

## Unit 1 > Session 1

This session aims to:

- introduce aspects of contexts for learning (Outcome 1)
- introduce the Unit, Outcomes and assessment (all Outcomes)
- introduce English parts of speech/word classes (Outcome 2)

We suggest that you allocate 180 minutes for the session.

---

## Focus A: Contexts for learning – trainee contexts

---

Aims:	To introduce aspects of contexts for learning To get to know each other
Time needed:	75 minutes
Materials:	<a href="#">Handouts</a> 1, 2, and 3 flipcharts and pens
Preparation:	If you have already met your trainees it would be worthwhile adapting Handout 1 with more personalised information See also Toolkit Sample Session 1, page 33
Notes:	This Focus uses the trainees' own contexts to explore this theme. It consists of two main tasks which provide a variety of interaction and activity, much as would happen in an ESOL lesson. The first task gets the trainees up and about, while the second task is more paper-based. Both tasks include group discussion and collaboration. The final mind-mapping task should help to summarise the Focus.

---

### Task 1 Find someone who...

#### Stage 1

Write the phrase *'Find someone who...'* on the white board. Tell the trainees that this is a common group activity and ask them to suggest how it would work. Get feedback and outline a normal procedure, making the point that the statements should be chosen so that you can find a 'yes' answer to each statement/question within your group.

#### Stage 2

Write the following sentence on the board:

*Find someone who can explain the difference between the terms ESOL and EFL.*

The trainees should talk to each other to see if they can find someone who is able to provide a definition. Point out that they are looking for more than just a 'yes' response. Ask the trainees to consider learner needs, place of residence etc. During feedback, elicit potential differences. You should make the point that there is no universal agreement on what the distinction is and it is therefore difficult to find a succinct definition. Moreover, ESOL can be used as an umbrella term for English language teaching and learning in general.

## Potential feedback

### ESOL (English for Speakers of Other Languages)

- learners are usually based in the UK — or another country where English is the dominant language
- learners often intend to settle in the UK
- learners' language needs are based around work, study and integration
- tuition usually takes place in the state sector (eg college, community, workplace)
- groups tend to be very heterogeneous (age, background, language needs, motivation)
- groups are usually multilingual
- materials are often authentic

### EFL (English as a Foreign Language)

- learners are usually based in a non-English-speaking country
- learners may be temporarily based in the UK or another English-speaking country
- tuition often takes place in the private sector (eg language schools)
- language needs are often dictated by exams or work
- groups tend to be quite homogeneous (age, level, motivation, syllabus)
- groups are usually monolingual (especially when tuition takes place in home country)
- materials are often coursebook based

### Stage 3

Two handouts are provided for this activity: a complete task ([Handout 1](#)) and a blank template ([Handout 2](#)). A variety of procedures could be followed, using either one or both of the handouts. One possible procedure is given here.

Provide Handout 1 and set up a mingling activity. After about 5–10 minutes stop the activity and ask the trainees whether they were able to find someone for every statement. The trainees will probably find that some of the statements were difficult to put a name to. They will also probably notice that the statements were extremely random, and may not be very relevant as a first activity for this particular course.

### Stage 4

Ask the trainees to think of what they would like to know about their fellow trainees. Areas such as personal information, education, work, hobbies and family are likely to feature. You may want to discuss here what areas might be considered inappropriate to ask about amongst a group of strangers.

Divide the trainees into three groups. Tell the trainees they are going to create their own 'Find someone who...'. Each group can be given a different language exponent (can, would like to, has/has got) to create statements with. Provide Handout 2. The trainees should work in their groups to write an allocated number of appropriate statements and then share these with the other groups to create a complete task. The trainees should then mingle and do the task. You may have to cut this short!

### Stage 5

Provide some feedback.

#### Potential feedback

- How did the activity work? Was it possible to find a 'yes' answer for each statement? How long can it usefully last? (5–10 minutes)
- How did it work as a 'getting to know you' activity? They learn each other's names and are given a structured task which creates a natural opportunity to speak to other members of the group.
- Was it easy to stay focused on the task, or did they take shortcuts, start chatting about other things etc? This is exactly what might happen when using a task like this with an ESOL group.
- Did it help to relax and reassure them? You can briefly relate this to other elements designed to foster a relaxed environment — coffee, comfy chairs etc, people learn better in a non-threatening and supportive environment — the affective variable.
- It is possible to limit the activity to the initial closed-question format, or extend the activity so that the participants ask follow-up questions to find out more information.
- Point out that this activity is about communication but that for ESOL learners there will be a step before this, which will be about turning statements into questions — therefore it is also a language task. They may want to look back at the group-generated task to think about what they had to do.

### Stage 6

Ask the trainees to consider when, how and why they might use this type of activity with a group of ESOL learners, considering appropriateness and usefulness, and taking account of the last point in the feedback above.

## Task 2 Questionnaire

### Stage 1

The purpose of this task is to enable the trainees to consider what they need to know about their learners. First ask the trainees to list what they think you, as a trainer, need to know about them when designing your course.

#### Potential feedback

- educational background
- experience of tutoring
- qualifications
- experience of learning languages
- specific learning or personal needs
- motivation for joining the course

### Stage 2

Provide [Handout 3](#). In pairs, the trainees should look at the questionnaire and consider how appropriate/useful the questions are, and whether they cover the items mentioned in Stage 1.

#### Potential feedback

- If respondents answer 'no' to the main questions, there is very little to add to the questionnaire.
- There is little chance to provide open responses, explain motivation and so on.
- A questionnaire like this might be perceived as very impersonal. Also, respondents may find it difficult, or be unwilling, to answer some questions (eg qualifications).

### Stage 3

The trainees should then consider what additional questions and/or amendments would improve the questionnaire. Quickly review potential questions with the full group. Tell the trainees to add two or three additional questions to their questionnaire. If there is computer access, an amended questionnaire can be collaboratively designed, printed and distributed. Otherwise, the trainees can write appropriate questions on the back of the handout.

### Stage 4

The trainees should complete the questionnaire and return it to you (for collation later). Ask the trainees to talk to a partner about how the answers to this questionnaire would influence what is done on the course in terms of content and methods.

Finally, you could briefly explore some of the differences between Tasks 1 and 2. This is a chance to consider different interaction patterns and how different activities might suit different learners.

### *Stage 5*

Taking account of the areas covered in Tasks 1 and 2, ask the trainees to create a mind map on flipchart paper illustrating what they would need, or would find useful, to know about their current/future ESOL learner(s). This should be done in small groups with each group providing feedback on the mind map they have created.

#### Potential feedback

- work and family circumstances
- prior learning
- educational background and level
- first language, literacy
- length of time in this country
- reasons for being in this country/for attending ESOL classes

---

## Focus B Learn about the course and Unit

---

Aims:	To introduce the Unit 'Language and Learning in ESOL F43X 33', Outcomes and assessment (all Outcomes)
Time needed:	30 minutes
Materials:	Unit Specification (pages 1–6) <a href="#">Handouts</a> 4 and 5
Preparation:	Make sure you have a clear understanding of the Unit content and assessment in preparation for questions.
Notes:	<p>Trainees may be unfamiliar with SQA terminology and specifications so you may need to provide guidance and reassurance during the task.</p> <p>Although the focus here is on Unit 1, it is a good idea to discuss the second Unit in the PDA at this point to provide an overview of the requirements of your course.</p> <p>The procedure uses a jigsaw reading activity format. It is worth discussing the procedure after the task is complete.</p>

---

### Task 1 Language and learning in ESOL overview

#### Stage 1

Ask the trainees to form pairs or groups and to discuss what they already know about the PDA: ITESOL — especially Unit 1. They should stop after five minutes.

#### Stage 2

Set up a jigsaw reading task. Split the group in half. Provide [Handout 4](#) and copies of the Unit specification. Direct each group to the questions they should focus on. One group should look at the shaded, odd-numbered questions and the other the unshaded, even-numbered questions. In their groups, the trainees should find the answers to their questions in the Unit specification. Monitor and help with terminology. Next, pair up each trainee with a member of the other group. They should share their answers and decide whether they have any further questions about the Unit. Provide [Handout 5](#) for the trainees to check their answers.

#### Stage 3

Take feedback and answer any further questions. Quickly review the stages of the task and explain to the trainees that they have just done a 'jigsaw' reading. At this stage, it is best not to go into this in too much depth (receptive skills are covered in Sessions 4 and 5).

---

## Focus C Introduction to language awareness

---

Aims: To introduce parts of speech/word class (Outcome 2)

---

Time needed: 75 minutes

---

Materials: [Handouts](#) from 'Find someone who' (Focus A )  
[Handouts](#) 6 and 7  
[Resource](#) 1 and 2  
 Postcards, photographs for Task 3

---

Preparation: See also Toolkit Sample Session 3, page 46  
 Source pictures for Task 3. If this is not your first session, you could ask the trainees to bring in their own pictures for this task

---

Notes: Trainee ESOL tutors tend to find analysing language much more of a challenge than they anticipate.  
 Try to ensure you do not overwhelm them with information when dealing with Outcome 2. Resist the temptation to go into too much depth.  
 It is worthwhile providing lots of support material for language awareness work.

---

### Task 1 Defining parts of speech

#### Stage 1

Divide the trainees in two groups — those who have learned a foreign language (Group 1) and those who haven't (Group 2). If they have all learned a foreign language then just split them evenly.

Group 1 should discuss the question:

*What differences are there between English and (an) other language(s)?*

Group 2 should discuss the question:

*What do we need to master when we learn a language?*

After the trainees have had enough time to discuss their questions, pair them up with a member from the other group. They should compare what they have been discussing. They should find that they have come up with more or less the same categories.

Conduct whole-group feedback using a mind map.



### Potential feedback

- word order, sentence structure, elements of grammar, pronunciation, intonation, alphabet
- vocabulary, grammar, four skills, tenses, pronunciation, intonation, an alphabet, spelling rules

### Stage 2

Refer the trainees to the 'Find someone who...' activity. Ask them to look at the statements they created and to identify what adjustments they made to the statements to change them to questions. There will be a variety of responses but they need to focus on where they changed word order or added words (eg 'do'). Keep this stage brief as the purpose here is simply to raise awareness of how complicated grammar can be for a learner.

### Stage 3

Elicit the parts of speech that the trainees know and give them an opportunity to provide definitions for each. Provide [Handout 6](#) and ask the trainees to complete Task 1 in pairs. During feedback you could ask how useful/easy to understand these definitions are, and to what extent the definitions helped them to identify the words in the sentences. Make sure the trainees are aware where they can access further information.

### Answers (examples from sentence in brackets)

- A **noun** is a naming word. It refers to people, objects, places and so on. (people, park, walk, rain)
- An **adjective** is a descriptive word. It modifies a noun. (Scottish, friendly, pouring)
- A **pronoun** replaces/substitutes for a noun. It avoids repetition of the noun. (I, they)
- A **preposition** links a noun or pronoun to other words. (to, for, in)
- An **article** is used to introduce a noun. It is a special kind of adjective. (the, a)
- A **verb** describes an action (doing) or state (being). (think, are, speak, go)
- A **conjunction** joins words, clauses or sentences together. (but)
- An **adverb** is a word which modifies a verb, adjective or another adverb. (really, very, quickly, often)

### Potential feedback

- Some of the definitions rely on having an understanding of the other parts of speech.
- Some definitions could be considered obscure (eg article, preposition).
- The examples themselves may provide a clearer understanding of the terms than the definitions (eg articles = a, an, the).
- When tutoring we need to be aware of the complexity of such terminology (metalinguage) for learners. We need to consider when it is appropriate to introduce terminology and make sure we contextualise language work.

## Task 2 Identifying parts of speech

### Stage 1

Ask the trainees what part of speech (word class) they think the word 'make' is? Then dictate the following three sentences and ask the same question.

- *They make good pies. (verb)*
- *What make of pen is that? (noun)*
- *She slept in a make-shift bed. (adjective)*

Elicit that what a word does (its function) in a sentence determines its part of speech; very often the same word can act as different parts of speech, and very often the 'base form' of a word can change its part of speech with the addition of a suffix.

### Stage 2

The trainees should look at the function of the underlined word in each sentence in Task 2 of Handout 6 to identify its word class. Make sure the trainees undertake some peer checking before taking whole-group feedback.

#### Answers

- |    |                                                 |                      |
|----|-------------------------------------------------|----------------------|
| 1  | I <u>left</u> the house early.                  | verb (main)          |
| 2  | She gave it to me with her <u>left</u> hand.    | adjective            |
| 3  | Turn <u>left</u> after the post office.         | adverb               |
| 4  | My <u>head</u> hurts!                           | noun                 |
| 5  | They're <u>heading</u> out on the town at nine. | verb (main)          |
| 6  | I'm going in a high-speed <u>train</u> .        | noun                 |
| 7  | The <u>training</u> starts tomorrow.            | noun                 |
| 8  | I want to <u>train</u> as a nurse.              | verb (main)          |
| 9  | It's your turn to buy a <u>round</u> .          | noun                 |
| 10 | She went <u>round</u> the corner too fast.      | preposition          |
| 11 | He <u>rounded</u> on me angrily.                | verb (main)          |
| 12 | We visited the salt <u>mine</u> .               | noun                 |
| 13 | Don't touch that. It's <u>mine</u> !            | pronoun (possessive) |

## Task 3      Parts of speech in context

### Stage 1

Task 3 provides further practice in identification of parts of speech. Display [Resource 1](#) and tell them this is a picture from a teenager's Facebook page. Ask the trainees to describe what they see in the picture. As the trainees call out their ideas, write up some of the words they use in groups, categorising them according to word class. Elicit what the words in each group have in common (ie they are nouns, verbs and so on).

### Stage 2

Provide [Handout 7](#). The trainees can do this task in pairs and then compare their answers with another pair. They should find that in most places they will have similar answers but there may be some differences (eg loch versus water, different adjectives). They should also find that the part of speech, in most cases, is fixed. Display the completed version ([Resource 2](#)). During feedback, compare the versions that the trainees generated.

### Answers

Hey! Do **you** like my **cute** cow **picture**? I **took** it **when** I was doing my Duke of Edinburgh in Loch Lomond. **The** water looks really **calm** and beautiful, but it was **actually** freezing. I **was** standing up in **a** canoe, waving at the brown cow. I think she's smiling **kindly** at me **because** she **knows** I am about to fall **in** the water! The black **cow** is hiding **behind** the bare trees, just contemplating **her** life! Have you got a **favourite** photograph you can send **me**?

- noun — water, cow, picture
- verb — was (auxiliary verb), took, knows
- adjective — cute, calm, favourite, her
- adverb — actually, kindly
- preposition — behind, in
- pronoun — you, me
- article — the, a
- conjunction — when, because

### Stage 3

Provide some photographs/postcards for the paired trainees to work with. The trainees should write a short description of their chosen picture. They should then create a gap-fill task, making sure that the gaps allow for a range of parts of speech, but that the text is not too long. Once the pairs have created their gapped text, this should be swapped with another pair. They complete the gaps and identify the parts of speech. The pairs can then form groups of four to compare their completed versions with the original text and discuss the parts of speech.

### Stage 4

Spend a short time looking at the task they have just done in terms of creating a context for language work, providing a model and the benefits of learner collaboration.

*Review and reflect (10-15 minutes)*

Ask the trainees to think about the session they have had today.

Tell them to write down:

- the names of three people in the group
- three different things they have learned (this could be a word, a technique etc)
- three words to express how they feel at the end of the first session

This is the end of a demanding first session for the trainees so remember to give lots of encouragement and provide suggestions as you do this task — the trainees should not be made to feel under pressure.

# Session 1

## Handouts and Resources



## Task 1 Find someone who...

Look at the statements below.

Stand up, move about the room and ask 'Do/have/are/can you...?' questions until you can find a 'yes' for each question. Try to find a different person for each statement.

<i>Find someone who...</i>	<i>Name</i>
1 speaks more than three languages	_____
2 has more than two brothers and two sisters	_____
3 has had at least three jobs	_____
4 has more Highers than Standard Grades	_____
5 has just had a birthday	_____
6 has visited Asia more than twice	_____
7 thinks mobile phones are annoying	_____
8 loves rain	_____
9 goes to a spin class	_____
10 has played in a band	_____
11 knits for enjoyment	_____
12 has taught one-to-one ESOL	_____
13 has lived abroad	_____
14 never thought they would be a tutor	_____

## Task 1 Find someone who... template

Look at the statements below.

Stand up, move about the room and ask 'Do/have/are/can you...?' questions until you can find a 'yes' for each question. Try to find a different person for each statement.

<i>Find someone who...</i>	<i>Name</i>
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____
8 _____	_____
9 _____	_____
10 _____	_____
11 _____	_____
12 _____	_____
13 _____	_____
14 _____	_____



## Task 2 Questionnaire

Please complete the questionnaire and return it to your trainer.

	Name:	
1	Are you currently working?	Yes/No
	If 'yes', who is your employer?	
	What is your job title?	
	What are your main duties?	
	Does your work involve ESOL learners?	
	If 'yes', how?	
	Do you deliver ESOL classes?	
	If 'yes', provide information about level, age of learners, how often and length of class.	
	If you are not employed, what are you currently doing?	
2	What's your first language?	
	What, if any, foreign languages have you learned and to what level?	
	Have you ever lived abroad for more than six months?	Yes/No
3	Do you have higher education (HNC and above) qualifications?	
	What professional qualifications do you have?	
4	Is there anything else you can think of that will help me when delivering the course?	

Thank you for your help.

## Task 1 Language and learning in ESOL overview

Use the Unit specification 'Language and Learning in ESOL' to answer the questions below.

	Questions	Answers
1	What does the word 'Outcome' mean?	
2	What does the word 'assessment' refer to?	
3	What are Core Skills as defined by SQA?	
4	Does this Unit automatically certificate any Core Skills? If so, which and at what level?	
5	How many Outcomes are there in the Unit?	
6	How many assessments are there in the Unit?	
7	Is it necessary to undertake observation of experienced ESOL tutors in this Unit? If so, for which Outcome and for what purpose?	
8	Do you work with ESOL learner(s) in this Unit? If so, for which Outcome(s)?	

	Questions	Answers
9	For which Outcomes can you do the assessments in your own time?	
10	Match the Outcome (1, 2, 3 or 4) to each area of content. skills language grading and selection contexts language awareness	1 2 3 4
11	Can Outcomes 1 and 4 be assessed in the same way? If so, how?	
12	How are Outcomes 2 and 3 assessed?	
13	In Outcomes 2 and 3, how many questions are in the assessments for each Outcome?	
14	Is there any guidance on pass marks for Outcomes 2 and 3?	
15	Write the Outcome (1, 2, 3, 4) next to the appropriate knowledge and skills. lexical selection learning styles language grading pronunciation	writing language learning levels tenses learner background
16	What do the following terms mean? <ul style="list-style-type: none"> <li>language grading</li> <li>lexical selection</li> </ul>	

## Task 1 *Language and learning in ESOL overview — Answers*

- 1 An 'Outcome' can be described as a measurable result of learning.
- 2 An 'assessment' is what you have to do to achieve the Outcome.
- 3 Core Skills cover Communication, Numeracy, Problem Solving, Working with Others and IT.
- 4 The Unit does not automatically certificate any Core Skills.
- 5 There are four Outcomes in the Unit.
- 6 There are four assessments (or three if Outcomes 2 and 3 are assessed together).
- 7 It is not necessary to observe ESOL tutors, but it would be helpful to observe tutors for Outcome 4, to focus on the language they use and select when delivering ESOL.
- 8 You do not work with ESOL learners in this Unit. That is part of the second Unit of the PDA.
- 9 Outcomes 1 and 4, as they are open-book. Outcomes 2 and 3 are closed-book.
- 10 Outcome 1 — contexts  
Outcome 2 — language awareness  
Outcome 3 — skills  
Outcome 4 — language grading and selection
- 11 Yes, assessments for both Outcomes can be written, or one can be written and the other an oral response.
- 12 Outcomes 2 and 3 are assessed in a closed-book test of about 90 minutes in total. The assessments for these Outcomes can be done separately or together. Some question types are multiple choice, matching etc.
- 13 Outcome 2 has about 50 questions and Outcome 3 approximately 30.
- 14 No guidance is given on pass marks in the Unit specifications.
- 15 Outcome 1 — learning styles, learner background  
Outcome 2 — pronunciation, tenses  
Outcome 3 — writing  
Outcome 4 — lexical selection, language learning levels, language grading
- 16 Language grading — how a tutor adapts their spoken language according to the needs and level of their learners.  
Lexical selection — how a tutor decides the vocabulary that should be introduced in lessons.

## Task 1 Defining parts of speech

Complete the definitions below using the words in the box.

adverb	preposition	adjective	noun
verb	pronoun	article	conjunction

- 1 A \_\_\_\_\_ is a naming word. It refers to people, objects, places and so on.
- 2 An \_\_\_\_\_ is a descriptive word. It modifies a noun.
- 3 A \_\_\_\_\_ replaces/substitutes for a noun. It avoids repetition of the noun.
- 4 A \_\_\_\_\_ links a noun or pronoun to other words.
- 5 An \_\_\_\_\_ is used to introduce a noun. It is a special kind of adjective.
- 6 A \_\_\_\_\_ describes an action (doing) or state (being).
- 7 A \_\_\_\_\_ joins words, clauses or sentences together.
- 8 An \_\_\_\_\_ is a word which modifies a verb, adjective or another adverb.

Look at the text below. Find examples of each part of speech and write them below the appropriate definitions.

*I think Scottish people are really friendly, but they speak very quickly. They often go to the park for a walk in the pouring rain!*

## Task 2 Identifying parts of speech

Look at the underlined word in each sentence. What is the word class in each case?

- 1 I left the house early. verb (main)
- 2 She gave it to me with her left hand.
- 3 Turn left after the post office.
- 4 My head hurts!
- 5 They're heading out on the town at nine.
- 6 I'm going in a high-speed train.
- 7 The training starts tomorrow.
- 8 I want to train as a nurse.
- 9 It's your turn to buy a round.
- 10 She went round the corner too fast.
- 11 He rounded on me angrily.
- 12 We visited the salt mine.
- 13 Don't touch that. It's mine!

## Task 3 Parts of speech in context

Look at the text describing this holiday picture. There are some words missing. Decide what words could fill the gaps, and which part of speech each missing word is. Compare your answer with that of a partner.



Hey! Do \_\_\_\_\_ like my \_\_\_\_\_ cow \_\_\_\_\_? I \_\_\_\_\_ it \_\_\_\_\_ I was doing my Duke of Edinburgh in Loch Lomond. \_\_\_\_\_ water looks really \_\_\_\_\_ and beautiful, but it was \_\_\_\_\_ freezing. I \_\_\_\_\_ standing up in \_\_\_\_\_ canoe, waving at the brown cow. I think she's smiling \_\_\_\_\_ at me \_\_\_\_\_ she \_\_\_\_\_ I am about to fall \_\_\_\_\_ the \_\_\_\_\_! The black \_\_\_\_\_ is hiding \_\_\_\_\_ the bare trees, just contemplating \_\_\_\_\_ life! Have you got a \_\_\_\_\_ photograph you can send \_\_\_\_\_?

Used with permission of Olivia Lala

### Task 3 Parts of speech in context





## Task 3 Parts of speech in context (completed)

Hey! Do you like my cute cow picture? I took it when I was doing my Duke of Edinburgh in Loch Lomond. The water looks really calm and beautiful, but it was actually freezing. I was standing up in a canoe, waving at the brown cow. I think she's smiling kindly at me because she knows I am about to fall in the water! The black cow is hiding behind the bare trees, just contemplating her life! Have you got a favourite photograph you can send me?

