pairs, through a process of elimination and using a dictionary if necessary. All the target vocabulary is given, so it should be easier/more suitable for lower levels.

Generally, tasks that require the learner to produce more spoken or written language are more challenging than tasks where the language is given, such as re-ordering, matching tasks.

Stage 3

Provide [Handout 8](#). In pairs the trainees should look at the five tasks, related to the same vocabulary topic area. They should decide which is the easiest and which the most difficult task, and then try to explain why.

Potential feedback

- Task 2 is the easiest as both visuals and the target vocabulary are given. This is a simple matching task
- Task 3 is probably the most difficult as it requires the learner to produce the vocabulary. They need to already know the words or have access to a bilingual or picture dictionary. This is a brainstorming activity and is useful for revision or for higher level learners
- Please note: At this point you could briefly discuss how tutors may differentiate tasks in a mixed ability group

Task 2

Task types

Stage 1

Elicit from the trainees the kinds of tasks they have looked at in this session: matching, gap fill, reordering, open comprehension questions. Provide [Handout 9](#). Give the trainees a 5 minute time limit to compile a list in the task type column. Take some quick feedback at this stage and board.

Potential feedback

- picture matching
- ranking
- re-ordering dialogues/words, etc
- information gap
- gap fill
- yes/no questions
- multiple choice questions
- true/false questions
- discussion tasks
- debates

Stage 2

Give each pair of trainees one course/skills/resource book, ensuring the materials correspond to a range of levels. Ask the trainees to find as many different task types as possible in 10 minutes. They should tick the ones they find on their list and add to the list as appropriate. Monitor and give guidance as to how to name the different task types. Ask them to decide which task types tend to be more challenging and which are easier.

As feedback, the trainees can work with a different pair to share the information they have.

Stage 3

Trainees look back at the resource that they chose for Violetta in Focus B. Ask the trainees to consider if the given task is appropriate or whether it needs to be adapted to suit Violetta's level. What changes would make it more appropriate?

Alternatively/as an extension, the trainees could consider the resource they had chosen for their own learner(s).

Time should be given here for the trainees to adapt the tasks to make them more appropriate. They will probably need a lot of support and suggestions at this point.

Stage 4

For feedback the trainees can share the ideas they have for adaptation of tasks.

Review and reflect (10-15 mins)

The trainees should look again at their completed list of task types in Handout 9. Working in small groups they should take turns to elicit the names of the tasks by using the techniques they practised in Focus A. If preferred this could be done as a whole-group activity.

Session 6

Handouts and Resources

Task 1 Eliciting vocabulary

Joke A

Two goats on holiday were walking around in Hollywood. While they were walking behind a large movie studio, they come across a big bin. The goats kicked the bin over and a round canister of film fell out. The first goat grabbed the canister and gobbled it up.

The second goat, a little upset that the other goat hadn't shared, asked, 'What was that like?'

The first goat replied, 'Not as good as the book.'

Joke B

An old pirate was sitting in the bar. He was smoking a pipe and drinking a glass of rum. He was wearing an eye patch and he had a parrot on his shoulder and a wooden leg. Instead of his right hand he had a metal hook. A young sailor was chatting with the pirate and he asked him about his adventures at sea.

'So, how did you lose your leg?' the young man asked the pirate.

'Arrr!' said the pirate, 'You see, some sharks were circling the ship when I fell overboard. Luckily, my men pulled me back onto the ship before the sharks ate me completely, but one of the sharks got my leg.'

'And how about the hook on your hand? How did you lose your hand?'

'I was boarding a ship when another sailor cut off my hand with a sword.'

'That's amazing! What a life full of adventures!' said the young man. 'And how about your eye? How did you lose that?'

'I was eating a grapefruit when the juice went into my eye.'

'But I don't understand. How did you lose your eye from the grapefruit juice?'

'Arrr!' said the pirate, 'it was my first day with the new hook.'

Task 2 Concept checking questions (CCQs)

word	word class	syllables	stress	meaning
morning	noun	2	●•	Time up to 12.00 am
checking questions	What's the opposite/Is it the same as day?			
house				
checking questions				
garden				
checking questions				
penguin				
checking questions				
flipper				
checking questions				
walked				
checking questions				
policeman				
checking questions				

word	word class	syllables	stress	meaning
approached				
checking questions				
replied				
checking questions				
pen				
checking questions				
notebook				
checking questions				
puzzled				
checking questions				
odd				
checking questions				
fantastic				
checking questions				

Task 1 Webquest

SQA online materials downloadable from:

<http://www.sqa.org.uk/sqa/esol>

Find the following websites with ESOL/EFL materials and complete the tasks below.

1 National Institute of Adult Continuing Education (NIACE)

www.niace.org.uk/development-research

- Click on Literacy, Language and Numeracy. Then choose ESOL
- Look for featured projects
- What general topic area do the featured materials cover?
- Which four countries is the material written for?
- What are the differences between the Scottish and English material?

2 ESOL Scotland

www.esolscotland.com

- Click on Resources
- Choose: databank of useful resources
- Find examples of ESOL audio materials (and worksheets) with different Scottish accents. Is your local accent represented? If so, to accompany which worksheets?

3 One Stop English

www.onestopenglish.com

- Go to Games and Activities. Find a game or activity that you like.
- Click on Skills. Find an interesting listening skills session.
- Do you have free access to all materials?

Task 1 Webquest

Online resources (evaluation task)

Choose one of the following websites to research or choose another of your own:

<http://www.bbc.co.uk/worldservice/learningenglish/>

<http://www.macmillanenglish.com>

<http://www.learnenglish.org.uk/> (British Council)

<http://www.talent.ac.uk/>

<http://www.esoluk.co.uk/>

Make brief notes to present to the group next session

Website:
Is it easy to navigate this website?
Does the site contain material for teaching or self-study materials for learners (or both)?
Is there information for tutors, eg on methodology, tips for teaching?
What kind of teaching materials can be found there, eg skills lessons, grammar?
Are there any special features that you found useful, eg teacher's chat room?
Are audio/video materials available and if so, are they easy to download?
How would you rate this website on a scale of 1 to 10 (10 being excellent)?
Download a worksheet that you could use with your learner(s).

Task 2 Selecting resources and providing a rationale

Look at Violetta's learner profile.

- What topics may she be interested in?
- What language and skills areas does she need to focus on?

Topics

Language areas

Skills

Appropriate resources

Task 1 Identifying task challenge



A Opening a bank account

You will hear a conversation between a bank clerk and a new customer. Check the vocabulary in the table below and then listen to complete the information.

New Customer Account			
Type of account (tick ✓)	current a/c	deposit a/c	savings a/c
Customer ID (tick ✓)	passport	driving licence	other:
Proof of address provided? yes / no			
If yes, type of proof (tick ✓)			
council tax bill	utility bill	wage slip	other:
Further action required:			



B Opening a bank account

You will hear a conversation between a bank clerk and a new customer. Answer the questions below as you listen to the recording:

- 1 What kind of account does the customer want to open?
- 2 What does the bank clerk ask to see?
- 3 What ID does the customer use?
- 4 What else does the bank clerk need?
- 5 What examples of a 'utility bill' does the bank clerk give?
- 6 Why does the customer have to come back?

Adapted from WEA 2006 Living in the Highlands

Task 1 Identifying task challenge

Which of the following two tasks is easier and why?

A House Repairs

Who can help solve the problem? Write a sentence for each picture.



1

2

3

4

5

6

1 A glazier can repair a broken window.

2

3

4

5

6

B House Repairs

Who can solve these problems? Match the problem to the person. You can use the same person more than once.



electrician

cat

joiner

plumber

glazier

Task 1 Identifying task challenge

Here are five tasks based on the same vocabulary and theme. Which is the easiest and which is the most difficult task? Explain your rationale.

1

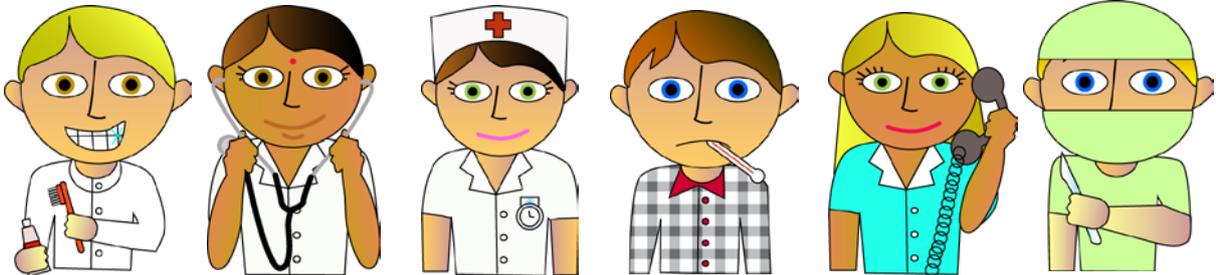
Tick (✓) the people you can find in your local health centre. (More than 1 answer is correct)

a. nurse b. dentist c. patient d. doctor e. surgeon f. receptionist

2

Match the words with the pictures:

a. nurse b. dentist c. patient d. doctor e. surgeon f. receptionist



3

Write a list of as many professions as you can think of related to the National Health Service.

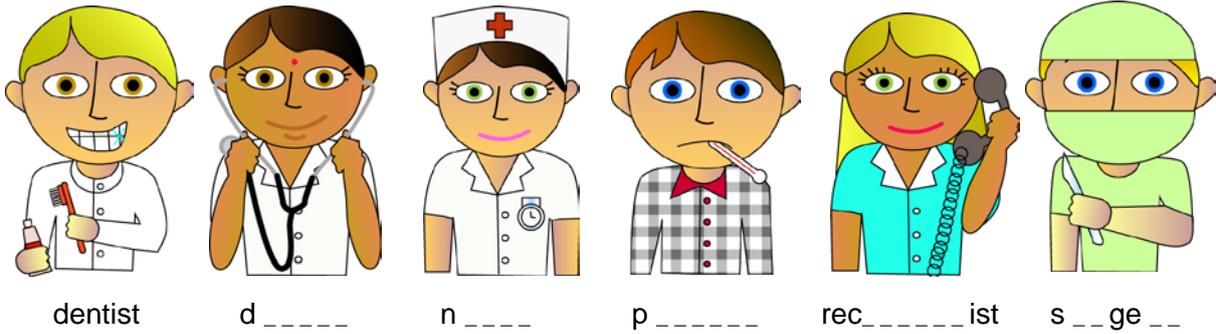
4

Match the words with the definitions:

nurse	A person....
dentist	...trained to cut your body to treat your inside parts!
patient	...who answers the phone and deals with people as they arrive
doctor	...trained to take care of the sick/infirm
surgeon	...getting medical treatment
receptionist	...trained to make sick people well again
	...trained to treat your teeth

5

Who are these people?



Adapted from WEA 2006 Living in the Highlands

Task 2 Task types

Work with a partner.

Create a list of as many different task types as you can.

Task types	Contained in resource (✓)
<ul style="list-style-type: none"> • matching words to pictures • re-ordering • gap-fill • open comprehension questions • yes/no questions 	

Look through a coursebook/resource book. How many of the above task types can you find?
Tick those you find. Add any more task types you find to your list.

Which of the task types seem to be more challenging? Why?

Task 1 Identifying task challenge (bank account transcript)

- Bank clerk: Hello. What can I do for you?
- Customer: I'd like to open an account please.**
- Bank clerk: Would you like a current account or a deposit account?
- Customer: Current account please.**
- Bank clerk: Certainly. Have you got proof of ID?
- Customer: What's that?**
- Bank clerk: Something with your photo on. A driving licence or your passport.
- Customer: Oh yes. Here's my driving licence.**
- Bank clerk: Ooh! Nice photo. Have you also got proof of your address, please?
- Customer: Oh, wait a minute. I've my wage slip. Oh, that doesn't have my address on it.**
- Bank clerk: Do you have a utility bill you can show me?
- Customer: What's a utility bill?**
- Bank clerk: Either a gas or an electricity bill, or a council tax bill.
- Customer: Oh yes, I'll have one at home. I'll have to come back.**
- Bank clerk: Sorry about that. Take this form with you and you can fill it in and bring it back with your proof of address.
- Customer: Thanks very much.**
- Bank clerk: Not at all.
- Customer: Bye.**