

6

Lifelong Learning

Curriculum coverage

Listening and speaking

- Understand and take part in discussions about education
- Talk about a course you would like to do
- Describe your experiences of learning
- Phone for information about a course
- Prepare for and go to an interview

Skills

Lr/E3.1a, 7a; Sd/E3.1d
Sc/E3.4b
Sc/E3. 4a, 4b
Lr/E3.2b, 4a
Lr/E3.5b; Sd/E3.1b; Sc/E3.1b

Reading and writing

- Understand texts about courses and education
- Write a supporting statement for a course
- Learn about spelling rules when adding suffixes

Skills

Rw/E3.1a; Rt/E3.1a, 2a, 4a, 8a; Rs/E3.1a
Rt/E3.1a, 4a; Ws/E3.1a, 2a; Wt/E3.1a, 1b, 2a, 4a
Ww/E3.1a

Key functions

- Asking and responding to a range of questions
- Clarifying and confirming understanding

Key grammar

- Present perfect with *for/since*
- Complex sentences with non-defining relatives *who, which, where* and *when*

Resources to support the unit

- Audio player and recording
- Blank tapes
- Access to computers and the Internet if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- List of irregular verbs with past participles (teacher's own)
- Prospectuses and publicity information from local college/adult education/community learning centre/Internet (teacher's own)
- Model supporting statements for college applications (teacher's own)
- Application forms with examples of when supporting statements are required (teacher's own)
- Video of a formal interview if possible (teacher's own)

Page 1

Lifelong Learning

Rationale

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

Task

- Use the pictures and questions for a warm-up discussion to raise awareness of different places, people and purposes in education.
- Discuss the questions with the whole group. Avoid discussing what Lifelong Learning means, as this is the task for page 2.
- Learners discuss their own experiences of learning. Put prompts on the board if necessary, e.g. *when, why, where, what was it like?*
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2

What is Lifelong Learning?

Rationale

To set the wider context and introduce the theme of Lifelong Learning; to provide practice in reading for gist and for detail

Activity A

Reading

Pre-task activity

- Pre-teach or elicit unfamiliar key words necessary to follow the text, e.g. *opportunity, online, qualified, vocational, academic*.

Task

- Discuss the concept of reading for gist if learners are unfamiliar with this, and set a time limit. Learners discuss what they think Lifelong Learning means in groups, then read quickly to see if their ideas are reflected in the text.
- Learners read the text again and discuss the questions in task 2 in groups.

Differentiation

- Give less confident readers longer to read the text. Ask them to underline key words for the second task and to focus on one or two questions.

- Ask learners to spend some time deciding what each paragraph is about. Give them paragraph headings to match.

Extension

- Class discussion on any controversial aspects of the policy, if the class is interested.
- Examine the language of the text, e.g. *What language tells you this is a government document? What is the purpose of the text and how is this reflected in the language?*

Page 3

Different ways of learning

Materials

- Audio – discussion on different types of courses

Rationale

To enable learners to think about and discuss different contexts and opportunities for learning; to provide practice in listening for gist and for detail; to practise expressing opinions, agreeing and disagreeing

Activity A

Listening: different ways of learning

Pre-task activity

- If learners are not familiar with the different types of courses in the table, either pre-teach or play the audio, which gives more detail.

Task

- Discuss in small groups or as a whole class if some learners are unfamiliar with these kinds of courses. Ensure they don't use the table in task 2 to list their own ideas about advantages and disadvantages.
- Either put a list of their ideas on the board or ask for one person in each group to make the list.
- Use the pictures for learners to predict who does which kind of course.
- Play the audio. Learners complete the first column of the table with the names.

- Play the audio again for learners to complete the table with the advantages and disadvantages the people talk about on the audio. Get learners to compare the advantages and disadvantages with their own ideas for task 1.
- Set up tasks 5 and 6 as small group discussions. After discussing each task, each group reports back the results of the discussion to the class.

Differentiation

- If the group are less confident in listening, stop the audio at appropriate intervals for them to complete the table or ask some to listen for advantages and others for disadvantages.
- In task 4, encourage more confident learners to state their opinions as a model for the whole group.
- More confident learners can note key issues from the audio which could form the basis of a discussion, e.g. *It's easier for men to learn.*
- These statements could be written on cards and then used as the basis for practising language for expressing opinions, agreeing and disagreeing.

Extension

- Replay the audio pausing after key phrases for practice of stress and intonation.

Activity B

Speaking: what's education for?

Pre-task activity

- Elicit language for stating opinions, agreeing and disagreeing and interrupting. Write examples up on the board. The audio could be played again to provide models of discussion language in context.

Task

- Explain to learners that they need to agree the order through discussion in pairs followed by a group vote.
- Appoint a more confident learner to chair the discussion and brief him/her to ensure everyone gives an opinion.

Extension

- Set up a class or small group discussion on the education systems in different countries.

Page 4

Reading about courses

Materials

- Authentic information about local courses

Rationale

To expand vocabulary related to education and to recognise purposes and language content of different kinds of text; to give personal information about study plans; to provide practice of future forms and vocabulary learnt previously by transfer to own context

Activity A

Vocabulary: words in education

Pre-task activity

- Elicit different sources of information about courses and the learners' experiences of using these.

Task

- Learners can work on task 1 in pairs. At this stage discourage use of dictionaries. Check concept by asking learners to say where they have met these words before. Check pronunciation and stress in individual words.
- Task 2 is a gist task, so set a time limit and tell learners not to read every word.
- Task 3 is a challenging task, so if you think it is necessary, work through the first text with the whole class.
- Learners look at the other two texts in pairs. They discuss the differences and similarities between the texts and then answer the questions in relation to each text. Follow up with discussion about which format they found easiest to read and most useful.

Differentiation

- Get less confident readers to concentrate on one text.

Extension

- Learners mark the stress on the new lexis in task 1.
- Learners can work with authentic examples of course descriptions.

Activity B

Speaking: what I'd like to do

Pre-task activity

- Introduce a range of authentic materials about local courses before this activity to stimulate discussion.
- Ask learners about courses they or people they know have done.

Task

- If appropriate, elicit the different meanings of the future forms in the sample sentences and add any others learners know. Practise as a whole group.
- Drill pronunciation of future forms *I'd like to ...* and *I'm going to ...*, focusing on short forms and elisions.
- Extend to include anything learners would like to study or find out about. Learners work in pairs incorporating the structures previously practised. Demonstrate and encourage follow-up questions from other learners.

Differentiation

- Provide authentic materials for readers at higher levels and get them to find information about courses they are interested in.
- For learners less confident with their grammar, concentrate on one or two forms only.

Extension

- If learners have access to computers, get them to design publicity for a course.

Page 6

Talking about learning experiences

Materials

- A list of irregular verbs with past participles

Rationale

To review and extend work on the present perfect in Unit 4 (present perfect with *ever/never* for indefinite periods in the past); to enable learners to talk about their personal experiences of learning using the present perfect with *since* or *for*

Activity A

Language: using the present perfect

Pre-task activity

- Briefly revise form and elicit examples of the present perfect.
- Lead in with a discussion of what they have learnt since they came to the UK, but do not correct errors in grammatical form at this stage.

Task

- Task 1 checks understanding of the concept of the present perfect for talking about actions which started in the past and still continue in the present. Learners can work in pairs or small groups.
- In task 2 encourage learners to work out the difference between *for* and *since* from the examples. Clarify the difference between *for* and *since*. Both are used to describe an action or state which began in the past and continues until the present. *Since* emphasises the point in time at which it began; *for* emphasises the actual period of time. Check concept with a time line and additional examples on the board if necessary.
- Learners work in pairs to complete the sentences in task 3. Check answers with the whole class.

Activity B

Talking about your learning experiences

Task

- Briefly revise short forms *I've* and *I haven't*. Elicit some examples, encouraging the learners to talk about wider learning experiences than just English.
- Demonstrate how sentences can be formed using the substitution table. Encourage learners to produce negative as well as positive statements.
- For task 2 learners work in pairs and practise talking about their learning experience using the present perfect.

Differentiation

- Learners who are less familiar with the tense will need to spend more time practising this and learning the past participles.

- Ensure learners with no formal learning experiences see learning in a wider, less formal context, e.g. they could talk about learning to drive, cook etc.
- Learners write sentences about their learning experiences to reinforce the structure and prepare for later writing activities.

Extension

- Play the 'truth or lies' game where learners make true and false sentences in the present perfect tense and others have to guess whether they are true or false by asking follow-up questions in the past simple.

Page 7

Phoning for information

Materials

- Audio – trying to get through to the right person
- Audio – being persistent on the phone
- Audio – phoning about your application
- Photocopiable resource – role cards A–D

Rationale

To develop telephone skills for getting through to the right person, e.g. being persistent, listening actively; to listen for the details you need; to check and confirm your understanding on the phone

Activity A

Listening: when the person you phone is not there

Pre-task activity

- Contextualise by asking about difficulties experienced when telephoning and discuss why it is more difficult than face to face. Share experiences of difficult situations and possible ways of improving listening skills in this context.

Task

- Set the situation. Play the first audio through once or twice, as appropriate, and elicit who she is phoning, why she is phoning and the problems she has getting through to the right person.

- For task 2, play the audio of the initial phone conversation again. The task for the learners is to discuss how Sabha could have been more effective in the phone call, e.g. being clearer about what she wants to say and being more pro-active and persistent. Stop the audio at appropriate points and ask what she could say. The answer key provides suggestions, but learners may have their own ideas which you can add. This task prepares learners for the next phone conversation, where Sabha manages the call more effectively and is more persistent.
- For the second listening (task 3) set a gist task, e.g. ask learners to check whether Sabha used any of their suggestions. Then they listen again and answer the questions. The answers are useful general phrases for being persistent.

Activity B

Making sure you understand

Task

- Give learners time to read through the true/false statements in task 1 before they listen.
- In task 2 learners focus on different ways of checking understanding rather than simply saying *I don't understand*. Spend some time discussing this before playing the audio again. Learners can check answers in pairs before class feedback.
- After completing task 2, replay the audio stopping after Sabha speaks – learners repeat what she says, focusing on intonation and on sounding polite but insistent. Put up key expressions on the board or refer to the audio script if appropriate.

⬆ Activity C

Practising phoning

Pre-task activity

- Split learners into groups of four and get each one to prepare one of the role cards from the photocopiable resources. They should discuss (not write down) what they might say.

Task

- Pair learners A+B and C+D, ensuring that all As have prepared role card A, and so on. Sit them back to back and ensure that A and C have a pen and paper to write down information. Monitor for use of expressions learnt. Repeat with different pairing.

Differentiation

- For less confident listeners and speakers, use a gapped script or cue cards rather than role cards.

Extension

- Ask learners to make a real phone call for information and report back.

Page 8

Reading a supporting statement

Materials

- Range of application forms with examples of when supporting statements are required
- Examples of supporting statements (extension task)

Rationale

To clarify the content and organisation of information in a supporting statement in preparation for learners writing their own

Activity A *What's in a supporting statement?*

Pre-task activity

- Elicit what a supporting statement is, when it is required and any experience the learners have of writing one, either in English or L1. Pre-teach any vocabulary necessary to follow the text.
- Distribute application forms. Learners identify any which require a statement, where it appears, what format it is in.

Task

- For tasks 1 and 2 learners work in groups and make a list of what they would include in a supporting statement. They then read and check. Discuss any cultural differences in what might be included at this point, e.g. in some countries it is standard to mention family status but not in the UK.
- For task 3, accept any variations which cover the same topic; the aim is to get learners to think about how the text is organised rather than get an exact answer.

Differentiation

- Give developing readers jumbled paragraph titles for matching in task 3.
- For more confident readers, copy and cut up the text for them to put in order.

Extension

- Use other models of supporting statements and get learners to compare them.

Page 9

Language in supporting statements

Materials

- Examples of supporting statements (extension task)

Rationale

To understand main points and ideas in a supporting statement; to build awareness of the range of tenses needed in a supporting statement and the need for accuracy in this type of writing; to introduce and practise non-defining relative clauses for adding information in compound sentences

Activity A *Language: using different tenses*

Pre-task activity

- Refer back to the possible content areas for a supporting statement discussed earlier. Elicit tenses learners would expect to find in relation to these areas.

Task

- Learners complete tasks 1 and 2 in pairs.
- Discuss the use of the various tenses, check concept and elicit further examples.
- Ask learners to write sentences for task 3. Get them to correct each other's sentences.

Activity B *Language: using who, which, where and when*

Pre-task activity

- Provide an example of extending a simple sentence by adding a defining clause. Discuss how, where and when you might want to use this, i.e. in more formal writing.

Task

- After learners have circled the words, check concept, e.g. ask if the added information is necessary to the first part of the sentence, and draw attention to the use of commas. Avoid grammatical terminology as the difference between defining and non-defining clauses can cause a lot of confusion and is better introduced at a later stage.
- Point out that *that* is not normally used to add information.
- Ask learners to look for matching tenses to help them complete task 3. Make sure they have not used a comma in sentence d.
- Elicit additional personalised examples after completing and checking the task.

Differentiation

- For developing writers, put the two parts of the sentences in task 3 on card and get them to match.
- For learners who want to develop their grammar, do a contrast exercise with defining and non-defining relative clauses, drawing attention to different punctuation and meaning.

Extension

- Ask learners to give a short presentation about their skills and experience.
- Use model statements, from learners or course books, to contrast different styles and organisation of supporting statements.
- Ask learners to underline sequencing and linking words in the statements.

Page 10

Writing your supporting statement

Materials

- Photocopiable resource – writing frame
- Examples of supporting statements
- Authentic application forms (extension task)
- Access to computers if possible

Rationale

To raise awareness and provide practice of the process of planning and drafting a supporting statement

Activity A

Writing: planning

Pre-task activity

- Learners may have no experience of planning and drafting, so lead in with a discussion on why and when it is important.

Task

- It is important learners understand that notes are not sentences, so spend some time discussing Sivanesan's plan. Elicit other possible ways of planning and cultural differences. Talk about pitfalls and advantages of planning in L1 for a statement in English. The point to draw out is that a plan is a reminder about what you want to write, not the actual writing.
- Task 2 does not have to be about a course, it could be a job application. Learners can use the headings in Sivanesan's plan if they find them helpful.

Activity B

Writing: drafting

- More confident learners may prefer not to use the writing frame but may wish to use the expressions given. However, encourage the use of the frame as a way of reinforcing the fact that this is a first draft only. Point out that they need to choose from the alternative expressions, and the language following has to fit.
- Display some good examples already produced.
- Be careful how you pair learners in task 3. Monitor, underlining errors for self-correction. Discuss strengths and weaknesses individually.

- Emphasise the importance of legible handwriting before learners finalise their writing.

Differentiation

- In most classes there will be a wide variation in the time taken to write the statement. The class could be organised as a workshop, providing extension activities for those who finish quickly so that you can give more support to those who need it.

Extension

- Get more confident learners to work on authentic application forms.
- Many learners will have CVs with personal statements – ask them to bring them in to work on in class.

Page 11

Preparing for an interview

Materials

- Audio – interview
- Video of a formal interview if possible (extension task)

Rationale

To prepare learners to take part in a formal interview; to practise expressions for asking for clarification and confirming understanding; to develop skills for predicting questions and responding to a range of questions

Activity A

Listening: interview expressions

Pre-task activity

- Use the photo to elicit the situation and how the person being interviewed is feeling.

Task

- Use feedback from the groups from the discussion points in task 1 to discuss cultural differences, what might be expected in an interview in the UK, the degree of formality in different situations and the need to sell oneself in an interview.

- Play the audio for task 2 and elicit details about the course. Spend some time discussing this kind of course, who it is aimed at and what it is for.
- In task 3, elicit the interviewee's responses and then list alternative responses on the board.

Activity B

Listening: answering questions in an interview

Task

- Task 1 is a prediction activity. Ensure learners think about the range of question types that might be asked both in terms of tenses and indirect/direct questions.
- In task 2, play the audio and elicit how effective Mrs Hassan is in answering the questions. Discuss the need to think about what you are going to say at an interview and the need to answer questions positively and as fully as possible.
- There are no set answers to task 3. Learners need to think about how Mrs Hassan could be more positive and expansive in her answers.

Page 12

Attending an interview

Materials

- Photocopiable resource – role cards for an interview

Rationale

To provide an opportunity for learners to practise, through role play, the language learnt on page 11

⬆ Activity A *Speaking: an interview*

Task

- Divide learners into groups of five and proceed as follows. (You may have to reallocate/organise roles depending upon the size of your group.)

- Give group 1 role cards to two of the group. These are the restaurant managers and they will interview the other three learners, who will play the roles of catering students. Encourage the restaurant managers to imagine what kind of restaurant it is, what kind of problems and needs the business might have, and what the advantages and disadvantages of having a trainee might be. Encourage them to think of the questions they may want to ask the trainees at the interview and the questions they are likely to be asked. Emphasise the importance of note-taking so they can make a decision afterwards.
- Do not interfere with assumptions they might make about the trainees at this stage, or about the kinds of question they want to ask unless these are inappropriate.
- Give group 2 role cards to the remaining learners in each group. Allocate each learner a role from those on page 12. Encourage them to think of the questions they may want to ask the restaurant managers at the interview and the questions they are likely to be asked. Ensure they anticipate questions from the point of view of their role, e.g. they will need to explain absence at college and create previous employment history. Remind them of the need to be positive.
- Refer learners to page 11 Activity B for revision of the questions they heard on the audio. Play it again if necessary.
- The restaurant managers interview the prospective trainees one by one.

Activity B *Discussing the interview*

- After learners have discussed the interviews in groups, take feedback. Get interviewers to justify their choice and group 2 to respond. Put good examples of questions and responses on the board. Discuss any questions which were difficult, e.g. closed, illegal or inappropriate!

Differentiation

- Learners with no work experience may be less confident in the role play. In this case you could work with the group to build a strong profile of the students so that they have good material to work on. You could also allow them to rehearse the interview in pairs before the main role play.

Extension

- Use a video of an interview (if available) to extend discussion of the points covered and discuss issues such as body language, formality, dress etc.

Page 13 **Spelling**

Rationale

To look at how the silent 'e' changes vowel sounds and spelling rules when adding vowel suffixes

Activity A *Long and short vowel sounds*

Task

- Ensure learners are aware that these words have only one vowel sound. Drill the long and short vowel sounds (giving learners elastic bands to show how vowel is 'stretched' can be fun). Give other examples, e.g. *mat/mate*, *cop/cope*, *bit/bite*.

Activity B

Spelling rules: adding suffixes

- Go over what suffixes are and when they are used. Go through the rules giving further examples.
- Learners complete task 1.
- Learners should use a variety of tenses in task 2.

Differentiation

- For learners with difficulties distinguishing between vowel sounds, do minimal pairs activities.

Extension

- Extend to rules for words of more than one syllable.

Page 14 Project

Materials

- Prospectuses from different local colleges/learning centres (but see note below)
- Tape recorder(s) and blank tapes for recording interviews

Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio, progress record and ILP review

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

Activity A *Find a course*

- The idea is to find out the different options for courses, so learners need to look at a variety of sources. Ideally they should research these themselves, so only provide prospectuses if this is not possible.
- The information learners prepare should be in note form but emphasise that the notes will need to be clear as they need to use them for the presentation.
- The presentation should be a maximum of about five minutes. Encourage the class to ask questions.

Activity B *Prepare to interview another learner*

- Ensure that questions are tailored to the supporting statement rather than general questions.

Activity C *Interview another learner*

- If you do not have access to tape recorders for each pair, get learners to work in threes. The third learner monitors the interview and makes a note of good questions and errors etc.

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.

Page 16 Mini-projects

Rationale

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

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

How am I doing?

Rationale

To encourage learners to evaluate their own learning; 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.

Photocopiable resources

Page 7

Practising phoning

Activity C

ROLE CARD A

You phone a Learndirect centre about an online computer course. You need to ask questions about:

- the price
- the length of the course
- how you enrol on the course.

ROLE CARD B

You started work at a Learndirect centre yesterday. You are polite but you do not know much about the courses yet. Your manager is not in the office.

ROLE CARD C

You phone the community learning centre about a basic skills course.

You need to ask questions to find out:

- if the course is suitable for you
- the times and days of the course
- where the course is.

You need to write down the days, dates, times and address.

ROLE CARD D

You work at the community learning centre.

You have been answering the phone all day, are very tired and not very polite.

Give the caller the following information very quickly.

- The course is for people learning to read and write or those who want to improve.
- There are courses on Tuesday and Thursday from 7 pm to 9 pm or on Monday and Wednesday from 9.30 to 11.30.
- The address is The Dagenham Family Learning Project, 6 Peterborough Road, Dagenham.

Writing: drafting

Activity B

Supporting statement for an application for

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.....
.....

I am applying for/ I am interested in doing.....

.....

In my last job I do not have work experience but

.....
.....

I am currently/At present I am

.....
.....
.....

Outside work/My interests are.....

.....
.....

I believe I have/I think I will be able to.....

.....
.....
.....

When I complete the course

.....
.....

Speaking: an interview

Activity A

ROLE CARD – GROUP 1

You are managers of a small restaurant which is very short staffed. The local college has asked you to interview three students who are training to be chefs. The students have to do a two-day work placement in a restaurant as part of their course.

Look at the information from the college about the students on page 12. You will need to choose one of them to work as a trainee chef for two days a week in your restaurant.

Discuss the information and make notes about the questions you want to ask each student.

Be prepared to answer questions about the placement. Interview the students in pairs. One of you should make notes about what they say.

ROLE CARD – GROUP 2

You are a student training to be a chef at a local college and must do a two-day work placement in a local restaurant. Your teacher will tell you which student you are. Look at the information on page 12 that the college has sent the restaurant about this student.

You are going to be interviewed by two restaurant managers. Think about what questions you will be asked, how you will answer them and any questions you want to ask about the placement.