

4

Education

Curriculum coverage

Listening and speaking

- Listen for main points in explanations
- Understand discussion about education
- Ask for information on the phone
- Ask for and give personal and factual information
- Tell people your opinions

Skills

- Lr/E2.2a, 2e, 3a
- Lr/E2.2d, 7a, 8a
- Sc/E2.1a, 1b, 2a
- Sc/E2.2c, 2d, 2e, 3a, 3b, 3e
- Sd/E2.1c, 1d, 1e

Reading and writing

- Understand illustrations and plans
- Read texts about courses and education
- Write sentences about yourself and your education
- Use a dictionary correctly

Skills

- Rt/E2.4a
- Rw/E2.3a; Rt/E2.1a, 1b
- WW/E2.1b, 1c; Wt/E2.1a; Ws/E2.1a, 3a, 4a
- Rw/E2.4a, 5a

Key functions

- Asking for information
- Expressing opinions, agreeing and disagreeing

Key grammar

- Modals, *must/mustn't* to express obligation
- *Have to/had to* to express need
- Simple and compound sentences

Resources to support the unit

- Dictionaries
- Access to computers and the Internet if possible
- Audio player and recorder
- Blank audio cassettes (teacher's own)
- White or black board
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Questions elicited from learners for recycling throughout the unit
- Questionnaires about libraries (teacher's own)
- Collect course guides from various colleges and information from websites (teacher's own)
- Cue cards (teacher's own)
- CALL materials (teacher's own)
- Course advertisements from newspapers (teacher's own)

Page 1 Education

Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

Task

- Introduce the theme of education. Use pictures to check understanding or pre-teach *primary school, secondary school, uniform, subject, university*. Check pronunciation. Practise chorally as necessary.
- In pairs or groups encourage learners to discuss educational experience in the UK.
- Use the pictures and questions to elicit experiences and knowledge of UK education system via children, friends, relatives or own experience.
- Focus on local area only.
- Elicit names and categories of local educational places.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2 UK education system

Rationale

To set the context of the unit; to understand a chronological text; to introduce *must* and *must not* for obligation

Activity A

Reading about education in the UK

Pre-task activity

- Use the pictures to introduce the Hamed family. This family is used throughout the unit. Elicit where learners could find information about education in the UK, e.g. *Job Centres, Adult Education Centres, the Internet*.

Task

- Learners work out meaning of *compulsory* from the context. Explain good learning strategy to try to guess word from context.
- Second reading. Encourage learners to check answers with a partner and then check answers as a group.

- Elicit reasons for answers.
- Reinforce *compulsory*. Elicit different rules using *must*.

Differentiation

- Before reading text ask learners to underline unknown words. Pool knowledge, ask others for meaning. Write words on board and check understanding.
- Ask learners to predict content by asking questions, e.g.:
When do children start school? What kind of things can they do before they start school? How many days do they go to school? When does the school year begin/end?
- Then read each paragraph aloud with the learners following in their books.

Extension

- In pairs or nationality groups, learners interview each other to find out about the education system in their countries.

Page 3 An interview at school

Materials

- Audio – an interview at a school
- Photocopiable resource – application forms

Rationale

To prepare for interviews; to practise asking for information and clarification; to use *have to* for asking about rules

Activity A *Listening: asking for and giving information*

Pre-task activity

- Set scene. Elicit any interview experiences to prepare for school interviews. Put suggestions on the board.

Task

- Learners work in pairs to predict questions in task 1. Encourage them to use the answers in the speech bubbles to help work out the questions. Pair less confident learners with more confident ones. Collect suggestions and write up.
- Play the audio, stopping to allow learners to compare their predictions with the actual

questions. Correct any mistakes, e.g. word order.

- Elicit what Abdullah didn't understand. Then play that part of the recording again, pausing so learners can predict and then hear the words he uses to ask for clarification, i.e. *I'm sorry, my favourite subjects?* Demonstrate intonation and drill if necessary.
- In task 4 the learners predict questions the Hamed family will ask in the second part of the interview. To get them started write up Mrs Bennett's replies in speech bubbles. *Yes, everybody wears school uniform. Yes, he can, but we prefer children to wear normal shoes. Yes, the school thinks that homework's very important.*
- Play the second part of the interview to check understanding and predictions. Elicit Mrs Hamed's questions.
- Focus on the use of *have to* for asking about rules. *Yes, does Abdullah have to wear a uniform? Do I have to do homework?*

Differentiation

- Less confident learners can follow the audio script to pick out the questions, or the questions can be written up on the board and rehearsed before playing the audio again. Be prepared to play the audio as often as necessary, pausing so that the learners can hear the questions.

Extension

- Give learners time to think of other questions to ask about school rules using *have to* and *can*.
- Put them in pairs to take turns practising asking questions and asking for clarification with correct intonation.

Activity B

Speaking: a school interview

- Pair learners and explain task. Learner A works in the school. Learner B is a relative of the child going to school. Give out photocopied form (Teacher's Notes) to learner A.
- Allow time for A to prepare questions and B to complete the information about the child. Learners use their lists of questions from tasks 1 and 4.
- Learners role play the interview. Monitor.
- Learners swap roles.

Differentiation

- Less confident learners can work with a model conversation on the board. Build it up with them line by line.

Page 4 School rules

Rationale

To show that pictures can help to identify information and rules

Materials

- Computers with Internet connection and Word for Windows
- If no computers, poster paper and a supply of different coloured markers

Activity A

Reading: rules

Pre-task activity

- Elicit vocabulary *on time, long earrings, shout, leave.*

Task

- Ask learners to work in pairs and encourage them to discuss the meaning of the pictures. Monitor.
- Learners can do the matching exercise in task 2 individually or in pairs. Whole class feedback.
- Focus on positive (*must do*) and negative (*must not do*) for rules.
- Reinforce *compulsory*, no choice.
- Point out that when we speak we usually use the contraction *mustn't*. Use negative rules in task 2 to demonstrate, and ask learners to practise the pronunciation.
- Set up task 3 as a class discussion. Encourage learners to use their own experiences. Ask about rules that affect their life now.

Differentiation

- Put rules on OHT and read each rule aloud, encouraging learners to follow as you read.
- Learners then match each rule to one of the pictures.

Extension

- Divide class into two groups. Put up some topic for rules, e.g. sharing a flat, attending a course, travelling by bus. Give the groups five minutes to write a list of all the rules they can think of. One learner per group writes. The group with the most rules wins.
- Alternatively, divide the class into two groups, each group calling out rules. Write rules from each group on the board in different colours. Again set time limit, the group with the most rules wins.
- Learners look at websites of local education places for rules.
- In groups, using Word or Wordpad and clipart, ask learners to make a poster of their school rules, using drawings etc.

Page 5 Tour of the library

Materials

- Audio – Tour of the library
- Pictures/photos of library to elicit vocabulary
- Computer with Internet access
- Two questionnaires, one for website visit, one for library visit

Rationale

To listen for detail and grammatical detail; to practise prepositions of place; to introduce and practise *have to*

Activity A *Listening for prepositions of place*

Pre-task activity

- Ask learners if they use a library and how they use it.
- Bring in photos of the interior of a library and use it to elicit different things you find in a library, e.g. computer, newspapers/magazines, books, videos, TVs.
- Elicit or pre-teach *librarian, enquiry desk, take a book out, return a book*.
- Revise prepositions of place. Put up some diagrams on the board or on an OHT, or demonstrate with objects in the classroom.

Task

- Ask learners to look at the plan of the library in task 1 and discuss what it shows.
- Play the audio through once, pausing to give the learners time to label the plan. As necessary, play a second time.
- Learners check answers with a partner. Then whole class feedback.

Activity B

Language: using prepositions of place

- Monitor while learners work in pairs, taking turns to ask and answer questions about the plan in 1.
- Set task 2 up as pair work and again monitor as learners practise.
- In task 3 learners describe the position of an object and others try to guess what the object is.

Differentiation

- For less confident learners, put the names of the areas on the board before you play the audio or ask them to work with the script to label the plan, and then listen to the audio again.
- Prepare some cards with labels for the library, and ask the learners to work in pairs to place the labels on the plan.
- Prepare cards with the names of areas in the library and drill questions.

Extension

- Ask learners to draw a plan of part of a building where they study or work, e.g. the layout of rooms on a floor of a building, an area of a library where they can study.
- Before they start elicit some phrases for checking and asking for repetition, e.g. *Sorry, what did you say? Sorry, can you repeat that? Did you say on the right?*
- Learners sit back-to-back to describe the plan so that their partner can draw it.
- Look for websites of world famous libraries, e.g. British Library.
- Learners note interesting details, age of library, oldest book, subjects covered, special exhibitions etc. According to strength, learners write a few sentences about the library or fill in a questionnaire.

Activity C

Language: talking about rules

- Direct students to the *Remember box* and example sentences.
- Explain that *have to* and *must* = *necessary to do something* and *don't have to* = *You can if you want to, but it's not necessary*.
- Drill pronunciation as necessary.
- Elicit and write up other sentences with *must*, *have to*, *has to*, e.g. about jobs, daily routines etc.

I must be in work at nine every day.

My daughter has to do her homework before we have dinner.

I don't have to have lunch in the canteen, I can go out and buy a sandwich.

- Put up a conversation plan before the pair-work practice e.g.

A: *So what do you do in a typical week at work?*

B: *In the mornings at 8.30 I have to take the children to school. I don't have to collect them because a friend collects them in the afternoon.*

- Feedback with group. Relate back to points they raised in the initial discussion. Discussion may raise differences in cultural expectation of a good teacher and the status of education.
- Learners read again and underline words they don't know. Encourage learners to check these words in a dictionary.

Activity B

Listening: stressing the right syllable

Pre-task activity

- Review syllables.

Task

- Play the audio and ask learners to work in pairs to work out the number of syllables in the words. Encourage them to say the words aloud, emphasising the different syllables. As necessary, demonstrate *qual-if-ied*. Monitor.
- Write one or two words from task 2 on the board and demonstrate and mark stressed syllables.
- Play the audio again, allowing time for the learners to underline the stressed syllables. Watch for *bored* = one syllable, no stress. Before taking group feedback, encourage the learners to check with a partner.

Differentiation

- For less confident learners, read out each of the words, emphasising each syllable, so that learners can count them easily. If learners have trouble hearing the stressed syllable, try shifting the stress in some of the words so they can hear how stressing different syllables makes the word sound very different.

Activity C

Reading: using alphabetical order

Pre-task activity

- Discuss need for understanding alphabetical order to find words in a dictionary.

Task

- Learners order the words individually or in pairs. Suggest they number the words first before writing them in the second column. As you monitor watch for *examinations*, *example*, *explain*. Take whole class feedback.

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Using a dictionary and spelling

Materials

- Dictionaries
- Audio – Syllables in words

Rationale

To raise awareness of stress and intonation and show how one word form often has a related word form; to encourage dictionary use and develop spelling strategies

Activity A Reading about a teacher

Pre-task activity

- Ask learners about the good teachers they remember and why they thought they were good. Elicit what qualities teachers need.

Task

- Set pre-reading question – Is Claudette a good teacher? Why?
- Learners read individually.

Differentiation

- With learners with a lower level of literacy, set up as two tasks. First get them to put the words starting with different letters in order, then the words beginning with *ex-*. As necessary work together with the learners to build up the order on the board.
- Put words on a word processor so that learners can cut and paste to put the words in alphabetical order.
- This type of task can present problems for people with dyslexia. **Access for All** is a useful reference for dealing with this type of learning challenge.

Extension

- Get the learners to work in pairs to put all the words in the two lists in alphabetical order and set a time limit for completion.

Activity D *Spelling: verbs and nouns*

- Allow learners to work through tasks 1 and 2 individually or in pairs. Elicit meanings and get them to say whether they are nouns or verbs.
- Draw attention to the *-ation* ending for nouns and ask students to complete the chart in 4. Whole class feedback. Note what has changed, e.g. dropping final *e* to add *-ation*, e.g. *organise organisation*.
- Work with the learners to elicit and put other words with *-ation* ending on the board.
- Finally check that learners understand all the words they underlined in Activity A, task 1. If not, assign a word to each student to check in dictionary. Assign sensitively according to ability.
- As you monitor watch for *qualify* and *qualification*.

Differentiation

- Put nouns and verbs on different coloured cards and get learners with less confidence to physically match them. Drill pronunciation.

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Choosing a course

Materials

- Course guides for local colleges
- Photocopiable resource – information about course
- Audio – Giving opinions
- Computer with Internet access

Rationale

To read and extract information from text; to focus on and practise language of opinion

Activity A *Reading about courses*

Pre-task activity

- Ask learners what subjects they are studying and what they would like to study. Show course guides and elicit purpose.

Task

- Set up task 1 in pairs or small groups. Get learners to make a note of one or two ideas which they can check against when they read the course descriptions. Elicit *full-time* and *part-time*.
- Give out the course descriptions. With a good group cut them up and get learners with good literacy skills to summarise the information while others listen. After each summary, learners match the description with the course title.

Activity B *Listening and speaking: giving opinions*

Pre-task activity

- Introduce the Manzis – neighbours of the Hameds – father and mother Italian with slight accents; son has standard UK accent.

Task

- Encourage the learners to predict which courses might interest each of the Manzi family. Use this to discuss stereotyping, e.g. Women only interested in hairdressing and childcare?
- First listening. Play the audio, pausing the recording so learners can note down the courses.

- Before second listening, elicit meaning of *opinion*, *agree* and *disagree*. Put up examples of each on the board. Play the audio, pausing to elicit phrases. Listen again if necessary.
- Demonstrate stress and intonation when Mrs Hamed says: *I don't think so*. Discuss meaning. Drill if necessary.

Differentiation

- Learners with less developed listening can work with the audio script to identify phrases and highlight them in the script. Demonstrate pronunciation and then play the audio again.

Activity C Talking about courses

Task

- Before you set up the role play, elicit phrases for asking for opinions, giving opinions and agreeing and disagreeing.
- Monitor for language of opinion.

Extension

- IT option. Learners find course guides on Internet, preferably local colleges and adult education centres. Choose a suitable course and write a few sentences about the course and why chosen. Learners without computers look at course guides from local education centres and find key information, e.g. cost, length, part-time/full-time etc.

Page 9 Phoning about a course

Materials

- Audio – Phoning about an ESOL course
- Extension activity Prepare cue cards as in ESOL Core Curriculum p 103, third suggestion under Sc/E21a
- Computer with Internet access

Rationale

To develop strategies for telephone conversations; to listen for and use stress and intonation; to show polite and impolite intonation; to introduce *had to* as past tense of *have to/has to*

Activity A Speaking: using stress and intonation

Pre-task activity

- Use picture. Elicit feelings and experiences of phoning organisations or people for the first time.

Task

- Play the audio twice if necessary. Whole class feedback.
- Set up task 2 as a class discussion. Elicit ideas, e.g. frustrated, irritated, losing confidence. Elicit conversation 3 where Mr Hamed spoke too quickly and wasn't understood. Lead into strategies for preparing telephone calls, e.g. before call make notes, practise difficult words, speak slower, take deep breaths, etc. Put ideas on the board.
- Play the two sample sentences for task 3. Elicit whether intonation goes up or down at end of sentence. Listen again if necessary. Learners underline stress and use arrows to show direction of intonation.
- Listen to all the conversations again. Pause the audio so that learners can mark polite/impolite. Whole class feedback.
- Monitor intonation during pair-work practice for task 5.

Extension

- Groups of three. Prepare cue cards with questions and statements. Use each question and statement twice, marking them polite or impolite. Place cards face down. Take turns to take a card off the pile. Learner says question/statement in correct tone. Other two learners guess whether it is polite or impolite. Monitor intonation.

Activity B Language: using had to

- Elicit past tense. Then review tense box. Explain positive = *has/have to* changes to *had to*, negative = *don't/doesn't have to* changes to *didn't have to*.
- Check understanding of grammar and then get learners to try task 2. Whole class feedback.

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Past education

Materials

- Dictionaries
- Computer with CALL program, e.g. WIDA Storyboard (optional)

Rationale

To extract chronological information from text; to practise simple and compound sentences; to review basic punctuation

Activity A Reading for information

Pre-task activity

- Set scene.

Task

- Pre-teach or elicit vocabulary. As necessary give out dictionaries and encourage learners to look up words.
- Learners complete dates and details on the time line in task 2 and then check with a partner. Whole class feedback, teacher builds up completed time line on the board.

Activity B Language: using time markers

Task

- Present time markers. Elicit and add beneath time line at the correct time points, e.g. *after that, then, next* and *now*.
- Learners add time markers and years to complete the description.

Differentiation

- Put the gapped text on an OHT with the time markers gapped and build up together with learners before they do the writing.

Extension

- Depending on learners' knowledge, elicit other time markers. Add to the time line on the board and then get learners to write their own description, using a greater range of time markers.

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Past education (continued)

Activity C

Writing: using punctuation

Task

- Learners work in pairs or small groups to work out their own rules, noting them down in the space. Elicit capitals for start of a sentence, for proper nouns, subjects etc., for acronyms, e.g. ESOL.
- Individual work. Then check with a partner before whole class feedback.

Differentiation

- With learners with weaker literacy, put the first sentences on the board or on OHT and work together with them to identify problems with capitals, full stops and commas. The learners can then try the other two individually or in pairs.

Extension

- Put well-known acronyms on the board, e.g. BBC, DVLC, and elicit meanings. Elicit further examples in English and in learners' own languages.

Activity D Writing: using simple and compound sentences

Task

- Allow learners to work this out themselves individually or in pairs. Monitor and support any with difficulties. Whole class feedback.

Activity E

Writing about your previous education

Task

- Encourage learners to prepare own time line first.
- Learners write about previous education either in UK or own countries. Learners complete sentences. Monitor and encourage compound sentences. Be firm about punctuation.

Extension

- IT Option – Rewrite Mr Hamed's information in one or two paragraphs, using *and* and *but* to form compound sentences. Enter this on a CALL program, e.g. WIDA Storyboard. Learners enter words until they have the full text.

- If access to computers is not possible, rewrite Mr Hamed's text, using *and* and *but* to form compound sentences. Make this a gap-fill exercise, remove *and*, *but* and time markers.

Page 12 and 13

Discussing courses

Materials

- Extension task
- Several copies of newspapers with course advertisements
- Course advertisements cut from local newspapers, make several copies
- Computer with Internet access for extension task B

Rationale

To consolidate discussion skills; to express likes and dislikes; to follow the main points of discussion; to practise problem-solving as a group

Activity A *Reading for specific information*

Pre-task

- Set scene. Elicit where information about courses is available. Example is a newspaper advertisement.

Task

- Learners scan and underline the information required. Whole class feedback.
- Elicit course costs £300, lasts for 36 weeks and is part-time. Explain ECDL (European computer driving licence) if necessary.

Activity B *Speaking: discussion*

Pre-task activity

- Before discussion, elicit phrases for asking for and giving opinions, agreeing and disagreeing. Write the categories on the board. Then hand out sets of cards with discussion phrases and get students to categorise them.

Task

- Set up task 1. Groups of 3 or 4 discuss and make majority decision about each person.

- Monitor discussion skills, e.g. listening to each other, using discussion language, giving reasons for their choices.

Extension 1

- Re-arrange groups. Give learners newspapers. Ask them to find advertised courses. Learners discuss their feelings about courses and give reasons why they would like to/wouldn't like to go on a course. Ask: *Who would the courses suit?*

Extension 2

- Divide into two groups.
- Group A are careers advisors. Give group A copies of advertised courses. They discuss what type of person each course would interest.
- Group B are looking for courses. Each student in the group chooses a different role, e.g. a mother with two children working part time wants a course which will help her unwind, a teenager who wants to do something which will help him get into Media, etc. (You may have to suggest roles.)
- Allow 5–10 minutes for group discussions. Group A learners sit in different locations in the classroom, as careers advisors. Group B learners choose a careers advisor each and go to them in role for advice.
- Pairs have interview and decide best course for student B. Careers advisor gives student B a copy of the advertisement.
- Whole class feedback, find out which courses were recommended for each student and why.
- IT Option – Learners look at college websites and websites for various newspapers, both local and national, to find out what education opportunities are on offer.

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Project

Materials

- Computer
- College brochures

Rationale

To use the skills practised in the unit; to provide evidence of learning for the learner's portfolio, progress report and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

Pre-task activity

- Elicit learners' own experience of education when they first arrived in UK. Would they have liked an Information Pack to help them? What would they put in the pack? Elicit and put all ideas on the board. Learners use these in their Information Pack in addition to activities below. Encourage use of word-processor.

Activity A *Education information pack for newcomers*

- Learners prepare an information pack for people arriving in the UK.

Activity B *Write about education in the UK*

- In this activity learners discuss what information is useful and then plan and write a report about education in the UK.

Activity C *Prepare questions for school or college visits*

- In this activity learners prepare questions for school/college visits. Encourage learners to think of different ways of presenting their two sets of questions in the pack, e.g. a written question-and-answer session, chart etc.

Activity D *Discuss rules*

- Learners compare education rules in UK with rules in home country. They then make a list of useful tips about education rules in UK.

Activity E *Plan future education*

- In this group activity learners practise discussion skills. Encourage creative ways of presenting courses in the pack.

Activity F *Fill in forms*

- Learners complete a college application form.

Page 15 Check it

Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help. See the Introduction to the Teacher's Notes for information on setting up *Check it*.

Activity A *Making rules*

- Learners write rules for signs.

Activity B *Writing about need*

- Learners do three tasks to practise *have to*, *don't have to*, *had to*, *didn't have to*.

Activity C *Joining sentences*

- Learners write compound sentences using the joining words *and* and *but*.

Page 16 Mini-projects

Materials

- Photocopiable resource – fire safety information
- Computer with Internet access

Rationale

To encourage learners to work independently; to practise and apply the skill from the unit outside the class

Learners can select one or all of the tasks. For more information, see the Introduction to the Teacher's Notes.

Activity A *Write safety rules*

- Fire safety. This is a fun exercise which learners should be able to do alone, maybe as homework.

Activity B

Fill in a form

- Encourage learners to find their own form to fill in, e.g. college prospectus. After completing the form, learners show it to teacher for checking. Note mistakes, why has the learner made the mistake? If several learners make the same mistake, address it sensitively in a whole class situation.

Activity C

Use the Internet

- Encourage learners to use the Internet productively. When they find something useful, they should share this with other learners.

How am I doing?

Rationale

To encourage learners to evaluate their own learning over the course of the unit; to provide a record of learning for the learner's progress record

- Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Pairwork pages

Page 3

An interview at a school

Activity B

Student A

..... School	
Name:	Age:
Date of birth:	Nationality:
First Language:	
Previous education:	

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Choosing a course

Activity A2

GUIDE

COURSE A

If you want to become a nursery assistant – this is the course for you. You will learn about caring for very young children, health and safety and how children learn.

COURSE B

On this course you will learn about different building trades, including interior and exterior work. This includes bricklaying, roofing, plumbing, electrical wiring, carpentry and decorating. This course includes six weeks work experience.

COURSE C

This course leads to a national qualification. You will learn to organise trips and tours, write reports, and make reservations for travel by coach, train, plane and ship. You will also have the opportunity to take a qualification in another language. You will spend four weeks work experience in a local travel agency. A college trip in Europe is possible in the summer.

COURSE D

On this course you will study cutting, conditioning, perming and colouring hair. You will learn to use chemicals and treatments safely. You will learn how to deal with customers, reception work and booking appointments.

COURSE E

On this course you will study different computer systems and software. You will also learn how to manage files, create spreadsheets, use databases, word-processing, Internet and e-mail.

COURSE F

You must have good numeracy skills to do this course. You will use different sources of information and learn to prepare final accounts. You will also learn to use spreadsheets and some computerised accounts systems. Previous knowledge of computers is required.

Mini-project

What to do in a fire

1 Why are the people standing outside the building?

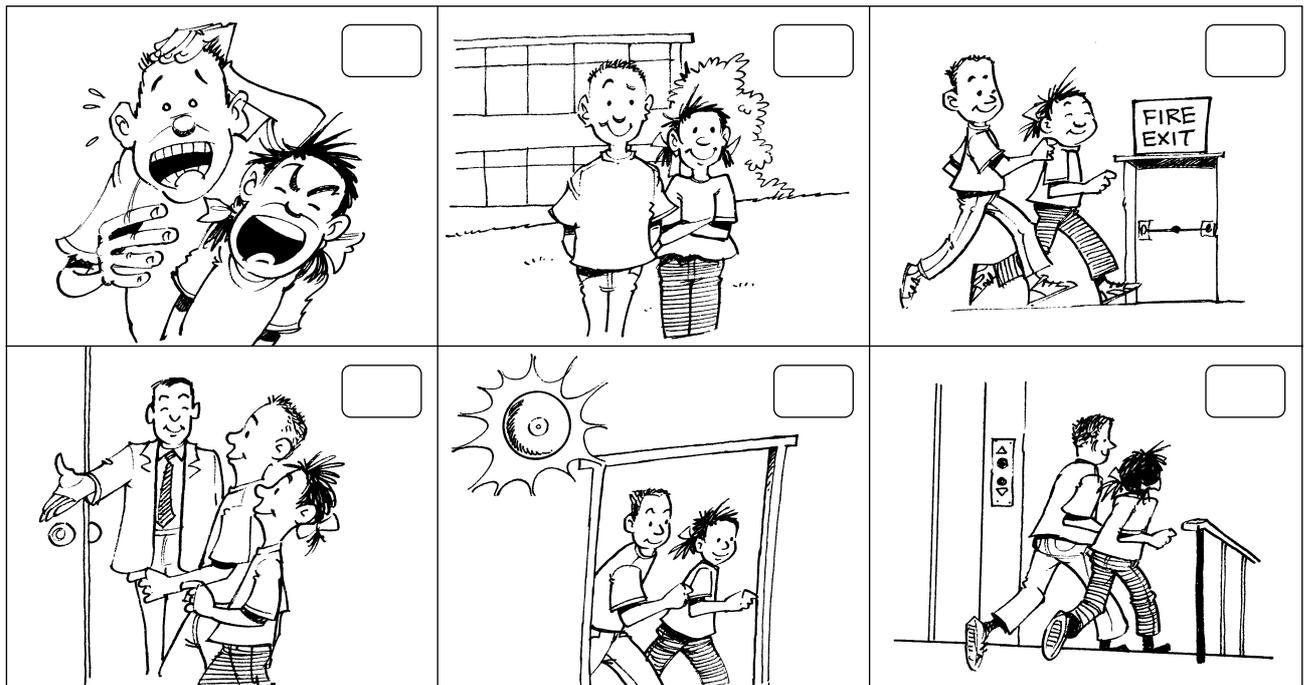


2 Do you know any rules about fire safety? What are they?

3 Do you know what this means?



4 Look at the pictures below and put them in order. Write the correct numbers in the boxes.



5 Write the rules using *must* and *must not*. Can you think of any more fire safety rules?