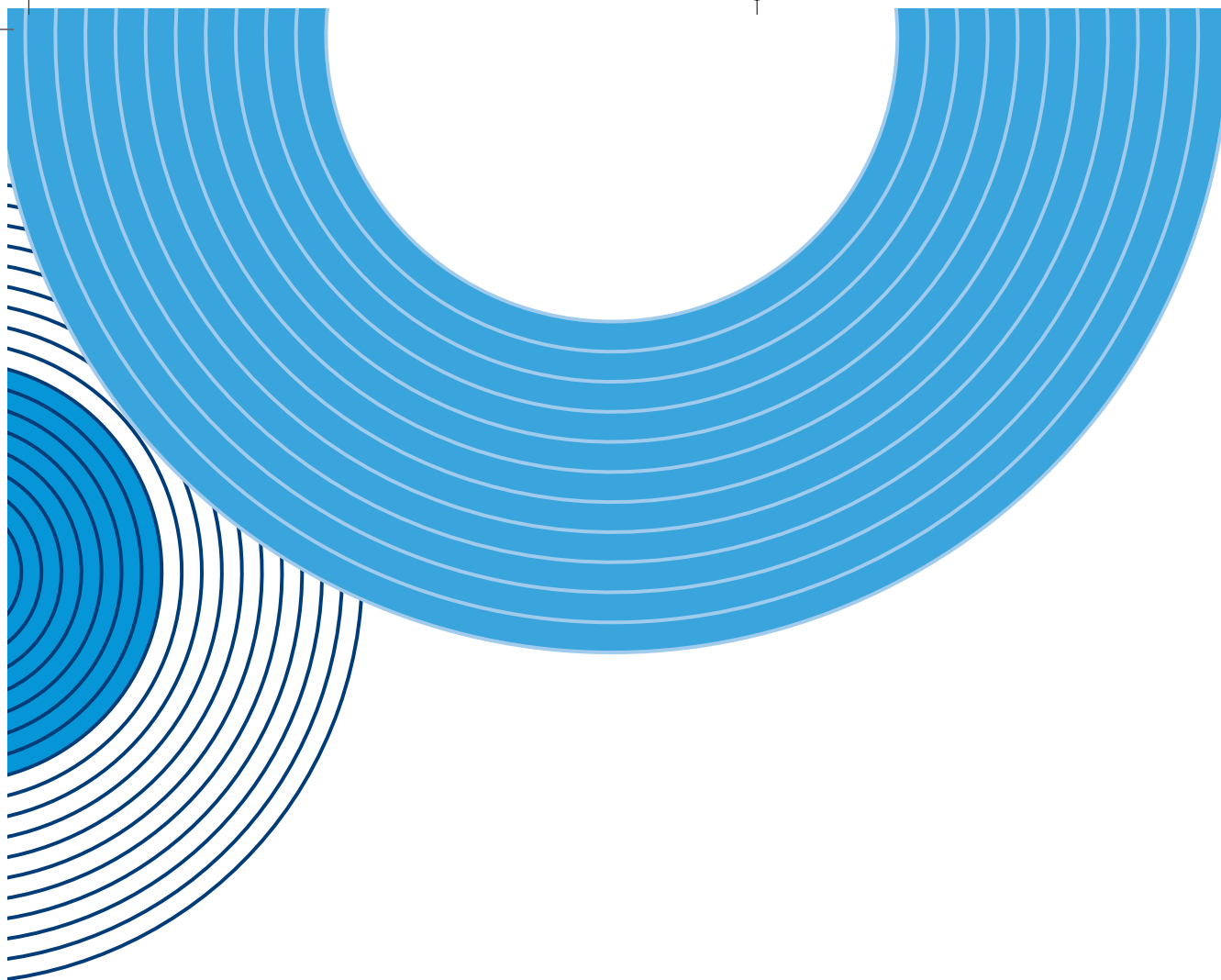


## National Teaching and Learning Change Programme

# Modern Foreign Languages Learner activities toolkit





*“The overall benefit to the learners is  
that we are investing in their learning.”*

**North Yorkshire Local Education Authority**

# Contents

1. Introduction	8
2. Using the toolkit	12
3. Ideas, approaches and exemplar activities	29
Section A – Ideas and approaches for learner activities	32
Section B – Activities for multiple sessions	119
Soap opera	121
Word charts	156
The unexpected	162
Making your case	170
4. Appendices	177
5. Acknowledgements	187

# Foreword

## Our mission

QIA will champion and facilitate excellence and innovation in post-16 education and training services in England.

## Our promise

QIA will be a critical friend to the sector, challenging sector organisations and those engaged in learning, teaching and training to achieve their potential.

We will be respected for the quality of our expertise, appreciated for the insight we offer and valued for the positive difference we make.

We will be an honest broker, creating programmes to help accelerate improvement and connecting organisations with those programmes through delivery partners.

We will work with government to ensure policies are informed by the knowledge and experience of the learning and skills sector and help organisations to implement new initiatives.

I am delighted to be able to introduce these new curriculum resources developed by the Quality Improvement Agency (QIA) as part of the National Teaching and Learning Change Programme. This programme is now managed by QIA and forms a substantial part of our work. It is designed to transform teaching, training and learning in selected curriculum areas.

This new set of resources has been developed with practitioners and piloted with providers around the country. They include new approaches to designing and managing teaching, training and learning, provide practical activities for learners, stimulate professional development and will help organisations adopt approaches building on those from the earlier resources.

The programme, originally delivered through the DfES Standards Unit, has already been very successful in disseminating exciting teaching and learning resources to the learning and skills sector.

## The programme has ‘three enablers’:

- subject-specific teaching and learning resources
- subject coaching networks
- professional training for Subject Learning Coaches.

Together these three enablers support teachers, trainers and managers to raise standards of practice and deliver learner success.

We will be ensuring that Subject Learning Coaches have every opportunity to learn how to use and adapt these Teaching and Learning Resources to meet the needs of many different learners and to develop their experience and skills in the new approaches and techniques.



**Andrew Thomson**

Quality Improvement Agency  
for Lifelong Learning (QIA)  
Chief Executive

I hope you find these new resources of real benefit to you and your organisation. I am certain you will find they provide an excellent opportunity for your Subject Learning Coaches, tutors, trainers and managers to improve their professional development, and support QIA's mission of excellence for the sector as a whole.

## Using the CD-ROMS and DVD



### Loading instructions

Insert the disc into the CD-ROM drive.

The first page on the CD-ROM should launch automatically.

If it does not launch automatically:

1. Launch your web browser.
2. From your web browser, select **Open File** from the **File menu**. Select your CD-ROM drive, then select the file called **start.htm**.

### Flash player and playing video

The CD-ROM uses Macromedia Flash Player 7 as a video player. This is likely to be installed on your computer already. To install Flash Player 7 from the CD-ROM browse to the **Flash\_plugin** folder select Mac or PC and double-click the **installer**. Flash Player 7 is also available on the Macromedia website. Go to [www.macromedia.co.uk](http://www.macromedia.co.uk) to download. Some operating systems may ask whether you want to allow CDs to run content on your computer. Select **yes** to run the CD-ROM.

### Minimum Specification

This CD-ROM has been created in HTML and may be used on Windows XP or Windows 98 (or above). The CD-ROM will run on a minimum; 24 speed CD-ROM drive with 128Mb of RAM, 16 bit soundcard, Internet Explorer 5.0 and Netscape 6.0 (or above).

It is recommended that Macintosh OS X users transfer all files from the CD-ROM to their computer hard disc to play the Flash video.

## Signposts

Within this toolkit you will find a series of useful signposts placed beside the main text. These signposts are signified by a dark blue bar and will direct you to related information found elsewhere in the booklet or on the CD-ROM.

These also indicate relevant sections of the **Mini-toolkit** available to download as a pdf from the Continuing professional development activities toolkit CD-ROM.



Example of  
signpost symbol

## Copying the CD-ROMs onto your intranet

1. Locate your CD drive.
2. Copy all the files from the CD-ROM on CD drive to a new folder on your desktop (name folder as you want the site to be named).
3. Copy the folder to a location on your intranet.
4. To view the contents select the file start.htm.

NB: while the material on the CD-ROMs can be copied to a local machine or intranet, some of the folders contain .exe files which may conflict with your security settings and prevent you from copying files across. If you have any difficulties copying the contents, or do not have the relevant permissions, please consult your local technical support.

## Modern Foreign Languages

### Continuing professional development DVD

The Modern Foreign Languages (MFL) Continuing professional development DVD has been developed for use across a variety of Continuing professional development activities.

The DVD provides examples of how the toolkits can be used in language learning sessions with feedback from learners, teachers and trainers explaining how the resources have helped them.

Dr Lid King, the National Director for Languages for the National Languages Strategy, also shares his view on the importance of these resources in language learning.

The DVD is in the following sections:

1. Introduction
2. Initial assessment
3. Inspirational teaching and learning
4. Transition
5. E-learning

# 1. Introduction



*"I feel that my teaching has been invigorated with some refreshing new ideas."*

**East Surrey College**

*"The new approaches add value to our sessions. It is very refreshing to try new things and review our own teaching."*

**The Duchess's Community High School**

*"All resources can be adapted to suit the topics, schemes of work and level of each class."*

**Thurrock Adult Community College**

*"New activities are great – very effective. The results are very impressive. I didn't expect to be as pleased with the learning as I was."*

**Cambridgeshire Adult and Community Learning Service**

The Learner activities toolkit is designed for teachers, trainers, and SLCs for Modern Foreign Languages (MFL) and also for others responsible for MFL Continuing professional development in the post-16 learning and skills sector.

## 1. Aims of the toolkit

The main aim of the toolkit is to provide flexible and adaptable ideas, approaches and exemplar activities, designed for the post-16 learning and skills sector to:

- inspire, stimulate and challenge learners at all levels of competence in all taught languages to fully achieve on their language courses, complete their courses and progress further
- meet the needs of all learners, personalise learning and promote Skills for Life
- support and guide teachers and trainers, in using and adapting the exemplar activities to meet learners' needs; and
- promote equality and diversity.

All of the learner activities are flexible and adaptable for use at all levels. They can be used to support learners achieve level 2 qualifications and thereby contribute to the DfES level 2 Public Sector Agreement (PSA) targets.

## 2. Key themes

The key themes underpinning the approaches, ideas and exemplar activities, identified from extensive research amongst practitioners and experts in MFL, are:

- Initial assessment for MFL
- Inspirational teaching and learning
- Transition from one level to another (for example GCSE to AS level); and
- E-learning for MFL.





*"We intend to continue exploiting the materials in the months and years to come."*

**Bilborough College**

*"The resources have encouraged the teacher to try new ways of delivery and to 'look outside the box'."*

**Performance Through People**

*"Has definitely encouraged creativity amongst teachers and has built up enthusiasm to try new things."*

**Yeovil College**



### 3. Principles of good practice

The wide range of exemplar activities detailed in this toolkit are based on certain basic principles of good practice in the teaching, training and learning of MFL, which are detailed in Section 2.

Whilst taking full account of the key principles of good practice for MFL, it is also important to take into consideration commonly accepted generic principles of good practice in teaching, training and learning.

These include:

- thorough planning and preparation, linking with schemes of work and previous learning
- planning to meet the needs of all learners through differentiation and personalised learning
- sharing learning aims and outcomes with learners
- engaging all learners at all times in active learning
- creating a stimulating learning environment
- developing a good rapport with learners
- improving learners' confidence
- promoting independent and collaborative learning
- providing a variety of activities and teaching strategies
- using good quality learning materials
- demonstrating effective session organisation and management
- ensuring good time management
- ensuring learning outcomes are met
- checking understanding
- using appropriate assessment strategies
- reviewing learning; and
- evaluating the teaching, training and learning in each session, to inform future planning.

## 4. National Teaching and Learning Change Programme

This toolkit is a component of the MFL resources, developed as part of the National Teaching and Learning Change Programme. The programme brings together the following three enablers to support the transformation of teaching, training and learning for MFL.

- Subject specific MFL teaching and learning resources, which are contained within this pack.
- A Professional Training Programme for SLCs, preparing them to provide peer-to-peer coaching and to develop further teaching and learning resources. Your organisation will be invited to nominate an MFL teacher or trainer to become an MFL SLC.
- Subject coaching networks, where SLCs will be able to meet together regularly to share and develop good practice for MFL. The network meetings will also help foster the development of MFL learning communities and provide SLCs with peer support from a range of different backgrounds.

Further information on how to become a SLC can be found in Appendix A or at [www.subjectlearningcoach.net](http://www.subjectlearningcoach.net).

## 5. Teacher and trainer guidance for using exemplar learner activities

To help you with planning, delivering and developing the exemplar activities, the following information is given for each exemplar.

a. Signposts denoting:

- **S** useful as a starter activity
- **M** suitable as a main activity; and
- **P** useful as a plenary activity.

b. Main aims

c. Guidance notes on using the activity

d. Variations to enable you to differentiate to meet learners' needs

e. E-opportunities

f. Main assessment opportunities.



## How will these idea, approaches and examples help learners?

*"Definitely improved learning."*

**Thomas Rotherham College**

*"Lessons are more interesting, varied and fun – creative and imaginative."*

**Lincolnshire Lifelong Learning Service**

*"Lots of opportunities to create learner-led activities and for the learners to develop their own learning."*

**Hartlepool Adult Education Service**

*"Non-threatening participation in enjoyable, relevant contexts."*

**Leicestershire Adult Learning Service**

*"Encouraged greater participation, which has enhanced their learning experience."*

**Stockport Continuing Education Service**

*"Improved confidence – more independent in their learning."*

**Cambridgeshire Adult and Community Learning Service**

*"They have benefited from greater variety and added enthusiasm."*

**Oaklands College**

*"They are learning in a more effective way – better concentration and greater enthusiasm."*

**St Charles Catholic Sixth Form College**

## 2. Using the toolkit



*“The importance of initial assessment is in helping to meet the individual needs and aspirations of our learners.”*

**Mid-Cheshire College**

*“The importance of placing learners in appropriate classes is to ensure they progress and enjoy their course.”*

**Croydon Continuing Education and Training Service**

*“The initial assessment activities have helped enormously with planning my scheme of work. Initial assessment is very important for retention. Knowing what learners want will keep them coming.”*

**Reading Adult and Community College**

*“Initial assessment will be standard in all new teacher induction and all learners will now undergo initial assessment.”*

**Loughborough College**

Before planning to use any of the exemplar activities, you should take into account the following:

### A. Key themes

### B. Key principles of good practice in the teaching, training and learning of MFL.

Continuing professional development activities to support teachers and trainers, in respect of these themes, are provided in the **MFL Continuing professional development activities toolkit**.

### A. Key themes

#### Key theme 1 – Initial assessment

On MFL courses, learners – especially adult learners – vary greatly in respect of their previous language learning experiences and will all benefit from personalised learning opportunities.

At the start of each course, it is therefore essential for teachers and trainers to identify learners' individual needs and starting points through initial assessment. This will enable them to check that learners are on appropriate courses. It will also guide them in planning courses and learning sessions to meet learners' individual needs and aspirations and personalise their learning.

It is important also for teachers and trainers to recognise the positive impact that effective initial assessment can have on issues such as recruitment, retention, achievement and progression.

Many of the exemplar activities in the toolkit can be used in a flexible and adaptable way, either at the start or during the course to assess all aspects of learners' competences in the four main language skills of listening, speaking, reading and writing, including:

- communication skills
- range of vocabulary
- pronunciation



*“Inspirational ideas offer the possibility to learners to extend their level of language through often humorous experimentation. The toolkit provides the stimulus to include an inspirational slant to any lesson.”*

**Dereham Neatherd High School**

*“Teachers have been reminded of the importance of delivering inspirational lessons.”*

**Mid - Cheshire College**

*“Enhanced learning through increased variety of activity - confidence building - inclusive for all learners.”*

**Joseph Priestley College**

- knowledge of a variety of grammatical and linguistic structures; and
- ability to use these structures appropriately and accurately.

The main assessment opportunities are signposted at the end of the guidance notes for each exemplar activity.

## **Key theme 2 – Inspirational teaching and learning**

Inspirational teaching not only stimulates and promotes effective learning but also motivates learners. It is not easy to identify exactly what makes a language session inspirational. However, the following are some common characteristics:

- extensive and effective use of the taught language
- lively and stimulating approach
- enthusiasm and enjoyment of learners, teachers and trainers
- effective planning for individual needs
- personalised learning
- inclusive and responsive approaches
- variety of imaginative and motivating activities
- good rapport with learners
- praise and encouragement and building up of confidence
- engaged and active learners
- energetic pace and buzz of activity
- a sense of challenge
- good use of humour and anecdote
- cultural and topical flavour
- stimulating physical environment
- effective use of authentic materials, relevant to the learners
- effective use of learners' own ideas
- promotion of independent learning and collaborative learning
- use of e-learning where it leads to more effective teaching, training and learning; and
- an emphasis on the vocational importance of language learning.

All of the ideas, approaches and exemplar activities in this toolkit offer opportunities for inspirational teaching, training and learning.



*“Learners have had the opportunity to work on challenging activities, which have proved to be confidence boosting. As a result there has been a smoother transition from GCSE to AS level.”*

### **The Duchess's Community High School**

#### **Learners' views on what helps to bridge the gap**

*“Having the course clearly outlined at the beginning.”*

*“More personal attention.”*

*“Topics were fun and related to us.”*

*“The lessons I prefer are those with a variety of things to do.”*

*“Small chunks of activities to give better pace.”*

*“Fun testing activities.”*

*“Learning communication phrases to develop an argument, justify an opinion.”*

*“Using short texts for reading and listening.”*

*“Becoming an independent learner.”*



### **Key theme 3 – Transition – bridging the gap**

It is important to provide learners, progressing from a language course at one level, to another at a higher level, with positive support in:

- building up their knowledge of vocabulary and grammar
- developing their language skills of listening, speaking, reading and writing
- developing cultural awareness and understanding; and
- developing the skills of independent learning.

Learners progressing from one level to another, especially from National Qualifications Framework (NQF) level 2 language courses (including GCSE) to NQF level 3 courses (including AS), face many challenges that can impact on motivation, retention and achievement. These may include the following:

- a change in the emphasis of skills needed at different levels
- the more transactional nature of many NQF level 2 language courses compared to a more conceptual approach at NQF level 3
- a greater need for grammatical and linguistic accuracy at higher levels
- more emphasis on writing skills at higher levels
- a lack of maturity in some younger learners starting NQF level 3 courses in handling more complex topics
- apprehension felt by some adults at meeting the challenge of moving to a higher level; and
- a break in the continuity of language learning, sometimes from May to September.

Many of the exemplar activities in the toolkit can be used in a flexible and adaptable way to support teachers, trainers and learners in bridging the gap and smoothing the transition.

### **Key theme 4 – E-learning**

When used carefully and effectively, e-learning can add significant value to the learning experiences of learners.

Learners in the post-16 sector vary greatly in terms of their motivation for learning a language, their prior experience and their level of skills. This is also true of their experience of using new technologies to learn a language.

*"I would recommend the implementation of e-learning as it makes the lesson more varied for the learners and more flexible for the teachers."*

#### **Thurrock Adult Community College**

*"E-learning will form part of the Teaching and Learning guidance pack for teachers."*

#### **Loughborough College**

*"The e-learning toolkit has provided tutors with the opportunity to reconsider e-learning and change former opinions about its relevance in MFL."*

#### **Joseph Priestley College**

*"It encouraged teachers to reassess previously held ideas and practices."*

#### **Carl Duisberg Centren**



Learners will have varying expectations of e-learning and varying degrees of technological competency. Adult learners may use word processing for correspondence at home or work, or the Internet for shopping, or they may be very highly skilled. Younger learners may well have acquired good technological skills in their earlier education. When using technology in language sessions, it is important to devise strategies and plan carefully, in order to manage this diversity successfully.

Used effectively and sensitively with learners at all levels of technological competence, e-learning will:

- provide variety and enhance learning through the use of images, colour, sound and animation
- stimulate and motivate learners
- provide an enhanced sense of authenticity and topicality
- encourage independent learning; and
- develop learners' technological skills through the medium of the taught language.

For language learners, e-learning will also provide:

- a gateway, for example, to the culture of taught language through communication (for example, e-mail and video conferencing), images, sound files, film, TV and the Internet; and
- a stimulating way of practising and reinforcing language skills.

These resources will support teachers, trainers and managers in meeting the e-learning standards set by Lifelong Learning UK (LLUK) by helping them to:

- include appropriate e-learning as part of language learning programmes; and
- develop e-learning skills for language learning.

An overview of these four key themes can be seen on the DVD. This can be used to show at Continuing professional development sessions. The Continuing professional development activities toolkit CD-ROM also enables you to explore these themes as an individual, which can be particularly useful for part-time teachers and trainers who cannot attend group Continuing professional development sessions.

### Learners' views of starters

*"I get in on an activity straight away."*

*"It helps me to start thinking in the language."*

*"I like doing a starter just to get my brain in gear."*

*"If we start with an activity in the language, we tend to think in the language for the rest of the lesson."*

*"If the start is interesting then I enjoy the lesson."*

## B. Key principles of good practice in the teaching, training and learning of MFL

### 1. Structure of learning sessions

It is good practice to use a three-part structure for delivering each MFL learning session. Each session should normally contain the following elements:

#### a. A starter activity

The main aims of a starter activity at the beginning of the session are to:

- promote inspirational teaching, training and learning
- present an active and motivating start to language learning sessions
- provide a close link to previous learning
- identify any lack of essential underpinning skills and knowledge
- offer a clear opportunity to share the learning aims and outcomes of the session with learners
- provide a context for the learning session
- enable learners to move naturally and quickly into the taught language
- establish expectations and set the pace for the session
- engage learners and create a sense of anticipation and purpose
- encourage collaborative learning; and
- introduce a sense of challenge.

#### b. The main learning activities

These cover the main part of the learning session and should:

- promote inspirational teaching, training and learning
- set a cultural context
- be adapted to any level and to any language
- develop the full range of language skills
- build up vocabulary
- extend understanding and use of grammatical structures
- encourage independent and collaborative learning; and
- promote e-learning.







### Learners' views of plenaries

*"They reinforce the fact that I have learned something."*

*"I can see what I have achieved."*

*"It's good to recap at the end of the lesson... it solidifies what you've been doing."*

*"With a plenary you go out of the lesson with a clear idea of what you've achieved and also what you've still got to work on."*

*"If we finish with something we can do, it builds confidence and makes us proud."*

### c. A plenary activity

The key aims of a plenary activity at the close of a learning session are to enable learners to:

- promote inspirational teaching, training and learning
- reflect on and review their own learning
- consolidate what they have learnt
- gain a sense of achievement and increase in confidence
- look forward to the next session; and
- undertake independent study after the session.

Plenaries will also help teachers and trainers to:

- identify to what extent successful learning has taken place during the session
- inform planning of future sessions; and
- prepare learners for undertaking independent study and homework.

**It is important to note that all exemplar activities are very flexible and can be adapted for use in any way you wish.**

- Every idea or activity can easily be extended, shortened or adapted to fit into all categories. For example, a starter activity can be expanded to become a main learning activity. A main learning activity can be shortened to become a plenary activity, or broken down into several parts for use over several sessions.
- Although the Guidance notes for the use of the exemplar activities suggest the use of groups or pairs, most of these activities can be very easily adapted for use with a single learner.

## 2. Equality and diversity

It is essential to ensure that all teaching, training and learning resources positively promote equality and diversity. Teachers and trainers, therefore, should:

- embed equality, diversity and inclusivity firmly in the planning and delivery of resources; and
- check that all activities and resources are sensitive to the values and beliefs of all learners.



### 3. Skills for Life

Teachers and trainers should ensure that due consideration is taken to meet the needs of learners requiring support for Skills for Life. They should:

- seek guidance from the Skills for Life specialist in their organisation
- check for ideas for additional literacy and language teaching strategies in the Skills for Life resources, to break down elements in listening, reading, speaking and writing; and
- obtain detailed information regarding Skills for Life guidance and resources from [www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus).

### 4. Cultural context of taught languages

It is good practice to ensure that languages are taught within the context of the relevant culture. Teachers and trainers should:

- enhance learning by providing a realistic and stimulating cultural context for all activities; and
- make good use of authentic, current and relevant resources.

### 5. Use of the taught language in learning sessions

It is essential to use the taught language throughout learning sessions, whatever the level of learner competence, in order to fully develop learners' language skills. Teachers and trainers, should therefore:

- ensure all activities are fully interactive between teachers, trainers and learners, and between learners
- maximise the effective use of the taught language in both oral and written communication in the session; and
- encourage good pronunciation and intonation for oral communication at all levels.

### 6. Meeting learners' individual needs and aspirations

To ensure that all learners achieve fully on their language courses, it is essential that teachers and trainers identify and meet the individual needs and aspirations of all learners.



It is important therefore to:

- undertake initial assessment for placing learners on appropriate courses, and for planning to meet individual needs and aspirations.
- plan and implement the use of differentiated language activities
- personalise learning for each language learner to meet their individual objectives and aspirations
- devise strategies for smoothing the transition between one level and another
- promote independent and collaborative learning; and
- encourage learners to be active and creative in making oral and written responses and to be prepared to take risks.

## 7. Preparing learners

### a. Gaps in language skills in English

If you have identified gaps in learners' skills in English see guidance on Skills for Life.

### b. Language learning skills

Consider assisting learners with general study skills, which they may need for learning a language. Some commonly accepted, helpful tips include those given below:

#### Some helpful tips for language learners

- a. Take every opportunity to listen to, speak, read and write the language you are learning.
- b. Set aside a short time every day for learning words, phrases and structures - little and often is the most effective way.
- c. Aim to learn a certain number of new words and phrases each day.
- d. Consider making use of some of the following ways of learning words, phrases and structures.
  - Write lists – on paper or PC.
  - Write them on small cards for continuous reference.
  - Write them on sticky notes which can then be posted around home and/or workplace.
  - Draw mind maps.
  - Add them to sketches.
  - Record the words and phrases onto a cassette and play them back repeatedly.
  - Listen to audio or video recordings by native speakers of the language – this is very helpful also for pronunciation and intonation.
  - Make good use of the Internet and other e-opportunities.
- e. Set yourself short term goals for learning – you cannot learn everything at once.
- f. Remember that you will learn less when you are tired or distracted.
- g. Go back and revise earlier learning regularly for consolidation.
- h. Learn with a partner and help each other.
- i. Do not be concerned about making mistakes when learning – you will gain from your mistakes.
- j. Above all make your learning enjoyable and fun.





### c. Specific prior knowledge and skills

When planning to use a particular activity, consider what prior MFL knowledge and skills learners will need to carry it out.

For example, you may need to revise or provide prompts for verbs, question forms or vocabulary.

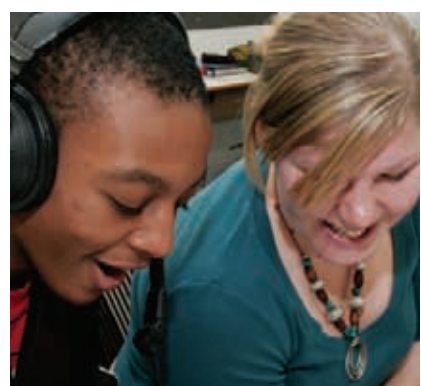
## 8. Planning MFL sessions

There is more than one way to prepare a session plan but factors to take into account include:

- aims of the session
- generic learning outcomes and differentiated learning outcomes
- equality and diversity
- differentiation strategies to meet the needs of all learners
- learners' prior knowledge and skills needed for the session
- e-opportunities
- assessment opportunities
- resources
- health and safety issues
- homework or independent learning; and
- evaluation of session.

A sample MFL session plan is provided on the following pages to guide you.

You will also find further guidance on planning in the **Continuing professional development activities toolkit**.



## Sample MFL Session Plan

For guidance only

Date	Length of session		
Room	Target group/NQF level		
Time	Number in group		
<b>Session aims</b> <ul style="list-style-type: none"><li>Revise and reinforce vocabulary regarding introductions and personal information.</li><li>Introduce vocabulary regarding invitations.</li><li>Ensure learners can introduce themselves in a culturally appropriate manner to others in the taught language.</li><li>Enable learners to read and write an invitation to a party or event.</li></ul> <b>Equality and diversity</b> <p>Ensure that all resources used meet equality and diversity criteria and are accessible to all learners.</p>	<b>Learners' prior knowledge and skills required</b> <p>In the taught language, learners need to be able to:</p> <ul style="list-style-type: none"><li>state their names, ages and details of where they live; and</li><li>recognise and produce vocabulary for introductions.</li></ul>		
<b>Generic learning outcomes</b> <p>By the end of the session all learners will be able to:</p> <ul style="list-style-type: none"><li>introduce themselves confidently, in a culturally appropriate manner, to other people in the taught language; and</li><li>read, understand and write an invitation to a party or an event.</li></ul>	<b>Differentiated learning outcomes</b> <p>Learners, at a more advanced level of competence, will also be able to:</p> <ul style="list-style-type: none"><li>introduce another person to others; and</li><li>respond, in writing, to an invitation to a party or event.</li></ul>		<b>Differentiation to be achieved by:</b> <ul style="list-style-type: none"><li>variety of content, resources, activities and homework</li><li>pair work and group work</li><li>role plays</li><li>individual support and guidance as required; and</li><li>outcomes in oral and written responses.</li></ul>
	<b>Assessment opportunities</b> <ul style="list-style-type: none"><li>Vocabulary from previous sessions</li><li>Oral skills</li><li>Comprehension skills</li><li>Writing skills.</li></ul>		
<b>E-opportunities</b> <p>Use of PowerPoint or interactive whiteboard:</p> <ul style="list-style-type: none"><li>to revise and reinforce previously learned vocabulary; or</li><li>to introduce new vocabulary.</li></ul> <p>Use of word processor/publishing software:</p> <ul style="list-style-type: none"><li>to produce invitations.</li></ul>			

Time in Minutes	Teacher or trainer activities - in taught language.	Assessment	Learners' activities - in taught language.	Resources
5	<ul style="list-style-type: none"> <li>Share aims and learning outcomes of the session with learners.</li> </ul>		<ul style="list-style-type: none"> <li>Learners agree aims and learning outcomes, or ask questions about them.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all health and safety rules are complied with, including use of technological equipment.</li> </ul>
10	<p><b>Starter activity - Key words</b></p> <ul style="list-style-type: none"> <li>Produce pre-prepared, short list of words and phrases, relating to introductions and personal information.</li> </ul>			<ul style="list-style-type: none"> <li>Pre-prepared list of words and phrases on whiteboard, flipchart, PowerPoint presentation, or interactive whiteboard.</li> </ul>
	<ul style="list-style-type: none"> <li>Organise learners into pairs to compose sentences orally and feedback their sentences to the entire group.</li> <li>Circulate around pairs for support.</li> </ul>	Assessment and feedback, individually and for whole group, on learners' comprehension and oral communication skills by teacher or trainer.	<ul style="list-style-type: none"> <li>In pairs, oral composition of relevant sentences from the words and phrases, using each of the words and phrases at least once.</li> </ul>	
	<ul style="list-style-type: none"> <li>Ask learners to give oral feedback on these sentences.</li> <li>Record corrected sentences on the whiteboard for all to note.</li> </ul>		<ul style="list-style-type: none"> <li>Feedback of sentences from pairs to whole group.</li> <li>Noting of all feedback sentences from teacher or trainer and whole group oral practice of sentences.</li> </ul>	
	<ul style="list-style-type: none"> <li>Provide brief oral practice of sentences for all learners.</li> </ul>		<ul style="list-style-type: none"> <li>Whole group oral practice of sentences.</li> </ul>	

Time in Minutes	Teacher or trainer activities - in taught language.	Assessment	Learners' activities - in taught language.	Resources
5	<b>Main activity – Soap opera</b> <ul style="list-style-type: none"> <li>Give learners information regarding the cultural context for introductions in the taught language.</li> </ul>		<ul style="list-style-type: none"> <li>Learners to note cultural conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Information on cultural context.</li> </ul>
10	<ul style="list-style-type: none"> <li>Introduce learners to the Soap opera setting, referring to the Soap opera wall poster and list of potential roles.</li> <li>Working in pairs, or groups of three or four, learners select Soap opera roles for themselves.</li> </ul>		<ul style="list-style-type: none"> <li>In pairs or groups, learners to discuss and select Soap opera roles.</li> <li>Learners to share chosen roles with whole group.</li> </ul>	<ul style="list-style-type: none"> <li>Soap opera wall poster and roles.</li> </ul>
15	<ul style="list-style-type: none"> <li>Give learners the 'Introductions,' scenario role play prompt cards for revising introductions.</li> <li>Check comprehension and circulate to support learners (see learning outcomes above for differentiation).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher or trainer assessment and feedback on individual oral skills.</li> </ul>	<ul style="list-style-type: none"> <li>Learners to practise introductions orally from prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Scenario role play cards from Soap opera activity relating to introductions, adapted appropriately to meet individual needs of learners and culture of the taught language.</li> </ul>
10	<ul style="list-style-type: none"> <li>Introduce all learners to vocabulary and phrases relating to invitations within the cultural context of the taught language and provide whole group oral practice.</li> </ul>		<ul style="list-style-type: none"> <li>Whole group oral practice and noting of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-prepared list of words and phrases on whiteboard, flipchart, PowerPoint presentation, or interactive whiteboard.</li> </ul>



<b>Time in Minutes</b>	<b>Teacher or trainer activities</b> - in taught language.	<b>Assessment</b>	<b>Learners' activities</b> - in taught language.	<b>Resources</b>
<b>20</b>	<ul style="list-style-type: none"> <li>• Give learners copies of a sample invitation.</li> <li>• Check comprehension and ask them, working in pairs, to devise an invitation to a party or event relevant to the Soap opera - see learning outcomes above for differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher or trainer assessment of and feedback on, individual writing skills during these role plays, or at the start of the next session - content and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners to devise an invitation to a party or event - to be assessed by teacher or trainer.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-prepared list of words and phrases on whiteboard, flipchart, PowerPoint presentation or interactive whiteboard.</li> </ul>
<b>15</b>	<ul style="list-style-type: none"> <li>• Give learners invitation scenario role play prompt cards for practice in pairs.</li> <li>• Check comprehension and circulate to support learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher or trainer assessment and feedback on clarity and accuracy of individual oral skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners to practise role plays in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Scenario role play cards from Soap opera activity relating to Invitation to a party, adapted appropriately to meet individual needs of the learners and the culture of the taught language.</li> </ul>
<b>10</b>	<p><b>Plenary – Password</b></p> <ul style="list-style-type: none"> <li>• Give learners a brief recap of the activities undertaken in the session and ask each one, in turn, to quote, as a password, a new phrase, language structure, or piece of information that they have learnt in the session.</li> <li>• Note responses to inform future planning.</li> </ul>		<ul style="list-style-type: none"> <li>• As they leave, each learner to say a new phrase or piece of information to the teacher or trainer.</li> </ul>	

<div><div>Homework</div><div><ul style="list-style-type: none"><li>• Learning new vocabulary from session.</li><li>• Written response to the drafted invitation.</li></ul><p>Optional extension activity - written thank you note for party or event attended.</p></div></div>	
<div><div>Evaluation and comments - taking into account feedback from learners</div></div>	<div><div>What went well?</div><div></div></div> <div><div>What didn't work well?</div><div></div></div> <div><div>Aspects of the session not covered:</div><div></div></div> <div><div>Points to take forward:</div><div></div></div>



## 9. E-opportunities

It is good practice to prepare e-learning resources in advance. This will:

- maximise the amount of teaching, training and learning time in sessions
- save time by providing you and your colleagues with a bank of exemplars for future use and adaptation; and
- enable you to share good practice with colleagues.

For further guidance, the E-opportunities suggested for all learner activities are cross-referenced to advice and help in the **Continuing professional development toolkit CD-ROM**. You can download advice from the **Mini-toolkits** which are available on the CD-ROM and as a downloadable pdf. There is also advice in the **E-learning in practice** section of the **Continuing professional development toolkit** booklet and on the CD-ROM.

## 10. Copyright

When using materials from the Internet, magazines, newspapers, books and any other published sources, always ensure that you comply with the law on copyright. There is more information about copyright available on the JISC legal information service website [www.jisclegal.ac.uk](http://www.jisclegal.ac.uk).

*"Good to have resources as inspiration and for new ideas."*

**Truro College**

*"The resources have constituted a platform for creativity to build on and enhance existing approaches."*

**Macclesfield College**

*"It is great to be able to dip into the activities just to get new ideas."*

**Reading Adult and Community College**

*"It's fun having new ideas and seeing them work."*

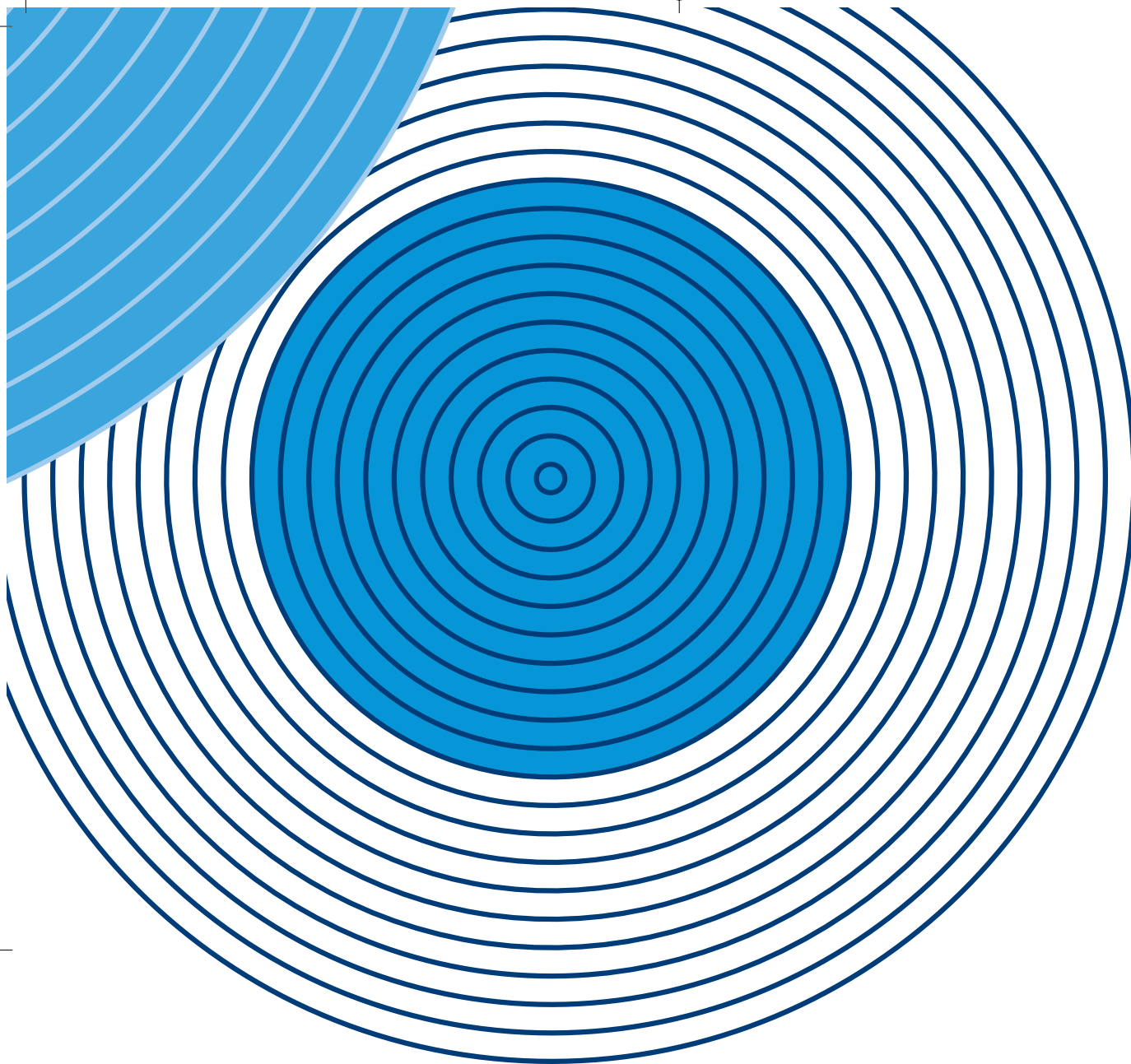
**Hartlepool Adult Education Service**

## 11. Evaluation of resources

After using any of the ideas, approaches and exemplar activities from the toolkit, take the opportunity to evaluate them, taking into account your learners' feedback. Then reflect on your evaluation by:

- recording any adaptations and developments of these ideas and approaches, on the blank sheets at the end of the appropriate section in the toolkit
- sharing adaptations and developments of the ideas, approaches and exemplar activities with colleagues at team meetings, subject coaching network meetings and Continuing professional development sessions; and
- creating a bank of MFL resources within your organisation.

Your SLC can help you to undertake this reflection, develop your ideas and put them into practice.



*“Encouraged teachers to reflect on their teaching.”*

**St Charles Catholic Sixth Form College**

*“Tutors have become more reflective on the way they use all activities and resources. Ideas from the booklets are useful to refresh ideas for teaching.”*

**Dorset Adult Education Service**

### 3. Activities

## Section A: Ideas, approaches and exemplar activities



*“This has definitely encouraged creativity among teachers and has built up enthusiasm to try new things.”*

**St Peter's Collegiate School**

*“Really good opportunity to try new approaches. I feel that my teaching has been re-invigorated with some refreshing new ideas.”*

**East Surrey College**





### 3. Introduction to section A

*“Quick and easy to use – can be used with any level.”*

**Dorset Adult Education Service**

*“Challenged me to do things in a different way.”*

**Cambridgeshire Adult Community and Learning Service**

*“The greatest surprise was to witness how learners were much more focused on their learning.”*

**Thomas Rotherham College**

*“The differentiation engages all learners. Has improved learner confidence in the use of language in varied situations.”*

**Whitby Community College**

*“They have reintroduced fun into grammar.”*

**Yeovil College**

This section provides you with ideas and approaches for activities to inspire, engage, stimulate and challenge learners at all levels of competence in all taught languages to achieve fully, complete their courses and progress further. These have been tried, tested and developed by pilot centres from a range of providers, across the country, including colleges, adult learning, work based learning and school sixth forms.

The exemplar activities are in alphabetical order, with an index provided for ease of reference. To help you with planning, delivering and developing these activities, the following information is given for each exemplar.

a. Signposts using the following codes:

- **S** useful as a starter activity
- **M** suitable as a main activity; and
- **P** useful as a plenary activity.

b. Main aims.

c. Guidance notes on using the activity.

d. Variations to enable you to differentiate to meet learners' needs.

e. E-opportunities.

f. Main assessment opportunities.

**However, it is important to note that the activities are very flexible and can be adapted for use in any way you wish and can be used with any taught language.**

These activities can also be linked with the longer activities in Section B. For example a role-play situation from one of the activities can focus on the characters created in the Soap opera activity in Section B.

# Index

## Ideas and approaches for learner activities

1.	Anagrams	.(S-P)	34
2.	Ask your neighbour	.(P)	35
3.	Attention grabbers	.(S-P)	36
4.	Brainstorming	.(S-P)	37
5.	Cartoons and pictures	.(S-M-P)	38
6.	Categorisation	.(S-M-P)	39
7.	Chains	.(S-P)	41
8.	Circle time	.(S-P)	42
9.	Daily routine	.(S-P)	43
10.	Debatable!	.(M)	45
11.	Decisions, decisions	.(M)	46
12.	Desert island	.(S-P)	48
13.	Divided opinions	.(S-P)	49
14.	E-mail tourism	.(M)	50
15.	Facts and statistics	.(S-P)	51
16.	Fact or opinion?	.(M)	52
17.	Getting to know you	.(S)	54
18.	Guess the personality	.(S-P)	55
19.	Headlines	.(S-P)	57
20.	Honeycomb grid	.(S-P)	58
21.	Interviews	.(M)	59
22.	Interpreting	.(M)	60
23.	Jigsaw	.(S-M-P)	61
24.	Jigsaw listening	.(S-M-P)	62
25.	Key words	.(S-P)	64
26.	Loops	.(S-P)	65
27.	Making connections	.(M)	66
28.	Matches	.(S-M-P)	67
29.	Memory	.(S-P)	68
30.	Misfits	.(S-P)	69
31.	Music and songs	.(S-M)	70
32.	Objects	.(S M)	71
33.	Odd one out	.(S-P)	72
34.	OHT feedback	.(P)	74
35.	On the contrary	.(M)	75
36.	Once upon a time	.(S-M-P)	76



37.	One minute	.....(S-M-P).....	77
38.	Opposites	.....(S-P).....	78
39.	Pair cards	.....(S-P).....	79
40.	Password	.....(P).....	81
41.	Picture description with a difference	.....(S).....	82
42.	Picture perfect	.....(S-M-P).....	83
43.	Playing cards	.....(S-M-P).....	84
44.	Proverbially speaking	.....(S-M-P).....	85
45.	Re-ordering sentences	.....(S-P).....	86
46.	Seeing is believing	.....(M).....	87
47.	Sentence building	.....(S-P).....	89
48.	Sixty-second challenge	.....(P).....	90
49.	Snowball	.....(M).....	91
50.	Sure, unsure or no idea	.....(S).....	92
51.	Tense times	.....(S-P).....	93
52.	Too many cooks	.....(M).....	94
53.	Transformation	.....(S-M-P).....	95
54.	True or false	.....(S-P).....	96
55.	Twins	.....(S-P).....	97
56.	Txt 2 text	.....(S-P).....	98
57.	Virtual tourist one	.....(M).....	99
58.	Virtual tourist two	.....(M).....	100
59.	Visitors	.....(P).....	101
60.	What happens next?	.....(M).....	102
61.	What's missing?	.....(S-P).....	103
62.	What's new?	.....(P).....	104
63.	Who and what?	.....(S-P).....	105
64.	What do you want to know?	.....(S).....	106
65.	What you need to know	.....(S).....	107
66.	What's your line?	.....(M).....	108
67.	Wish you were here	.....(S-M-P).....	109
68.	Word families	.....(S-M-P).....	110
69.	Word selection	.....(S-P).....	111
70.	Word stories	.....(S-M-P).....	112
71.	Word trail	.....(S-M-P).....	113
72.	World leader	.....(M).....	114

# Anagrams (S-P)

01

## Main learning aims

To introduce a new topic in an engaging manner and to provide an effective link with previous learning.

## Guidance notes

1. Ask learners, individually or in pairs, to unravel an anagram, in the taught language, to reveal a new topic. For example, nroietmnvn – environment.

## Variations

2. Provide the first letter of the word for beginners.
3. Ask learners to invent their own anagrams.
4. Set a time limit as a challenge.
5. Use anagrams for gap filling exercises, as a link to the previous session.

## E-opportunities

1. There are simple authoring \*programs, which are easy to use, and will automatically jumble words or sentences.
  2. Create gap-filling activities and if appropriate introduce a time-constrained element.
  3. Use PowerPoint to create a series of slides to display and ask the learners to solve the anagrams with a time limit if appropriate or as a team activity.
  4. Prepare a stack of such slides in advance to save time.
  5. Use the MALTED CD-ROM to create gap-fill exercises or re-ordering tasks.
  6. Use the above routines or your interactive whiteboard software to create anagram puzzles in which learners come to the board to write up solutions.
- Take it further by checking out:

### E-learning in practice:

- Jumbled text activities
- Gap-filling activities
- Presentations
- Authoring

### Mini-toolkits:

- Using PowerPoint
- Using interactive whiteboards
- Using authoring tools

## Main assessment opportunities

Vocabulary and writing skills

*\*Program: a series of coded instructions to control the operation of a computer or other machine. The concise Oxford Dictionary, Ninth edition, 1995, Oxford University Press, Oxford.*

## Ask your neighbour (P)

02

### Main learning aims

To enable learners to reflect on their own learning and demonstrate orally what they have learnt during the session.

### Guidance notes

1. Ask each learner to tell a partner, in the taught language, the most important things they have learnt during the session.
2. After discussion, ask each pair to report their joint findings to the whole group.

### E-opportunities

Ask learners to write the list on an interactive whiteboard and save it for revision or recap in the next session.

Take it further by checking out:

#### Mini-toolkits:

- Using interactive whiteboards

### Main assessment opportunities

Achievement of main learning aims.

*“Very effective recap of the learning. All learners were able to recall all the main points of the lesson and demonstrate their improved standing of various grammatical aspects.”*

**Croydon Continuing Education and Training Service.**

## Attention grabbers (S-P)

03

### Main learning aims

To develop oral skills and promote discussion and independent learning.

### Guidance notes

1. Make a controversial statement at an appropriate level to encourage discussion. For example:

- “The sky is always blue”
- “Fast food is good for you”; or
- “Train travel is faster than air travel”.

2. Ask learners to discuss the statement in groups or pairs.

### Variations

3. Ask learners, working in pairs, to agree or disagree with the statements, justifying their choices.

### E-opportunities

1. If an interactive whiteboard or data projector is available, save time by preparing the statements in advance and saving them to display, in turn, as stimuli.

2. To do this, use the whiteboard software or PowerPoint.

Take it further by checking out:

#### E-learning in practice:

- Presentations

#### Mini-toolkits:

- Using PowerPoint
- Using interactive whiteboards

### Main assessment opportunities

Oral skills, vocabulary and grammar.

*“The resources have constituted a ‘platform for creativity’ to build on and enhance existing approaches.”*

**Macclesfield College**

## Brainstorming (S-P)

04

### Main learning aims

To encourage learners to reflect on, consolidate and develop previous knowledge and create a bank of practical topic vocabulary.

### Guidance notes

1. Give learners a brief outline of the topic for the session.
2. Ask them to work individually, in pairs or groups, to brainstorm everything they already know about the topic.
3. For beginners use a topic such as food and for more advanced learners a topic such as the media or marketing.
4. Ask learners to record words and phrases at the relevant level for later use in oral or written work.

### Variations

5. Ask learners to write a paragraph using the vocabulary learnt.
6. Ask learners to write a dialogue, story or poem, using as many of the words as possible.
7. Ask learners to record words on sticky notes and categorise them.
8. Ask learners in teams to list as many words as possible on a certain topic, within a given time limit.

### E-opportunities

1. If an interactive whiteboard or data projector is available, note the vocabulary on the board and then store, print it out or e-mail it to save time.
2. Encourage vocabulary building prior to the session by asking learners to use on-line dictionaries or thesauruses.
3. Encourage learners to carry out research on the Internet to find authentic texts, which may contain key vocabulary relating to the session.

Take it further by checking out:

#### E-learning in practice:

- Using the Internet

#### Mini-toolkits:

- Using interactive whiteboards
- Using the Internet

### Main assessment opportunities

Oral skills, vocabulary and grammar.

## Cartoons and pictures (S-M-P)

05

### Main learning aims

To provide a visually stimulating start to a topic and to encourage discussion and sharing of ideas.

### Guidance notes

1. Exploit cartoons and pictures as a snappy introduction to a new topic such as travel or work.
2. Make use of them, as a prompt, for learners to express their own opinions and discuss relevant topics.

### Variations

3. Use them, at beginner's level, as oral prompts for simple descriptions and opinions and for identifying vocabulary.
4. At more advanced levels, use them to stimulate abstract discussion and exchange of ideas.

### E-opportunities

1. Use a word processor to print out cards, using the templates you can download from the **Learner activities toolkit CD-ROM**.
2. You can use one of the images on the **Multimedia resources CD-ROM** or download others from the Internet.
3. Use PowerPoint or an interactive whiteboard to display your collection of images to act as stimuli in the classroom.
4. Consider how using an image, like the one shown here, could stimulate the development of oral skills.



Take it further by checking out:

#### E-learning in practice:

- Creating flashcards
- Working with images
- Presentations

#### Mini-toolkits:

- Using images
- Using PowerPoint
- Using interactive whiteboards
- Using authoring tools

### Main assessment opportunities

Oral skills, vocabulary and grammar.

## Categorisation (S-M-P)

06

### Main learning aims

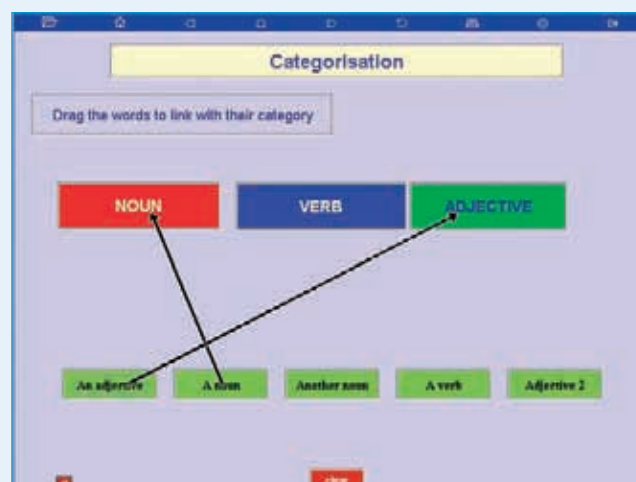
To revise vocabulary and develop analytical, oral and writing skills.

### Guidance notes

1. At a simple level ask learners to categorise words into genders, nouns and adjectives or topics such as vegetables, fruit and meat.
2. At a more advanced level make a series of short factual statements about the topic for the session orally and in written form. For example, try the following.
  - “Tropical rain forests are rapidly disappearing.”
  - “Too much forest is being cleared for industrial use.”
  - “There needs to be a greater understanding of the economic effects of deforestation.”
3. Ask learners, in groups, to then categorise these short statements, on flipcharts and record sheets, under the headings of:
  - Problems
  - Causes; and
  - Solutions.
4. Use these analyses later, as a basis for discussion and debate and written work.

### E-opportunities

1. Use e-learning as a follow-up to this activity by creating drag and drop exercises to put items into categories.
2. Use software such as Flash™ or your whiteboard software, to achieve this.
3. Use MALTED to create an activity using the Association template, in which the learner joins items to others by dragging connecting lines and arrows. There is a worked example, ‘Categorisation’, in the ‘Examples’ project on the MALTED CD-ROM, which could look like this:



cont. >>>

&gt;&gt;&gt;

**Main assessment opportunities**

Take it further by checking out:

**E-learning in practice:**

- Matching
- Working with text
- Authoring

**Mini-toolkits:**

- Using PowerPoint
- Using interactive whiteboards
- Using authoring tools

---

Vocabulary, grammar and ability to express and justify opinions.

---

*“Useful to check how much vocabulary students already know about a specific topic and to introduce new words.”*

**Truro College**



## Chains (S-P)

07

**Main learning aims**

To consolidate learning and practise oral skills.

**Guidance notes**

1. Start the activity with a simple sentence related to the session topic such as: "I eat apples."
2. Ask learners in turn to expand the sentence at the appropriate level. For example try the following.

- "I often eat apples."
- "I bought some green apples last night."
- "I like apples and bananas" and so on.

**Variations**

3. Move learners on to another sentence such as "I like swimming" or at a more advanced level ask learners to produce more complex sentences.

4. Ask learners to make up a story in a chain.

**E-opportunities**

1. Prepare the opening stimulus sentences, in advance, for use on the interactive whiteboard or data projector, to maximise teaching, training and learning time in class.

2. At a simple level, prepare cards using the card templates (downloadable from the **Learner activities toolkit CD-ROM**) to create flashcards or write stimuli sentences in a succession of text boxes in a PowerPoint presentation.

Take it further by checking out:

**E-learning in practice:**

- Presentations
- Creating flashcards

**Mini-toolkits:**

- Using PowerPoint
- Using interactive whiteboards

**Main assessment opportunities**

Vocabulary, grammar and oral skills.

*"Very easy to use. I was surprised at how inventive the learners were – and so were they! Simple idea but level and type of language can be varied according to ability of learners."*

**Cheadle & Marple Sixth Form College**

## Circle time (S-P)

08

**Main learning aims**

To develop oral skills and extend vocabulary.

**Guidance notes**

1. Give learners, individually or in groups, a prompt card with a word or phrase on it such as:
  - “Name?”; or
  - “What is the name of your oldest relative?”
2. Ask the first learner to respond to his or her prompt card saying for example:
  - “My name is X”; or
  - “My Uncle’s name is X.”
3. Direct the next learner to respond to the same prompt, saying for example, “My name is Y” and also to the prompt on his or her own card of “Brothers and sisters?” adding, “I have two brothers and no sisters.”

**Variations**

4. For a more vocational context use prompts such as:
  - Place of work?
  - Type of company? and so on.
5. Use pictures as prompts.

**E-opportunities**

1. Create your own prompt cards by using the template, which you can download from the **Learner activities toolkit CD-ROM**, entering the text using a word processor and then printing it out.
2. To use images to accompany or replace text as the stimulus, select the appropriate Mini-toolkits as indicated.
3. If a data projector or interactive whiteboard are available, consider creating prompt cards using PowerPoint or whiteboard software, as the basis for a whole class activity.

Take it further by checking out:

**E-learning in practice:**

- Creating flashcards
- Presentations

**Mini-toolkits:**

- Using PowerPoint
- Using a word processor
- Using interactive whiteboards

**Main assessment opportunities**

Vocabulary, grammar and oral skills.

*“A good challenging activity in the taught language.”*

**Mid-Cheshire College**

## Daily routine (S-P)

09

## Main learning aims

To develop grammar and topic vocabulary.

## Guidance notes

1. Prepare some cards describing a daily routine with time phrases. For example:
  - at 7am I get up
  - at midday he eats lunch; and
  - he works from 9am to 5pm.
2. Cut the cards up into individual words or small phrases for learners, individually or in groups, to re-assemble. In particular, separate out nouns or pronouns from the verbs.

## Variations

3. Use the same idea for other topics such as family, jobs or nationalities. For example:
  - he has three brothers
  - my partner is a teacher; and
  - his friend is Spanish.
4. Adapt this for a vocational context. For example:
  - our morning meeting starts at 10am
  - the evening flight to Tokyo leaves at 7pm; and
  - my line manager is the head of the company.
5. Use coloured cards or pictures to assist learning, particularly to highlight parts of speech.
6. Use pictures to assist learning and avoid the use of English.

## E-opportunities

- Use e-learning in several different ways to enhance or vary this activity.
1. At a simple level create your own cards by using the template which you can download from the **Learner activities toolkit CD-ROM**, entering the text using a word processor and then printing out to suit whatever topic you require.
  2. If an interactive whiteboard is available, create a drag and drop activity using the whiteboard software.

cont. >>>

&gt;&gt;&gt;

Take it further by checking out:

### Main assessment opportunities

3. Use simple programs designed for language teaching, to create unjumbling activities.

4. Use one of the 're-ordering' templates in the MALTED authoring system, to create an interactive version. The result would look like this screen shot, and there is a sample project 'Daily routine' included on the MALTED CD-ROM:



#### E-learning in practice:

- Jumbled text activities
- Creating flashcards
- Presentations
- Authoring

#### Mini-toolkits:

- Using PowerPoint
- Using interactive whiteboards
- Using authoring tools

Reading skills, grammar and vocabulary.

## Debatable! (M)

10

### Main learning aims

To develop oral skills and ability to justify opinions.

### Guidance notes

1. Choose, or ask learners to choose, a motion for debate, for example:
  - all restaurants should be non-smoking; or
  - all packaging should be recyclable.
2. Form groups to support or oppose the motion.
3. Ask learners to do some research on the topic on the Internet or from other sources in the taught language and prepare brief presentations.
4. During the debate, ask each learner to give an opinion for or against the motion.
5. At the end of the debate, decide whether the motion has been proved or otherwise.

### Variations

6. Ask learners to decide whether the debate has changed their own opinions on the issue.
7. Use as preparation for extended writing.
8. As a challenge, ask learners to play a role when giving opinions – for example, as a character from the Soap opera activity.

### E-opportunities

This activity can help learners develop their IT and research skills by using the Internet.

Take it further by checking out:

#### E-learning in practice:

- Searching the web

#### Mini-toolkits:

- Using a search engine

### Main assessment opportunities

Oral and writing skills and ability to express and justify opinions.

*“It was particularly useful to encourage free speaking skills as opposed to more structured role plays. All the learners were engaged despite their varying levels of experience and ability.”*

**Lincolnshire Life Long Learning Service**

## Decisions, decisions (M)

11

### Main learning aims

To develop listening and reading skills, grammar and ability to express and justify opinions.

### Guidance notes

1. Give learners a text to read or a video to watch.
2. Hand out cards summarising the content, some of which will give correct details while others will give false details.
3. Ask learners to identify the correct cards and explain why the false ones are wrong.

### Variations

4. Give learners, in pairs or groups, sets of cards to put into chronological order from the video.
5. As a challenge, set a time limit.

### E-opportunities

1. Use a word processor to type in the summaries onto the templates for cards, which are available on the **Learner activities toolkit CD-ROM**. They can then be printed out.
2. Using drag and drop, get learners to move 'cards' on an interactive whiteboard before giving explanations to the class.
3. Use a word processor to create a table with check-boxes for 'true' and 'false', in columns alongside statements on the video or audio. You can also incorporate an audio or video file in Word.
4. If familiar with the MALTED authoring system, use the True or False template to create an interactive version. As with any screen in MALTED, you can add an object, which includes an audio or video file, which can be played by clicking.
5. There is an example project 'Decisions' for you to adapt or add to, available on the MALTED CD-ROM. The screen could look like this, though here buttons have been added for text, video and audio stimuli. Those not needed can be deleted.



cont. >>>



&gt;&gt;&gt;

**Main assessment opportunities**

Take it further by checking out:

**E-learning in practice:**

- Working with text
- Creating flashcards
- Multiple choice
- Authoring

**Mini-toolkits:**

- Creating multiple choice questions
- Using interactive whiteboards
- Using authoring tools

Oral, listening and reading skills and ability to express and justify opinions.

*“Engaging, non-threatening – builds up confidence.”*

**Cheadle & Marple Sixth Form College**

## Desert island (S-P)

12

**Main learning aims**

To extend vocabulary, improve dictionary skills and develop abilities to express and justify opinions.

**Guidance notes**

1. Ask learners, in pairs or small groups, to write a list of six things they would want on a desert island and explain orally or in writing why they have chosen each item.

2. Give the activity either a serious or humorous focus.

**Variations**

3. For a vocational context, ask learners to identify six key items they would always want to take on a business trip and explain why.

4. Ask learners to bring in a treasured object and explain why they have chosen it.

**E-opportunities**

Encourage learners to use an on-line dictionary to search for unusual vocabulary.

Take it further by checking out:

**E-learning in practice:**

- Searching the web

**Mini-toolkits:**

- Using the Internet

**Main assessment opportunities**

Oral and writing skills and ability to express and justify opinions.

*“Easy to use...everyone gets a chance to participate. Good to practice justifying choices and giving opinions.”*

**King Edward VI College, Stourbridge**

## Divided opinions (S-P)

13

### Main learning aims

To extend vocabulary and develop reading, analytical and discussion skills.

### Guidance notes

1. On two cards, divide and reproduce a number of simple opinions on a new topic. For example 'television disrupts' on one card and 'family life' on another.
2. Ask learners, in pairs, to match up the two halves to form opinions.
3. Next, ask them to sort the matched cards into 'agree' and 'disagree' piles ready for group discussion.

### Variations

4. For a more vocational focus, link the opinions to issues facing a specific business or industry.

### E-opportunities

1. Use a word processor to print out cards using the templates you can download from the **Learner activities toolkit CD-ROM**.
2. Use the cards as objects on an interactive whiteboard, or in a PowerPoint presentation, and get learners to match cards on the screen. Use the software for your board to create these.

Take it further by checking out:

#### E-learning in practice:

- Creating flashcards
- Presentations

#### Mini-toolkits:

- Using PowerPoint
- Using interactive whiteboards

### Main assessment opportunities

Oral and reading skills and ability to express and justify opinions.

## E-mail tourism (M)

14

**Main learning aims**

To develop reading and writing skills and provide opportunities for independent learning.

**Guidance notes**

1. Ask learners, individually or in groups, to research the tourism potential of their local area.
2. Ask them subsequently to prepare, in the taught language, a presentation for an e-mail partner in the relevant country.
3. In the early stages, ensure that an exchange of draft materials between partners is used to check linguistic accuracy and appropriateness.
4. Suggest that learners offer their presentation to local tourism agencies for use locally and on their websites.

**Variations**

5. At beginner's level ask learners to form basic phrases to describe their town, village, school or college and exchange this electronically with a partner organisation.
6. For business purposes, ask learners to devise some promotional material for their company or organisation to use for commercial or training purposes. If possible, then ask an overseas section of the company to check the accuracy of specialist language used.

**E-opportunities**

For this activity use the Internet for research and presentational software such as PowerPoint.

Take it further by checking out:

**E-learning in practice:**

- Presentations
- Searching the web

**Mini-toolkits:**

- Using PowerPoint
- Using a search engine

**Main assessment opportunities**

Reading, writing and oral skills.

## Facts and statistics (S-P)

15

### Main learning aims

To develop reading, listening and analytical skills.

### Guidance notes

1. Write a selection of numbers on the board related to a new topic. For example, these could include, at a basic level, prices or temperatures and, at advanced level, percentages from surveys and analyses.
2. Briefly introduce the title of the new topic and areas to be explored.
3. Ask learners to suggest what aspects of the topic the numbers refer to, giving prompt cards with the facts, if appropriate.

### Variations

4. Ask learners to research other facts and statistics to encourage cultural awareness.

### E-opportunities

1. Instead of writing the numbers on the board, create these in advance for the interactive whiteboard or data projector, with clues or prompts, if needed. Bring them in, as needed, to suit the needs of your learners. This saves time as they can be stored and adapted with ease.
2. At a simple level, use the templates to create flashcards with the numbers on them.

# 1066

Take it further by checking out:

#### E-learning in practice:

- Creating Flashcards
- Presentations

#### Mini-toolkits:

- Using PowerPoint
- Using a search engine

### Main assessment opportunities

Reading, listening and analytical skills.

*“Effective in introducing new vocabulary and statistical information.”*

**Macclesfield College**

## Fact or opinion? (M)

16

## Main learning aims

To develop reading, oral and analytical skills.

## Guidance notes

1. Give learners a set of cards linked to a topic, some with facts on them and others with opinions. For example:

- the shop is closed
- the shops close too early
- the journey lasted 12 hours; and
- rail travel is the best form of travel.

2. Ask learners, in pairs or groups to sort cards under the headings of 'Fact' or 'Opinion'.

3. Ask each pair then to read out their findings and ask the rest of the group to indicate their response by holding up a 'traffic light card'.

- Green - for agreement.
- Yellow - for undecided.
- Red - for disagreement.

## Variations

4. For beginner's level use picture cards with correct or incorrect vocabulary on the reverse.

5. Ask learners to categorise under 'true' or 'false'.

6. Ask learners to give opposite opinions.

7. Ask learners, at a more advanced level, to use the phrases as a basis for discussion or a written summary.

## E-opportunities

1. Use a word processor to print out cards, using the templates you can download from the **Learner activities toolkit CD-ROM**.

2. Consider inserting images with the text as a stimulus. There is a range of images on the other **Multimedia resources CD-ROM**, or you can download others from the Internet.

3. Create the cards, as objects, for the whiteboard for group or class activity with the learners taking it in turns to drag and drop the words to boxes labelled 'Fact' and 'Opinion', or to traffic light images. This can also be used as a team game.

4. Develop an individual computer activity for similar objectives. For instance, using the MALTED Association template (or one of the ordering templates) the learners drag a box to one or other of the 'traffic lights', after clicking on another icon to hear an audio file.

cont. >>>



&gt;&gt;&gt;

5. Find help in creating audio files on the **Learner activities toolkit CD-ROM**. (You will need to be familiar with creating panels and cards in MALTED to make best use of this idea). This is what it could look like:



Take it further by checking out:

#### **E-learning in practice:**

- Creating flashcards
- Matching
- Working with images
- Presentations
- Authoring

#### **Mini-toolkits:**

- Using images
- Using interactive whiteboards
- Using authoring tools

### **Main assessment opportunities**

Reading, oral and analytical skills.

*"Promoted high-level thinking as well as good French."*

**Whitby Community College**

## Getting to know you (S)

17

**Main learning aims**

To develop oral skills and cultural awareness.

**Guidance notes**

1. Simulate a party environment in the room.
2. Give learners prompt sheets as appropriate.
3. Ask learners to circulate, introducing themselves to each other in a manner appropriate to the relevant culture.
4. Ask them to include at least one unusual fact or fiction about themselves.

**Variations**

5. Ask learners to form their own questions from the prompts, such as, the make of car or the food they prefer.
6. Ask them to circulate around the room, asking their questions of as many people as possible.
7. More confident learners can go on to ask for greater details such as the colour and the make of the car or details of food preferences.
8. With a large group use this as a pairwork activity.

**E-opportunities**

1. Lead into this activity with a listening practice, in which learners note details of the person seen by using either video, video-conferencing or listening to a sound clip.
2. Present this in another way by using the interactive whiteboard if available, PowerPoint with a data projector or by creating a routine in MALTED.

Take it further by checking out:

**E-learning in practice:**

- Working with sound
- Internet sound use
- Presentations
- Authoring

**Mini-toolkits:**

- Using PowerPoint
- Sound and the Internet
- Using interactive whiteboards
- Using authoring tools

**Main assessment opportunities**

Oral and listening skills and use of questions.

*“Excellent for communicative activity – was fairly challenging but fun and enjoyable. Learners go straight into the taught language and develop confidence in speaking about themselves.”*

**Stockport Continuing Education Service**

## Guess the personality (S-P)

18

### Main learning aims

To develop listening and oral skills, formation of questions and grammar.

### Guidance notes

1. In advance of the session, ask each learner, pair or group in turn to select a well-known personality, preferably within the relevant culture, alive or dead.
2. Prompt other learners to ask questions regarding the personality, such as their age, gender, appearance and occupation, in order to identify the person.
3. Encourage learners to respond to questions as fully as possible using a variety of tenses, if appropriate.

### Variations

4. If needed, give learners support with forming questions.
5. Ask learners to select a well-known personality from the learners' organisation or field of business.
6. Ask learners to write a biography of the personality.

### E-opportunities

1. Present cards or objects on a whiteboard or using PowerPoint and a data projector, to act as a stimulus for learners to respond.
2. Ask learners to carry out a similar activity on an individual basis by placing the objects on a MALTED screen (using the blank or one-panel template) and ask learners, either to write out their responses (they could e-mail these to the teacher) or record them (if you add a Recording Action to a button) and listen to their responses.
3. Use a word processor to print out cards using the templates you can download, from the **Learner activities toolkit CD-ROM**.
4. You can include one of the images on the **Multimedia resources CD-ROM** or download others from the Internet.

cont. >>>

&gt;&gt;&gt;

**Main assessment opportunities**

Take it further by checking out:

**E-learning in practice:**

- Creating flashcards
  - Presentations
  - E-mails and forums
  - Working with images
  - Authoring
- 

**Mini-toolkits:**

- Using PowerPoint
  - Using images
  - Using e-mail and forums
  - Using interactive whiteboards
  - Using authoring tools
- 

Listening and oral skills, use of question forms and grammar.

---

*"It worked well as a differentiated activity with all learners able to ask questions appropriate to their level."*

**Truro College**

## Headlines (S-P)

19

### Main learning aims

To develop reading and writing skills in a creative manner.

### Guidance notes

1. Give learners a short passage or presentation, linked to the current topic, and ask them to develop a headline for it in the taught language.
2. Develop this further by asking them to produce another headline in a certain style or for a certain audience for example: for a tabloid newspaper, news broadcast, business bulletin or as a children's story.

### Variations

3. Give learners an unusual or amusing headline and ask them to write an article based on this.

### E-opportunities

1. Ask learners to use e-learning to produce the headlines as requested and send these by e-mail.
2. Use with learners who miss a session.

Take it further by checking out:

#### E-learning in practice:

- Working with text
- E-mails and forums

#### Mini-toolkits:

- Using a word processor
- Using e-mails and forums

### Main assessment opportunities

Reading and writing skills and creative use of language.

## Honeycomb grid (S-P)

20

### Main learning aims

To consolidate and revise grammar.

### Guidance notes

1. Put learners into groups or teams.
2. Using a grid on an overhead transparency, insert a verb form in each box for example:
  - walked
  - eat; and
  - will write.
3. Using a personal pronoun prompt, ask each team member to identify one of the verb forms to match the given pronoun.

### Variations

4. Use to identify a variety of grammatical points, such as, genders or tenses.
5. Use picture prompts in the grid to identify vocabulary.

### E-opportunities

1. The graphic of the grid can be used not only in Word but also on a PowerPoint screen.
2. Alternatively, ask them to use the pen functions to write in responses.

3. Instead of using a transparency, use the software, which accompanies your interactive whiteboard, to create a graphic of the grid, with other objects for the verbs, which learners can drag, and drop into place on the board.

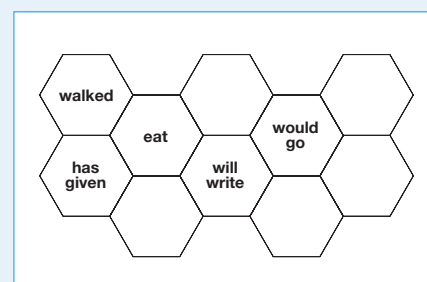
Take it further by checking out:

#### E-learning in practice:

- Presentations
- Working with text

#### Mini-toolkits:

- Using PowerPoint
- Using interactive whiteboards
- Using a word processor



### Main assessment opportunities

Grammar and oral skills.

*"Really useful tool!"*

**Bilborough College**



## Internews (M)

21

### Main learning aims

To develop a range of language skills and promote independent learning and cultural awareness.

### Guidance notes

1. Ask learners, in turn, to research a current news item in the taught language from relevant websites or newspapers.
2. Ask each learner then to briefly summarise the news item in the taught language and present the findings to the whole group.
3. With learners at a more advanced level, suggest they compare the different approaches to a news story by two different newspapers in the taught language.

### Variations

4. Project news headlines on to an interactive whiteboard in order to provoke simple discussion at beginner's level or to stimulate debate or writing practice at a more advanced level.

### E-opportunities

1. To save time, prepare the headlines in advance for use on the interactive whiteboard or using PowerPoint and a data projector. This enables you to build up a bank of resources and maximise teaching, training and learning time.

2. Use the Internet for research and downloading images, or scan them in. Note the references below to the toolkits you might need - you can access these on the **Continuing professional development activities toolkit CD-ROM**.

Take it further by checking out:

#### E-learning in practice:

- Presentations
- Searching the web

#### Mini-toolkits:

- Using PowerPoint
- Using interactive whiteboards
- Using a search engine
- Downloading from the web

### Main assessment opportunities

Reading, writing and oral skills.

*"Challenging task."*

**Cheadle & Marple Sixth Form College**

## Interpreting (M)

22

**Main learning aims**

To develop listening, oral and writing skills.

**Guidance notes**

1. Arrange for learners at an advanced level to liaise with local tourism agencies and tourist attractions, to offer tours in a foreign language for groups visiting from specific countries.
2. Ask these learners then to move on to produce written guides and contribute to customised websites.

**Variations**

3. Ask beginners to start by acting as interpreters in a simple situation such as ordering a meal on behalf of others. Give written prompts, if needed.

**E-opportunities**

Setting up web pages can be useful for local intranets as well as for publishing on the Internet. The process is easier than you might think.

Take it further by checking out:

**E-learning in practice:**

- Creating web pages

**Mini-toolkits:**

- Creating web pages

**Main assessment opportunities**

Listening, oral and writing skills.

*“Realistic situation. More able learners liked this as it stretched them.”*

**Stockport Continuing Education Service**

## Jigsaw (S-M-P)

23

**Main learning aims**

To improve oral and listening skills.

**Guidance notes**

1. Cut up a number of large, detailed pictures into four or five pieces. The pictures could be scenes in a restaurant, park, airport or in the workplace, for example.
2. Give each learner a piece of any picture and keep one for yourself.
3. Ask learners to describe what is on their piece of the picture in order to locate other pieces of the same picture and fit them together to make a complete picture.

**Variations**

4. Ask learners to write a description of a completed picture.
5. Ask learners to spot the difference between two very similar pictures.

**E-opportunities**

1. Use a word processor to import a picture, then print it out on card for cutting up. This has the advantage of being stored for future use and will be of a higher quality than a photocopy.
2. Draw lines onto the image to indicate where it is to be cut up. Download images from the Internet, or selected from your own resources bank - a range of pictures to help set this up is available on the **Multimedia resources CD-ROM**.
3. Use the images printed out in this way, or create a powerful effect using an interactive whiteboard and use the eraser facility, or use PowerPoint and a data projector to gradually reveal parts of an image in the classroom.

Take it further by checking out:

**E-learning in practice:**

- Creating flashcards
- Presentations
- Working with images
- Searching the web

**Mini-toolkits:**

- Using PowerPoint
- Using interactive whiteboards
- Using a search engine
- Downloading from the web

**Main assessment opportunities**

Oral and listening skills.

*"Good speaking practice."*

**Bilborough College**

## Jigsaw listening (S-M-P)

24

### Main learning aims

To develop listening skills, vocabulary and grammar.

### Guidance notes

1. Find a song, with a fairly repetitive chorus and present the words to learners on an overhead transparency.
2. Ask learners to work in small groups or pairs.
3. Playing a short verse and chorus from the song, ask each group or pair to write down one line from the verse and chorus.
4. To make the activity more challenging, play a number of verses and ask each group to write down a specific verse as well as the chorus.
5. By the end of the activity learners should jointly have produced a transcript of part or all of the song, which they can compare with the original and then sing.
6. This activity can also be used as a listening gap-fill, focusing on specific vocabulary or a point of grammar.

### E-opportunities

1. Use sound editing software to digitise a song or poem. Then split it into short sections. The best way to do this is to mark each section and copy to a new file to edit it depending on the software you use.
2. Use your whiteboard software to create objects, which learners can click on to listen to the clips, then drag around the screen to place in order.
3. If you are able to, construct a similar exercise using Flash™.
4. MALTED has templates to create re-ordering activities, and a working example has been created as part of the 'Examples' project (on the MALTED CD-ROM) called 'Jigsaw listening'. It looks like this:



cont. >>>

&gt;&gt;&gt;

5. There is also a dictation template and an example of this is supplied. Combine with the recording template for practice or add an object to any MALTED screen which can carry an audio recording action with it.



Take it further by checking out:

**E-learning in practice:**

- Working with sound
- Authoring

**Mini-toolkits:**

- Using sound
- Using interactive whiteboards
- Using authoring tools

**Main assessment opportunities**

Listening and writing skills and vocabulary.

## Key words (S-P)

25

**Main learning aims**

To consolidate vocabulary and grammar and develop oral skills.

**Guidance notes**

1. Write 10-15 items of topic vocabulary from the session on a whiteboard, mini whiteboard or flipchart.
2. Ask learners or pairs, in turn, to orally compose a sentence using one of the words and erase the words until all have been used in sentences.

**Variations**

3. Use this activity to practise grammatical structures.

**E-opportunities**

To save time, prepare the words in advance for use as a PowerPoint presentation or on an interactive whiteboard.

Take it further by checking out:

**E-learning in practice:**

- Presentations
- Creating flashcards

**Mini-toolkits:**

- Using PowerPoint
- Using interactive whiteboards

**Main assessment opportunities**

Oral skills, vocabulary and grammar.

*“Allowed for differentiation by outcome.”*

**Oaklands College**



## Loops (S-P)

26

### Main learning aims

To consolidate and revise learning and develop oral skills.

### Guidance notes

1. Produce a series of prompt cards with topic vocabulary in the taught language, at an appropriate level, that link to each other and summarise the content of the session.
2. Hand these cards out to learners and ask them to make up a sentence using the word on their card.
3. For example, on the topic of pollution give the first learner a card labelled 'air pollution' and ask them to use the words to make up a sentence such as:
  - "Air pollution is a serious problem."
4. Give the next learner a card labelled 'traffic fumes' and ask them to produce a sentence, such as:
  - "Traffic fumes cause air pollution."

### Variations

5. For a more vocational focus use business-related topics such as marketing.
6. For beginners use simpler topics and appropriate vocabulary prompts.

### E-opportunities

1. Use a word processor to print out cards using the templates you can download from the **Learner activities toolkit CD-ROM**.
2. Present the prompts using the interactive whiteboard or a PowerPoint presentation, storing the set for future use.

Take it further by checking out:

#### E-learning in practice:

- Presentations
- Creating flashcards

#### Mini-toolkits:

- Using PowerPoint
- Using interactive whiteboards.

### Main assessment opportunities

Reading, listening and oral skills and formation of questions.

*"Good engagement and enjoyment."*

**Whitby Community College**

## Making connections (M)

27

### Main learning aims

To revise and extend topic vocabulary and make linguistic connections.

### Guidance notes

1. Give learners a few English words on a particular topic, such as, 'travel' or 'urbanisation'.
2. Ask them to identify related vocabulary in the taught language.

### Variations

3. For beginners, give learners picture cards related to the topic and ask them to provide the relevant words or use them in phrases.
4. For a more vocational focus, ask learners to identify vocabulary related to a company product or issue.

### E-opportunities

1. Use a word processor to print out cards using the templates you can download from the **Learner activities toolkit CD-ROM**.
2. Include an image from the **Multimedia resources CD-ROM** or download others from the Internet.
3. To save time, prepare the cards in advance for use on the interactive whiteboard or in a PowerPoint presentation.

Take it further by checking out:

#### E-learning in practice:

- Presentations
- Creating flashcards
- Searching the web

#### Mini-toolkits:

- Using PowerPoint
- Using interactive whiteboards
- Downloading from the web

### Main assessment opportunities

Vocabulary and grammar.

## Matches (S-M-P)

28

### Main learning aims

To develop reading, listening and oral skills and formation of questions.

### Guidance notes

1. Give each learner an identity card in the taught language at an appropriate level, either with goods or services they require or services they can provide linked to the current topic. See the following example, within the topic of eating and drinking.

- Requirement card – You require a vegetarian meal, on Monday night, at 9pm, in a non-smoking area, in a restaurant with a secure car park.
- Provider card – Your restaurant is open lunchtime only, has vegetarian food and no car park.

2. Use one colour card for those requiring a service and another colour for those providing it.

3. Ask learners requiring a service to circulate, asking questions of those providing services, in order to find a match.

### Variations

4. If needed, give learners support with forming questions.

5. Use other topics or situations such as:

- relationships – selecting a like-minded partner
- going on an outing – finding a friend to go with you
- industry – locating a company to provide goods required by your own company.
- estate agency – estate agent and buyer; or
- flat hunting – landlord and tenant

### E-opportunities

1. Use a word processor to print out cards using the templates you can download from the **Learner activities toolkit CD-ROM**. Consider inserting images.

2. Include an image from the **Multimedia resources CD-ROM** or download others from the Internet.

Take it further by checking out:

#### E-learning in practice:

- Presentations
- Creating flashcards

#### Mini-toolkits:

- Using PowerPoint
- Using interactive whiteboards

### Main assessment opportunities

Vocabulary, grammar and oral skills

*“Effective and enjoyable for learners. Involved lots of speaking and listening. These matching activities can be adapted to different topics, so provide variety.”*

**Oaklands College**

## Memory (S-P)

29

### Main learning aims

To develop oral skills, vocabulary and grammar.

### Guidance notes

1. Start with a simple sentence such as:  
“I bought a newspaper.”
2. Ask learners in turn to memorise and repeat the sentence before and add to it. For example:  
“I bought a newspaper and some chocolate.” and so on.

### Variations

3. For vocational use, start with a sentence such as: “The meeting starts at 10am,” and then: “The meeting starts at 10am in the director’s office,”; and so on.
4. To add challenge, give a time limit.

### E-opportunities

Ask learners to write the list on an interactive whiteboard and save it for revision or recap in the next session.

Take it further by checking out:

#### Mini-toolkits:

- Using interactive whiteboards

### Main assessment opportunities

Oral skills, vocabulary and grammar.

## Misfits (S-P)

30

## Main learning aims

To consolidate previous learning and develop reading skills.

## Guidance notes

1. Provide learners with a short verbal and then written summary of what they learnt in the previous session.
2. In each sentence of the written summary add one or two extra words that clearly do not fit in with the text. Examples are as follows:
  - On the island, the beaches are sandy and covered in concrete.
  - In the middle of the forest, there are numerous birch trees and skyscrapers.
3. Ask learners to underline the words that do not fit in and then place them together in a prepared grid.
4. Point out to them that, when written together, these words form an introduction to the new topic or aspect of language to be covered in this session.

## Variations

5. For beginners, adapt this to a list of vocabulary.

## E-opportunities

1. Capture learners' assessments of what they learnt at the end of a previous session on an interactive whiteboard.
2. Display this at the start of another session and use the pen or reveal facility to start this activity off.

Take it further by checking out:

**Mini-toolkits:**

- Using interactive whiteboards

## Main assessment opportunities

Vocabulary and reading skills

*"The learners appreciated very quickly that the misfit statements could be used at different levels to generate spoken responses, opinions, discussion and disagreement. It worked very well indeed as introduction to discussion and as a fun activity."*

**Stockport Continuing Education Service**

## Music and songs (S-M)

31

### Main learning aims

To develop cultural awareness and listening skills.

### Guidance notes

1. Use music and songs to engage learners and give a cultural context to the session.
2. Consider also using these as listening gap fills.
3. If practicable, have the music playing as learners enter the room to set the scene and encourage immediate use of the taught language.

### E-opportunities

1. Ask learners to work individually by accessing music and songs you have already prepared as sound files. Use an audio processing program to do this. Pay careful attention to the issue of copyright, but if possible consider delivering this material to learners as audio file attachments to an e-mail or by using pod-casting.
2. If you feel more confident, separate the sound file into sections and then create a gap filling exercise for learners to enter the missing words or reorder the sections to make up the whole song. Use Flash™ or MALTED to do this or use the software for your interactive whiteboard to create a classroom activity. Look at the Jigsaw listening activity in this e-learning section to find a similarly worked example.

Take it further by checking out:

#### E-learning in practice:

- Working with sound
- Gap-filling activities
- E-mails and forums
- Authoring

#### Mini-toolkits:

- Using a word processor
- Using sound
- Using interactive whiteboards
- Sound and the Internet
- Using authoring tools

### Main assessment opportunities

Listening skills and cultural awareness.

## Objects (S-M)

32

### Main learning aims

To develop oral, listening and writing skills and extend vocabulary.

### Guidance notes

1. Ask learners to make, in advance, any simple object of their choice, such as a greeting card.
2. Ask them to prepare a demonstration, in the taught language, of how to make the object.
3. Arrange for each learner in turn to give a brief presentation to the whole group, using a pre-prepared script, if needed.

### Variations

4. Ask learners to bring in a ready-made object, including a company product, and talk about it. Alternatively provide a box of various items for learners to choose from.
5. Describe a hidden object for the group to guess or ask a learner to do this.

### E-opportunities

1. To save time, create a bank of objects to display on a whiteboard and use the erase or reveal facilities.
  2. Ask learners to support their presentations with PowerPoint.
- Take it further by checking out:

#### E-learning in practice:

- Presentations
- Creating flashcards

#### Mini-toolkits:

- Using a word processor
- Using interactive whiteboards

### Main assessment opportunities

Vocabulary, oral, listening and writing skills.



## Odd one out (S-M)

33

## Main learning aims

To develop listening, reading and comprehension skills.

## Guidance notes

1. Give learners short sets of words or statements, orally or in writing, which relate to the current topic. Amongst them, place some non-related words or statements. For example:

- red  
blue  
happy  
green.
- There is a leak in my hotel room.  
It is summer time.  
Please send someone to repair it.
- We ordered 100 crates of goods.  
The economic situation in Europe gives us concern.  
You have invoiced us for 200 crates.

## Variations

Ask learners to find synonyms and antonyms relating to the word.

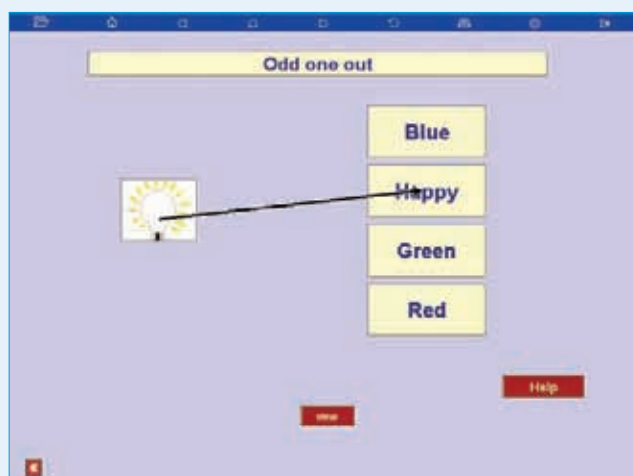
## E-opportunities

1. Put these sets of words onto cards for the learners.
2. Use a word processor to print out cards using the templates you can download from the **Learner activities toolkit CD-ROM**.
3. Consider inserting images to go along with the text or use them instead of text, as a stimulus for discussion. Include an image from the **Multimedia resources CD-ROM**, download others from the Internet.
4. Use the cards as objects to display on a whiteboard with time limits so learners can tap on the odd one out. Remember to provide feedback or prepare your own for class use.

cont. >>>

&gt;&gt;&gt;

5. For an individual activity on a PC, use MALTED to create an activity with the Association template (you will need to reduce the number of destination points). There is a working example Odd one out in the Examples project on the MALTED CD-ROM, and it could look like this:



Take it further by checking out:

**E-learning in practice:**

- Working with text
- Creating flashcards
- Matching
- Authoring

**Mini-toolkits:**

- Using a word processor
- Using interactive whiteboards
- Using authoring tools

**Main assessment opportunities**

Vocabulary, listening and reading skills.

## Over Head Transparency feedback (OHT) (P)

34

### Main learning aims

To consolidate learning and develop oral and writing skills.

### Guidance notes

1. Give each pair of learners an OHT and pen.
2. Ask them to quickly summarise the key things they have learnt during the session through a mind map or by answering specific questions on the session.
3. Ask each pair to present their findings to the whole group on the Over Head Projector (OHP).
4. Use the feedback for future planning.

### Variations

5. If appropriate, encourage other learners to comment on the summaries.

### E-opportunities

Ask learners to use the whiteboard or data projector instead of the OHP. On the whiteboard they can use the pen facilities to write up their findings.

Take it further by checking out:

#### Mini-toolkits:

- Using interactive whiteboards

### Main assessment opportunities

Oral and writing skills and that learning objectives have been met.

## On the contrary (M)

35

### Main learning aims

To build up vocabulary and consolidate and revise negatives.

### Guidance notes

1. Ask each learner, working in a pair, to make a positive statement about a recent visit, holiday, weekend or meeting. For example: "I enjoyed my holiday in Vienna."
2. The second learner must then make a contradictory statement. For example: "Unfortunately the journey to my meeting in Lyon was a disaster."
3. Beginners can undertake this activity using simple phrases such as, "I like chocolate," or "No, I don't like chocolate but I like ice-cream."

### Variations

4. To reinforce the word order for negatives, place each word of the sentence on separate pieces of card and the negative parts on cards of a different colour. Learners can then put the sentences into the correct order.

### E-opportunities

1. Use the data projector or whiteboard to make this whole group activity.
2. Either prepare in advance the statements, for less confident learners, or ask learners to write them up themselves and invite response.

Take it further by checking out:

#### Mini-toolkits:

- Using interactive whiteboards

### Main assessment opportunities

Vocabulary and oral skills and use of negatives.

*"One learner who is usually quite reticent was responding more confidently when she realised that she really understood the negative structure."*

**Croydon Continuing Education and Training Service.**

## Once upon a time (S-M-P)

36

### Main learning aims

To consolidate and revise question forms and verbs and revise oral and listening skills.

### Guidance notes

1. Ask learners to bring in photographs of themselves as children.
2. Divide them into pairs and ask learners to find out as much general information about their partner as possible, both as a child and as an adult, using appropriate tenses for the level of the course.
3. For example, questions could include the following.
  - “How old were you in the picture?”
  - “Where did you live then?”
  - “Where do you live now?”
  - “Did you live in a town or a village?”

### Variations

4. For vocational use, ask learners to bring in pictures of themselves in earlier years in different working roles.
5. If learners prefer, base the activity on imaginary characters in photographs.

### E-opportunities

For a different experience, insert some photographs into PowerPoint or make cards created in Word of characters or children and invite learners to devise questions to ask their partners or others in their groups.

Take it further by checking out:

#### E-learning in practice:

- Working with images
- Presentations

#### Mini-toolkits:

- Using PowerPoint
- Using images
- Using interactive whiteboards

### Main assessment opportunities

Oral and listening skills and use of question forms.

## One minute! (S-M-P)

37

### Main learning aims

To develop oral and listening skills and promote independent learning.

### Guidance notes

1. Ask learners to prepare a specific topic in advance of the session and be prepared to talk about it.
2. Divide learners into two teams or small groups.
3. Appoint a referee or timekeeper.
4. Ask each learner to talk for one minute on the topic without deviation, repetition or undue hesitation.
5. Tell opposing team members that they can challenge a speaker who they think deviates or repeats words.
6. The referee decides whether the learner may continue or if another learner takes over for the remainder of the minute.
7. Award points to teams or groups for successful challenges and for finishing within one minute.

### Variations

8. Stage this activity over a number of sessions and accumulate points to find a winning team.
9. Reduce the time allowed.
10. Use the activity to rehearse oral presentations.

### E-opportunities

For learners at a more advanced level, prepare suitable topics in PowerPoint for display in random order and use these as the stimuli.

Take it further by checking out:

#### E-learning in practice:

- Presentations

#### Mini-toolkits:

- Using PowerPoint

### Main assessment opportunities

Oral and listening skills.

## Opposites (S-P)

38

### Main learning aims

To consolidate previous learning and extend vocabulary.

### Guidance notes

1. Divide learners into two teams.
2. Ask the first team to give a word in the taught language, relating to a given topic.
3. Ask the second team to give an opposite whenever possible.
4. Ensure that learners record the vocabulary given for future oral or written use.

### E-opportunities

1. Consider creating cards to use as stimuli. Use a word processor to print out cards using the templates you can download from the **Learner activities toolkit CD-ROM**.
2. Consider asking for synonyms instead of antonyms.
3. For individual learning opportunities, create a matching exercise using MALTED or PowerPoint.

Take it further by checking out:

#### E-learning in practice:

- Creating flashcards
- Matching
- Authoring

#### Mini-toolkits:

- Using a word processor
- Using PowerPoint
- Using authoring tools

### Main assessment opportunities

Vocabulary and listening skills.



## Pair cards (S-P)

39

### Main learning aims

To revise vocabulary and develop reading skills.

### Guidance notes

1. Create two sets of prompt cards, one with phrases in English in one colour and the other set with the equivalent phrases in the taught language in a different colour.
2. Ask learners to place cards face down and then match the pairs.
3. Prompt them to then test one another, working in pairs.

### Variations

4. Use this as a helpful revision activity for a range of language structures.
5. To gain rapid feedback of vocabulary recall, ask learners to look at the cards in the taught language and sort them into three piles: 'sure', 'unsure', and 'no idea'.

### E-opportunities

1. Use a word processor to print out cards using the templates on the **Learner activities toolkit CD-ROM**.
2. Consider inserting images to go along with the text. Include an image from the **Multimedia resources CD-ROM** or download others from the Internet. Follow the other links to get help on downloading and inserting images.
3. Use the cards with a data projector or whiteboard in class.
4. As an individual activity, create a matching exercise in PowerPoint or using TaskMagic or MALTED. This could be an activity in which learners drag and drop to match, or a pelmanism activity, such as the one using the Memory Game template in MALTED. There is an example on the MALTED CD-ROM entitled, Paircards.
5. Create a similar activity matching pictures with text to avoid using English. Here is what this second type might look like:



cont. >>>

&gt;&gt;&gt;

**Main assessment opportunities**

Take it further by checking out:

**E-learning in practice:**

- Creating flashcards
- Working with images
- Matching
- Authoring

**Mini-toolkits:**

- Using a word processor
- Using authoring tools

Vocabulary and reading skills.

*“It lends itself to very good peer support and encourages learners to discuss word meaning and pronunciation. It was surprising and fascinating to observe how the learners adapted the activity in action and all had additional learning outcomes, which they had created themselves.”*

**Hartlepool Local Education Authority**

## Password (P)

40

### Main learning aims

To consolidate and revise learning and develop oral skills.

### Guidance notes

1. Give learners a brief, verbal recap of the activities covered in the session.
2. Ask learners, at the end of the session, to quote to the teacher or trainer a new phrase, expression or language structure they have learnt during the session, as a password.
3. Expect each learner to give a different password.
4. Use this information for future planning.

### Variations

5. Ask learners to record their password on a flipchart, or feedback form.

### E-opportunities

Ask learners to write their password on the interactive whiteboard, and then store this for use in a starter activity in the next session.

### Main assessment opportunities

Achievement of main learning aims.

*“A good way to make learners reflect about their own learning.”*

**Lincolnshire Life Long Learning Service**

## Picture description with a difference (S)

41

### Main learning aims

To revise and build up topic vocabulary and to develop a range of language skills.

### Guidance notes

1. Divide learners into two groups. Select two different pictures, connected with the current topic and give one of the pictures to each group.
2. Ask the groups to make a list of words (for advanced groups under the headings of verbs, nouns and adjectives) which they would need to describe the picture.
3. Ask the two groups to swap their lists and look at the words the other group has given them.
4. Ask each group to describe what they think is happening in the other group's picture (which of course they will not have seen).
5. Show both pictures and select the winning group as the one which has best described the unseen picture.

### Variations

6. Ask the groups to spot the differences between the cards and to describe them.

### E-opportunities

1. Keep a bank of pictures for re-use. Scan in or download images, or use some from those provided on the **Multimedia resources CD-ROM**.

2. Display the pictures using an interactive whiteboard or a PowerPoint display.

Take it further by checking out:

#### E-learning in practice:

- Working with images
- Presentations

#### Mini-toolkits:

- Using a word processor
- Using images
- Using interactive whiteboards
- Using PowerPoint.

### Main assessment opportunities

Vocabulary, writing, oral and listening skills.

## Picture perfect (S-M-P)

42

### Main learning aims

To extend vocabulary and develop listening and oral skills.

### Guidance notes

1. Ask learners to work in pairs.
2. Give each pair two identical sets of picture cards or photos, depicting objects or scenes.
3. Ask each learner to select a card at random and to describe it sufficiently well for his or her partner to be able to identify it from his or her own pack.

### E-opportunities

1. Use a word processor to create the cards, using the templates you can download from the right of this screen.
2. Insert your own digital or scanned images or use some from the collection included on the **Multimedia resources CD-ROM**.

Take it further by checking out:

#### E-learning in practice:

- Creating flashcards
- Working with text
- Working with images

#### Mini-toolkits:

- Using a word processor
- Using images

### Main assessment opportunities

Listening and oral skills and vocabulary.

*"I was surprised how well using the pictures worked. Having the visual aid engaged them fully in the activity."*

**Thomas Rotherham College**

## Playing cards (S-M-P)

43

### Main learning aims

To develop oral and listening skills and promote independent learning.

### Guidance notes

1. Give learners, working in pairs, cards depicting situations such as: asking for directions, ordering a meal in a café or restaurant and an interview.
2. Ask learners to play the roles of people shown in the scenes and develop the situation as they choose and according to their levels of competence.

### Variations

3. Place prompts on the back of the cards to assist, learners such as:
  - you are lost and need to get to the station quickly
  - the restaurant closes in half an hour, so tell the customers they can only order soup and sandwiches; or
  - the interviewee is very nervous.

### E-opportunities

1. Use a word processor to print out the cards using the template, which you can download from the **Learner activities toolkit CD-ROM**.
2. Consider adding images, which can be downloaded from the Internet, or selected from your own resources bank - there is a range of pictures to help set this up on the **Multimedia resources toolkit CD-ROM**.
3. Use the dialogue or recording templates in MALTED to capture learners' input. There is an example, Dialogues, on the MALTED CD-ROM in the Examples project. It looks like this:

Take it further by checking out:

#### E-learning in practice:

- Creating flashcards
- Working with images
- Searching the web
- Authoring

#### Mini-toolkits:

- Using a word processor
- Using images
- Downloading from the web
- Using authoring tools



### Main assessment opportunities

Listening and oral skills and creative use of language.

## Proverbially speaking (S-M-P)

44

### Main learning aims

To develop oral, reading and writing skills and cultural awareness and extend vocabulary.

### Guidance notes

1. Introduce a series of proverbs in the taught language, orally and in writing, over a number of sessions.
2. At beginner's level, ask learners to compare these proverbs with similar expressions in their own language and to reflect on similarities or differences between cultures.
3. At a more advanced level, ask learners to explain the significance of such proverbs and/or compose oral or written stories to illustrate meanings.

### E-opportunities

1. Build up a bank of proverbial sayings to display on a whiteboard.
2. Use a word processor to print out cards with proverbs on them using the template, which you can download from the **Learner activities toolkit CD-ROM**.
3. Consider adding images to illustrate the sayings, which could be downloaded from the Internet, or selected from your own resources bank - a range of pictures to help set this up is available on the **Multimedia resources CD-ROM**.
4. Save these with your whiteboard software or as a PowerPoint presentation.

Take it further by checking out:

#### E-learning in practice:

- Presentations
- Creating flashcards
- Working with images
- Searching the web

#### Mini-toolkits:

- Using PowerPoint
- Using interactive whiteboards
- Using images
- Downloading from the web

### Main assessment opportunities

Vocabulary, oral and writing skills.



## Re-ordering sentences (S-P)

45

### Main learning aims

To develop reading comprehension skills.

### Guidance notes

1. Give learners a series of jumbled sentences on cards, which link to the current topic. For example:

- holiday Tokyo to went on week we last; and
- meeting arranged business the midday for was in Berlin.

2. Ask learners to work together in pairs, or groups, to rearrange the words into meaningful sentences.

### Variations

3. Ask learners to provide jumbled sentences for other learners to work with.

4. Use a jumbled paragraph from a newspaper or a magazine article to be reordered.

### E-opportunities

1. Use a word processor to print out cards using the templates you can download from the **Learner activities toolkit CD-ROM**.

2. There are a number of authoring programs, which allow you to reorder, or unjumble words, sentences, or phrases.

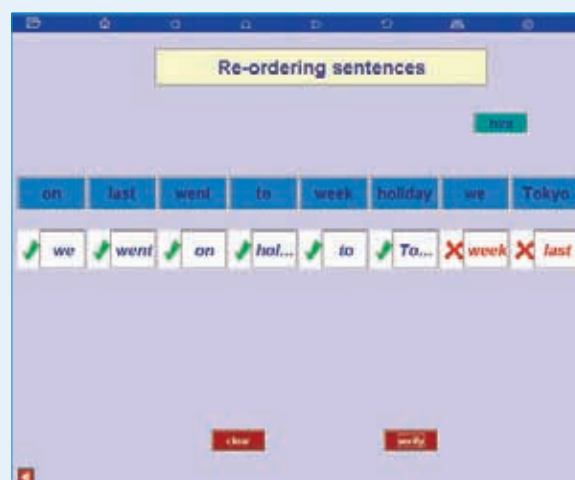
Take it further by checking out:

#### E-learning in practice:

- Creating flashcards
- Jumbled text activities
- Authoring

#### Mini-toolkits:

- Using PowerPoint
- Using authoring tools



### Main assessment opportunities

Reading skills and grammar.

*“Learners wrote their own sentences and then worked on each other’s. Effective activity – learners thought hard about how to make their own sentences both accurate and challenging.”*

**Whitby Community College**

## Seeing is believing (M)

46

### Main learning aims

To promote cultural awareness and develop listening and speaking skills.

### Guidance notes - video conference

1. Use available video-conference facilities for learners to talk to learners or colleagues in the relevant country, either fully or partially in the taught language.
2. Set up a video link between the learners and a native speaker in another part of the site or on another site.

### Variations

3. Use face-to-face conversations with another teacher or trainer who is fluent in the taught language.
4. Invite a visiting native speaker to talk to the learners in order to introduce them to a different voice or accent.
5. Organise learners to make videos or CD-ROMs talking about themselves and exchange these with a partner organisation in a relevant country.
6. Ask learners, whilst visiting a relevant country, to video local native speakers and show these videos to the group in order to provide an authentic demonstration of cultural similarities and differences.

### E-opportunities

1. Achieve live communication by using a range of software conferencing programs. Some of these are automatically included on most versions of Windows. These programs allow for audio and video links, a text chat facility and even a shared whiteboard area, on which all those participating could share text and other input, such as images from their own culture.
2. You can also use Internet telephony software. A word of caution – see the information in the toolkit concerning the nature of this ‘peer-to-peer’ communication, as not all companies and educational institutions allow its use.
3. Recording and digitising audio material is not difficult, if you have the appropriate equipment. Free programs exist which can offer more than the Sound Recorder program incorporated in Windows.
4. Whilst video editing can present more of a challenge, camera equipment usually comes with a software package, which allows simple editing and assembling of clips.

cont. >>>

&gt;&gt;&gt;

**Main assessment opportunities**

Take it further by checking out:

**E-learning in practice:**

- Working with sound

**Mini-toolkits:**

- Using sound
  - Using television and video
  - Sound and the Internet
- 

Listening and oral skills.

## Sentence building (S-P)

47

**Main learning aims**

To develop reading and writing skills, grammar and vocabulary.

**Guidance notes**

1. Provide words related to a specific topic on a number of prompt cards.
2. Ask learners to work individually or in pairs, using cards to build up sentences relating to the topic.
3. Arrange for learners to use these sentences later, as a basis for discussion or writing.

**E-opportunities**

1. Use a word processor to print out cards using the templates you can download from the **Learner activities toolkit CD-ROM**.
2. Consider inserting images to go along with the text. Include an image from the **Multimedia resources CD-ROM** or download others from the Internet.
3. Create the 'cards' as objects for the whiteboard or in a PowerPoint presentation, for use in a large or small group activity with the learners taking it in turns to drag and drop the words into order. This can also be used as a team game.

Take it further by checking out:

**E-learning in practice:**

- Working with text
- Working with images
- Presentations
- Searching the web

**Mini-toolkits:**

- Using a word processor
- Using images
- Using PowerPoint
- Using interactive whiteboards
- Downloading from the web

**Main assessment opportunities**

Vocabulary, grammar and reading and writing skills.

## Sixty-second challenge (P)

48

**Main learning aims**

To provide opportunities for reflection on recent learning and to develop writing skills.

**Guidance notes**

1. Ask learners individually, in groups or in pairs to write down as many as possible of the new words they have learnt during the session within 60 seconds.

**Variations**

2. Ask learners to write sentences using some of the words.

**E-opportunities**

1. Use a word processor to print out cards using the templates you can download from the **Learner activities toolkit CD-ROM**. These cards can act as the stimulus for the exercise.

2. Consider including pictures instead of the text. Use an image from the **Multimedia resources CD-ROM** or download some from the Internet.

3. Prepare the cards in advance for use on the interactive whiteboard or as a PowerPoint presentation – this saves preparation time as you build up a bank and maximises classroom time. Some whiteboard software can store the points totals between sessions.

Take it further by checking out:

**E-learning in practice:**

- Working with text
- Working with images
- Presentations
- Searching the web

**Mini-toolkits:**

- Using a word processor
- Using images
- Using PowerPoint
- Using interactive whiteboards
- Downloading from the web.

**Main assessment opportunities**

Vocabulary and writing skills.

## Snowball (M)

49

**Main learning aims**

To develop listening and oral skills and the ability to express and justify opinions and to promote independent learning.

**Guidance notes**

1. Ask learners individually to draw up a list of three actions they would take if they acquired a large sum of money such as: buying a new house, donating money to a children's charity or going on a world tour.
2. Working in pairs, learners should agree to prioritise one single action. If necessary, give learners examples or phrases to use.
3. Each pair, in turn, should try briefly to convince the whole group to vote for their chosen priority.

**Variations**

4. Ask learners to list their top five favourite television programmes and agree a joint list with a partner.
5. Ask each pair to then join with another pair to compile a mutual list.
6. Each group of four then records their top five choices on a whiteboard or flip chart and justifies their choice to all learners.
7. For a business context, ask learners to draw up their key strategic objectives if their company was awarded a very large contract.

**E-opportunities**

For less confident learners, prepare stimulus lists of actions or other stimuli for use on a data projector or whiteboard.

Take it further by checking out:

**E-learning in practice:**

- Working with text
- Presentations

**Mini-toolkits:**

- Using a word processor
- Using PowerPoint
- Using interactive whiteboards

**Main assessment opportunities**

Listening and oral skills and ability to express and justify opinions.

*"Helps to practise the taught language."*

**Leicestershire Adult Learning Service**

## Sure, unsure or no idea (S)

50

### Main learning aims

To assess previous knowledge and develop listening skills.

### Guidance notes

1. Give each learner three mini-cards with 'sure', 'unsure' or 'no idea' printed on each card in the taught language. As an alternative, you can use three different coloured cards in green, yellow and red to represent traffic lights.
2. Ask a number of questions orally, as an introduction to a new topic or aspect of language and ask all learners to show the relevant card in response.
3. From this, briefly assess the previous knowledge of your learners on this topic and use this to inform your teaching or training strategies.
4. At the end of the session use the cards to assess how much learning has taken place.

### E-opportunities

1. Use a word processor to print out cards using the templates you can download from the **Learners activities toolkit CD-ROM**.
2. Consider inserting images to match text. Find images on the **Multimedia resources CD-ROM** or download.
3. Create the cards as objects for the whiteboard which creates large or small group activity with the learners taking it in turns to drag and drop the words into order. This can also take the form of a team game.
4. For an individual computer activity, use the MALTED Association template (or one of the ordering templates) so the learners drag a box to one or other of the traffic lights, after clicking on another icon to hear an audio file. See 'Fact or opinion' for an example of what this might look like.

Take it further by checking out:

#### E-learning in practice:

- Working with text
- Matching
- Working with images
- Presentations
- Authoring.

#### Mini-toolkits:

- Using a word processor
- Using images
- Using PowerPoint
- Using interactive whiteboards
- Using authoring tools.

### Main assessment opportunities

Listening skills and previous knowledge.

*"Engaged learners quickly. Immersed in language straight away."*

**Stockport Continuing Education Service**



## Tense times (S-P)

51

### Main learning aims

To develop use of verbs and reading skills.

### Guidance notes

1. Prepare two sets of cards, one set with time phrases such as: 'last week' or 'next month' and the other set with phrases in different tenses.

2. Ask learners, in teams or pairs to match cards together, for example:

- yesterday I went to visit my parents
- I will paint the kitchen tomorrow
- I met my partner 10 years ago; or
- at present I am working for a manufacturing company.

### E-opportunities

Build up a bank of cards to use in this activity, using the templates you can download from the **Learner activities toolkit CD-ROM** and word processing the text. With the help of colleagues you can soon have an extensive range of reusable resources.

Take it further by checking out:

#### E-learning in practice:

- Working with text
- Presentations.

#### Mini-toolkits:

- Using a word processor
- Using PowerPoint.

### Main assessment opportunities

Reading skills and use of verbs.

## Too many cooks (M)

52

### Main learning aims

To develop cultural awareness and listening and oral skills.

### Guidance notes

1. Ask learners to research national recipes of the relevant country and select a specific dish.
2. Ask each to give a brief presentation, explaining how their chosen dish is prepared.
3. If feasible, ask learners to bring in the completed dish for demonstration and tasting.

### E-opportunities

1. Encourage learners to download images and other resources from the web, as well as just doing research, to help them make their presentations come alive. Then save them for use with future groups.
2. Remember the need for you and your learners to respect copyright law – you can find help on this on the JISC legal service website: [www.jisclegal.ac.uk](http://www.jisclegal.ac.uk).

Take it further by checking out:

#### E-learning in practice:

- Working with text
- Working with images
- Presentations
- Searching the web

#### Mini-toolkits:

- Using a word processor
- Using images
- Using PowerPoint
- Downloading from the web

### Main assessment opportunities

Listening and oral skills.

## Transformation (S-M-P)

53

**Main learning aims**

To develop reading and writing skills and comprehension of a range of language registers.

**Guidance notes**

1. Give learners a piece of text in one format and ask them to present it in another. For example, ask them to convert an e-mail into an oral presentation or written narrative using the first or third person.

**Variations**

2. Give learners a few bullet points, which they have to change into a newspaper story or a magazine article.

3. Ask learners to use a particular style or language register.

**E-opportunities**

1. Prepare e-mails in advance and if appropriate send them out before the session.

2. Compose the bullet points for display with a data projector or whiteboard.

Take it further by checking out:

**E-learning in practice:**

- Working with text
- Presentations
- Searching the web
- E-mails and forums.

**Mini-toolkits:**

- Using a word processor
- Using PowerPoint
- Using interactive whiteboards
- Using e-mail and forums
- Downloading from the web.

**Main assessment opportunities**

Reading and writing skills.

## True or false (S-P)

54

**Main learning aims**

To promote reflection on learning and develop oral and writing skills and ability to express and justify opinions.

**Guidance notes**

1. Ask learners, working in pairs or groups, to briefly compose and write down four statements on a flip chart sheet, summarising key facts of the main topic covered in the session.
2. Invite them to include at least one false statement, such as: "children in England leave school at 13 years old."
3. Ask pairs or groups to present their statements to the whole group, inviting them to judge them as true or false, with reasons.

**Variations**

4. For beginners, focus on very simple sentences or items of vocabulary.

**E-opportunities**

Create an exercise with any software that allows you to create multiple choice activities (a true or false exercise is just a cut-down multiple choice). You may have this facility on a VLE but if not, Hot Potatoes is ideal for this, or the specific MALTED template. For an example of what this type of exercise might look like see the activity Decisions, decisions.

Take it further by checking out:

**E-learning in practice:**

- Working with text
- Multiple choice
- Authoring.

**Mini-toolkits:**

- Using a word processor
- Using authoring tools.

**Main assessment opportunities**

Oral and writing skills and ability to express and justify opinions.

## Twins (S-P)

55

**Main learning aims**

To develop listening and oral skills and formation of questions.

**Guidance notes**

1. Prepare sets of cards with a profile or picture of a person on each card. There should be duplicate cards of each profile.
2. Ask learners to circulate and ask each other questions, in order to find their 'twin'.

**Variations**

3. To make the activity more challenging, have some non-twin profiles that are very similar, down to the last item of information, which is different.

**E-opportunities**

1. Build up a bank of cards to use in this activity, using the templates you can download from the **Learner activities toolkit CD-ROM** and word processing the text. With the help of colleagues, you can soon have an extensive range of re-usable items.
2. Consider inserting images to go along with the text. Include an image from the **Multimedia resources CD-ROM** or download others from the Internet.
3. Create the cards as objects for the whiteboard or as part of a PowerPoint presentation to use in class.

Take it further by checking out:

**E-learning in practice:**

- Working with text
- Creating flashcards
- Working with images
- Presentations
- Searching the web.

**Mini-toolkits:**

- Using a word processor
- Using images
- Using PowerPoint
- Using interactive whiteboards
- Downloading from the web.

**Main assessment opportunities**

Listening and oral skills and use of question forms.

## Txt 2 text (S-P)

56

### Main learning aims

To revise and extend vocabulary and develop writing skills.

### Guidance notes

1. Give learners a short text message in the taught language, relevant to their levels of competence.
2. Ask them to transcribe it into full sentences.
3. After this, ask them to create a text message for a partner to transcribe based on scenarios such as arranging a meeting, giving a piece of news or cancelling a meeting with a reason.

### E-opportunities

1. Create a simple activity using a word processor, with the result either printed or e-mailed.
2. MALTED can offer a sequence of texts and e-mail facility for an individual activity.

Take it further by checking out:

#### E-learning in practice:

- Working with text
- Emails and forums
- Authoring.

#### Mini-toolkits:

- Using a word processor
- Using emails and forums
- Using authoring tools.

### Main assessment opportunities

Vocabulary and writing skills.

## Virtual tourist 1 (M)

57

**Main learning aims**

To develop all language skills and promote cultural awareness and independent learning.

**Guidance notes**

1. Ask learners individually or in pairs to identify a location they would like to visit in the relevant country.
2. For independent study, ask learners to obtain relevant information, with pictures and texts, from the Internet or other authentic sources, such as brochures.
3. Ask them to prepare a brief presentation on their chosen location including a strong cultural context.
4. Organise learners to make their presentations to the whole group and encourage other learners to ask questions. If appropriate, provide learners with support in forming questions.
5. If appropriate, ask learners to judge the presentations, using simple criteria such as interest, content and clarity.
6. Following the presentations, use the materials to plan a visit to the relevant country.

**Variations**

7. Ask learners at beginner's level to prepare brief talks about specific parts of the building or aspects of their organisation. Then take the whole group around the building in the role of visitors, enabling each learner to present a part of the building or an aspect of the organisation.
8. For a more vocational focus, ask learners to lead the group on a real or virtual commentated tour of their workplaces.
9. Ask learners to produce a brochure as a writing activity

**E-opportunities**

1. Encourage learners to use the Internet for research.
2. Ask learners to use digital tools to create a presentation, such as scanning, using PowerPoint and so on. They can also use a word processor or publishing software, such as MS Publisher, to create the material.

Take it further by checking out:

**E-learning in practice:**

- Working with text
- Working with images
- Presentations
- Searching the web.

**Mini-toolkits:**

- Using a word processor
- Using images
- Using PowerPoint
- Using interactive whiteboards
- Downloading from the web.

**Main assessment opportunities**

Listening, oral, reading and writing skills.

## Virtual tourist 2 (M)

58

**Main learning aims**

To develop all language skills and promote cultural awareness and independent learning.

**Guidance notes**

1. Ask each learner or pair, to virtually book a visit to their chosen location. Encourage them to use the Internet or other authentic sources to devise a travel package with hotel accommodation and a visit programme.

2. Organise learners to share their ideas and information.

**Variations**

3. For a more vocational focus, ask learners to prepare travel directions to their company location for clients from abroad.

4. Ask beginners to give a simple description of how to travel to their organisation's site.

5. Organise learners to work together to produce travel posters, displays or leaflets at an appropriate level.

**E-opportunities**

1. Encourage learners to try a new skill to carry out this activity by asking them to choose from Internet research, producing presentations, scanning, inserting images, publishing and others.

2. If learners use PowerPoint or whiteboard software for the presentations, save these for use by other groups.

Take it further by checking out:

**E-learning in practice:**

- Working with text
- Working with images
- Presentations
- Searching the web

**Mini-toolkits:**

- Using a word processor
- Using images
- Using PowerPoint
- Using interactive whiteboards
- Downloading from the web.

**Main assessment opportunities**

Listening, oral, reading and writing skills.



## Visitors (P)

59

### Main learning aims

To reflect on learning and revise formation of questions.

### Guidance notes

1. Ask two learners to play the role of visitors to the session and reflect briefly on the session objectives displayed on the board, in the taught language.
2. Ask them to question other learners, for a few minutes, in the taught language, to enable them to decide if the objectives have been met. Give support on asking questions, as appropriate.
3. Give different pairs of learners an opportunity to act as visitors over a period of time.
4. Use this information for planning the next session.

### E-opportunities

Use a data projector or whiteboard to display the objectives.

Take it further by checking out:

#### E-learning in practice:

- Working with text

#### Mini-toolkits:

- Using interactive whiteboards

### Main assessment opportunities

Use of question forms and achievement of main lesson objectives.

## What happens next? (M)

60

### Main learning aims

To develop all language skills and creative use of language and to promote independent learning.

### Guidance notes

1. Show part of a story or a beginning sentence on video or on paper.
2. Ask learners to work individually or in pairs to produce their version of the ending of the story, either orally or in writing.
3. Ask learners to share their endings and vote for the best one.

### E-opportunities

1. Use Word to insert the graphic of your story (using **Insert Picture**) or even a video (using **Insert Object**) and ask the learners to write in the same file, either individually or in groups or pairs. They can do this face to face or even by e-mail collaboration.
2. For something similar use the Writing template in MALTED and insert an object with a video or graphic behind it.
3. You can also add a button linked to the WinEmail action so learners are able to e-mail their response to you or to their peers (again useful for building up the activity by collaboration). There is a worked example 'What happens next' in the 'Examples' project on the MALTED CD-ROM – it can look like this:

4. Differentiate for learners who are challenged by this activity by asking them to pre-view the video or read the story and then carry out a gap filling activity. See 'What's missing' for more help with this.

Take it further by checking out:

#### E-learning in practice:

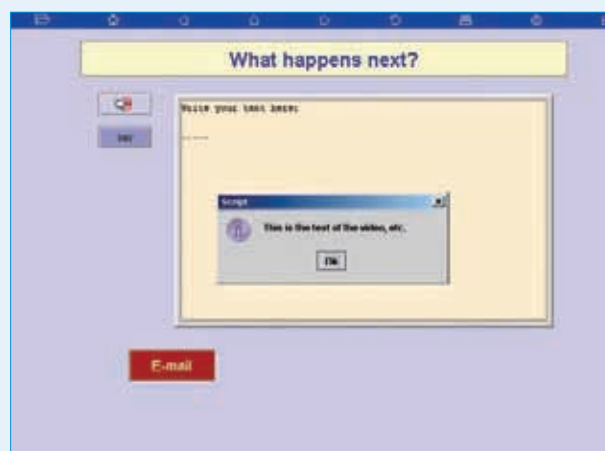
- Working with text
- Working with images
- Gap-filling activities
- Presentations
- E-mails and forums
- Authoring.

#### Mini-toolkits:

- Using a word processor
- Using images
- Using PowerPoint
- Using e-mails and forums
- Using authoring tools.

### Main assessment opportunities

Listening, reading, oral and writing skills and creative use of language.



# What's missing? (S-P)

61

## Main learning aims

To consolidate learning and develop writing skills.

## Guidance notes

1. For revision purposes, give learners a written summary of the session with words missing.
2. Ask learners working individually or in pairs to fill in the missing words.
3. Finally go through a completed version of the summary with all learners.

## E-opportunities

1. To create gap filling exercises, prepare a text sheet using a word processor and print it out.

2. MALTED has gap filling templates for use with a variety of activities. In the working example What's missing in the Examples project on the MALTED CD-ROM, gaps can be filled by the learner after listening to an audio stimulus. It can look like this:



Take it further by checking out:

### E-learning in practice:

- Working with text
- Gap-filling activities
- Using sound
- Authoring.

### Mini-toolkits:

- Using a word processor
- Working with sound
- Using authoring tools.

## Main assessment opportunities

Reading and writing skills and achievement of main learning aims.

## What's new? (P)

62

### Main learning aims

To reflect on learning, develop oral skills and ability to express and justify opinions.

### Guidance notes

1. Ask all learners to select the most interesting, important or surprising thing they have learnt during the session.
2. Ask each learner to share their choice with other learners, in the taught language, where possible, briefly explaining the reasons for their choice.

### E-opportunities

Ask learners to write their findings on the interactive whiteboard and save for possible use in a starter activity in the next session.

Take it further by checking out:

#### E-learning in practice:

- Working with text
- Presentations

#### Mini-toolkits:

- Using a word processor
- Using interactive whiteboards

### Main assessment opportunities

Oral skills and ability to express and justify opinions and that main learning aims have been met.

*“Very effective - all learners had really benefited from the use of the activities and their comments will help me to plan further.”*

**Cambridgeshire Local Education Authority**

## Who and what? (S-P)

63

**Main learning aims**

To develop listening and oral skills, question forms and to promote independent learning.

**Guidance notes**

1. Give learners cards depicting names of a town or of a famous person. If necessary, give some clues on the cards.
2. Ask them to work in pairs to identify the name of the town or person.
3. The learner holding the card can give some clues to his or her partner, for example, try the following.
  - “It has a famous tower.”
  - “It begins with a P.”

**E-opportunities**

1. Build up a bank of cards to use in this activity, using the templates you can download from the **Learning activities toolkit CD-ROM** and word processing the text. With the help of colleagues you can soon have an extensive range of reusable items.
2. Consider inserting images to accompany the text. Include an image from the **Multimedia resources CD-ROM** or download others from the Internet.
3. Create the cards as objects for the whiteboard or as part of a PowerPoint presentation to use in class.

Take it further by checking out:

**E-learning in practice:**

- Working with text
- Working with images
- Presentations
- Searching the web

**Mini-toolkits:**

- Using a word processor
- Using images
- Using PowerPoint
- Using interactive whiteboards
- Downloading from the web

**Main assessment opportunities**

Listening and oral skills and question forms.

## What do you want to know? (S)

64

### Main learning aims

To develop listening and writing skills, promote independent learning and inform planning.

### Guidance notes

1. Inform learners of the topic for the current session.
2. Ask them to identify what they would like to find out about the topic and ask them to make a note of this in the taught language, at an appropriate level.

### Variations

3. Ask beginners to note down single words using a dictionary, as necessary.
4. At a more advanced level, ask for phrases or sentences.
5. At the end of the session or series of sessions on the topic, ask learners to refer back to their notes to check if their personal learning objectives have been met.

### E-opportunities

Ask learners to prepare in advance by using an on-line dictionary or thesaurus.

Take it further by checking out:

#### E-learning in practice:

- Searching the web

#### Mini-toolkits:

- Downloading from the web

### Main assessment opportunities

Listening and writing skills and that personal objectives have been met.

## What you need to know (S)

65

### Main learning aims

To develop vocabulary and dictionary skills and promote reflection and independent learning.

### Guidance notes

1. Give learners an outline of forthcoming tasks in the session.
2. Ask learners to reflect on this and individually identify a specified number of essential words that they will need to know in the taught language, in order to complete these tasks.
3. Then ask learners, working in pairs or groups, to merge their lists and check whether anyone already knows any of the selected words.
4. Finally, ask each pair or group to name the words which remain unknown to them for the entire group to discuss with you and to look up in a dictionary.
5. Ask learners to record all essential words raised during the activity as a basis for further work.

### Variations

6. To shorten the activity, plan for learners to move straight from individual reflection to whole group discussion.

### E-opportunities

Ask learners to present their efforts by writing or typing on to an interactive whiteboard. You can save the work created for future sessions.

Take it further by checking out:

#### E-learning in practice:

- Working with text
- Presentations

#### Mini-toolkits:

- Using word processor
- Using interactive whiteboards

### Main assessment opportunities

Vocabulary and dictionary skills.

*“Very effective. Learners were all gaining from each other when the group named their words. Very useful to check and develop vocabulary. Very effective to gather new vocabulary and revise previous learning.”*

**Cambridgeshire Adult and Community Learning Service**

## What's your line? (M)

66

### Main learning aims

To develop oral skills and use of question forms and to promote cultural awareness and independent learning.

### Guidance notes

1. Ask learners to identify a job and background they are interested in relevant to the culture of the taught language.
2. As independent study, ask them to research details, in the taught language, from the Internet or other authentic resources. Give guidance as necessary.
3. In the session ask learners to imagine that they are having a 'lunch break' during a conference in the relevant country.
4. During their 'lunch break' they must circulate and talk to each other about their 'jobs' and 'backgrounds'.
5. After the 'lunch break' ask all learners to give a verbal report about an interesting person they have met.

### Variations

6. Ask learners to play the roles of famous people from the relevant country.
7. At a more advanced level, ask learners to describe their actual or ideal jobs and give the reasons for their choices.

### E-opportunities

Encourage your learners to use the Internet for research.

Take it further by checking out:

#### E-learning in practice:

- Searching the web

#### Mini-toolkits:

- Downloading from the web

### Main assessment opportunities

Oral skills and use of question forms



## Wish you were here (S-M-P)

67

### Main learning aims

To develop writing skills and grammar.

### Guidance notes

1. Ask learners to write a postcard from a real or imaginary place. Contexts can be positive, negative, serious or humorous.
2. Give guidance to learners regarding the use of tenses or language structures, appropriate to the level of their course.

### Variations

3. Ask learners to exchange cards and summarise the other person's card.

### E-opportunities

1. Ask learners to produce their postcards using Word, PowerPoint or publishing software.

Take it further by checking out:

#### E-learning in practice:

- Working with text
- Presentations
- Searching the web

#### Mini-toolkits:

- Using a word processor
- Using PowerPoint
- Using interactive whiteboards

### Main assessment opportunities

Writing skills and creative use of language.

*"Great activity to improve verb tenses."*

**Truro College**

## Word families (S-M-P)

68

### Main learning aims

To develop vocabulary and dictionary skills and identify linguistic connections.

### Guidance notes

1. Give learners a set of words relating to a topic and ask them to find other words that link with them.
2. Encourage learners to use dictionaries and recognise word patterns and words of similar meaning.

### Variations

3. At a more advanced level, ask learners to identify relevant synonyms and antonyms.

### E-opportunities

1. Use a word processor to print out cards using the templates you can download from the **Learner activities toolkit CD-ROM**. These cards can act as the stimulus for the exercise.
2. To save time, prepare the words in advance for use on the interactive whiteboard or for inclusion in a PowerPoint presentation
3. To prepare for the session, encourage learners to use on-line dictionaries or thesauruses to search for vocabulary.

Take it further by checking out:

#### E-learning in practice:

- Working with text
- Presentations
- Searching the web

#### Mini-toolkits:

- Using a word processor
- Using PowerPoint
- Using interactive whiteboards
- Downloading from the web

### Main assessment opportunities

Vocabulary and dictionary skills.

## Word selection (S-P)

69

### Main learning aims

To develop topic vocabulary and listening, reading and oral skills.

### Guidance notes

1. Write on a whiteboard or flip chart a selection of words that are central to the topic of the learning session, including some new words.
2. Ask learners to identify and ask for clarification of any new words.
3. Ask them to make suggestions as to how these words will be used in the session.

### E-opportunities

To save time, prepare the words in advance for use on the interactive whiteboard or as part of a PowerPoint.

Take it further by checking out:

#### E-learning in practice:

- Working with text
- Presentations

#### Mini-toolkits:

- Using a word processor
- Using PowerPoint
- Using interactive whiteboards

### Main assessment opportunities

Vocabulary and listening, reading and oral skills.

*“Good opening activity – very simple to use.”*

**Cheadle & Marple Sixth Form College**

# Word stories (S-M-P)

70

## Main learning aims

To develop vocabulary and dictionary skills and grammar.

## Guidance notes

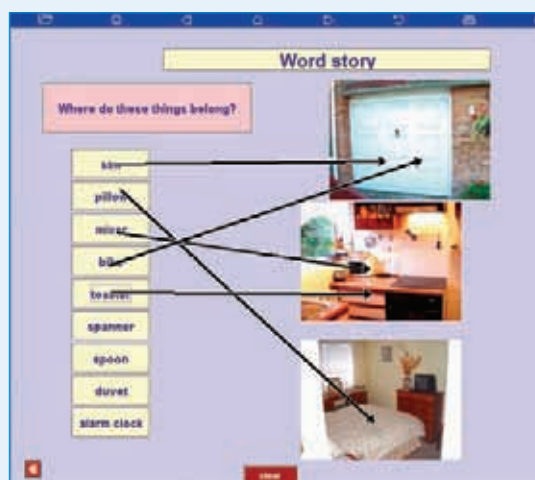
1. Give learners a set of words and/or phrases, randomly spaced and ask them to connect them together into groups or sentences, using dictionaries as needed.
2. Use also for grammar-based activities such as grouping of tenses, person or number and for vocabulary-based activities.

## Variations

3. Ask beginners to group items in particular rooms of a house or group together words relating to topics such as, menus, clothes and jobs.

## E-opportunities

1. Prepare the words in advance for use on the interactive whiteboard or as part of a PowerPoint presentation.
2. Consider inserting images to go along with the text. Include an image from the **Multimedia resources CD-ROM** or download others from the Internet.
3. Ask learners, either individually or in groups or teams, to drag and drop the items on the screen.
4. Develop an individual computer activity for the same objectives. For instance, using the MALTED Association template (or one of the Ordering or Matching templates) the learners can drag a box to the appropriate place. There is a working example Wordstories in the Examples project on the MALTED CD-ROM, which looks like this:



Take it further by checking out:

### E-learning in practice:

- Working with text
- Working with images
- Jumbled text activities
- Authoring.

### Mini-toolkits:

- Using images
- Using PowerPoint
- Using interactive whiteboards
- Using authoring tools.

## Main assessment opportunities

Vocabulary, grammar and dictionary skills.

## Word trail (S-M-P)

71

### Main learning aims

To create a bank of vocabulary for topic work and develop dictionary skills.

### Guidance notes

1. Give learners a key item of vocabulary relevant to a current topic such as, food and drink, travel or commercial organisations.
2. Ask them to work individually, in pairs or in groups to build up a vocabulary map, making full use of a dictionary.
3. Use word charts or mini-whiteboards to record vocabulary.

### E-opportunities

1. Ask learners to present their efforts by writing (or typing) onto an interactive whiteboard or by creating a PowerPoint presentation. You can save the work created for future sessions with the same or other learners.

2. To prepare for the session, encourage learners to use on-line dictionaries or thesauruses to search for vocabulary.

Take it further by checking out:

#### E-learning in practice:

- Working with text
- Presentations
- Searching the web.

#### Mini-toolkits:

- Using a word processor
- Using PowerPoint
- Using interactive whiteboards
- Downloading from the web.

### Main assessment opportunities

Vocabulary and dictionary skills.

## World leader (M)

72

**Main learning aims**

To develop listening skills, oral skills and ability to express and justify opinions and to promote independent learning.

**Guidance notes**

1. Present your choice for a new world leader to learners, giving basic information about your chosen celebrity and a justification of your choice. Use a picture of the celebrity as a stimulus.
2. Ask learners to each choose a new world leader and prepare brief individual presentations.
3. Arrange learners in small groups to make their presentations.
4. Each small group can then vote on the most convincing choice.

**Variations**

5. Ask the winners from each small group to present their choice to all learners for a vote for the overall winner.
6. For vocational use, ask learners to select a celebrity or colleague to become the new chief executive.

**E-opportunities**

1. If the equipment is available, ask learners to vote using the voting buttons.
2. Encourage learners to use the Internet to research in preparation for the session.
3. Ask learners to produce their manifesto in Word or PowerPoint.

Take it further by checking out:

**E-learning in practice:**

- Working with text
- Presentations
- Searching the web

**Mini-toolkits:**

- Using a word processor
- Using PowerPoint
- Using interactive whiteboards
- Downloading from the web

**Main assessment opportunities**

Listening and oral skills and competence to express and justify opinions.

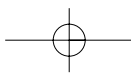
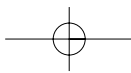
1

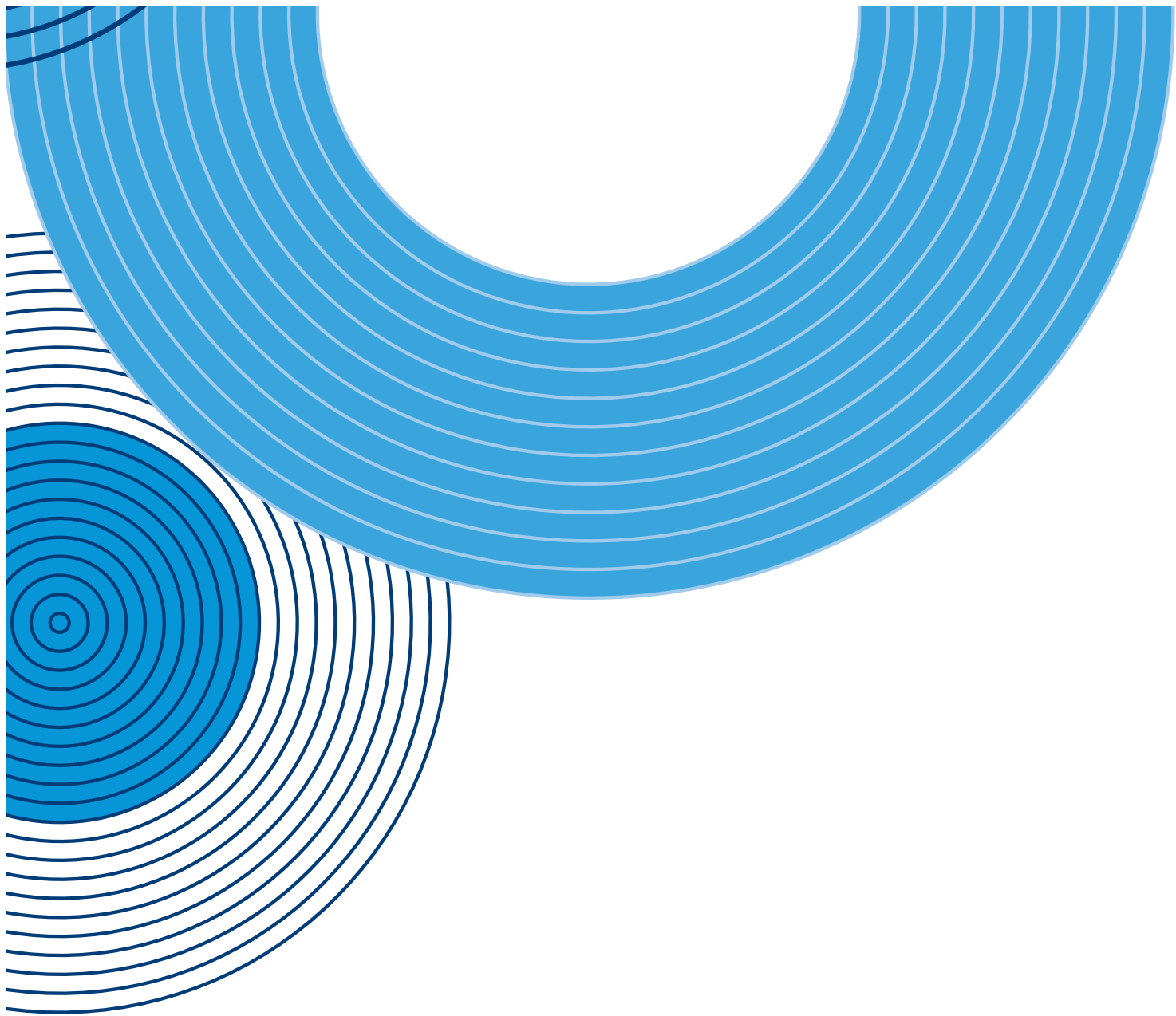
[illegible]

1

[illegible]







*“I found this to be totally refreshing and inspiring and I am looking forward to using or adapting many of the ideas.”*

**Cheadle and Marple Sixth Form College**

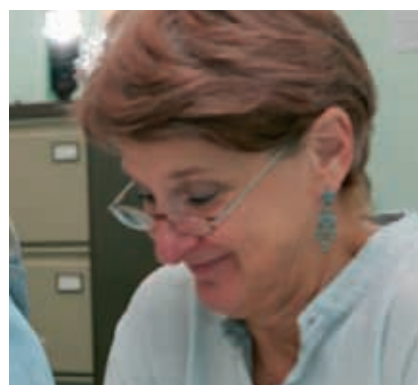
*“It’s fun having new ideas and seeing them work.”*

**Hartlepool Local Education Authority**



### 3. Activities

#### Section B: Activities for multiple sessions



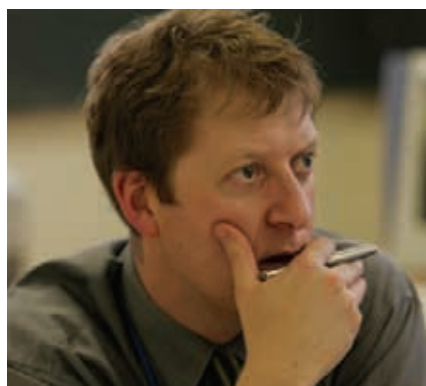
*“Good to have resources as inspiration and for new ideas.”*

**Truro College**

*“It is great to be able to dip into the activities just to get new ideas.”*

**Reading Adult and Community College**

## Introduction to section B



This section provides you with ideas and approaches for multiple session activities. They are designed to inspire, engage, stimulate and challenge learners at all levels of competence in all taught languages, to achieve fully, complete their courses and progress further. These have been tried, tested and developed by pilot centres from a range of providers, across the country, including colleges, adult learning, school sixth forms and work based learning centres.

The following four exemplar activities are presented in alphabetical order for ease of reference. To help you with planning and delivering the activities, you will find some detailed teacher and trainer Guidance notes and a stimulating range of flexible and adaptable card and paper resources to use with the activities.

To help you with planning, delivering and developing these activities, the following information is given for each exemplar:

- Main learning aims,
- Guidance notes on using the activity,
- Variations to enable you to differentiate to meet learners' needs,
- E-opportunities – linked to e-learning guidance; and
- Main assessment opportunities.

**It is important to note that the activities are very flexible and can be adapted for use in any way you wish and for use with any taught language. All the activities can be broken down into small sections or extended and can be linked in with any of the other exemplar activities in Section A of this toolkit.**





## Soap opera

*"The Soap opera lends itself to a multitude of uses within a session from starters to plenaries. It has sharpened my approach, focused my attention on individual learners and gave me ideas for new approaches."*

**Leicestershire Adult Learning Service**

*"The Soap opera has had an amazingly positive effect on the group, who can't wait for the next instalment. Imaginative response, complex language and they attempted to be accurate. I have been stunned by the change this (activity) has made them have in their ability to express interesting opinions."*

**Whitby Community College**

### Introduction

This resource is designed to:

- provide a comprehensive range of lively and stimulating activities for learners at all levels of competence
- meet the needs of learners with a diverse range of learning needs and personal objectives
- build on and develop learners' vocabulary, language structures and skills
- promote cultural awareness
- develop all language skills and provide opportunities for e-learning
- encourage a creative and imaginative use of language
- provide a flexible activity which can be adapted for use with all languages
- protect learners' sensitivities regarding personal information by providing numerous role play situations for development of language; and
- encourage independent learning.



## Setting

The Soap opera exemplar activity is set in a block of flats, which has a café, a general shop and a pharmacy on the ground floor. The café, general shop, pharmacy and local facilities, such as the nearby street market, all serve as meeting places for residents and provide opportunities for realistic interactions in the taught language. A poster of the block of flats has been provided as a visual stimulus.

The Soap opera setting can be moved, however, to a wide range of alternative locations and environments such as a hotel, department store, company premises, hospital or farming community. The same characters can be retained or new ones created.

An additional poster of a conference centre has also been provided as an alternative visual stimulus.

*“Learners felt this was a useful activity. They liked having the freedom to develop their families and their characters. They could see the value of introducing new characters which would enable them to expand their vocabulary and personalise their learning.*

*“I was amazed how independent the learners could be when preparing the Soap opera in a difficult language like Chinese.”*

**Cambridgeshire Adult and Community Learning Service**

## Characters

When devising characters for the Soap opera, ensure that due consideration is given to cultural and diversity issues, relevant to the countries where the language is taught and also relevant to the learners. For example, make sure that the names of residents reflect the full range of ethnic and cultural backgrounds of people living in the relevant countries and also respect cultural practices regarding belief systems and values. An example of this is given in English.

## Sample scenarios

Some graded sample scenario cards are provided as prompts. These are intended for adaptation and development to meet the needs of specific learners within the cultural context of the taught language.

The cards are in French, German, Italian, Spanish and English and can be adapted for use with any other taught language. The cards provided in French, German, Italian and Spanish have been printed using the informal form of the taught language. Both formal and informal versions are available for download on the **Learners activities toolkit CD-ROM**. Before using the cards, adapt or amend them if necessary to meet the needs of individual learners. The notional levels of beginners, intermediate and advanced are intended only as guidelines for teachers and trainers.

## Sample scenarios on cards

Beginner's level:

- Introductions
- Invitation to a party
- Shopping; and
- A meal out.

Intermediate level:

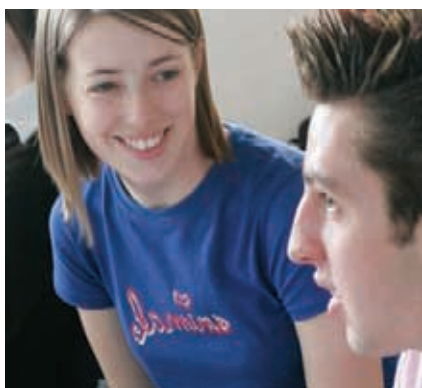
- Building problems
- A burglary
- Holiday plans; and
- Coming to stay.

Advanced level:

- Floodtide
- Poverty
- Addiction; and
- Noise pollution.

## Suggestions for additional scenarios

Beginner's level:



- Discussion of work or other activities during the day
- Meeting fellow residents in the café by arrangement or by chance
- Returning from holiday abroad and discussing with neighbours
- Falling ill and needing a doctor
- At the pharmacy
- Watching and discussing television programmes, including sport; and
- Planning a trip to the cinema or theatre and discussing it afterwards.

Intermediate level:

- Beginner's level scenarios adapted appropriately
- Buying or selling a flat
- Letting your flat through an agent
- Planning a seasonal residents' party in the café
- Plumbing problems such as a burst pipe
- Complaints regarding pets, noise, bicycles blocking hallway



### Some learners' views of the Soap opera

*"It was nice to be able to be more creative."*

*"I have never looked forward to doing homework so much."*

*"It made us relax more and talk more."*

*"I wasn't scared about being judged for my views as I was in role."*

*"You can say more things as another person and give a wide range of opinions."*

### Whitby Community College

*"It makes you think."*

*"It's a good challenge."*

*"It is good for fluency building as you get no opportunity to rehearse."*

*"It speeds up your reaction times."*

### Leicestershire Adult Learning Service

*"The activity helped me to speak more fluently."*

### Yeovil College

- Problems with squatters, involving police
- Redecorating the building or individual flats
- Lost wallet or credit card
- Computer problems
- Mugging or theft involving the police – police report
- Minor car accident
- Car breakdown; and
- Employing someone to clean a flat or the building.

### Advanced level:

- All of the above developed appropriately
- Setting up a residents' committee
- Residents' committee meetings
- Serious road crash outside
- Fire in the flats
- Hooligans and graffiti
- Death in the family; and
- A global disaster.

Learners will have the opportunity to develop a range of skills from the role-play situations, with oral and comprehension work providing the basis for ongoing written work, where appropriate. This approach to role-playing is very versatile and allows for imaginative and creative use of language, as well as providing endless possibilities for scenarios. It also ensures that learners do not always have to state or repeat their own personal details or opinions, which some may find a sensitive issue.





## The Soap opera - Using the activity

### Main aims

To develop all main language skills, build up vocabulary and grammar within a cultural context. See the introduction to this activity for details.

### Guidance notes - these refer to the setting in the block of flats

1. Display the Soap opera wall poster for all learners to see.
2. Introduce learners to the Soap opera setting in a block of flats.
3. Inform learners that local facilities nearby for residents include a street market, a range of shops, public buildings, a bus station and a railway station – as appropriate to the culture of the taught language.
4. Either create the Soap opera characters yourself and enter residents' names on the flats on the poster or discuss with learners first.
5. For ideas, refer to the sample version provided in English.
6. Consider leaving some flats empty to allow new residents to move in.
7. From time to time, as in all soap operas, arrange for some residents to leave as new ones arrive, in order to create new characters and new situations.
8. Allocate to learners, or allow them to choose, the roles they will be playing during the session.
9. Ask learners to work in pairs or groups, in their Soap opera roles.
10. Give each pair or group scenario cards at an appropriate level, either using the sample ones provided or introducing ones you have adapted or developed.
11. If appropriate, for simplification purposes, ask learners to use only parts of the cards relevant to their level of confidence.
12. Ask learners to act out the scenarios in character using the scenario cards as prompts.

### Variations

13. Encourage learners to swap roles or characters, to develop the activity.
14. With careful planning and preparation, stage a whole episode of the Soap opera involving all learners in character.

cont. >>>

&gt;&gt;&gt;

**E-opportunities**

1. Use the exemplars of e-learning activities on the **Learner activities toolkit CD-ROM** relating to Introductions, Building problems, and Flood tide and adapt these to the appropriate taught language.
2. Ask learners to produce a PowerPoint presentation to introduce their Soap opera characters to the group.
3. Ask learners to undertake research on taught language websites in respect of relevant cultural aspects such as:
  - daily life and routine
  - education
  - working conditions, especially of their characters
  - traditional dishes for the restaurant scenarios; and
  - holiday destinations.
4. Set up an e-mail forum so learners can e-mail each other in character.
5. Ask learners to research current news items on taught language websites and to role play their characters' reactions to the news item.
6. For revision purposes ask learners to visit tutorial web sites, already identified, for further work on specific linguistic topics.

**Main assessment opportunities**

All aspects of language learning.

**Resources**

Wipeable Soap opera wall poster.

Twelve Scenario prompt cards: four at beginner's level, four at intermediate level and four at a more advanced level.

Six blank, wipeable scenario cards and pens.

## Soap opera – block of flats characters

example

### Flat 1

Mr Perez, 40,  
accountant.

Mrs Perez, 38,  
nurse.

Julia Perez, 15.

### Flat 2

Ms Brown, 45,  
civil servant.

Tabitha the cat.

### Flat 3

Mr Hunter, 25,  
hairdresser.

Miss Howard, 23,  
taxi driver.

### Flat 4

Mrs Grey, 30,  
restaurant owner.

Simon Grey, 11.

Peter Grey, 9.

Charlie Grey, 7.

Polly the parrot.

### Flat 5

Mr Khan, 42,  
engineer.

Mrs Khan, 37,  
solicitor.

### Flat 6

Empty

### Flat 7

Dr Aeboudoullah, 66,  
retired.

Mrs Aeboudoullah,  
62, retired.

Spot the dog.

### Flat 8

Mr Chang, 45,  
fire-fighter.

Mrs Chang, 44,  
office manager.

Isabella Chang, 21,  
student.

Fred Chang, 20 student

### Flat 9

Mr Ward, 42,  
cleaner.

Mrs Ward, 39,  
receptionist.

John Ward, 17,  
apprentice.

**Café**

**Pharmacy**

**General shop**







## Introductions

Beginners' level

### New neighbour

1. Knock on the door of your neighbours' flat and introduce yourself.
2. Explain where you come from and tell them who else lives with you.
3. Ask your neighbour any appropriate questions about themselves and their family or flatmates.
4. Ask about the area surrounding the flats and facilities such as public transport and car parking.

### Other neighbour

1. Decide whether the character you play is helpful or not.
2. Give the information to your neighbour in an appropriate manner.
3. If appropriate, invite your new neighbour in to meet your family or flatmates.





## Invitation to a party

Beginners' level

### Person invited

1. Write a brief note to accept an invitation to attend a flat-warming party to be held in the café below.
2. Deliver your acceptance to your hosts in their flat, thank them and confirm that you will be very pleased to come.
3. Explain why the other people in your flat are unable to come with you.
4. Check the timings and ask if you need to bring any food or drink.

### Host

1. Respond appropriately to your neighbour's acceptance.
2. Explain that you are sorry that your neighbour's family or flatmates cannot come to your party.
3. Confirm that the party will start at 19.30 and that there is no need to bring any food or drink.
4. If appropriate, invite your neighbour to come in and have some refreshments.



## Shopping

Beginners' level

### Shopper

1. Knock on your neighbour's door and ask them to come shopping with you.
2. Discuss what you need to buy and make a short list of essentials.
3. Go into the shop under the flats and introduce yourself to the shopkeeper and ask where items on your list are to be found.
4. Check how much you owe, pay the bill.
5. Say goodbye and explain you will return tomorrow.

### Neighbour

1. Agree to come shopping.
2. Ask the shopper what they need to buy and help them write a list.
3. Greet the shopkeeper and explain that you do not need anything for yourself today.
4. Invite your neighbour to have some refreshments in the café afterwards.



## Shopping

### Shopkeeper

1. Greet the two neighbours and ask them what they would like.
2. Respond to any questions and tell them where the required items are.
3. Give them the total cost at the checkout.
4. Thank them, say goodbye and remind them that the shop closes at midday the next day.



## A meal out

Beginners' level

### Guest

1. Write a reply accepting an invitation from one of the residents to go out for a meal to celebrate a birthday.
2. Deliver your reply in person, explaining that you would be pleased to come and ask for directions to the restaurant.
3. At the restaurant greet your host wishing them a happy birthday and greet other guests at the table.
4. Ask a waiter or waitress for a menu and order some drinks and your meal.
5. When ready to leave, thank your host and ask if they and their family or flatmates would like to come to you for a meal next week.

### Host

1. Write inviting your neighbour to come to a birthday meal at a restaurant.
2. Respond appropriately when your guest comes to see you.
3. Greet them at the restaurant and introduce them to the other guests.
4. Tell them to order the meal and drinks from the waiter.
5. Respond to their invitation to a meal as your character might.

## A meal out

### Waiter or waitress

1. Prepare a menu in advance, ready to hand to guests.
2. Greet the guest and ask what they would like to drink and eat.
3. Make recommendations regarding the dishes and wine, if appropriate.
4. Tell them that one of the dishes chosen is finished and ask them to choose an alternative.



## Building problems

Intermediate level

### Resident

1. Having decided to have your flat redecorated, make a list of the rooms requiring decoration and decide on colours.
2. Ring a decorator to arrange a meeting in your flat.
3. At the meeting give details of the decorating and request a quotation and starting date.
4. After the decorator has advised the need to repair a wall between two rooms, ring a builder and to come and discuss the work with costings and dates.
5. Respond as appropriate in writing to the estimates given.

### Decorator and builder

1. React as appropriate to the resident's queries and requests.
2. Draw up simple estimates with costings and dates.
3. Play the roles either being helpful or not helpful, available soon or not, reasonably priced or not.



## A burglary

Intermediate level

### Resident

1. Having arrived home to discover the door open and your flat ransacked, ring the police to report a burglary.
2. Prepare a list of all missing items, which include some valuables.
3. While waiting for the police, ask your neighbours if they heard or saw anything suspicious and make a note of what they say.
4. When the police arrive give them the list of missing items and tell them what your neighbours said.
5. Ring your insurance company, credit card company and bank to explain what has happened and ring a locksmith to come to mend your door.

### Police, neighbour and other agencies

1. Respond appropriately to the victim's calls and visits.
2. Be as sympathetic and reassuring as possible.





## Holiday plans

Intermediate level

### Holidaymaker

1. As you do not feel confident about arranging a holiday abroad, ask a more experienced neighbour to advise you, explaining where you want to go and what type of holiday you want.
2. Later, go through relevant internet information and brochures, which your friend has obtained and select a destination and form of travel.
3. Ask your friend to ring and book the travel tickets and hotel accommodation for you.
4. Write a letter or e-mail confirming the hotel booking.
5. While on holiday, send your helpful neighbour a postcard or e-mail describing your holiday and an unexpected or unusual incident.

### Helpful neighbour

1. Agree to help your neighbour and tell them that you will obtain some information for them for tomorrow evening.
2. Ring and book travel tickets and hotel accommodation to suit your neighbour's requirements.
3. Advise your neighbour on what they need to take with them for the particular destination.
4. Invite your neighbour to show you their holiday photos on their return.



## Coming to stay

Intermediate level

### Host

1. Write a letter or e-mail to a friend or business colleague abroad inviting them to come and stay with you for a few days.
2. Arrange by e-mail where and when you will meet them on their arrival.
3. Welcome them to your flat and explain where everything is.
4. Tell your friend or colleague about the local area, amenities and if appropriate information about local industries and businesses.
6. Over a drink, discuss what your friend or colleague would like to do during their time with you and make some recommendations relevant to the purpose of their visit.

### Visitor

1. Accept the invitation by letter, e-mail or telephone call.
2. On arrival, admire your host's flat and explain that you are very interested in the local culture and area.
3. Suggest the sort of activities that you would like to undertake during your visit.
4. Invite your host out for a meal, asking for recommendations for types of restaurants and locations.
5. After your visit, write a letter or e-mail to thank your host, remarking on the aspects of your visit you especially enjoyed, including any unusual ones.



## Floodtide

Advanced level

### Good neighbour

1. Having realised that the river, which runs close to your block of flats, has flooded the ground floor shop, go down and ask the shopkeeper, who is very distressed, if you can help.
2. Make a list of damaged equipment or goods and ring up to report this to the insurance company.
4. Offer temporary accommodation in your flat to the shopkeeper.
5. Write a letter to local residents, calling a meeting to discuss ways of improving flood defences.
6. Prepare a presentation for the meeting, to be attended by local councillors.

### Flooded shopkeeper

1. Thank your neighbour, explain what happened and express your dismay.
2. Ask your neighbour to help by making lists of damaged equipment or goods and then report this to your insurance company.
3. Respond, as appropriate, to the offer of temporary accommodation.
4. Complain, at length, about the poor state of flood defences.





## Poverty

Advanced level

### Fundraiser

1. Go round to neighbours to explain the aims of a charity you are supporting, which helps developing countries to combat poverty and ask them to contribute.
2. Encouraged by neighbours' enthusiastic response, write and invite all residents to a meeting to discuss other joint ways of supporting the charity.
3. During the meeting, suggest organising an event locally in aid of the charity and agree a venue and programme.
4. Delegate aspects of the planning to a number of volunteers.
5. Design publicity materials and contact the press.
6. Write a letter to a local dignitary, outlining the issues and inviting them to the event.

### Neighbours and dignity

1. Respond appropriately to the requests for help and make suggestions to support the event.
2. After the event, write to or e-mail the fundraiser, praising their efforts and remarking on the successful aspects of the event and the outcome.



## Addiction

Advanced level

### Concerned resident

1. Suspecting that one of your friends who lives on the floor above is developing a problem with drugs, ask other friends in the block of flats if they know about this.
2. Discovering that other friends share your concern, discuss with them what should be done.
3. Following these discussions, speak to a drugs counsellor or do some research for advice about how to approach your friend who may have a problem.
4. Having sought appropriate advice, speak to this friend, offering help and support and suggest that they meet with the drugs counsellor.
5. After this, discuss with your other friends in the flats the different issues regarding drug addiction and how best to help the friend who concerns you.

### Neighbouring friends

1. Respond in an appropriate manner to the concerned resident.
2. After your discussions, write a letter to a relative, describing the difficult situation and how you dealt with it.



## Noise pollution

Advanced level

### Worried resident

1. Having just learnt that a new highway or motorway is to be built very close to your block of flats, obtain more details from the local council.
2. Write a note to all residents inviting them to a meeting to discuss action to fight the proposal.
3. Ask a neighbour to work with you to prepare a case against the proposal.
4. Prepare a joint letter to send to decision-makers and draw up a presentation to give at a forthcoming enquiry.

### Helpful neighbour

1. Agree to help, explaining that you have some time available.
2. Discuss points to be used in the case against the proposal and suggest other ways of attracting local support for your campaign.
3. Give details of another successful campaign you have been involved in to oppose a threat to the neighbourhood.
4. Prepare a poster outlining the agreed plan of campaign.



































# Word charts



*"This activity allows learners to apply their previous knowledge of vocabulary on the topic and at the same time enables them to learn new work independently, practise their dictionary skills, as well as contribute and learn in a group work situation."*

*"Being able to work in pairs and compare the work carried out at home (pooling ideas) made them gain confidence."*

**Thomas Rotherham College**

## Some learners' views of the Word charts

*"It is useful to put all the information together before starting the topic."*

**Cheadle & Marple Sixth Form College**

*"Consolidating the vocabulary on one page is helpful."*

*"Going back over the vocabulary helps."*

**Itchen College**

*"The materials are visually motivating and a welcome change from a course book. They really helped with vocabulary building."*

**Carl Duisberg Centren**

## Introduction

This learner activity is specifically designed to illustrate an effective approach to supporting learners in building up and expanding their knowledge of vocabulary. It links with learners' previous knowledge of vocabulary and can be undertaken as an introduction to or preparation for any topic at any level. For example, it will support learners moving from an NQF level 1 course to an NQF level 2 course or learners progressing from an NQF level 2 course such as GCSE to an NQF level 3 course such as AS.

The approach promotes active vocabulary building of a range of words and phrases. This provides learners with a sound basis for spoken and written communication and an effective tool for subsequent revision.

The two examples of topics given on the printed Word charts provided are: the environment and food and healthy living. The Word charts are provided in English to facilitate adaptation into other taught languages. Photographs for developing charts in further topic areas are included on the **Multimedia resources CD-ROM**. Topics include business and industry, travel and tourism, leisure and the arts and relationships. You can adopt the same approach to produce Word charts on other topics by inserting your own images.

Individual and group word charts, enriched with stimulating photographs, will enable learners to build up their vocabulary both as independent learners and collaboratively. The 'Tips for learning vocabulary' will also support learners in building up their vocabulary.

## Word charts - using the activity

### Main aims

To build up vocabulary and, develop oral, reading and written skills. See the introduction to this activity for details.

### Guidance notes

1. Hand out individual vocabulary building word charts.
2. Remind learners of the importance of recording vocabulary, not only within the context of a topic but also under categories for example, nouns, adjectives, verbs and phrases. If appropriate, clarify grammatical categories with learners.
3. As a homework activity, ask learners to use their previous knowledge, notes and dictionaries to enter as much vocabulary as possible on the template, giving them guidance as appropriate.
4. At the next learning session, ask learners to work in small groups using the taught language and give a poster-sized version of the template to each group.
5. Ask learners within their group to compare their individually completed word charts and pool their ideas.
6. Each group should then complete a group word chart, using dictionaries to check accuracy, and display the chart on the wall.
7. Ask a representative from each group to present their poster to all learners.
8. As a whole group activity, draw up a final corrected list of relevant topic vocabulary from all the posters, allowing learners time to extend and amend their individual templates.
9. Ask learners to continue adding new items of vocabulary to their word chart as they encounter them.
10. Use a plenary activity to check learning.

### Variations

11. Ask learners to revise the vocabulary from their charts, ready for an oral or written activity in the next session and give learners copies of the 'Tips on learning vocabulary' pages.
12. At the next learning session, ask learners to use the vocabulary for discussion of the topic and provide them with phrases for agreement and disagreement.
13. Select a text document, video or DVD that includes items of the vocabulary covered and use as a comprehension exercise.
14. To check learning, ask learners to place words in context on mini whiteboards.
15. For other topics, ask learners to bring in their own photographs for the word charts.

cont. >>>

&gt;&gt;&gt;

**E-opportunities****Main assessment opportunities****Resources**

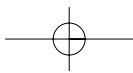
1. Create word charts on other topics from images, using the **Mini-toolkits** on the **Continuing professional development toolkit CD-ROM** for further help.

---

Vocabulary, oral and written skills

---

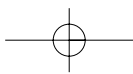
Dictionaries  
Individual word charts  
Poster-sized word charts  
Pens



# Additional notes

-

Lined area for additional notes.



## Word charts - Tips for learning vocabulary

**Choose the methods that suit you best and once you have learnt, practise your new vocabulary as often and in as many ways and contexts as possible for listening, speaking, reading and writing.**

### **Colour code it!**

- Use different colours to distinguish between genders of nouns, where appropriate.
- Allocate a different colour for each verb tense.

### **Create memory links!**

- Learn the vocabulary in the context of a situation or topic.
- Look for words that sound similar in English and the taught language.
- Look for links to the vocabulary you already know.
- Imagine visual images of the words.
- Try linking imaginary actions to the words.
- Think of some unusual and/or amusing links between the words and their English meaning.

### **Learn with a partner!**

- Using word cards (English one side and the taught language on the other) take it in turns with a partner to test each other, keeping a score.
- Work with a partner or a group of other learners to share ideas for imaginative ways of learning vocabulary.

### **Listen to it!**

- Record a list of words on a tape and listen to it for concentrated periods and/or whilst doing a task which does not require concentration.
- Listen and repeat.
- For a longer text, put it to music, give it a rhythm and record yourself.

### **Read it!**

- Little and often is the key.
- Display key words at home or in the workplace, where you can see them often.

### **Say it and write it!**

- Write the word in the air when you say it.
- Write out the word repeatedly.

cont. >>>

&gt;&gt;&gt;

**Test yourself!**

- Hide the word in English or the taught language, and slowly reveal the answers. Make it more challenging by going back to the top of the list if you make a mistake.
  - From your recorded list of words, play and pause before the answer is given. Answer and play again. You can follow a list of words or press fast forward and play words at random to spice up the exercise.
- 

**Use word shapes!**

- Write the word in the shape of what it means.
  - Make your vocabulary learning fun and artistic.
- 

**Use word grapes!**

- Link words with accompanying illustrations, for example, library, book, to read.

# The unexpected



*"Very user friendly – the cards stimulated varied and imaginative language."*

**Bexley College**

*"Learners liked the idea of using photographs as a stimulus for structured but creative and open-ended activity."*

**Joseph Priestley College**

*"Many of the learners had worked well above the level expected and had puzzled out how to use the new tenses for themselves, often using their knowledge from other languages they knew. Their answers were of a high quality."*

**King Edward VI College, Stourbridge**

*"It helped me to revise the different tenses and when to use them."*

*"My understanding of how to use the different tenses has developed due to putting it into practice in my work."*

**Learners at King Edward VI College, Stourbridge**

## Introduction

This activity is designed to support learners with the development of grammar. It will be especially helpful used in the transition period as learners progress from one level to another.

In this sample activity, the approach focuses on the use of verbs and appropriate tenses. In response to a series of prompt cards, depicting unexpected scenarios, learners will revise and develop their skills in using verbs, in various tenses, to support grammar development. Cards will have relevant photographs on one side and questions requiring responses in different tenses on the other. This activity can be used to meet the needs of all learners by focussing on a particular tense or range of tenses – which are differentiated on the cards.

Teachers and trainers will also find other uses for the cards. For example, the cards can be used to elicit vocabulary or descriptions.

Unexpected scenarios include:

- A minor car accident
- Acquiring a fortune
- Stuck in a lift
- Losing your wallet
- Lost; and
- Disastrous holiday hotel.

The cards have been produced with questions in French, German, Italian, Spanish and also in English, as shown in this booklet, as a basis for adaptation into additional languages. The cards provided in French, German, Italian and Spanish have been printed using the formal form of the taught language. Informal versions are available for download on the **Learner activities toolkit CD-ROM**.



## The unexpected - using the activity

### Main aims

To develop grammar and oral skills, with a focus on use of verbs – see introduction to this activity for details.

### Guidance notes

1. Provide learners with appropriate support on the formation of tenses in the taught language.
2. Ask learners to work together in small groups and provide each group with a flip chart or OHT and pens.
3. Give each group a set of prompt cards depicting photographs of unexpected scenarios.
4. Ask learners in turn to select at random a scenario prompt card from the pack and look at the photograph and questions on the back.
5. If appropriate direct them to focus on certain blocks of questions for tenses on each card.
6. The learner selecting the card should respond to the questions orally, with help from the group, if needed.
7. Following group discussion on accuracy, the learner should write up the answers on the flip chart or OHT for teachers or trainers, to check and for whole group discussion.

### Variations

8. Use scenario cards with word charts to gather relevant vocabulary.
9. Provide learners with a blank grid, appropriate to the taught language, to enable them to write out specific verbs in a number of tenses as a reference for written and revision work.

### E-opportunities

1. E-mail practice activities on verbs to learners, to work through individually as preparation for or follow-up to the session.
2. Ask learners to undertake follow-up vocabulary research using an on-line dictionary.
3. Ask learners to research, on taught language websites, for the cultural norms elicited by The unexpected scenarios.
4. For revision purposes, ask learners to visit tutorial web sites, already identified, for further work on specific linguistic topics.

### Main assessment opportunities

Use of verbs and oral skills

### Resources

Support materials on formation of tenses  
Sets of scenario prompt cards  
Flip charts or OHTs and pens



### **Disastrous hotel**

1. Where did you go away and why?  
What was wrong with your hotel?
2. How do you feel about this?  
What actions are you taking to improve the situation?
3. What will you do next to solve the problem?  
Who will you speak to?
4. What would your recommendation be to anyone proposing to come to this hotel?

### **Lost**

1. At what point did you realise you were lost?  
Where were you trying to go and why?
2. Give a full description of your surroundings.  
How do you feel now?
3. What will you do next?  
Where will you go?
4. What would help you to find your way?





### **Stuck in a lift**

- 1.** Where were you going to in the lift?  
What was your reaction when you realised you were stuck?
- 2.** Describe the people in the lift with you.  
How do you and others in the lift feel about the breakdown?
- 3.** What action will you take to escape?  
Whom will you try to contact?
- 4.** What, or whom, would you wish to have in the lift with you?

### **Acquiring a fortune**

- 1.** What was your financial situation before this happened?  
What was your first reaction when you heard about the fortune?
- 2.** What are you doing now?  
How do you feel now?
- 3.** How will you celebrate?  
What will you do with the money?
- 4.** What would you like to do first?





### Minor car accident

1. What were you doing before the accident?  
Where were you going?
2. How do you feel now?  
What's happening around you?
3. What will you do next?  
What will you do to avoid such an accident in the future?
4. What would you suggest to the other driver?

### Losing your wallet

1. Where do you think you lost it?  
When did you realise that you had lost it?
2. Describe your wallet and its contents.  
What is your first reaction to the loss?
3. What will you do to try to find it?  
Whom will you contact?
4. What would you do to prevent losing it another time?



# Making your case



*“All the learners responded well to the CV activity. They all worked in pairs helping each other and learned different ways of asking questions. The CV template allowed learners to respond at their individual level.”*

**Thomas Rotherham College**

*“Learners enjoyed the idea of applying for a work placement and making their case. It made language learning real and purposeful.”*

**The Duchess’s Community High School**

*“The most useful thing I learnt was how to structure questions.”*

**Learner at Thomas Rotherham College**

*“Learners found the activity challenging but achievable. They enjoyed the ‘real’ aspect to the task.”*

**Bede Sixth Form College**

## Introduction

This activity is designed to support learners in developing their main linguistic skills in listening, speaking, reading and writing. The approach adopted here is also intended to encourage learners to develop the skills of independent learning and e-learning and to boost their confidence in expressing themselves orally and in writing, in the taught language.

It will be especially helpful during the transition period for learners progressing from courses at NQF level 1 to NQF level 2 and from courses at NQF level 2 such as GCSE to those at NQF level 3 such as AS.

For this activity, make maximum possible use of the taught language for both oral and written instructions and guidance. Also remember to take into account the cultural context of the taught language and the diverse needs of your learners.

The activity will build on knowledge and skills gained from learners’ previous learning. It will encourage learners to develop their independent learning skills, as well as fostering collaborative working. During the course of the activity you will be able to undertake formative assessment of learners’ development of skills.

In this exemplar activity individual learners play the role of a person applying for support funding for a work placement in a country where the taught language is spoken. Learners will also play the roles of panel members judging whether an applicant has sufficiently justified their case, for funding.

Where it is more appropriate, for reasons of differentiation, equality, diversity or personal sensitivities and aspirations, offer other contexts for the presentation, such as planning a family holiday abroad or making a marketing presentation abroad.

## Making your case - using the activity

### Main aims

To develop learners' oral skills and ability to express and justify their own ideas and to promote independent learning.

### Guidance notes

#### Teacher and trainer preparation

1. Adapt the activity to meet the individual needs of your learners and their levels of competence and confidence.
2. Adapt to the cultural context of the taught language.
3. Ask individual learners to play the role of a person applying for support funding for a work placement in a country where the taught language is spoken.
4. Inform learners that they will be required to give a brief presentation to a panel to support their application for funding.
5. Explain to learners that they will be playing the dual roles of an applicant for funding and a member of a panel judging the adequacy of the applications from other learners.
6. Make it clear to learners that their presentation will be assessed by you, as well as by their peers.
7. Give learners copies of the Learner record sheet for use in planning their presentations. If not already covered, give guidance to learners on using the Internet and other authentic sources such as maps, travel brochures, magazines and newspapers to carry out independent research.
8. Provide learners with the curriculum vitae template and links to useful websites for help in completing it. Adapt the template as appropriate for the cultural context.
9. If the group is large, consider spreading the presentations over more than one session.

#### Learner preparation

10. Prior to undertaking the task, ask learners to use discussion and independent research to decide individually, in which country and area they would like to work and the type of work they would like to do during their placement.
11. Ask learners to write a letter of application with CV to the funding board, appropriate to the culture of the taught language, and inform them of the details you expect them to include, relevant to the culture of the taught language. A basic CV template in English is provided but where feasible, give learners a sample CV provided by a native speaker of the taught language.

cont. >>>

&gt;&gt;&gt;

12. Remind learners to include relevant visual aids or details to support their presentations regarding:

- desired location
- length of work placement
- type of work involved
- reasons for wishing to undertake the placement
- any previous experience of this work
- plans for accommodation and costs; and
- future career plans.

13. Prior to the staging of the presentations ask learners to also prepare to be a judge. Provide them with a simple criteria check list, in the taught language, for judging whether or not an applicant has adequately justified his or her case for funding. Criteria should include:

- whether or not the applicant has given sufficient information,
  - how well the applicant has justified his or her case; and
  - the overall clarity of the presentation – could they understand it?
- If appropriate, refer to course or accreditation assessment criteria.

14. Remind judges that they can ask questions and must be prepared not only to give their verdict but also to give brief reasons.

### Variations

15. Use as pairwork activity and omit panel discussion.

16. At the end of their individual presentations, ask learners to reflect orally or in writing, on what they have gained in particular from their presentations, such as development of skills, new vocabulary, cultural information and useful websites.

17. After all the presentations, ask learners to use their judging notes to choose what they individually consider to be the most impressive presentation and to write a report on this giving their reasons.

18. Summarise key words and phrases arising from the presentations for future revision and assessment.

### Main assessment opportunities

Assess presenters' work and judges' contributions using your own criteria and give individual feedback later at an appropriate time.

### Resources

Learner planning record sheet  
Curriculum vitae template  
Computer facilities  
Authentic research materials such as tourist information, newspapers, magazines  
Lists of websites  
Flipcharts and pens

## Making your case - sample curriculum vitae

### 1. Personal details – name, address, date and place of birth

---

---

---

---

### 2. Education and qualifications

---

---

---

### 3. Competence in languages

---

---

---

### 4. Employment details – previous jobs, work placements

---

---

---

### 5. Personal interests

---

---

---

### 6. Referees

---

---

---

### 7. Other relevant information

---

---

---

---

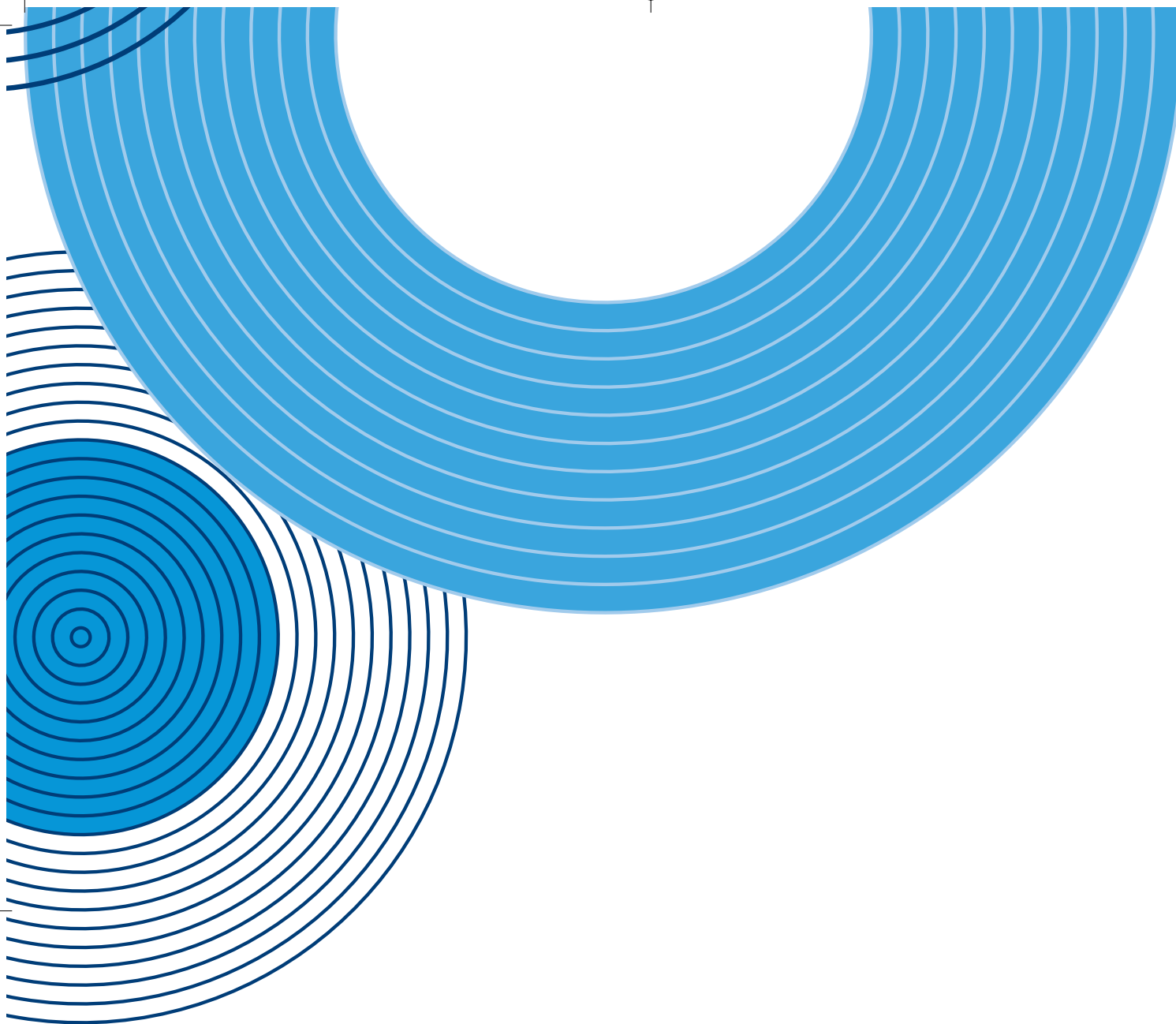
---

Making your case - Learner record sheet for presentations

Desired location	Length of placement	Type of work	Reasons for wishing to undertake the placement	Any previous experience of this work	Plans for accommodation and costs	Future plans
Country						
Area						

This image shows a full page of blank, lined paper. It features approximately 20 horizontal blue lines spaced evenly across the page, typical of notebook or composition paper. The lines are thin and light blue, set against a plain white background. There are no margins, text, or other markings on the page.





*“The resources have constituted a platform for creativity to build on and enhance existing approaches.”*

**Macclesfield College**

# Appendices: Contents

## General

A. National Teaching and Learning Change Programme overview	164
B. Copyright information	170
C. Glossary	173

## Appendix A: National Teaching and Learning Change Programme overview

The National Teaching and Learning Change Programme brings together ‘three enablers’ to support the transformation of teaching, training and learning:

- subject specific teaching and learning resources
- subject coaching networks
- professional training for subject learning coaches.

### The coaching model

This model of support for tutors, teachers and trainers using our subject specific teaching and learning resources has been designed according to research evidence on the most effective ways to support professional development and the sharing of best practice.

### How is the coaching programme organised?

- Providers offering courses in Business Education, Entry to Employment (E2E), Construction, Science, Health and Social Care, ICT, Land-based Studies, Mathematics, Adult Learning, Engineering and Modern Foreign Languages have been invited to nominate Subject Learning Coaches in these priority subject areas.
- The Subject Learning Coaches meet in Subject Networks, either regionally or sub regionally. They participate in a free national professional training programme that can lead to accreditation. This programme then prepares them to provide peer coaching for their colleagues to help them adopt the new approaches and teaching and learning resources in their own organisation.

- Regular Network meetings help to foster the development of subject learning communities and provide the Subject Learning Coaches with peer support from a range of different backgrounds as well as opportunities for practising their coaching skills with their fellow peers.

### What is the background and evidence for this model?

Joyce and Showers studied 200 In-Service Education and Training programmes for teachers and trainers, each of which was designed with the specific aim of changing classroom practice. The research findings revealed that, even though teachers and trainers were often very enthusiastic about the training they received, they rarely applied it in a sustained way that led to long-term change in practice.

Joyce and Showers concluded that, for training to be truly effective, it needs to include the following five components or stages:

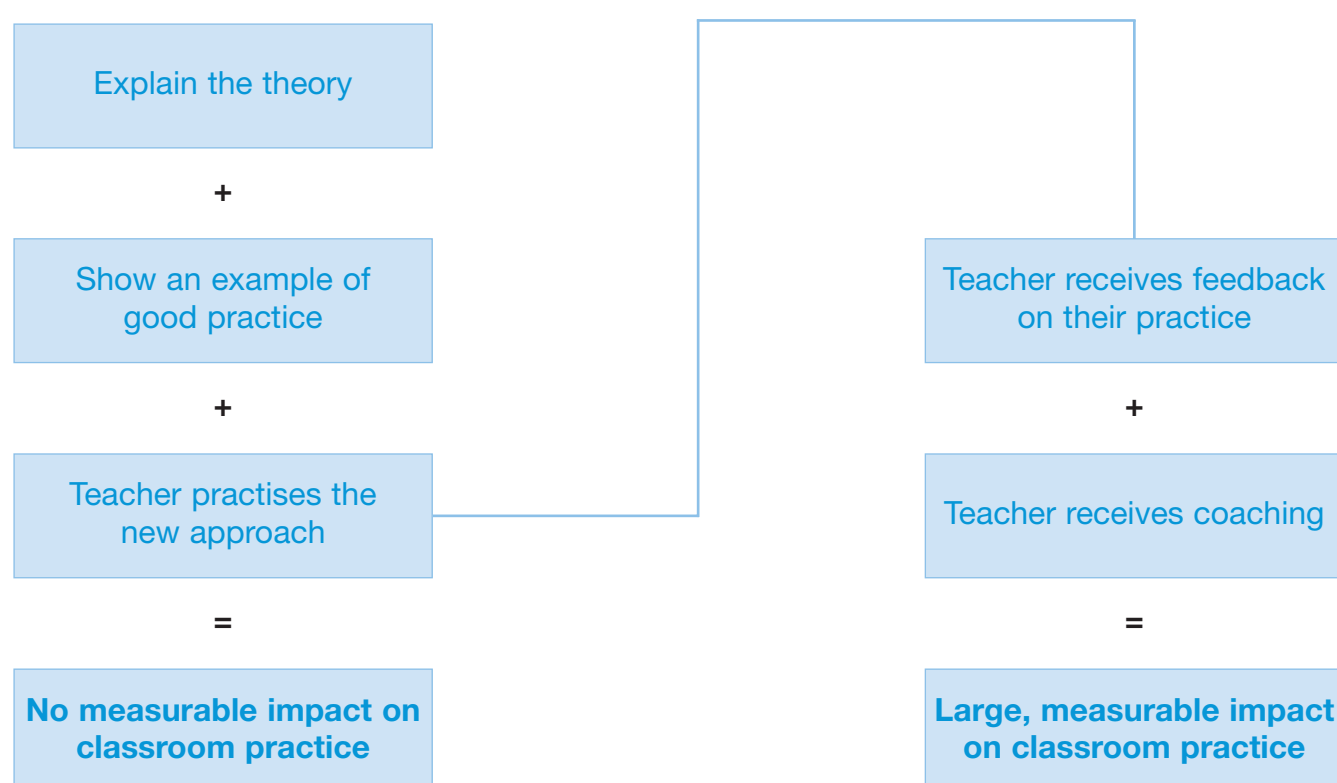
- theory – where the new approach is explained and justified
- demonstration – to give a model of how this can be put into practice
- practice – so that the teacher can try out the new approach
- feedback on how well the new approach is working; and
- coaching – to help the teacher discuss the teaching in a supportive environment and consider how it might be improved.

Their research shows that, without the opportunity to receive feedback and coaching, there is no measurable impact on classroom practice. However, once these two components are added, in particular the final coaching stage, there is a large and measurable impact on practice. Figure 1 offers a diagrammatic representation of the model.

<sup>1</sup> Showers B. *et al.*: 'Synthesis of research on staff development', Nov.1987 Educational Leadership

<sup>2</sup> Joyce B. R. and Showers B., *Student Achievement through Staff Development*, 3rd edition, 2002, Association for Supervision and Curriculum Development.

**Figure 1**



The feedback might be provided by a colleague who observes the session. Alternatively, the teacher delivering the lesson might simply describe to colleagues what they did and what happened as a result, including things that went well and things that did not. Coaching goes one step further. It provides an opportunity for the teacher to reflect on the lesson and consider, in a supportive climate, why an approach did or did not work and how it might be changed or refined.

We hope that you will follow the guidance in this resource. For more information on how you can share in the professional Subject Networks and join in our coaching programme call 020 7297 9281 or visit [www.subjectlearningcoach.net](http://www.subjectlearningcoach.net).

## Developing schemes of work and session plans

### Guidance notes

#### Introduction

The approaches and supporting materials developed in the teaching, training and learning resources are intended to enrich the experience of learners. They will support teaching, training and learning in a wide variety of courses and offer opportunities for further development in other areas of the curriculum.

Any learning programme has to be planned carefully if it is to be successful. These notes outline some essential elements that can be incorporated into a successful scheme of work and give some guidelines on effective session planning.

It is fully recognised that many teachers, trainers and tutors may already use the principles described below. The notes provide generic guidelines that describe good practice and may be used in Continuing Professional Development activities and when mentoring or coaching colleagues.

There is no single solution to curriculum design. Each curriculum area will have its own requirements and approaches and these notes are not intended to provide a rigid structure that must be adopted.

The notes are divided into two sections:

- 1 Developing a scheme of work.
- 2 Developing a session plan.

#### 1 Developing a scheme of work

The scheme of work organises course content, and describes how it will be delivered. It allows teachers, trainers and tutors to plan a programme that is appropriate for their learners. It will also provide a framework for session planning.

Some schemes of work will provide a detailed breakdown of course content including the time required to cover each topic. In other curriculum areas this may not be appropriate.

Although there are key differences in the planning required for different programmes, there are also some common principles that can be employed when creating an effective scheme of work.

#### Purpose of a scheme of work

An effective scheme:

- underpins a comprehensive learning experience for the learner
- requires teachers, trainers and tutors to work together to plan a coherent programme
- helps teachers, trainers and tutors to plan common activities, for example: work experience, visits, visiting speakers
- helps teachers, trainers and tutors to plan resources
- helps teachers, trainers and tutors to create their individual session plans
- helps new teachers, trainers and tutors joining the programme
- requires us to think about the essential underpinning skills that learners need and to incorporate strategies to ensure these skills are learnt
- requires us to think about a variety of learning and teaching styles that are appropriate for our learners
- helps teachers, trainers and tutors plan assessment methods and a coherent schedule.

## Creating a scheme of work

As a starting point it is useful to think of the scheme of work as a comprehensive document that explains the learners' 'learning journey'.

This will mean that we consider:

- initial assessment to identify weaknesses in prior learning of both curriculum specific and essential skills
- developing and assessing essential/generic skills
- resources including workshops and study centre inductions
- integrating key skills
- including opportunities for e-learning and ILT
- guest speakers/visits/work experience
- a variety of teaching methods, learner-centred activities, plans for differentiating learning
- an assessment programme that includes a variety of assessment methods and opportunities
- strategies for providing individual feedback and target setting for improvement and success.

Designing a scheme of work is a creative process and can be time consuming. There are clear advantages, however, for learners and teachers, trainers and tutors in investing time to create a well planned learning programme.

Important considerations are outlined below:

- What skills will the learner need to cope with the work at each stage?
- How will skills acquisition be built into the programme?
- Are there opportunities to practise newly acquired skills?
- How will achievement be measured?

- How will the workload be managed?
- How will feedback be given?
- What will the completed programme look like?

Thus the scheme of work:

- should be constructed by the team of teachers, trainers and tutors working with a group or with individuals
- should be held centrally and integrated into the system operated by the institution, for example, on a provider network system or virtual learning environment
- should be reviewed regularly and adjusted by the team in the light of review.

## Using the scheme of work

Whether the plan has been developed to cover an entire programme or an element within a programme, it is essential that all teachers, trainers and tutors have access to it. Many learners will be on individual programmes, which are built on the learner's experience. However, the principles of design are the same.

Plans that form part of a larger programme should be coordinated so that an overview of assessment and workload is available. This is an essential role for a personal tutor or programme manager. An overview of the programme should be shared with learners so that they are familiar with the programme structure.

When all plans are available it will be possible to assess the overall work load for a learner and it may be necessary, at that stage to create an assessment schedule or make amendments to individual schemes to ensure that the learner is not faced with impossible or conflicting deadlines.

It may also be possible to review the activities in each plan at this stage to make sure that the programme is varied and interesting.



### Developing a session plan

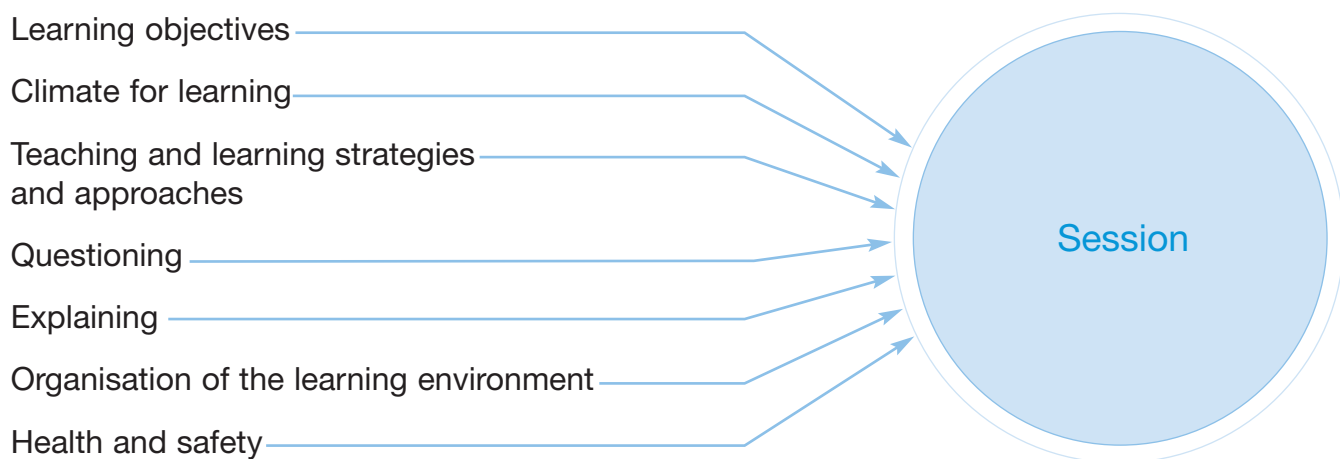
When the scheme of work is complete, consideration can be given to individual sessions. In some curriculum areas a 'session' can be easily defined as an event that happens at a particular time on a particular day, with a clear start and end time.

However, for many learners a session is not time bound in this way. In this type of learning environment a useful first step may be to decide what a 'session' may look like and how long it will last.

There is no perfect session plan or one method that can be used by all areas in the learning and skills sector. To provide a sample framework could limit the imagination and flair of teachers, trainers and tutors.

However, there are key features that form part of a successful session. These are shown in the diagram below and may be useful in developing your session plans.

### Factors that influence session design



### Learning objectives

The nature of the learning objective will influence the approach that the teacher, trainer or tutor adopts.

### Climate for learning

Two aspects are important here:

- Learning style.

Constantly working outside a learner's preferred learning style can lead to frustration and lack of motivation. This does not mean

that every session should cater for the full spectrum of learning styles but that all learners should have regular opportunities to learn in their preferred style.

- prior attainment and knowledge.

Learners need to be encouraged to work at a level in advance of their current attainment level but not to the degree where they become stressed by the learning opportunities developed.

## Teaching and learning strategies and approaches

Effective teaching uses a wide range of different teaching and learning strategies.

Teaching and learning strategies are vital in:

- presenting key concepts and ideas
- demonstrating skills and processes
- engaging and supporting learners in active learning
- establishing an interactive and well-paced dialogue with the learners
- creating the right level of challenge so that learners can make progress.

Some common teaching skills are:

### Questioning

- Questions need to be planned in a sequence that guides and reinforces.
- Certain types of questions have inbuilt challenges that require learners to think deeply. Examples include:
  - open ended questions
  - questions that demand and develop higher-order thinking skills such as analysis, synthesis and evaluation
  - questions that encourage learners to speculate and take risks; and
- teachers, trainers and tutors should build in 'wait time' so that learners can reflect before answering.

## Explaining

- Abstract concepts, principles, rules and important ideas can be difficult to understand without explanation.
- Common types of explanation deal with:
  - concepts
  - similarities and differences
  - cause and effect
  - purposes
  - processes
  - reasoning and proof.
- Explanations contribute to learners' ability to learn and to connect new information to what they already know.
- Explanations can be improved by using a range of techniques including illustration, use of props, voice or body.
- Asking learners to explain their thinking and reasoning helps them to crystallise and consolidate their learning.

## Organisation of the learning environment

This is more than the arrangement of the furniture. It includes using displays of learners' work, choice of equipment, and the role of learning assistants. Attention needs to be given to the impact of different social settings and equality and diversity issues on effective learning.

## Health and safety

This may be an obvious point, but teachers, trainers and tutors have a responsibility to ensure that the learning environment is safe and comfortable for all learners. Your plans should indicate any special health and safety features that need to be taken into account.

## Appendix B: Copyright information

### Teachers, trainers and developers

Although there are certain concessions to using materials in education, these only apply where there is a specific licensing agreement, such as the arrangements in the UK for photocopying and making off-air recordings of TV and radio broadcasts. These agreements are subject to clear restrictions and to penalties for misuse. There also exists the category of 'fair use' or 'fair dealing', which is enshrined in a new Act in the USA but is not easily defined in the UK and Europe in general.

Developers of materials, as well as users such as language teachers and trainers, should be aware that what applies in a teaching, training and learning session becomes a quite different matter when creating materials for distribution (whether or not they are to be sold for gain).

Unless the original material is clearly stated to be free of copyright or unless it is not covered by copyright legislation by virtue of its age, it is illegal to photocopy, photograph, record, download, scan or otherwise copy materials for onward distribution (even if no financial gain takes place). It is a common misconception to think that there is an exception for educational usage. In most countries no such exemption applies, other than certain specific arrangements for research. Nor is it the case that because an item is 'in the public domain' – which is often interpreted (wrongly) to mean that it is published on the Web – it is free from protection. In fact all work is protected. A work is only in the public domain and free to use if it is specifically stated to be so. This does sometimes occur and is often referred to as 'copyleft' material.

### Implications

There are obvious implications for the developers of learning materials and teachers and trainers when taking copyright into consideration. Not only do they have to ensure that they themselves have complied with the law in all respects but, given that multimedia creation is very often a collaborative venture, they should also make arrangements so that all those colleagues who might have contributed parts to the work guarantee in writing that they own the rights to the work in question and indemnify against breach of copyright.

### Further information

- i. The UK government's comprehensive website on copyright and related matters: [www.intellectual-property.gov.uk](http://www.intellectual-property.gov.uk).
- ii. A fairly recent and useful article which concentrates on the application of copyright law to e-learning is to be found on: [www.jisclegal.ac.uk/](http://www.jisclegal.ac.uk/).

## Appendix C: Glossary

### Aims

Clear and concise statements that describe what the tutor, teacher or trainer hopes to achieve in a learning session.

### CPD

Continuing Professional Development, sometimes referred to as staff development. Any activity that helps tutors, teachers and trainers maintain, improve or broaden their knowledge, understanding and skills, and become more effective in their role.

### Differentiation

Differentiation is about identifying and addressing the different needs, interests and abilities of all learners to give them the best possible chance of achieving their learning goals.

### E-learning\*

E-learning is learning supported or enhanced through the application of information and communications technology. There are a broad spectrum of activities which constitute e-learning, from straightforward applications which enhance classroom activities to full distance, online and remote learning.

### ESOL

English for Speakers of Other Languages.

### Expert learner

A learner who is encouraged and supported by their teachers and trainers and programme of study to develop a range of effective learning styles and to be confident, informed and inquisitive, taking on responsibility for managing their own learning.

QIA is working with other agencies across the schools and learning skills sectors, to develop a definition of and standards for the 'expert learner'.

### ILT

Information and Learning Technology. Supporting and delivering effective learning supported by technology.

### Individual review, action planning and target setting

A type of formative assessment that takes place outside the classroom or workshop where learners review their progress on a one-to-one basis and formulate actions and targets for improvement.

### Individualisation

Recognising and responding to individual needs.

### Initial assessment

The overall process of assessing individual learners' needs, aptitudes, preferences and prior learning in order to plan and provide an appropriate learning programme to meet their needs.

### Learning cycle

The learning process in which the experience of trying something new is followed by reflection and evaluation on what was effective. Reflection is supported by reference to existing theory and then followed by a new plan of action, taking into account what has already been learnt. The learning process is cyclical and can go on indefinitely.

### Learning outcomes

Statements indicating what a learner should know or be able to do at the end of a given period.

## Learning preferences

A preferred way of learning, for example, learning through computer technology or learning through visual, auditory, practical or kinaesthetic activities.

## Learning programme

Strategic programme for learning including schemes of work and session plans that ensure coherence and continuity across the learning experience.

## Learning styles inventory\*\*

A diagnostic instrument used to assess learners' preferred learning styles.

## Motivational dialogue

Motivational dialogue is a learner-centred approach to influencing a young person's motivation to change behaviours that stand in the way of their progress. It was designed as a non confrontational way of trying to help individuals recognise and do something about their present or potential problems.

## Objectives

Precise and measurable statements describing what you intend learners to learn in the time specified.

## Open/closed questions

Open questions cannot be answered with a 'yes' or 'no' response or a one-word answer and encourage higher-level thinking skills. Closed questions have only one satisfactory answer, usually very short. These questions can be useful when testing knowledge.

## Peer assessment

Learners check each other's work, using clear criteria. This helps them develop and use skills required to check or evaluate their own work.

## Reflection

The process whereby a learner takes time to consider an experience they have been involved in or any new learning experience and reflect on how it has been done. It may also refer to teachers' and trainers' consideration of their own work.

## Self-assessment

The type of assessment undertaken by the learner in order to evaluate his or her performance, strengths and weaknesses. It may also refer to teachers' and trainers' consideration of their own work.

## Session plan

A timed plan for a learning session that specifies aims, learning objectives, learning activities, resources and support needs.

## Summative assessment

An end test or assessment, usually at the end of a unit, module or programme, to record a learner's attainment for that unit of learning.

## SMART objectives

Objectives that are Specific, Measurable, Achievable, Realistic and Time-related.

## Team teaching

Working with a colleague to deliver learning sessions that can provide you both with useful feedback on the effectiveness of your strategies.

\*Based on LLUK's definition of e-learning.

\*\*If you look up 'learning styles' on the internet, you will discover dozens of different questionnaires for assessing learning preferences. But beware! A study by the Learning and Skills Research Centre found that some of the most widely used instruments had low reliability and poor validity. The report recommended that 'teachers and trainers should look instead at broader notions of how learners approach learning. (Coffield F. et al., *Learning styles and pedagogy in post-16 learning. A systematic and critical review*, 2004, Learning and Skills Research Centre/ Learning and Skills Development Agency.)

# Acknowledgements

The Quality Improvement Agency would like to thank the following for their part in the trials and pilots:

- Bede College
- Bedfordshire Local Education Authority
- Bexley College
- Bilborough College
- Birmingham Adult Education Service
- Brasshouse Language Centre
- Cambridgeshire Adult & Community Learning Service
- Carl Duisberg Centren
- Cheadle & Marple Sixth Form College
- Croydon Continuing Education & Training Service
- Dereham Neatherd High School
- Dorset Adult Education Service
- East Surrey College
- Harlow College
- Hartlepool Adult Education Service
- Itchen College
- Joseph Priestley College
- King Edward VI College, Stourbridge
- Leicestershire Adult Learning Service
- Lincolnshire Lifelong Learning Service
- Loughborough College
- Macclesfield College
- Mid-Cheshire College
- Middlesbrough College
- North Warwickshire and Hinckley College
- North Yorkshire Local Education Authority
- Oaklands College
- Our Lady's Convent High School
- Performance Through People
- Reading Adult and Community College
- Solihull College
- St Charles Catholic Sixth Form College
- St Peter's Collegiate School
- Stockport Continuing Education Service
- The Duchess's Community High School
- Thomas Rotherham College
- Thurrock Adult Community College
- Truro College
- Whitby Community College
- Yeovil College

Thanks to the following for permission to use screen shots of their products: MDLSoft (for TaskMagic), Half-Baked Software (for Hot Potatoes) and Camsoft (for Fun with Texts).

Special thanks to the University of Hull for allowing us to include the dialogues and text from the Encounters series.



