

Unit 11

Applying for a course

Overview

Learners practise:

- making simple requests
- asking for clarification
- selecting information from a simple text

Suggested context

Local college or community education centre

Dialogue 1: Someone asking about enrolling on a course

Dialogue 2: Tutor/administrator responding to requests for information

Skills

Speaking and listening

- Listen for specific information such as dates and times.
- Practise giving simple personal information.
- Talk about courses and enrolment practices.
- Use stress, rhythm and intonation in key words, questions and replies
- Pronounce key words clearly

Literacy and phonics

- Recognise times and days
- Trace and copy key words.
- Begin to segment words using syllables and suffixes.
- Copy/write short statements about own preferences.

Language points

(Core points – bold, extension points – not bold)

- **Simple phrases for making requests and enquiries:**

- **Can I help you? Can you help me?**
- **Can I enrol for ...?** I'd like to ... I want to ...
- Have you got ...?

- **Expressing likes and dislikes:**

I like ... ing. / I don't like ...ing.

- **Short forms:** Yes, I do. No. I don't

- **Phrases for clarifying and negotiating meaning:**

- **Sorry? Yes, that's right.** Can you repeat that, please? I'm sorry, I don't understand. Can you speak to my friend, please?

- **Asking for permission**

- **Can I ...?** (take a picture; bring my children; bring a friend)

Key words: **courses**, e.g. ESOL; computers; keeping fit; driving; sewing; cooking; gardening); **enrol**, **photo ID**, **proof of address**

Before you start

Depending on the level of your group, record the *Example dialogues* using local voices, accents and references. (See *Guidance* for further details.)

Print relevant images and word cards from this pack and the [New to ESOL picture pack](#). Source others which are relevant to your group, e.g. college, gardening, cooking, sewing, driving, computers

Materials needed

Speaking and listening

- Activity 1** **Resource 1: Images** (1 set A4 and A5 sets for learners to use);
Resource 2: Smiley faces (sets for pairs/small groups of learners); dice
- Activity 2** **Dialogue 1; Resource 1: Images** – a college enrolment session, tutor and student; days of the week; times;
Resource 3: Flyer
- Activity 3** **Dialogue 2**; example documents with photos/addresses (driving licence; college pass; passport; council tax bill, etc.)
- Activity 4** **Resource 4: Word and image matching cards**;
Resource 5: Icon matching cards;
 Simplified enrolment forms (name/ address/phone number/ email)

Literacy and phonics

- Flashcards of key words/images to suit the group, including days of the week
- Personal vocabulary books and letter tiles
- Transcript to make gap fill/cut up words, etc.
- Alphabet, days of the week [New to ESOL templates](#) 8 and 9
- Times ([English My Way, Daily Life](#))
- **Resources 6 and 7**: Writing practice

TIP Where possible, provide localised resources – leaflets from other learning providers and photos of local places. Encourage social talk as well as target language during role play activities to promote recycling of language from other sessions and develop fluency. ESOL learners may be beginners in English but will have many other skills. Allow time for discussion of skills, hobbies and interests to create authentic speaking and listening opportunities



Note that each unit can be covered across two or three sessions. You can follow the order of activities suggested below or incorporate literacy, phonics, digital opportunities and resources/activities from other sources at different points across the sessions to best meet the needs, interests and priorities of your learners.

Allow some time at the beginning of each session for:

- General chatting
- A warm-up activity
- Recapping and reviewing the main learning from the last session and/or topic.
- Learners to tell each other about anything they have done or followed up related to the most recent topics.

Speaking and listening

Activity 1

Introduction to the topic

- Show a selection of images based on learners' skills and interests such as those in **Resource 1: Images** (*adult students at college, different jobs, filling in an application*) and elicit the connection, i.e. to get a job as a carpenter, gardener, nurse, etc. one route is to go to college and learn the trade/occupation. If possible, ask learners about their previous/ current jobs and training experience.
- Spread out more pictures from the **Resource 1: Images** to elicit/teach key vocabulary which learners select for the work or the job, e.g. *computer, cooking, driving instructor, gardener, working with wood/carpenter, plumber, sewing/ clothes making, working with children, childcare/ creche worker, hairdresser*. Drill vocabulary and encourage learners to say which they are interested in and what they know about each.
- Using the selected pictures, drill the structure: *He's/She's/They'reing*. Hand out pictures for learners to practise in pairs. Demonstrate the contractions 's and 're using finger gestures.
- Show three of the pictures – one thing you enjoy, one you don't, and one you don't mind and say, e.g. *I like keeping fit; I don't mind cooking; I don't like gardening*. Use mime, body language and symbols to clarify the meanings of each: 😊 😐 😞
- Drill the three structures. Then give each pair/ small group of learners a pack of picture cards and a set of **Resource 2: Smiley faces**. Ask them to take turns in sorting the picture cards into three piles 😊 I like ...; 😐 I don't mind ...; 😞 I don't like... .
- Ask a learner: *Do you like ... ing?* Prompt responses: *Yes, I do / No, I don't / I don't mind*.

TIP You may need to model and drill the short form responses before learners respond and/or demonstrate the contraction *don't* = *do not* using finger gestures.

- In a circle, chain-drill question and short responses.
- Ask learners to change groups and give each group a picture pack face-down. Learners take turns to throw a dice, count aloud through cards, pick up the corresponding card and make a simple statement with 'like/don't like' or 'don't mind'.

Activity 2

Speaking and listening (Dialogue 1)

TIP You may need to review days of the week and times before starting this activity. See [New to ESOL templates](#) Template 9 (days) and [English My Way, Daily Life](#) (times).



- Set the context before playing the audio: show **Resource 1: Images** (or other images) of a college enrolment session and ask: *Where is this? Who are the people? Why do people go there?* Elicit *college, tutor, student, study/learn*. Drill, focusing on stress patterns.
- Discuss what the two people might be saying and what courses the college might offer. (Concept check *course* = series of lessons.)
- Set first comprehension question: ask learners to listen for the name of the course. Play **Dialogue 1**, allow learners processing time, and check responses (*ESOL & computers*).
- Set second comprehension question: *When is the ESOL & computers course – day and time?* Play the dialogue again and ask learners to listen, then compare answers in pairs. Check answers (*Mondays, 10 – 12*). If you wish, you could give learners a selection of days and times to choose from.
- Set third question: *What level is the course?* Play the dialogue again, ask learners to listen and then check answer: *Entry level*. Clarify that this is a low/beginner level.

- Play the dialogue again and drill, line by line. Focus on *Can I enrol for the ESOL and computers course, please?* (Concept check *enrol* = join). If appropriate, introduce alternatives to *Can I enrol ...*, e.g. *I want to enrol ...* or *I'd like to enrol ...*
- Ask learners why he says *Sorry?* Clarify that it is a way of asking for repetition/clarification as well as apologising. Elicit and practise any other phrases learners know to ask for clarification, e.g. *Can you repeat that, please?* / *I don't understand.* / *Can you speak more slowly, please?*
- Use **Resource 1: Images** for learners to carry out a substitution drill: *Can I enrol for the sewing/gardening /childcare course, please?* Demonstrate with a confident learner and then ask learners to practise in pairs.
- For learners with sufficient literacy, hand out **Resource 3: Flyer** and read it aloud, checking understanding of vocabulary, days and times (including am and pm). In pairs, learners take turns saying the dialogue, substituting courses, days and times. Beginner readers can use **Resource 1: Images** instead.

Intercultural understanding



This is a good opportunity to give learners some idea of:

- the range of adult education provision in the UK and where it takes place locally – colleges, adult learning providers, community centres, local initiatives, etc.
- how to find information about adult and vocational education and training opportunities – posters/flyers in libraries, college prospectus, websites
- enrolment procedures, e.g. prospective students need to take ID and evidence of qualifications with them, be prepared to wait, be assessed and fill in an application form.

Activity 3

Speaking and listening (Dialogue 2)

- Show the picture of a college enrolment session again. Discuss what documents students need to produce when they want to enrol for a course. Show a range of documents with photos/addresses (driving licence, passport, benefits book, council tax bill, etc.) Elicit what each one is and stick it on the board with blu-tac.
- Before playing Dialogue 2, show the image of a receptionist/administrator talking to a potential student and set the question: *What two things does the receptionist ask him for?*
- Play the audio, more than once if necessary. Ask learners to compare their answers in pairs and then check: *Photo ID* and *proof of address*. Clarify that *ID* = identification, and *proof* = evidence (use own languages/translation if necessary). Write the two headings on the board – **Photo ID** and **Proof of address** – and invite learners to come up and place each document under the correct heading.
- Set the question: *Does the man understand? What does he say?* Play the dialogue and check answer (*Sorry, I don't understand. Can you speak to my friend, please?*)
- Play the audio again and drill, line by line, focusing on intonation, stress and linking.
- Write up a few prompt words on the board and ask learners to practise the dialogue in pairs, extending it if they can.

Activity 4

Speaking and listening

- Play the last part of **Dialogue 2** again and pause after: I'm sorry, I don't understand. *Can you speak to my friend, please?*
- Ask learners what strategies they use to check understanding or to get help when they don't understand. Review useful phrases. e.g. *Excuse me? Sorry? Could you repeat that, please? Could you speak more slowly, please? I'm sorry, I don't understand.*
- Model and drill each of the following phrases, using the icons in **Resource 5** as prompts. Focus on intonation patterns:
 - *Can I phone my friend, please?*
 - *Can you repeat that, please?*
 - *Can you translate this word, please?*
- Learners play pairs/Pelmanism with **Resource 4: Word and image matching cards**, and **Resource 5: Icon matching cards**.
- When they have finished, learners take turns taking one of the image cards and role-play asking about a course. Prompt learners to vary the phrases they use to ask for clarification.

Literacy and phonics

Reading

- Using the transcript, learners listen and follow the text. Or cut the transcript into sections for learners to listen and sequence.
- Create gap fill activities from transcripts for learners to fill in (or copy/stick in). Remove key words such as *enrol, course, computers, address, proof, etc.*
- Use **Resource 3: Flyer** for reading practice and ask comprehension questions.
- Bring in similar local flyers and use for practice in finding and reading key words, e.g. *ESOL, day, time.*
- Use **Resource 4: Word and image matching cards** for word recognition practice and use letter tiles to match with word flashcards

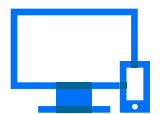
Phonics

- Use words with simple patterns to develop awareness of phoneme/grapheme relationship e.g. *this, that, and, can, help, on, sorry, proof.*
- Focus on the initial /k/ sound = 'c' in *can, computers, course, cooking*
- Focus on the -ing pattern in **Resource 4: Word cards**: break words into syllables and say them slowly as you read them out: *sew – ing; cook – ing; us – ing; driv – ing; work – ing; fix – ing; and morn – ing.*
- Break words into graphemes for learners to put in the correct order, saying the sounds as they do so, e.g. *h – e – l – p, p – r – oo – f, e – n – r – o – l.*

Writing

- Depending on learners' literacy levels, learners can:
 - use **Resource 6: Writing practice** for reading and tracing over the statements that they agree with
 - use **Resource 7: Writing practice** for writing sentences
 - write a short text about their preferences.
- Learners complete simple application or enrolment forms (or online forms).
- Use some of the word cards for copying/ tracing/handwriting practice.

Digital opportunities



- Learners video/audio record one of their dialogues on their phone and listen to it afterwards to identify strengths and weaknesses.
- Learners use the calendar function in their phone to add the date and time of an enrolment session.
- Some learners may be able to do an online search for courses they might be interested in.
- Learners send an email enquiry about a course.

Learning to learn

- Learners write new words in vocabulary books with images and/or translations.
- Create flashcards using root words (sew, cook, garden, sing, etc) to add to word banks.
- **Days of the week:** Hold up days of the week show them in sequence and drill. Then say them at random, asking learners to point to or hold up the correct day, e.g. What day is it today / tomorrow / yesterday? Use Template 9, [New to ESOL templates](#)
- Telling the time: Focus on the time forms that are used in the dialogue and Resource 3: Flyer. Display or draw a clock with large hands and demonstrate and drill: 1 o'clock, 2 o'clock etc. Then drill: half past/12.30 etc. When learners are ready, move on to: quarter to/quarter past; 12.15/12.45. For additional 'times' practice, see [English My Way, Daily Life](#)

Differentiation and extension ideas

- Learners adapt the dialogue for other contexts (e.g. volunteering, helping in school).
- Move on to talking about abilities using *I can swim/sew/drive/speak 3 languages*, etc. Emphasise that we don't use *-ing* when talking about things we can (and can't) do.
- Use some of the language in the dialogues in other situations/contexts, e.g. doctor, dentist, council office.
- Recycle days and time activities in different contexts (e.g. timetables, daily routine)
- Learners talk about likes and dislikes in a different context, e.g. food, colours, places, people.
- Use the icon cards in future sessions to continue to revise and recycle language for clarification.
- Ask other learning providers to come in and talk about learning opportunities. Provide interpreters, if possible.
- Watch the videos in [Session 13 Job interviews](#) <http://www.bbc.co.uk/learningenglish/english/course/emw/unit-1/session-13>

- Discuss issues around sharing personal information with learners. Identify safe people to share information with, such as doctor, case worker, librarian and college staff, and people not to share any information with, e.g. cold callers at the door, nuisance calls, spam emails etc. Identify information that should never be shared, e.g. bank card pin numbers and passwords. Learners can practise different ways of saying 'No' and declining to share information, e.g. *Sorry, I can't tell you.*

Out and about

- Ask learners to collect leaflets about local learning opportunities.
- Ask learners to bring in something to demonstrate their own skills/hobbies.
- Arrange a visit to another provider or invite a vocational tutor to visit your class to talk about career opportunities in their area.

Home learning

- Learners take new words home to learn and spell using 'Look, say, cover, write, check' templates.
- Learners use *New to ESOL* resources to continue practising learning/writing days and months.
- Learners create a list of important phone numbers (doctor, school, case worker, dentist).

Unit review



In your next lesson, and before you start a new topic, here are some ideas to help you review and recap language learning from this unit:

- Review key vocabulary and phrases.
- Ask learners to recap one of the dialogues from memory.

Useful links for further practice



- BBC Learning Circles, Session 13 – Meeting a careers advisor
<http://www.bbc.co.uk/learningenglish/english/course/emw/unit-1/session-13>
- English My Way, Things I want to do (you need to register)
<https://www.englishmyway.co.uk/topics/137>
- British Council ESOL Nexus, Talking about work
<https://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/beginners/talking-about-work>
- *New to ESOL* Picture Pack
<https://esol.excellencegateway.org.uk/content/etf3064>
- *New to ESOL* Phonics Pack
<https://esol.excellencegateway.org.uk/learners-new-esol-phonics-pack>
- *New to ESOL* templates, Alphabet, days of the week, months (8, 9 and 10)
<https://esol.excellencegateway.org.uk/content/etf3085>
- English My Way, Daily life – times practice
<https://www.englishmyway.co.uk/topics/123>
- Spelling practice using *Look, Say, Cover, Write, Check* Template 3
<https://esol.excellencegateway.org.uk/content/etf3085>

Dialogue 1

A	Can I help you?
B	Can I enrol for the ESOL and computers course, please?
A	The Entry level course on Monday morning?
B	Sorry?
A	This one? ESOL and computers, Mondays 10 – 12?
B	Yes, that's right.

Dialogue 2

A	Have you got some photo ID?
B	Sorry. Can you repeat that, please?
A	Photo ID? A passport, driving licence or residence permit?
B	Yes, here you are.
A	Have you got proof of your address?
B	Sorry, I don't understand. Can you speak to my friend, please?
A	Yes, of course.





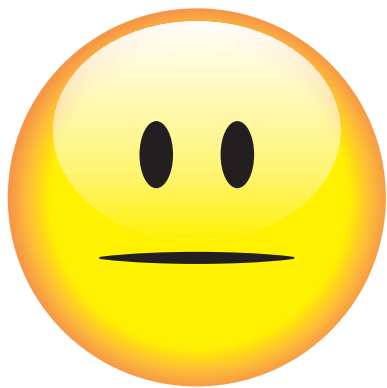












Hill Green Centre

Learn English and more!



- Practise English
- Make friends
- Share skills
- Learn new skills

ESOL & computers	Monday	10 am – 12 pm
Keep fit	Tuesday	1.30 pm – 3 pm
Gardening for beginners	Wednesday	10 am – 12 pm
Cooking on a budget	Thursday	3 pm – 4.30 pm
Sewing skills swap	Friday	1 pm – 3 pm
Working with wood	Saturday	12 pm – 2 pm

To enrol

- Speak to Julie on Reception
- Phone 01234 246864
- Email Julie@esolclass.co.uk



driving



hairstyling



**working
with wood**



**working
with children**



cooking



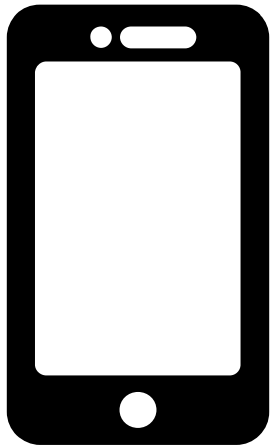
gardening



**fixing
things**

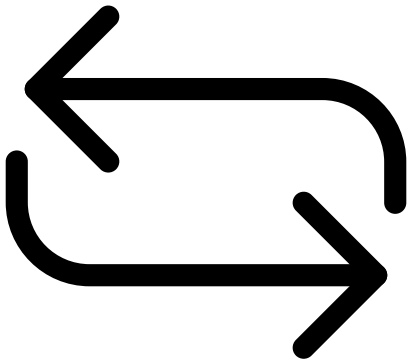


sewing



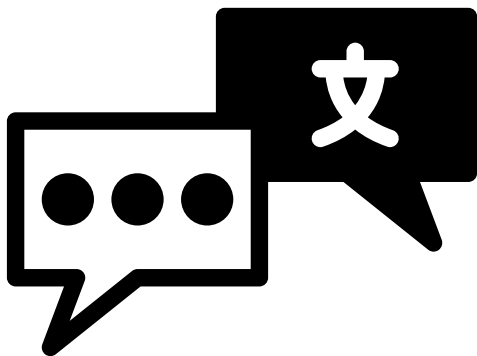
Created by FMF Design from the Noun Project

Can I phone my friend, please?



Created by Atif Arshad from the Noun Project

Can you repeat that, please?



Created by Icon Lauk from the Noun Project

Can you translate this word, please?

Images: The Noun project, <https://thenounproject.com/>

Name



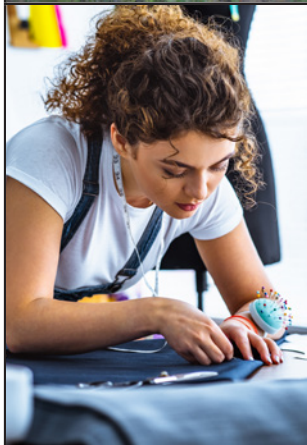
- 😊 I like cooking.
- 😐 I don't mind cooking.
- 😞 I don't like cooking.















- 😊 I like working with wood.
- 😐 I don't mind working with wood.
- 😞 I don't like working with wood.



- 😊 I like gardening.
- 😐 I don't mind gardening.
- 😞 I don't like gardening.



- 😊 I like sewing.
- 😐 I don't mind sewing.
- 😞 I don't like sewing.

	 I like  I don't mind  I don't like
	 I like  I don't mind  I don't like
	 I like  I don't mind  I don't like
	 I like  I don't mind  I don't like