



The Big Picture

Materials and Resources for ESOL Tutors



NALA



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English for Speakers of Other Languages (ESOL)

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Introduction

This pack is aimed at ESOL tutors and learners in Ireland.

The materials range in level from beginner ESOL learners, through to exercises for higher-level learners, so that tutors may teach the same theme in a mixed-level class.

The emphasis is on task-based learning and speaking, and each unit provides the opportunity for using listening, speaking, reading and writing and building vocabulary.

Mixed literacy levels are also taken into account and a number of exercises require very little written ability, focusing on pictorial prompts and speaking. In addition, some exercises may also be appropriate for learners with fair to good spoken English, but low literacy levels. We have used the basic term “Basic Literacy” for these learners in the lesson plans. Those learners who have very little spoken English and low or no literacy skills have been termed “ESOL Literacy” in the lesson plans.

Learner and tutor-generated materials are included, and may give tutors using the pack ideas on how to use the most valuable resource, the learners. The pack may also assist in showing how to create material, tailored to learners’ needs. Words, stories and pictures of ESOL learners living in Ireland are represented throughout the pack.

For those using the FETAC ESL Foundation Level portfolio with learners, the activities all fulfil the Specific Learning Objectives (SLOs) of this module.

We hope this pack will provide culturally relevant material, assist in meeting learners’ ESOL and real-life requirements and pave the way for further creation of learner and tutor-generated materials in their own classrooms.

How to use The Big Picture

Each exercise in the pack has a Lesson Plan.

The Lesson Plans are before each exercise.

The Lesson Plans list the:

- Objectives
- Functions
- Level of the exercise
- Materials covered

The Lesson Plans also give:

- Key vocabulary for the exercise which can be pre-taught
- Instructions on how to set up and carry out the activity
- Suggestions for variations and extension activities

The pack is split into two sections

- Section A, Children
- Section B, Daily Life

Each section is broken down into a number of themed units.

The pack is not meant to be used as a curriculum; rather, it is hoped that tutors can dip in and out of it to suit the needs of the learners. The material is designed for use in various ways and for a variety of learners.

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Section A: Children



1 A New Baby

Objectives

The students will be able to:

- 1 identify, spell and match pictures of and words for items needed for a new baby.
- 2 ask and answer “yes and no” and “what” questions about items needed for a new baby.
- 3 use a writing frame to write a congratulations card.

1.1 Shopping for a New Baby - Lesson Plan

Objectives:	At the end of the activity students will know key vocabulary needed to shop for a new baby	
Functions:	Asking and answering questions	
Level:	Beginner to Elementary, Basic Literacy, ESOL Literacy	
Materials:	<ul style="list-style-type: none">• Shopping for a New Baby Photo Sheet• Shopping for a New Baby Word Sheet• A New Baby Bingo Cards Sheet• A New Baby Scrambled Words Sheet• A New Baby Matching activity	<ul style="list-style-type: none">page 13page 14page 15page 16page 17

Key Vocabulary

- babygrow • buggy • soother • nappies • bib
- booties • baby monitor • moses basket • cot • car seat
- baby wipes • baby shampoo • baby powder • Sudocrem
- baby formula • thermometer • breast pump • breast pads
- nursing bra

Instructions:

- 1 Hand out **Shopping for a New Baby Photo Sheet**.
- 2 As a group, ask what vocabulary students already know. Students then write these words under the pictures.
- 3 Have students take turns asking the teacher, "What is number _____?" The teacher then writes the number and the word on the board and students copy it.
- 4 Go over the sheet, check comprehension and pronunciation by asking, "What is number _____? Is number _____ a _____?" or by saying the word for each item and having students repeat chorally.
- 5 Hand out **A New Baby Matching Activity Sheet**. Students work individually or in pairs to match the pictures and words.

1.1 Shopping for a New Baby - Lesson Plan

- 6 Check the activity as a class. Individual students can volunteer the answers; for example. “Number 1 is a

Suggestions for consolidation / extension activities

- A New Baby Scrambled Words Sheet
- Concentration Game (Pelmanism) – copy **A New Baby Photo Sheet** and **A New Baby Word Sheet**. Cut up one set of pictures and one set of words for each group. Cards are laid face down and mixed up. Each player turns over two cards, saying the name of the object card and/or the word cards. If the two cards match, the player keeps these cards and tries again; if they are different, the player turns them over and the next player takes a turn. When all the cards have been matched, the player with the most cards wins.
- Bingo – Copy and/or enlarge the **A New Baby Bingo Card Sheet**. Give each player a blank **A New Baby Bingo Card Sheet**. Players choose nine words by looking at and selecting from **Shopping for A New Baby Photo Sheet** or **Shopping for a New Baby Word Sheet**. One set of cut-up picture cards are put in an envelope and passed around the room. Students take turns picking out a card and calling out the object, showing the card to the class; if students have the word on their Bingo Card, they cross it out. The first student to cross out three words in a line (horizontal, vertical or diagonal) calls “Bingo!” and wins.

Shopping for a New Baby - Photo Sheet

Copy and cut up the photos.

Use for Bingo or Concentration games pages 15 and 16



Shopping for a New Baby - Word Sheet

Copy and cut up the words.

Use for Bingo or Concentration games pages 15 and 16

babygrow

buggy

soother

nappies

bib

booties

baby monitor

thermometer

moses basket

cot

car seat

breast pump

baby shampoo

baby powder

breast pads

nursing bra



Bingo Card Sheet

Look at the Shopping for A New Baby Photo Sheet on page 13.
Write one word in each box.

Scrambled Words Sheet

Look at each word.

Try to put the letters in the correct order in the boxes.

The first one is done for you.

FUOMARL

F	O	R	M	U	L	A
---	---	---	---	---	---	---

5

DPREOW

--	--	--	--	--	--

3

POOHAMS

--	--	--	--	--	--	--

TIEBOOS

--	--	--	--	--	--	--

6 2

IBB

--	--	--

4

NIPPEAS

--	--	--	--	--	--	--

1

Put the letters that have numbers in the boxes to make two words.

--	--	--

1 2 3

	A		Y
--	---	--	---

4 5 6

Matching Activity Sheet

Draw a line from the picture to the word.
The first one is done for you.

1



a. soother

2



b. baby powder

3



c. nappies

4



d. baby shampoo

5



e. baby monitor

1.2 Writing a Congratulations Card - Lesson Plan

Objectives:	At the end of the activity students will be able to write a congratulations card for a new baby
Functions:	Informal writing (greeting cards)
Level:	Beginners to Elementary Basic Literacy ESOL Literacy N.B. Can also be adapted/extended to use with higher level learners
Materials:	<ul style="list-style-type: none">• Worksheet on writing a congratulations card page 19• Bring in real cards

Key Vocabulary

• birth • son • daughter • phrases for congratulating

Instructions:

1. Ask the students what happens in their countries when someone has a new baby (send a card/present, visit, have a party/christening?)
2. Ask the students what they would write in a congratulations card. Write their suggestions on the board.
3. Read examples of congratulations cards. Write a model congratulations card on the board if necessary.
4. Students use the model to write their own congratulations card.

Suggestions for consolidation/extension activities:

1. Writing: students write about what happens in their countries when a new baby is born.
2. Speaking/Writing: students interview other students in the group to find out what happens when there is a new baby. Write a group composition about different countries.

Writing a Congratulations Card - Text

What do people do in your country when someone has a new baby?
In Ireland, people usually send a congratulations card.

Congratulations

on

(choose one and write in the space)

- the new arrival
- the newest addition to the family
- the birth of your new baby
- the birth of your new baby son
- the birth of your new baby daughter
- the birth of your twins

Dear Florence and family,

Wonderful news!

Congratulations on the birth of your new baby daughter, Mercy.

I hope you are all well.

I hope to see you very soon.

Love,
Fatima

Write a congratulations card.

Dear



2 At the Chemist

Objectives

The students will be able to:

1. ask for information/advice on what medicines to use for children
2. describe their children's symptoms and ask for appropriate medicine
3. scan medicine labels for appropriate age
4. read and understand instructions on dosage
5. ask for information on medicine at the chemist

2.1 Is this medicine ok? - Lesson Plan

Objectives:	At the end of the activity students will be able to scan medicine labels to find specific information.	
Functions:	Scanning, asking and answering questions	
Level:	Beginners-Elementary. Basic Literacy, ESOL Literacy	
Materials:	Is this medicine ok? Worksheet	Page 22

Key Vocabulary

Vocabulary of age: 3+ months, etc. from 3 months • 3 months up

- for oral use only • temperature • Calpol® • Panadol®
- names of other medicines

Instructions:

1. Hand out **Is this medicine OK? Worksheet**.
2. Look at pictures of medicines. Ask the students to pronounce names of medicines.
3. Look for information; for example “My baby is 1 month old. Can I give her Calpol?”
4. Write another example on the board: “My child is 6 months. Can I give him Calpol?” Ask for “yes” or “no” from the students.
5. Students look at the boxes on the Worksheet and tick yes or no boxes.

Suggestions for consolidation/extension activities:

- Hand out real medicine packets. Write a list of ages on the board - ask students how old their children are and include these ages. Students work in pairs/small groups to scan medicine packets/labels and decide which medicines they can give to which ages.
- Students bring in medicine they use with their children and work in groups to see if the medicine is appropriate for their own children. This is a good lead-in to the **At the Chemist - Symptoms, Medicines and Treatments Worksheet**.

Is this medicine ok? - Worksheet

Read each label. Can you give this to your child?
Tick (✓) the right answer.

1



My child is 4 months old.
He has a temperature.

Is this medicine OK?

Yes No

2



My child is 1 month old.
She has a temperature.

Is this medicine OK?

Yes No

2.2 Symptoms, Medicines and Treatments - Lesson Plan

Objectives: At the end of the activity students will be able to describe their children's symptoms in English and ask for/give information on appropriate medicine or treatment.

Functions: Describing symptoms and treatments

Level: Beginners-Elementary. Basic Literacy

Materials:

- Symptoms, Medicines and Treatments Worksheet Page 25
- Pictures/photos of symptoms, medicines Page 27
- Real medicine packets/boxes/bottles

NB: Some basic health vocabulary (parts of body, basic symptoms) should be taught in a previous lesson before doing this activity.

Key Vocabulary

- **symptoms** • rash • scrape • cut • colic • stomach pains • hurts
- fever/temperature • teething • cough • cold • flu • eczema • diarrhoea
- vomiting

Instructions:

1. Go over basic symptoms, using picture prompts (Longman or Oxford picture dictionaries, flashcards, vocabulary sheets, etc.).
2. Ask students to describe illnesses they or their children have had. Ask what the symptoms were and what medicine or treatment was used. Write these on the board.
Model language for describing symptoms and illnesses.
My baby is _____ (teething).
My baby has _____ (eczema/colic).
My baby's _____ (stomach) hurts.
3. Hand out **Symptoms, Medicines and Treatments Worksheet**. Ask students to work in pairs to write down symptoms and medicines or treatments.

2.2 Symptoms, Medicines and Treatments - Lesson Plan

4. As a class, ask students to describe symptoms and medicines/treatments. Some students may have different treatments or medicines to suggest. Write these on the board.
5. Have students working in pairs and asking for suggestions and advice about the symptoms or illnesses they are describing.

Suggestions for consolidation/extension activities:

- Encourage students to go to the chemist to ask for information. Give them a question sheet to take to the chemist and fill out.
- Organise a field trip to the local chemist. Have each student prepare a question to ask the chemist or find information on medicines at the chemist.
- Discuss folk remedies or conventional medicines they use in their own country. They may need to find the equivalent medicine sold in Irish chemists.

Symptoms, Medicines and Treatments - Worksheet



My baby is

My child's

hurts

My baby has

Work in groups. Write symptoms children have and possible treatments in the chart.

Symptom	Treatment
Example 1 My child has a temperature.	Give her Calpol
Example 2 My baby has a cut.	Use a plaster and cream.

2.3 Which Medicine? - Lesson Plan

Objectives: At the end of the activity students will be able to Identify appropriate medicines for different symptoms (for example teething, temperature/fever, pain)

Functions: Scanning, asking for information

Level: Beginners-Elementary. Basic Literacy, ESOL Literacy

Materials:

• Which Medicine? Worksheet	Page 28
• Which Medicine? Photo Sheet	Page 27

Key Vocabulary

- **medicine**
- **teething**
- **fever/temperature**
- **pain**
- **names of relevant medicines**

Instructions:

1. Hand out Which Medicine? Photo Sheet.
2. Ask students for information for example “What medicines do you use for a temperature?” (bear in mind that many French speakers will use fever for temperature, so explain that the Irish generally use “temperature”), “What medicines can you use for teething?”
3. Ask students: “What medicines are good for...?”
Ask students: “What medicines do you use for....?”
4. Hand out the **Which Medicine? Worksheet**. Students work in pairs to look for the information and fill in the information.
5. Check the information as a class.
6. Have students practise dialogues, asking and answering questions.

Suggestions for consolidation/extension activities:

- Encourage students to go to the chemist to ask for information. Give them a question sheet to take to the chemist and fill out.
- Organise a field trip to the local chemist. Have each student prepare a question to ask the chemist or find information on medicines at the chemist.

Which Medicine? - Photosheet



Which Medicine? - Worksheet



Look at the **Which Medicine Photo Sheet** and answer the questions.

1. Which medicines do you take for a temperature?

2. Which medicines can you use for teething?

3. Which medicines are good for pain?

Dialogues - Lesson Plan

Objectives: At the end of the activity students will be able to roleplay interactions at the chemist

Functions: Asking and answering questions, requesting, asking advice

Level: Beginners to Elementary. Basic Literacy

Materials: At the Chemist Dialogue sheets 1, 2, 3 Pages 33, 34 and 35

NB: This should follow previous exercises on dosages, symptoms and treatments

Key Vocabulary

- **Are you alright?** • **large/small** • **I'm afraid we're out** • **How about.... ?**
- **Can I use it?** • **My child is (age)** • **recommend** • **How much?**
- **general symptoms** • **amounts of money** • **dosage amounts**
- **frequency (once a day, etc)**

Instructions:

At the Chemist Dialogue 1

1. Hand out **At the Chemist Dialogue 1 Sheet**. Ask students to look at the photo. Elicit information from the students about the photo: Where is it? Who are the people? What is happening?
2. If the students are unsure of the situation, tell them what is happening. If the students offer the information that a mother is at the chemist and wants medicine for her child, ask them "what kind of medicine she may ask for". Write the suggestions on the board. Ask "how much each medicine costs for a small, regular or a large size?". Make sure students know they can give approximate amounts.
3. Another way to do this is to ask students the above information in the previous class and ask them to research prices for the next class.
4. Go through the dialogue with the students as a class. Ask them to listen and repeat each sentence, then select students individually to repeat the sentence. Ask them to insert one of the words and prices on the board for the gapped sentences.

Dialogues - Lesson Plan

5. Put students in pairs and ask them to practise the dialogue, inserting their own information for the gapped sentences. When they finish one, have them switch roles.
6. Ask for volunteers to do their dialogue for the class. Go over any problems with pronunciation or prices as a consolidation exercise after the dialogues.
7. If students are doing the FETAC Foundation ESL portfolio, tape their dialogues.

Suggestions for consolidation/extension activities:

- Have students write their own dialogues, using different questions or information.
- Go as a class to the chemist or ask students to practise this dialogue with the chemist in their area.
- Bring in a guest speaker to play the chemist and have students do the dialogues.

Dialogues - Lesson Plan

Dialogue 2

1. Copy **At the Chemist Dialogue 2 Sheet** - make one copy for every 2 students. Cut the dialogue strips up and put in envelopes. Keep the copies of the photo from the sheet.
2. Give each pair the photo. Ask them to decide what is happening. After a set amount of time, ask students what they think the situation is. Write down the answers on the board.
3. If the chemist is named, circle the answer on the board; if it is not, explain what the situation is.
4. Tell the students they are going to hear a dialogue between the two people in the picture. Play the dialogue once. Ask the students if they understood any words or information.
5. Tell the students to take the strips out of the envelope. Explain these strips are the dialogue. Play the dialogue again and have students to put the strips in order.
6. After they have put the strips in order, explain that there are three pieces of information missing and that they should try to fill the information in. You may have to play the dialogue more than once.
7. Check the order of the strips with the class—use an overhead transparency of the dialogue or flip chart.
8. Have the students practise the dialogue with each other, replacing the gapped information with different medicines and ages.
9. Have volunteers model their dialogues.

Suggestions for consolidation / expansion / activities

- Tape record or videotape the dialogues. Use them in a later class as consolidation.
- Ask students to find alternate medicines they can use with their child, according to age.

Dialogues - Lesson Plan

At the Chemist Dialogue 3

1. Hand out **At the Chemist Dialogue 3 Worksheet** in a previous class.
2. Ask students to read the dialogue and fill in the information in the gaps. Tell students to make sure the medicine is safe for their child's age. If someone doesn't have children, give them a card with a symptom and age and have them research what medicines to take.
3. Practise the dialogue in pairs in the next class.
4. Ask for volunteers to model the dialogues. Write the gapped information on the board.
5. This may lead to a discussion in class (comparing prices, treatments and medicines).

Suggestions for consolidation/extension activities:

- If possible, ask students to bring in medicines they use with their child or empty containers. Start a class box and collect empty containers to use in future dialogues or exercises. Have students look through the box to see what medicines their children can or cannot take.

At the Chemist - Dialogue 1

Read and practise the dialogue with a partner.
Write your own dialogue and practise.



Shop Assistant: Are you alright?

Customer: Have you got any _____?

Shop Assistant: Would you like the large or small?

Customer: Large, please.

Customer: Thank you.

Shop Assistant: No problem.

At the Chemist - Dialogue 2

Cut up the strips. Put them in order. Practise with a partner.



Sorry.

Yes?

Have you got any _____?

No, I'm afraid we're out. How about _____?

My child is _____. Can I use it?

Yes, it's fine.

OK. Thanks.

You're welcome.

At the Chemist - Dialogue 3

Read the dialogue. Fill in the gaps. Practise with a partner.



Customer: Excuse me.

Shop Assistant: Can I help you?

Customer: Yes. My child _____
_____ symptoms

He/She is _____
how old is your child?

Can you recommend anything?

Shop Assistant: You can give him/her _____
name of medicine

Customer: OK. How much do I give him/her?

Shop Assistant: _____
dosage

That will be _____
how much will it cost?

Customer: Here you go. Thank you.

Shop Assistant: You're welcome. Goodbye.

2.4 What's the dosage? - Lesson Plan

Objectives:	At the end of the activity students will be able to understand instructions on dosage	
Functions:	Reading/listening for specific information	
Level:	Post-beginner – Pre-Intermediate	
Materials:	• Medicine labels Worksheet	Page 37
	• Reading/Listening Worksheet	Page 38
	• Tapescript extension activity	Page 40

Key Vocabulary

- **for oral use only maximum / no more than / do not exceed the stated dose**
- **spoonful • warning • vocabulary of quantity: ml / half a spoonful etc.**
- **vocabulary of frequency:** **4 hourly/every 4 hours**
 3 times a day/3 times in one day/3 times in 24 hours
 how often..? / how many times..?

Instructions:

1. Pre-teach key vocabulary.
2. **Reading Medicine Labels Worksheet:**
Look at the medicine labels.
Ask questions for each medicine to introduce reading /listening task which will follow and to model **spoken instructions** as distinct from the written instructions on the medicine labels.
for example Nurofen: What is the dosage for a 4 year-old child?
How many times in one day can you take it?
3. **Reading/Listening Worksheet:**
Students work in pairs to complete task, finding the information in the **Reading Medicine Labels Worksheet.**
and/or
4. Students listen to tape or teacher reading tapescript (see Tapescript 1, page 39) and tick the boxes.

Suggestions for consolidation/extension activities:

1. Use real medicine packets to find specific information on age/dosage/frequency.
2. Practise dialogues at the chemist: age/dosage/frequency.

What's the dosage? - Medicine labels Worksheet

Read tapescript on page 39 (or if you have recorded it for your class, listen to it).

Read the information below. Answer the questions on page 38.

Nurofen® For Children		
From 3 months		
Age:	Dosage:	Frequency:
Babies 3-12 months	One 2-5 ml spoonful	3-4 times in 24 hrs
Children 1-3 years	One 5ml spoonful	3 times in 24 hrs
Children 4-6 years	Three 2-5ml spoonfuls	3 times in 24 hrs
Children 7-9 years	Two 5ml spoonfuls	3 times in 24 hrs
Children 10-12 years	Three 5ml spoonfuls	3 times in 24 hrs

Calpol®		
3+ months		
Age:	Dosage:	Frequency:
3-12 months	Half (2.5) to one 5ml spoonful	no more than 4 times a day
1-6 years	One to two 5ml spoonfuls	maximum 4 doses in 24 hours

Do not repeat doses more frequently than once every 4 hours

Panadol Baby®		
Age:	Dosage:	Frequency:
2-3 months	half a 5ml spoonful	no more than 4 doses in 24 hours
3 months - 1 year	half to one 5ml spoonful	no more than 4 doses in 24 hours
1-6 years	one to two 5ml spoonfuls	no more than 4 doses in 24 hours
6-12 years	Two to four 5ml spoonfuls	no more than 4 doses in 24 hours

Dose: For oral use only

What's the dosage? - Reading and Listening Worksheet

Read / Listen to the instructions. Tick the correct answer.
The first one is done for you.



1. **Nurofen® for Children**
My child is 2 years old

1 spoonful 3 times a day

1 spoonful once a day

2. **Calpol®**
My child is 6 months old

2 spoonfuls 3 times
a day more

about half a spoonful no
than 4 times a day

3. **Panadol Baby®**
My child is 2 months old

3 spoonfuls twice a day
half a spoonful

4 times a day

Tapescript 1

Please record onto cassette for class use or ask students to read aloud.



- 1. Chemist: Here is Nurofen for Children.
This is for children over 3 months.**

Customer: My daughter is two. How much can I give her?

Chemist: Give her one spoonful 3 times a day before meals.
- 2. Chemist: This is Calpol. What age is your child?**

Customer: He's 6 months.

Chemist: Give him about half a spoonful.

Customer: How many times a day?

Chemist: No more than 4 times a day.
- 3. Chemist: Is your child over 3 months?**

Customer: Sorry?

Chemist: How old is your baby?

Customer: She's 2 months.

**Chemist: She can take Panadol Baby.
You can give her half a spoonful 4 times a day.**

Tapescript Extension Activity

My child has a temperature



Read the dialogue (or if you have recorded it, listen to the tape).

Practise with a partner

Chemist: Can I get you anything?

Zohra: My daughter has a temperature.

Chemist: What age is she?

Zohra: She's 2.

Chemist: Is she asthmatic?

Zohra: No.

**Chemist: You can give her this Nurofen for Children.
Does she have a very high temperature?**

Zohra: Yes.

**Chemist: You can give her paracetamol suppositories.
Paracetamol suppositories take the temperature
down very quickly.**

Zohra: How much are they?

Chemist: _____ euro.

Zohra: Here you are.

Chemist: Thank you.

Zohra: Thanks very much. Bye.

Chemist: Bye now.



3 At the Doctor

Objectives

The students will be able to:

1. use vocabulary to describe symptoms
2. request clarification
3. understand how to register with a GP/doctor
4. fill in a GP/doctor's registration form
5. ask for and give personal information

3.1 Registering with a GP/Doctor - Lesson Plan

Objectives: At the end of the activity students will be able to read and ask for missing information on registering with a GP in Ireland

Functions: Asking for information

Level:

- Elementary+
- Basic Literacy

Materials: Jigsaw Reading Page 43

Key Vocabulary

- to recommend
- medical card
- appointment
- X-ray
- consultant
- emergency
- prescription
- casualty
- Golden Pages

Instructions:

1. Divide the class into two groups, A's and B's.
2. Students work in pairs/small groups to read their text and to write down the four questions they need to ask to find the missing information.
3. Student A pairs with student B. Ask questions and fill in the missing information.
4. Read through the completed text as a whole-group activity.

Suggestions for consolidation/extension activities:

Registering with a GP in Ireland – True or False Reading Comprehension Worksheet

- For multi-level classes, some students could do the information gap activity and some could do the true or false reading comprehension.
- Alternatively, some students can do the true or false reading comprehension as an extension activity.
- The **Jigsaw reading** can also be used as a writing (gapfill activity) for literacy learners.

Registering with a GP/Doctor in Ireland - Jigsaw Reading

Fill in the gaps

Student A

Ask Student B questions to find the answer.

- You can register with any GP/doctor.
- Ask a neighbour or a friend to recommend a GP/doctor in your area.
- You can look in the (1.) _____ for doctors/general practitioners.
- If you have a medical card, a visit to the GP/doctor is free.
- There is always a notice with the opening times of the GP/doctor's surgery outside.
- The GP/doctor can give you a (2.) _____ to buy medicine at the chemist.
- The GP/doctor can make an appointment for you for an X-ray or to visit a consultant.
- You usually have to wait a long time for a hospital (3.) _____.
- People usually go to the GP/doctor first if they are sick.
- They go to (4) _____ in hospital if there is an emergency.



Student B

Ask Student A questions to find the answer.

- You can register with any GP/doctor.
- Ask (1) _____ to recommend a GP/doctor in your area.
- You can look in the Golden Pages for Doctors-General Practitioners.
- If you have a (2) _____, a visit to the GP/doctor is free.
- There is always a notice with the opening times of the GP/doctor's surgery outside.
- The GP/doctor can give you a prescription to buy medicine at the chemist.
- The GP/doctor can make an appointment for you for an (3) _____ or to visit a consultant.
- You usually have to wait a long time for a hospital appointment.
- People usually go to the (4) _____ first if they are sick.
- They go to casualty in hospital if there is an emergency.



Registering with a GP/doctor in Ireland - True or False

Read the text

- You can register with any GP/doctor.
- Ask a neighbour or a friend to recommend a GP/doctor in your area.
- You can look in the Golden Pages for Doctors-General Practitioners.
- If you have a medical card, a visit to the GP/doctor is free.
- There is always a notice with the opening times of the GP/doctor's surgery outside.
- The GP/doctor can give you a prescription to buy medicine at the chemist.
- The GP/doctor can make an appointment for you for an X-ray or to visit a consultant.
- You usually have to wait a long time for a hospital appointment.
- People usually go to the GP/doctor first if they are sick.
- They go to casualty in hospital if there is an emergency.



T or F? Tick T or F for True or False.

The first one is done for you.

1. The GP/doctor is free if you have a medical card.
2. You can register with any GP/doctor.
3. You go to casualty in hospital if there is an emergency.
4. The GP/doctor can make an appointment for you to have an X-ray.
5. You don't have to wait for a long time for a hospital appointment.

Registering with a GP/Doctor – Dialogue - Lesson Plan

Objectives:	At the end of the activity students will be able to match questions and answers for a dialogue to register with the GP/Doctor
Functions:	Giving personal information Making a request
Materials:	Registering with a GP/doctor in Ireland Dialogue Worksheet Page 47
Level:	Beginner to Elementary
NB: Record the Registering with a GP/doctor Dialogue onto a cassette	

Key Vocabulary

- to register • medical card • nationality • date of birth
- address • surname • first name • telephone number

Focus on Language:

Question forms (questions and answers)

I'd like to ... I would like to.....

Instructions:

1. Practise questions asking for personal information (name, surname/family name, address telephone number, etc.). Write up model questions on the board, ask everyone to repeat together as a group and individually, ask students to practise in pairs. Switch partners and practise again. Practise asking to repeat and "Can you spell that please?"
2. Students work in pairs to match the questions to the answers on the **Registering with a GP/doctor in Ireland Dialogue Worksheet**.
3. Listen to the dialogue and check. (**See Registering with a GP/doctor Dialogue** on page 46).
4. Read through the dialogue as a group to check comprehension/pronunciation.
5. Students role-play the dialogue in pairs.

Suggestions for consolidation/extension activities:

Speaking	Role-play dialogues: Making an appointment on the phone. Cancelling an appointment/apologising. Explaining symptoms to the doctor.
Writing	Filling in a doctor's registration form.

Registering with a GP/doctor Dialogue

Please record onto cassette for class use or ask student's to read it aloud.



Listen to or read the dialogue.

Practise the dialogue with a partner.

Receptionist: Hello. Can I help you?

Zohra: Hi. Yes. I'd like to register with the GP please.

Receptionist: Ok. I'll just take your details please.
What's your surname?

Zohra: Lali.

Receptionist: Can you spell that for me?

Zohra: L-A-L-I.

Receptionist: And what's your first name?

Zohra: Zohra. Z-O-H-R-A.

Receptionist: And what's your address?

Zohra: Flat 3, 240 Mountjoy Square.

Receptionist: Can you give me your date of birth please?

Zohra: 29...9...1976.

Receptionist: And a telephone number please?

Zohra: 084 555 5555.

Receptionist: Do you have a medical card?

Zohra: Yes.

Receptionist: Have you been to a GP here before?

Zohra: No.

Receptionist: What's your nationality?

Zohra: Algerian.

Receptionist: That's it thanks. Here's our card with the surgery opening hours.

Zohra: Thank you.



Registering with a GP/Doctor - Dialogue Worksheet

Match the questions with the correct answers.

The first one is done for you.

- | | |
|---|---|
| a. Hello. Can I help you? | L-A-L-I. |
| b. Can you spell your name please? | Yes. I'd like to register with the GP please. |
| c. What's your address? | 29-09-1976. |
| d. Can you give me your date of birth please? | 084-555 5555. |
| e. What's your telephone number? | Yes, I have my medical card. |
| f. Do you have a medical card? | Flat 3, 240 Mountjoy Square |
| g. What's your nationality? | Algerian. |

Listening/Reading

Listen to or read the dialogue (page 46) and check your answers.

Speaking and Writing:

Give personal Information.

Student A:

You would like to register with the GP.
The receptionist will ask you for some personal information.

Student B:

You are the GP's receptionist. A new patient would like to register. You need some personal information.
Ask questions and write down the details in the form below:

First name(s)	_____
Surname (family name)	_____
Address	_____
Telephone number	_____
Nationality	_____
Date of Birth	_____
Medical card	Yes <input type="checkbox"/> No <input type="checkbox"/>

3.2 Doctor Talk - Lesson Plan

Objectives:	At the end of the activity students will understand key vocabulary needed to discuss a child's symptoms and request clarification.	
Functions:	Asking and answering questions	
Level:	Beginner-Elementary. Basic Literacy Can adapt for higher level	
Materials:	• Doctor Talk Worksheet	Page 49
	• Doctor Talk - Dialogue Sheet	Page 50

Key Vocabulary

- diarrhoea
- happy
- allergies
- medication
- appetite

Instructions:

1. Hand out **Doctor Talk Worksheet**.
2. Read the numbered questions (1 - 5) out loud. As a whole group, ask about vocabulary students already know.
3. Read the lettered questions (a - e) out loud or have students take turns reading them. Elicit vocabulary students already know.
4. Have students work in pairs and match the numbered questions with the appropriate lettered question. Give them time to use a dictionary if necessary.
5. Have students volunteer matching answers.
6. Introduce the phrases in the speech bubbles at the bottom of the page. Model the situations; have students take turns using the questions in a classroom situation.
7. Have the students practise the language used by roleplaying the first five questions in the first exercise:
 - “Doctor” asks the numbered questions.
 - “Parent” asks for clarification
 - “Doctor” explains with repetition or using the lettered answers.

Suggestions for consolidation/extension activities:

1. Ask students to contribute doctors' vocabulary used by doctors they hadn't understood. Ask for definitions from the other students. Use this for vocabulary expansion or future role plays.
2. Use other situations in which the students must use the phrases for clarification.

Doctor Talk Worksheet



Read the Sentences 1-5.

Match the two sentences that have the same meaning

The first one is done for you.

- | | |
|------------------------------------|--|
| 1. Does he have a good appetite? | a. Does your baby play well? |
| 2. Does she have diarrhoea? | b. Is there anything your baby gets sick from if he eats or drinks or touches? |
| 3. Is your baby happy? | c. Does your baby eat a lot? |
| 4. Has he got any allergies? | d. Is your baby taking any medicine now? |
| 5. Is your baby on any medication? | e. Does your baby go to the toilet too much? |

I'm sorry, I do not understand

Can you repeat that?

Please explain that again?

What does _____ mean?

Doctor Talk - Dialogue Sheet

Please record onto a cassette or ask the students to read aloud.



Listen to or read the dialogue.

Practise the dialogue with a partner.

Parent: My baby is sick.

Doctor: What's the problem?

Parent: He's crying all the time.

Doctor: How's his appetite?

Parent: Sorry?

Doctor: Is he eating okay?

Parent: No, he's not eating.

Doctor: Does he have diarrhoea?

Parent: Yes.

Doctor: Is he on any medication?

Parent: Can you repeat that please?

Doctor: Is he taking any medicine at the moment?

Parent: No.

Doctor: Does he have any allergies?

Parent: What does allergies mean?

Doctor: Does your baby get a rash, get sick or does any part of his body swell up from eating or touching anything?

Parent: No.

Doctor: Ok. Let's have a look at his ears and throat.



4 Education in Ireland

Objectives

The students will be able to:

1. fill in an enrolment form
2. ask about uniforms and books
3. call the school to say their child will be absent
4. write a note to the school to excuse a child's absence
5. understand basic vocabulary related to the primary school curriculum
6. understand basic vocabulary related to the primary school system
7. understand basic vocabulary related to the Irish education system
8. talk about the differences between education in different countries
9. talk about their own experience of education
10. call an adult education centre for information about English classes.

4.1 Enrolling in a School - Lesson Plan

Objectives: At the end of the activity students will have familiarise themselves with the procedures, know key vocabulary and practise structures needed to enrol their child in school.

Functions: Asking and answering questions

Level: Beginners to Elementary. Basic Literacy, ESOL Literacy

Materials:

- School Storyboard Sheet Page 54
- What Happens Next? Worksheet Page 55
- Enrolling in a school tapescript Page 56

Key Vocabulary

• primary • enrol • uniform • receptionist • secretary • waiting list • try on

Instructions:

1. Hand out the **Enrolling in a School Storyboard Worksheet**.
2. As a whole group, get students to talk about the pictures. Write any relevant phrases or vocabulary on the board.

*Steps 1 and 2 can be done in either order.

1. If the students have the vocabulary, get them as a group or in pairs to write a sentence for each picture. Have them read their stories out loud or write them on the board.
2. Give the students the **What Happens Next? Worksheet**. Tell them this is one story about the storyboard. In pairs, have them number the strips (another option would be to photocopy the strips, cut them out, and give each pair of students a set). Check the order with the students as a whole class activity.
3. Play the dialogue and have students practise as a roleplay; alternatively, this can be used as a dictation exercise, a gap fill or a reading exercise.
4. You may want to discuss the difference between formal and informal language, as Irish people may be less formal than students are used to. Point out the differences between “Thanks/No problem” and “Thank you very much/You’re welcome”.

4.1 Enrolling in a School - Lesson Plan

Suggestions for consolidation/extension activities:

- Use photos in the storyboard to get sentences from students orally or in writing.
- Have students write their own roleplays or stories.
- If you have access to a digital camera, students may want to create their own storyboards about enrolling their children in school, taking part in school events or enrolling themselves in adult education courses.
- Bring in real school enrolment forms. Explain and simplify the language and have students practise filling them out.

School Storyboard Sheet

Look at the photos and write or say a sentence for each one.

1



2



3



4



5



6



7



8



9



10



What Happens Next - Worksheet

Cut up the sentences. Put them in the correct order and number them.



- | |
|--|
| <input type="checkbox"/> He needs a jumper, trousers, a shirt and a tie. |
| <input type="checkbox"/> I go to a primary school in my area and talk to the secretary. |
| <input type="checkbox"/> Ousman and I go to Guiney's in Talbot Street to buy a uniform. I show the shop assistant my list. |
| <input type="checkbox"/> I fill out the form. |
| <input type="checkbox"/> We go to the bookshop and buy books. |
| <input type="checkbox"/> My son Ousman needs to go to school in Ireland. |
| <input type="checkbox"/> She gives me a form. |
| <input type="checkbox"/> Ousman starts school today. He is very happy. I am happy too. |
| <input type="checkbox"/> I meet with the principal. There is a place for Ousman. The principal gives me a list. |
| <input type="checkbox"/> Ousman tries on a uniform. We buy it. |

Enrolling in a School - Tapescript

Please record onto a cassette for class use.

Listen to and/or read the dialogue. Practise with a partner.

Tapescript

Secretary: Good morning.

Parent: Good morning. My son needs a school.
Can I enrol him here?

Secretary: How old is your son?

Parent: He is 7.

Secretary: There is a waiting list at the moment. Could you fill out this form?

Parent: Here you are. Is this okay?

Secretary: Yes, that's grand.

Parent: Can my son start school now?

Secretary: You need to meet the principal. Do you want to make an appointment?

Parent: Yes, thanks.

Secretary: Can you come next Monday at 9:30?

Parent: Yes, that's fine.

Secretary: Right. We will see you next Monday at 9:30.

Parent: Thanks.

Secretary: No problem. Bye.

Parent: Bye.



Monday At 9:30

Principal: Hello. I'll be with you in a moment.

Parent: OK.

Principal: Thanks for waiting. We have a place for Ousman. He can start next week.

Parent: That's good. How much does the school cost?

Principal: The school is free.

Parent: Does he need books?

Principal: We have some books, but you need to buy some. Here is a list.

Parent: What about his uniform?

Principal: You need to buy a uniform. Here is a list of clothes. You can buy these at Guiney's.

Parent: Where is Guiney's?

Principal: Guiney's is on Talbot Street, off O'Connell Street.

Parent: OK. Thank you very much.

Principal: You're welcome. Goodbye.

Parent: Goodbye.

4.2 A Note to School - Lesson Plan

Objectives:	At the end of the activity students will understand the structure and vocabulary needed for writing a note to school to explain a child's absence	
Functions:	Writing a short note	
Level:	Beginners to Elementary. Basic Literacy, ESOL Literacy	
Materials:	• A Note to School - Text	Page 59
	• A Note to School - Gap-fill	Page 60
	• A Note to School - Writing Frame	Page 61

Key Vocabulary

- **absent**
- **appointment**
- **Yours sincerely**
- **because**
- **dates**
- **times (last week, yesterday, etc.)**

Instructions:

1. Discuss absences with the class. If an attendance policy or language to notify the teacher or the school of their absence has been covered before, relate this to their own children at school. If they are unfamiliar with the term, explain absent and present.
2. Ask students for reasons why a child (or student) may be absent or has been absent. Write these reasons on the board. Ask students if they or their child has been absent and ask when. Write the dates or days on the board.
3. Hand out the **A Note to School Model Sheet**. Explain that Mikail's father wrote a note to his son's teacher.
Check for comprehension by asking questions
 - Who is Mrs. Forde?
 - When did Mikail's father write the letter?
 - When was Mikail absent? Why?.Go over letter structure if students are unfamiliar and point out the date, headings and closing lines.
4. Hand out the **A Note to School Gap-fill**. Explain to students that this is another letter and the information is in the box below. Make sure students can identify a first name, the teacher's name and the parent's name. If the names are unfamiliar, you may want to give other examples or ask students for a child's name, a child's teacher's name and a parent's name and substitute these.

4.2 A Note to School - Lesson Plan

5. Ask students to fill in the letter, working in pairs or small groups. If possible, put the gap-fill on an overhead transparency, on the board or a flip chart and fill it in together as a class to check the answers. Address any questions that students may have; consolidate dates, titles, past tense, verbs or other structures or information students may be confused about.
6. Hand out the **A Note to School Writing Frame**. This may be done as homework, as a following exercise or in the next class as consolidation. Ask students to fill in the writing frame for their own child. If they do not have a child, ask them to write a note to you or an employer, explaining an absence, imaginary or real.
7. For a future exercise, have students rewrite the letter on a piece of stationery.

Suggestions for consolidation / expansion activities:

- Expand the exercise to different types of letter writing. Encourage students to write letters to you and put them in a class box. Write back to the students and put back in the class box.
- Ask students to write to you to notify you of an upcoming absence or afterwards to explain their absence. Let them know that “an appointment” is fine if they don’t want to give you personal details.

A Note to School - Text



Read the note to school

6 March 2004

Dear Mrs. Forde,

Adam was absent from school yesterday because he had a doctor's appointment.

Yours sincerely,

Patience Adeyemi

A Note to School - Gap-fill



Fill in the gaps. Use the words in the box at the bottom of page

Dear _____

_____ was absent from school

because _____

Yours sincerely,

14th January
last week
she had a cold

Katya
Mr. Dolan
Olga Wykovski

A Note to School - Writing Frame



Write your own information in the spaces.

Dear _____

_____ was absent from school

because _____

Yours sincerely,

4.3 Ringing the School - Lesson Plan

Objectives:	At the end of the activity students will be able to leave a message saying their child will be absent or late	
Functions:	Giving information	
Level:	Beginners to Elementary. Basic Literacy, ESOL Literacy	
Materials:	• Ringing the School Text	Page 63
	• Ringing the School Writing Frame	Page 64

Key Vocabulary

- son • daughter • mother • father • absent • late
- has an appointment • is sick • has a cold • he • she

Instructions:

- 1 This exercise could follow or preface the **A Note to School** exercises. If it follows, students will be familiar with absences and notifying the school. If not, bring up the topic of children's absences. Tell them Madeline Bankole has a son. His name is Didier. Didier is sick. Madeline calls the school and leaves a message. What does she say? Elicit possible answers.
2. Hand out **Ringing the School Model**. Show the two different models. If students have suggested other appropriate models, include these phrases on the board. Include possible reasons someone may be absent.
3. Ask students about their children or have students pair up and ask each other for information. Elicit the questions needed to get this information. (Do you have any children? Do you have a son? How old is he? Who is his teacher? Whose class is he in?). If students do not have children, they could call the language school for a friend or relation or call work for a husband or wife. Show the appropriate changes (I am Sofia's husband. She is in the Packing Department. Mrs. Murphy is her supervisor). If students are uncomfortable talking about their family, give them cards with imaginary people and the relevant information.
4. Have students report information to the class. Hand out the **Ringing the School Writing Frame**. Ask each student to fill out the 2nd frame (stronger students could do both while less advanced students fill out one).
5. Students practise giving the messages. If you have a dictophone, students could take turns leaving their message. Play it back and see if students can pick up the important information. Students could leave a message on the teacher's voicemail.

Suggestions for consolidation / expansion activities:

- Extend this to a dialogue and have one student ask questions and the other answer them, then switch roles.

Ringling the School - Text

Read the telephone messages.



Hello. My name is
Madeline Bankole.
I am Didier's mother.
Mr. Shanahan is his teacher.
He will be absent today.
He is sick.

Hello. This is
Madeline Bankole.
Didier is my son.
He is in Mr. Shanahan's class.
He will be absent today because
he is sick.

Ringling the School - Writing Frame

Fill in the information. Choose one dialogue.
Record it on tape or on an answering machine.



Hello. My name is

_____.

I am _____'s

_____.

_____ is _____ teacher.

_____ will be absent today.

_____.

Hello. This is

_____.

_____ is my _____.

_____ is in _____'s class.

_____ will be

_____ today because

_____.

4.4 Primary School Education - Lesson Plan

Objectives: At the end of the activity the students will be able to read and understand information on the Irish Primary School Education System.

Skills practised: Reading for specific information Predicting meaning from context

Materials:

• Primary School Education Text	Page 66
• Vocabulary Worksheet	Page 67
• Reading comprehension and Class survey	Page 68

Level: Elementary - Pre-Intermediate

Key Vocabulary

- compulsory
- legal age
- to enrol
- multi-denominational
- co-educational
- mixed
- “Gaelscoil”
- area

Instructions:

1. Ask one of the students to read the title. Ask students what they know about primary school education in Ireland.
2. Read through the text once (teacher reads/students read as a whole group activity/ students read individually). Ask questions to check general comprehension.
3. Vocabulary Worksheet. Underline the sentence in the text where the words from the vocabulary exercise appear. Students work in pairs to match the words with the correct definition.
4. Check as a whole class, referring to the context. Encourage students to predict meaning from context and to use an English/English dictionary.

Consolidation:

1. Reading Comprehension and Class Survey (speaking activity)

Suggestions for extension activities:

Group writing activity: to follow-up the class survey, students work in small groups to write about primary school education in different countries (or alternatively, students feed back information orally and tutor writes on board).

Primary School Education - Text



Most primary schools in Ireland are free.

Another name for primary school is national school.

It is compulsory for your child to go to school.

The legal age to start school is 6 years old.

Most children start when they are 4 or 5.

You can enrol your child in any school if the school has places.

You do not have to go to a school in your area.

Most primary schools in Ireland are run by the Catholic Church,
but you can also go if you are from a different religion.

Now there are more multi-denominational (mixed religion) schools.

There are also some Muslim schools in Ireland.

Some schools are for boys and girls. These are called co-educational schools.

Some schools are for boys only or girls only.

You can also go to a Gaelscoil (Irish school).

You learn all the subjects in the Irish language, Gaelic.

Vocabulary: What do these words mean in your language?

compulsory

enrol

legal age

multi-denominational

co-educational

subjects

Vocabulary Worksheet



Match the words (1 - 6) with the correct definitions (a - f).
The first one is done for you.

- | | |
|------------------------------------|--|
| 1. multi-denominational schools | a. boys and girls together in school (mixed) |
| 2. co-educational schools | b. children of many different religions in the same school |
| 3. to enrol your child in a school | c. the law says you must go to school at age 6 |
| 4. primary school is compulsory | d. the different topics you learn at school (Maths, Science, History, English, etc.) |
| 5. subjects | e. to register your child's name for a place in a school |
| 6. the legal age for school is 6 | f. you must go to primary school |

Reading Comprehension and Class Survey

Circle the correct answer, yes or no.

The first one is done for you.

1. The legal age to start school in Ireland is 6. yes / no
2. You can enrol your child in any school if there are places. yes / no
3. The name of an Irish-speaking school is Gaelscoil. yes / no
4. You have to pay for primary school. yes / no
5. Some schools are multi-denominational. yes / no



Speaking: Class Survey

Interview three students about education in their countries.

Fill in the chart.

In your country	Student 1	Student 2	Student 3
1. Are schools mixed (co-educational)?			
2. Is primary school free?			
3. Do children wear a school uniform?			
4. Are schools multi-denominational (mixed religion)?			

4.5 Primary School Curriculum - Lesson Plan

Objectives:	At the end of the activity the students will be able to understand the Primary School Curriculum in Ireland	
Skills Practised:	Using a dictionary, speaking, vocabulary building	
Level:	Beginner to Intermediate Adapt for Basic Literacy	
Materials:	• Primary School Curriculum Reading	Page 70
	• Vocabulary Worksheet	Page 71

Key Vocabulary

- **school subjects**

Instructions:

1. Ask students what subjects they did in school/what subjects their children are doing in school in Ireland (if appropriate)/what school subjects they know in English. Write on board.
2. Look at the **Irish Primary School Curriculum Reading**. Ask students how many subjects are included/what languages are included/are there any sports included etc. Ask questions to check comprehension.
3. **Primary School Curriculum Vocabulary Worksheet**. Dictionary work: students use bilingual dictionaries/work in small groups with other students with same mother tongue (if appropriate) to write a list of the subjects with translation.
4. Check as whole group activity. Check pronunciation. Ask students to tell the group the names of subjects in different languages.

Suggestions for consolidation/extension activities:

Speaking: Students work in pairs/small groups to find out what subjects other students did at school/what subjects they enjoyed/didn't enjoy.

Writing: The teacher shows a short piece of writing about their primary school education on the board. Read it to the students/whole class read it together. Students write their own using the model text.

Writing: For multi-level classes, some students could write a short comparison of the primary school curriculum in Ireland and in their countries.

Primary School Curriculum - Reading



Language

Gaeilge English

Mathematics

Social, environmental and scientific education

History Geography Science



Arts education

Visual arts Music Drama

Physical education



Social, personal and health education

Religious education*

*The development of the curriculum for religious education remains the responsibility of the different religious bodies.

4.6 Primary School or National School - Lesson Plan

Objectives:	At the end of the activity students will have:
	<ul style="list-style-type: none">• some knowledge of primary schools/national schools in Ireland• practised reading comprehension• increased vocabulary to do with primary school
Skills practised:	Reading for specific information and speaking
Materials:	<ul style="list-style-type: none">• Primary School or National School Text Page 73• Reading comprehension Page 74

Key Vocabulary

- Junior and Senior infants
- to put a child's name down for a place
- legal age
- to get to know each other
- rows
- pairs
- desks
- slap
- hit

Focus on Language

Present Simple Tense

Instructions:

1. **Pre-reading:** Discuss what students know about primary school or national schools in Ireland. Do any of the students have children in school in Ireland? What are the primary schools like in their countries? Discuss.
2. **Reading:** Teacher reads > Read as a group > Paired reading
Invite students to read individually.
3. **Reading for specific information:** Reading Comprehension Worksheet. Students work in pairs or work individually and then check in pairs. Check as whole-group activity.

For more basic ESOL and Literacy learners:

- give an easier task (eg. simple true/false statements)
- circle words in the text (eg. how many times does the word school appear?)
- match words in lower case and upper case (eg. child-CHILD school-SCHOOL).

Primary School or National School - Text



Children usually start school at 4. The legal age is 6.

You put your child's name down for a place in the school you want him or her to go to. You should do this when the child is 2 or 3.

In Junior and Senior Infants the teacher is usually a woman.

Children usually sit in groups of 4 or 5 at round tables until third class. Then they sit in pairs at desks.

Teachers are not allowed to slap or hit any child.

The parents get to know each other at the school because there are concerts, plays and parent-teacher meetings every year.

Reading Comprehension



Read the text and answer the questions.

1. What age must children start school?

2. What age do children usually start school?

3. The first two classes in school are called

4. For these first two classes the teacher is usually a

5. Until third class children usually sit in _____

6. From third class on they usually sit in _____

7. How can parents get to know each other in primary school?

4.7 School System - Information Sheet

Primary School

sixth class	year 8	
fifth class	year 7	
fourth class	year 6	
third class	year 5	
second class	year 4	
first class	year 3	
senior infants	year 2	
junior infants	year 1	start about age 4/5 years



Secondary School (6 years)

Leaving Certificate Examination sixth year	year 6	finish age 17 /18 years
fifth year	year 5	Senior Cycle
fourth year	year 4	Transition year
Junior Certificate Examination third year	year 3	
second year	year 2	
first year	year 1	Junior Cycle

Reading Comprehension Worksheet

Tick True or False.

The first one is done for you

	True	False
1. Primary school is for six years.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Secondary school is for five years.	<input type="checkbox"/>	<input type="checkbox"/>
3. You start primary school in senior infants class.	<input type="checkbox"/>	<input type="checkbox"/>
4. The Junior Certificate examination is in year three of secondary school.	<input type="checkbox"/>	<input type="checkbox"/>
5. The Leaving Certificate examination is in sixth year.	<input type="checkbox"/>	<input type="checkbox"/>
6. Most students do the Leaving Certificate when they are about 18 years old.	<input type="checkbox"/>	<input type="checkbox"/>

Prepositions

Put the prepositions in the spaces.

You can use the same preposition more than once.

The first one is done for you.

in

at

for

1. My child is in junior infants.
2. My son is _____ sixth year.
3. Children go to primary school _____ eight years.
4. Her daughter is _____ secondary school, not primary school.
5. The children are _____ home today.

4.8 The Education System - Lesson Plan

Objectives: At the end of the activity students will be able to read and understand the education system in Ireland

Skills practised: Reading for specific information

Materials:

- Reading Comprehension Worksheet Page 76
- School System Information Sheet Page 78
- Education System Children and Adults Information Sheet Page 78

Key Vocabulary

- **junior/senior infants**
- **first-sixth year**
- **Junior/Leaving Certificate**
- **transition year**

Instructions:

1. Introduce topic by asking students what age children start/finish school in their countries.
2. Look at the chart together as a class. Ask questions to check comprehension.
3. Students work in pairs to answer true/false reading comprehension questions. Check together as a group.
4. Prepositions (in/at).

Suggestions for consolidation/extension activities:

Education System in Ireland Children and Adults Information Sheet:

- Use as a reference to explain the *adult/community education system in Ireland.*
- Students can find equivalency for their own education.
- Students can talk about what kind of education/training they are doing/have done/can do in Ireland.

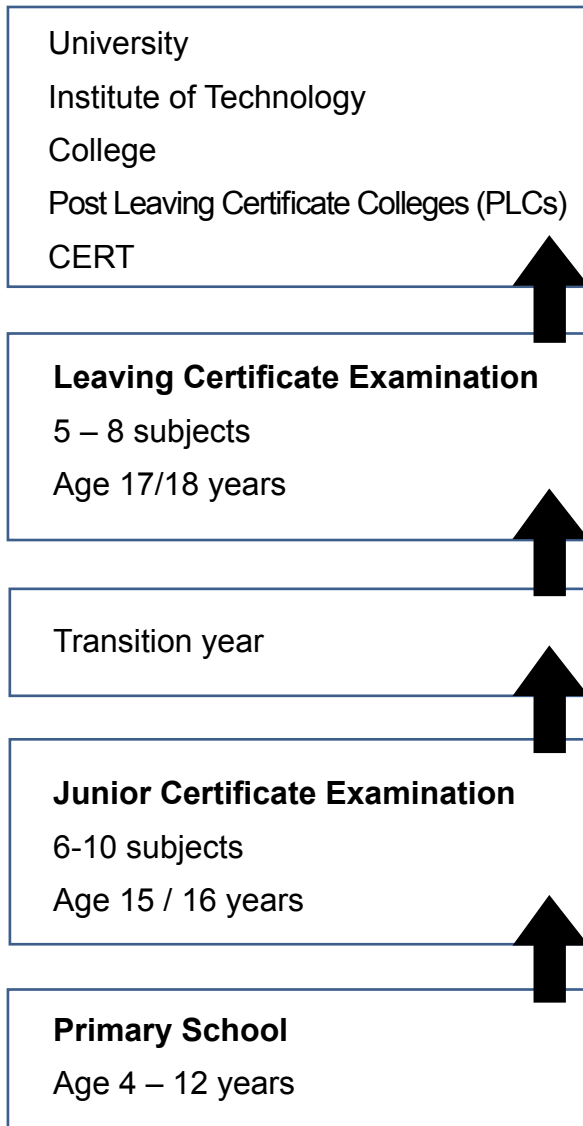
Speaking/Writing:

- Short Curriculum Vitae detailing education/qualifications (if appropriate).
- My education.
- The education system in my country.
- Compare the Irish education system to that of other countries.

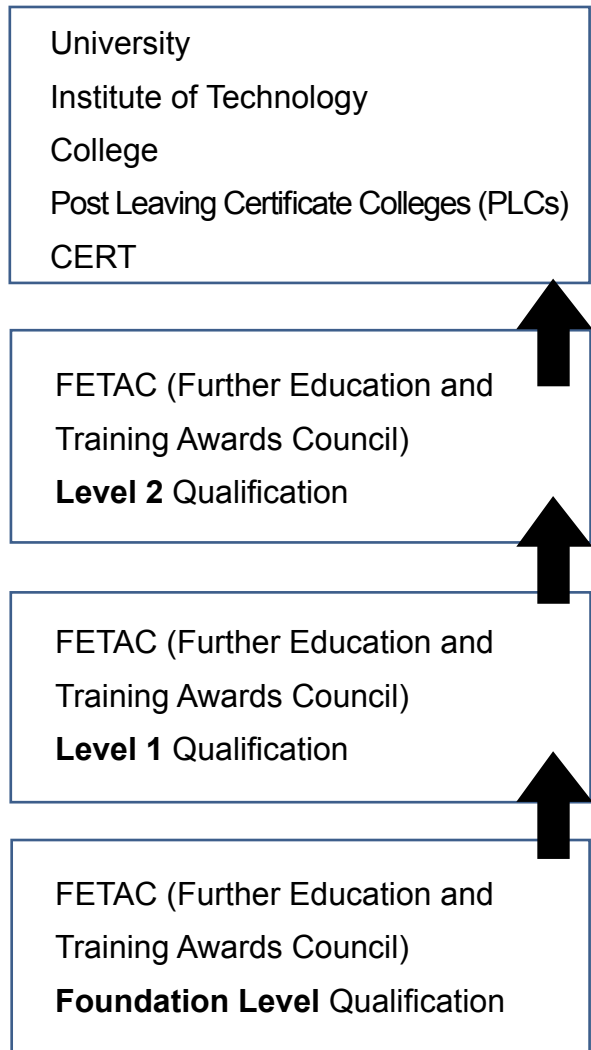
*Please note: The chart on community education is inconclusive and can be added to with more information re. FETAC/ Youthreach/ VTOS, etc.

The Education System - Children and Adults - Information Sheet

School System



Adult and Community Education System



Speaking

Talk about your school education.

Talk about your experience of education in Ireland.

4.9 Education in Ethiopia - Lesson Plan

Objectives: At the end of the activity students will have increased their vocabulary about education in different countries

Skills practised: Reading for specific information
Talking about own education

Materials:

- Education in Ethiopia text Page 80
- Education in Ethiopia Reading Comprehension Worksheet Page 81

Key Vocabulary

- kindergarten • elementary school • high school • subjects • courses
- to graduate • degree • diploma • masters

Instructions:

1. Introduce reading by asking for information about the photo (for example where was the photo taken?/are the children wearing uniforms?/how many children are in the class?/how are they sitting (in rows, etc.??))
2. Read together as whole-group activity or students read individually.
3. Vocabulary: Underline new words in text/ use English-English dictionaries/write new words and synonyms/explanations on board.
4. Students work in pairs/small groups to work on reading comprehension questions. Check as whole-class activity.

Suggestions for consolidation/extension activities:

Speaking: Students interview in pairs/small groups to find information about each other's education/schooldays.

Writing: Write about own education system using Education in Ethiopia student-writing as model.
For multi-level classes, some students can also write about several other students' education system.

Project idea: Produce class book or posters for display about education systems in different countries/students' own experience of education.



In Ethiopia I started kindergarten class when I was three. There were twenty-six children in my class.

After kindergarten we have elementary school. In elementary school there are a lot of children in a class. There are sometimes one hundred children in a class. Some students sit on the floor.

Then there is high school. In high school we have thirteen subjects. After high school we take an exam. If the results are good you can go to college.

In college you can do different courses: marketing, secretarial training, computer studies and hotel management.

You choose a course and study for exams. If you have good exam results you graduate with a degree or a diploma.

After that you can do a masters.

Mekdes Alemesegeed Hagos

4.10 Children at School - Lesson Plan

Objectives: At the end of the activity students will be able to describe activities in different classrooms using the present continuous tense

Functions: Describing

Materials:

- Children at School Photosheet Page 83
- Children at School Reading Worksheet Page 84

Record descriptions onto cassette.

Key Vocabulary

• school yard • uniforms • busy • outside

Instructions:

1. Pre-teach key vocabulary.
2. Look at the pictures. Explain that the students will listen to five descriptions and decide which picture is being described.
3. Listen to cassette/tutor reads. Students check in pairs. Listen again.
4. Check as whole group-activity, encouraging individual students to read the descriptions aloud.

Suggestions for consolidation/extension activities:

Speaking: Students interview in pairs/small groups to find information about each other's education/schooldays.

Writing: Write about own education system using Education in Ethiopia student-writing as model.

For multi-level classes, some students can also write about several other students' education system.

Project idea: Produce class book or posters for display about education systems in different countries/students' own experience of education.

Children at School - Photo Sheet



Children at School - Reading Worksheet

Which picture is it?

Read or listen to the description of each picture A-E (see page 83).

Write down the number of the correct picture next to the description.

The first one is done for you.

A. In this picture the children are playing.

They are outside.

The four boys are playing ball in the schoolyard.

1

B. In this picture the children are sitting around a table.

The teacher is writing on the board.

The children are looking at the board.

C. In this picture the teacher is sitting next to a young girl.

The teacher is talking.

The girl is looking at her colouring book.

D. In this picture the children are not wearing uniforms.

They are outside.

They are doing exercises with their teacher.

E. In this picture the children are sitting around a table.

They are wearing uniforms.

They are very busy.

Speaking activity

Describe the picture



4.11 Calling Adult Education Centres - Lesson Plan

Objectives:	At the end of the activity students will be able to call a centre and ask for information about classes
Functions:	Asking for information on the phone
Materials:	Calling Adult Education Centres Page 86
Level:	Elementary – Pre-Intermediate

Key Vocabulary

- Language of requests; Could I/Can I? • What time..? • When can I register?
- Telephone English

Instructions:

1. Introduce key vocabulary/phrases. Discuss how to sound polite in English.
2. Listen to the telephone conversation if already recorded on cassette (or tutor reads).
3. Students practise role-playing dialogue in pairs.

Consolidation/extension activities:

1. Record students' dialogues as practise for FETAC Language Modules.
2. Give alternate role-play cards as further practise (for example phoning social welfare to ask for information).
3. Practise leaving messages on voicemail, using real phones if possible.

Calling Adult Education Centres - Text

Call your local adult education centre. Ask about English classes.
Work in pairs. Practise with a partner.



Receptionist

Good morning, _____ V.E.C.

Are you looking for day
or evening classes?

Registration for evening classes
is on Thursdays from 5.00 to 6.30.

Can I take your name please?

Can you spell that for me?

Thank you. So we'll see you
on Thursday.

Thanks. Bye.

Student

Hello, my name is _____
I am looking for English classes.

I would like evening classes.

That's fine.

Yes. It's _____

Yes. _____

See you Thursday.

Goodbye.



Section B: Daily Life



5 Daily Routines

Objectives

The students will be able to:

- talk and write about daily routines and weekend activities
- write simple text
- read and understand personal information
- ask and answer verbal and written questions on personal information
- write short text on the same topic.

5.1 My Day - Lesson Plan

Objectives:	At the end of the activity students will be able to talk and write about daily routines using present simple tense
Skills practised:	Predicting, speaking, reading, writing
Materials:	• My Day Picture Story Page 90 • Reading Page 91 • Writing Worksheet Page 93
Level:	Post-beginner to Pre-Intermediate

Key Vocabulary

- to run around • to play • swing • volunteer • local community
- to do a course • to train • to look after • sewing • to teach

Instructions:

1. Look at **My Day Picture Story page 90**. Ask for key vocabulary. Write on board/flipchart.
2. Ask for story orally from students.
3. Model some sentences about the picture story on the board/flipchart using present simple tense (she/he/they...).
4. Students work in pairs to write sentences about the picture story.
5. Read the **My Day Text, page 91** and discuss what added information was not included in the picture story. Ask questions to check comprehension.
6. Students work in pairs to complete the exercises on **My Day Writing Worksheet, page 93**. Model some example sentences first on board/flipchart, asking for answers from the students.
7. Questions forms: What do you do every day/in the morning, etc.?
Model the “**you**” form by asking students questions.
Students ask tutor questions.
Students work in pairs to interview each other and write sentences about their partner.
Encourage students to read their sentences aloud when they have finished.
Write these sentences on the board and ask questions to check comprehension

Suggestions for extension/consolidation activities:

1. Photocopy and cut up picture story. Students work in groups to tell the story (speaking and/or writing).
2. Jigsaw reading: Photocopy text and cut into strips with paragraphs (leave out Morning/Afternoon/Evening sub-titles). Students re-assemble text.

My Day - Picture Story

Speaking

Look at the picture story. Talk about each picture.
Her name is Zohra. What does she do every day?



Writing Work in pairs.



Write sentences about Zohra's day. Write one sentence about each picture.

1. She has _____ for breakfast.
2. She goes to _____ with her daughter.
3. She _____.
4. She _____.
5. _____.
6. _____.

Read the story and find more information about Zohra's day.

Morning

We get up at eight o'clock.

We have coffee, milk, bread, butter and cheese for breakfast.

Sometimes we go to the park in the morning.

Lena loves playing and running around. She likes the swing.

I often go shopping to buy fresh fruit and vegetables.

Afternoon

We have lunch at 2 o'clock.

Normally we have a sandwich or salad for lunch. After lunch Lena sleeps.

In the afternoon, she wakes up and we have tea and biscuits. We watch children's TV.

Lena loves Barney. Ahmed, my husband, goes to English class and computer class in the afternoon.



My Day - Reading (continued)

On Fridays, we go to the mosque.
I work as a volunteer in the mosque.
I teach young girls sewing.

Next week I start work as a
volunteer in the Mater hospital.

I am also doing a course for eight weeks.
I am training to work as a
volunteer in the local community.
My husband helps look after Lena.



Evening

We have dinner at eight or nine o'clock in
the evening.

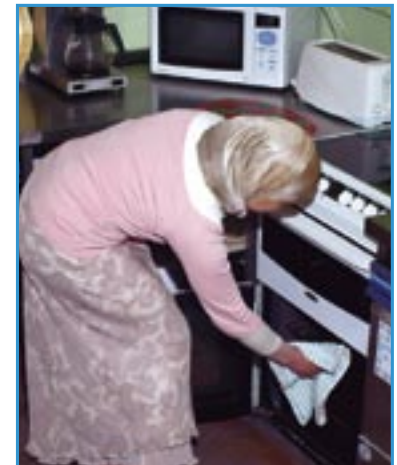
I cook different things: pizza, tajine, lamb,
chicken, vegetables.

Lena likes fruit and a little meat.
She loves couscous.

I never go to bed early.

I go to English class and computer class
in the evenings.

When I stay at home I do sewing or I
make biscuits.



Zohra from Algeria

Writing Worksheet

Work with a partner. Read **My Day Reading** Worksheet and write the answers to the questions.



Morning

Example:

What time does Zohra get up?

She gets up at 8.00 a.m.

1. What does she have for breakfast?

She
.....



2. Where does she go with her daughter?

They
.....



3. What does she buy?

She
.....



Afternoon

4. What does she have for lunch?

She.....
.....



5. Where does she work as a volunteer?

She.....

6. Where do they go on Fridays?

They.....



Writing Worksheet (continued)

Evening

7. What does Zohra cook for dinner?

She
.....

8. Where does she go in the evening?

She
.....

9. What does she do when she stays at home?

She
.....



Other ideas:

- Talk to a partner. Write about his/her day.
- Write about your day.

.....

.....

.....

.....

.....

.....

.....

.....

.....

5.2 My Name is Precious - Lesson Plan

Objectives:	At the end of the activity students will be able to: read and understand personal information	
	<ul style="list-style-type: none">• ask and answer verbal and written questions regarding personal information• write short texts giving personal information.	
Functions:	Reading comprehension, question forms, writing short texts	
Level:	Beginner to Elementary, Basic Literacy, ESOL Literacy	
Materials:	• My Name is Precious Student Writing	Page 98
	• Question Strips	Page 99
	• Interview	Page 100
	• Writing Frame	Page 101

Key Vocabulary

- live • study • training course • FÁS • feed (baby) • cook • talk
- watch TV • husband • learn • want to • work in • every day • evening

Instructions for Beginning ESOL Students:

Student Writing

1. Go over vocabulary. Use a picture dictionary, flash cards, other visual aids or a dictionary.
2. Hand out **My Name is Precious Student Writing page 98**. Ask students what verbs are illustrated by the pictures at the bottom of the worksheet. Write the words on the board.
3. Ask the students to read the text silently. Put the text on flip chart or board and read along out loud with the class. Point to individual words and ask for answers as a group or individually. Write or orally ask questions for students to find answers in the text (What is her name? Where is she from? Is she from Ireland?).
4. Ask the students a few questions about themselves in the first (Where are you from?) or third person (Where is Ivana from?). Use the pictures at the bottom of the exercise as prompts.

Question Strips, page 99

1. Copy one and cut up one set of question strips for each pair or group.
2. Go over and example with the whole class. Take an envelope with the strips and pull one out. Read the question. Make it clear that the questions with “her” and “she” refer to the text and the “your” refer to the students. Model both types of questions and ask for answers from the students.

My Name is Precious - Lesson Plan (continued)

3. Give each pair/group of students an envelope with the questions. Have them practise the questions, referring back to the text if necessary.
4. When they are finished, ask students the questions and ask for answers.

Interview, page 100

1. Pair students with a different partner and give them the **Interview Worksheet page x**.
2. Model the short questions. Ask them to give the full version of the question. Write down one to three words for each answer.
3. Have the students interview each other and write short answers.
4. When they finish, ask each student to report on their partner, giving complete sentences for each item.

Suggestions for extension/consolidation activities:

This can be turned into a writing exercise. Take each exercise and put a photo of the student above or on a word-processed version. These can be used for future consolidation exercises.

Writing Frame, page 101

1. Give students the **My Name is Precious Writing Frame, page 101**. On an overhead transparency or flip chart, model the exercise, using your own information.
2. If students need more practise before writing, ask for information orally. They can look back at the text if they need to.
3. Have them fill in the information in the gaps, using their own information.
4. As homework or future consolidation exercise, have them write out the full text and attach a picture or drawing (photos can be taken in class with a digital camera and inserted into word-processed text). If they wish to add more information, encourage this.

For ESOL Literacy Students

Student Writing, page 98

1. Tell the students this is a text by a woman named Precious. Ask them for possible answers to the following questions: Where is she from? Where does she live? What does she do every day? What does her husband do? What does she do every evening? What does she want to do (in future)? If they are reluctant to guess, have them use the pictures on the bottom of the page as clues. Write their guesses down on the board, flip chart or overhead transparency.

My Name is Precious - Lesson Plan (continued)

2. Put the **My Name is Precious Text page 98** on over head transparency or write on board and read it out loud with the class. Point to individual words and ask for answers as a group or individually. Write or orally ask questions for students to find answers in the text (What is her name? Where is she from? Is she from Ireland?). Ask them to match the pictures to the word or phrase in the text. They can write the words under the pictures.
3. If more consolidation is needed, white out words in the text and have them fill them in. You may use this as a dictation exercise, have them write the words from memory or refer back to the text.
4. You can follow this exercise with the **Question Strips** or Interview exercise, emphasising the written component.

Writing Frame

1. Give students the **My Name is Precious Writing Frame page 101**. On an overhead transparency or flip chart, model the exercise by using your own information.
2. If students need more practise before writing, ask for information orally. They can look back at the text if they need to.
3. Have them fill in the information in the gaps, using their own information.
4. As homework or future consolidation exercise, have them write out the full text, if possible and attach a picture or drawing (photos can be taken in class with a digital camera and inserted into word-processed text). If they wish to add more information, encourage this.
5. A tutor or classroom assistant may have to assist in writing out the original frame, which the student may copy. If the class is small, each student's frame may be done as a group activity. Keep each student's story on a separate transparency or flip chart for the student to copy later.
6. If students find the basic language/level used frustrating, go straight to the extension and do a language experience activity, as a whole class or individual activity. Students can put their stories on tape to be transcribed by the teacher for the next class or one student can put their story on tape while another is having their story transcribed by the tutor.

Suggestions for extension/consolidation activities:

As their language level will be higher, use this to extend to a language experience activity, so that more advanced vocabulary, structures and sight words may be used.

My Name is Precious - Student Writing

Read the text and talk about what is happening in the pictures.

My name is Precious. I am from Nigeria.

My family and I live in Dublin 7.

I study English every day and my husband is on a training course in FÁS.

Every evening I feed my baby, cook dinner and talk with my husband.

Then I study or watch TV a little.

I want to learn computers and work in IT.



My name is Precious - Question Strips

Speaking

Cut the strips. Turn them face down. Mix them up. Work with a partner. Choose a question. Take turns to ask and answer questions about Precious, your partner and yourself.

Example:

What is her name?



Her name is Precious.

What is your name?



My name is _____

✂ What is her name? ✂ What is your name?

Where is she from? Where are you from?

Where does she live? Where do you live?

What does she do every day? What do you do every day?

What does she do every evening? What do you do every evening?

What does she want to do? What do you want to do?

My Name is Precious - Interview

100

Meet Your Classmate.

Ask your partner these questions. Write short answers.



Name?

What is your name?

From?

Live?

Every day?

Every evening?

Want to do in the future?

Speaking about your partner.

Now introduce your partner. Use complete sentences.

For example: *His name is Ali. He is from Algeria.*

100

My Name is Precious - Writing Frame

Fill in the writing frame with your information.



My _____ . I am from _____
I _____
I _____ every day and _____
Every evening I _____ and _____
Then I _____ or _____
I want to _____ and _____

5.3 My Weekend - Lesson Plan

Objectives:	At the end of the activity students will be able to: <ul style="list-style-type: none">• read about and discuss weekend activities• ask and answer verbal and written questions regarding weekend activities and• write short texts giving personal information.
Skills practised:	Reading comprehension, question forms, writing short texts, listening comprehension
Level:	Beginners to Elementary, Basic Literacy
Materials:	<ul style="list-style-type: none">• My Weekend Student Writing Page 106• Gap-fill Page 107• Reading Cards Page 108• Mixed Strips Page 109• Questionnaire Page 110• Writing Frame Page 111

Key Vocabulary

- in the morning/afternoon/evening
- clean
- wash clothes
- have lunch
- go shopping/to bed/to church/home/to the park
- cook
- chat
- watch TV
- husband
- enjoy
- read
- raining
- sunny
- after
- songs of praise
- hymns
- like

Instructions for beginner ESOL Students:

Text

1. Pre-teach vocabulary. Use a picture dictionary, flash cards, other visual aids or a dictionary.
2. Depending on the level of your students, the activities could be done in any order: Use the **My Weekend Mixed Strips Worksheet page 109** as a dictation exercise and have pairs work together to put them in order. Read the text aloud again and have them check their answers; Use the **Gap Fill Worksheet page 107** as a dictation exercise, with the **My Weekend Reading Cards Worksheet page 108** – put the words in without reading the original text or by referring to the original text.
3. You may want to use the original text first. Hand out the **Student Writing, page 106**. Ask the students to read the text silently. Put the text on over head transparency or write on the board and read along out loud with the class. Point to individual words and ask for answers as a group or individually.
4. Ask the students a few questions about themselves for example, What do you do on Saturday?

5.3 My Weekend - Lesson Plan (continued)

Suggestions for extension/consolidation activities:

Cut the strips on the **Mixed Strips Worksheet page 109** in half and mix them up. Have the students try to match the beginning and end of each sentence. (You may colour code the strips—the first half one colour, the second half another colour—if you think it will help the students).

The students may then try to put the strips in order again.

Writing Frame, page 111

1. Show students the writing frame. On an overhead transparency or flip chart, model the exercise, using your own information.
2. If students need more practise before writing, ask for information orally. They can look back at the text if they need to.
3. Have them fill in the information in the gaps, using their own information.
4. As homework or future consolidation exercise, have them write out the full text and attach a picture or drawing (photos can be taken at home with a disposable camera and inserted into word-processed text). If they wish to add more information, encourage this.

Suggestions for extension/consolidation activities:

1. Use the **Reading Cards Worksheet**. Have students write in all the verbs from their writing frame exercise. Word process the writing frames, leaving out verbs. Give students other students' texts and word cards and have them fill in blanks; you could also take one student's text and use it as a whole class dictation exercise or have pairs use copies of the word cards for that frame (get the student's consent to use this in class first).
2. A more active exercise would be to type each (or white out a photocopy) of each student's final text and a copy of the reading cards (or a list of the verbs) and put them on the walls of the classroom. Have students go to one or two texts and try to fill in the form verbally in pairs. When they come back to their seats, elicit what they remember about various classmates. Write the sentences on the board. If they are not sure, get the class to go around again for 5-10 minutes and remember or write sentences down. Then have them give feedback when the class comes back to their seats.

5.3 My Weekend - Lesson Plan (continued)

Questionnaire

1. Give students the worksheet.
2. Model the questions. Ask for answers. Write down one to three words for each answer.
3. Have the students interview each other (one question each for six students, two questions for three students or as pair work) and write short answers.
4. When they finish, ask each student to report on their partner, giving complete sentences for each item.
5. Ask them to write three complete sentences in the box below about their classmates, either from their chart or student reports.

For Basic Literacy students:

Student Writing:

1. Tell the students this is a text by a woman named Tessie. Ask them for possible answers on what she does at the weekend. Write their guesses down on the board, flip chart or overhead transparency.
2. Put the text on over head transparency or write on board and read aloud with the class. Point to individual words and ask for answers as a group or individually. Write or orally ask questions for students to find answers in the text.
3. Give students the gap-fill. Have them try to fill in the answers by memory. They may refer back to the text.
4. Give them the **Reading Cards**. See if they can remember a sentence with the verb in it. If they can, have them find the sentence in the text. If they cannot find the sentences, have them underline the verbs in the text and then work on the sentences.
5. Follow this with the **Mixed Strips Activity**. Cut up the strips and get the students in pairs or groups to put them in order. You may want to colour code strips by paragraph (i.e., first paragraph blue, second paragraph pink, etc.) and give each group one paragraph.
More advanced pairs/groups could do more paragraphs or the entire text).
This activity could be used for a future class as a consolidation exercise (dictation or reading).

5.3 My Weekend - Lesson Plan (continued)

Writing Frame

1. Show students the **Writing Frame page 111**. On an overhead transparency or flip chart, model the exercise, using your own information.
2. If students need more practise before writing, ask for information orally. They can look back at the text if they need to.
3. Have them fill in the information in the gaps, using their own information.
4. As homework or future consolidation exercise, have them write out the full text, if possible, and attach a picture or drawing (photos can be taken in class with a digital camera and inserted into word-processed text). If they wish to add more information, encourage this.
5. A tutor or classroom assistant may have to assist in writing out the original frame, which the student may copy. If the class is small, each student's frame may be done as a group activity. Keep each student's story on a separate transparency or flip chart for the student to copy later.

Suggestions for extension/consolidation activities:

1. Use the **Reading Cards Worksheet**. Have students write in all the verbs from their writing frame exercise. Word process the writing frames, leaving out verbs. Give students other students' texts and word cards and have them fill in blanks; you could also take one student's text and use it as a whole class dictation exercise or have pairs use copies of the word cards for that frame (get the student's consent to use this in class first).
2. A more active exercise would be to type each (or white out a photocopy of each) student's final text and a copy of the **Reading Cards** (or a list of the verbs) and put them on the walls of the classroom. Have students go to one or two texts and try to fill in the form verbally in pairs. When they come back to their seats, ask for what they remember about various classmates. Write the sentences on the board. If they are not sure, get the class to go around again for 5-10 minutes and remember or write sentences down. Then have them give feedback when the class comes back to their seats.
3. You could also hand out gapped texts and put the texts with answers on the walls so that students could check their answers when they finish or look for answers if they are not sure.



Read the text and do the gap fill on page 107

On Saturday morning I clean the house up and wash clothes.

I then have lunch at Burger King.

In the afternoon I go shopping.

In the evening I cook dinner for my family.

After dinner I chat with my family and watch TV.

Then I go to bed.

On Sunday morning I go to church to pray to God and sing hymns and songs of praise.

I then go home to have lunch.

In the afternoon I read if it is raining or go to the park with my family if it is sunny.

I then enjoy the evening with my husband.

I like the weekend.

By Tessie



Gap - fill



**Look at the text on page 106 and fill in the gaps.
You can use the word cards on page 108 to help you.**

On Saturday morning I _____ the house up and
_____ clothes. I then _____ lunch at Burger King.

In the afternoon I _____ shopping.

In the evening I _____ dinner for my family.

After dinner I _____ with my family and
_____ TV.

Then I _____ to bed.

On Sunday morning I _____ to church to
_____ to God and _____ hymns and songs of praise. I then
_____ home to _____ lunch.

In the afternoon I _____ if it is raining or
_____ to the park with my family if it is sunny.

I then _____ the evening with my husband.

I _____ the weekend.

By Tessie

Reading Cards

Cut up the word cards.

Put each verb in the correct gap in My Weekend Gap-fill

clean	wash	have	have	have
chat	watch	cook	sing	pray
go	go	go	go	go
enjoy	like	read		

Student Word Cards

NB: This is an extension activity. The teacher (or student) needs to word-process the text with gaps for the verbs.

The student can then fill in the gaps with the word cards provided.

This exercise can then also be given to other students

Mixed strips

Read the strips. Put them in order. Check with the text on page 106.
The first one is done for you.



**1. On Saturday morning I clean the house up
and wash clothes.**

I then have lunch at Burger King.

In the afternoon I go shopping.

In the evening I cook dinner for my family.

After dinner I chat with my family and watch TV.

Then I go to bed.

On Sunday morning I go to church to pray to God
and sing hymns and songs of praise.

I then go home to have lunch.

In the afternoon I read if it is raining or go to the
park with my family if it is sunny.

I then enjoy the evening with my husband.

I like the weekend.

Questionnaire

What do you do ...

Interview a classmate. Fill in the chart.

	you	comment
Saturday morning		
Saturday afternoon		
Saturday evening		
Sunday morning		
Sunday afternoon		
Sunday evening		

What do your classmates do? Write 3 sentences.

1. _____

2. _____

3. _____

Writing Frame



Fill in the writing frame with information about you.

On Saturday morning I _____ and

I then _____.

In the afternoon I _____.

In the evening I _____.

I _____ and _____.

Then I _____.

On Sunday morning I _____ and

_____. I then _____.

In the afternoon I _____ or _____

_____. I then _____.

I _____ the weekend.



6 Family Life

Objectives

The students will be able to:

- Read and write about family life
- Compare family life in Ireland with other countries
- Talk about family

6.1 My Family - Lesson Plan

Objectives:	At the end of the activity students will be able to: read about and discuss family information, ask and answer verbal and written questions regarding families and write short texts giving personal information about families, describe photos and activities	
Functions:	Reading comprehension, writing short texts, question forms, vocabulary building	
Level:	Beginner to Elementary, ESOL Literacy, Basic Literacy	
Materials:	• Student Writing	Page 115
	• Reading Comprehension	Page 116
	• Vocabulary	Page 117
	• Family Photos Text	Page 118
	• Family Photo Writing	Page 119

Instructions for Beginning ESOL Students:

Text

1. Go over any vocabulary not previously covered. Some introduction of past tense may be necessary (died, was, didn't come).
2. Read each text aloud and have students follow. Have students read once, silently. Ask comprehension questions after each text.
3. For consolidation of family vocabulary, give students the **Family Vocabulary Activity Sheet**. Have them underline family words in the text and then put them in the correct box.
4. Ask about vocabulary they already know and put those in the correct boxes. Have students look at remaining words in the lists below the box and put them in the correct box.
Check as a class.
5. Give students the **My Family - Reading Comprehension**. Introduce the idea of scanning and have them look only for the specific information in the questions. They may work in pairs or individually. Have them write the correct name in the space next to each question.
Check as a class.
6. Ask them to ask you the questions in the "Ask Your Teacher" activity. Have them write the answers in the box and write each answer on the board, if necessary. Ask them questions to make sure they understand (How many people are there in my family?).

6.1 My Family - Lesson Plan (continued)

Extension:

If students are willing to talk about their families, have them write and ask each other questions. The questions could be created as a whole class activity: students either dictate the questions to the teacher or write them on the board. In pairs, have them ask a selected number of questions. Have them report to the class information they have learned. Write any new words or phrases on the board.

Photo Writing

1. Tell the students someone is writing about a member of their family. Hand out the **Family Photos Text**. Ask students to fold the paper in half and look at the photo and the question. Ask for possible answers and write them on the board. If students want to give more information (where he is from, what his name is, etc.), include these guesses on the board.
2. Have the students read the text and find the answers. Check the answers as a whole group.
3. Do the same with the second text.
4. If possible, use a family photo (enlarged, photocopied or on an overhead transparency) and model your own text or ask students to ask you questions and write the answers on the board.
5. Ask your students to bring in a family photo for the next class. If they don't have one, have them take a digital or instant photo, draw a picture or take a photo of classmates and write about classmates instead. Students can write the text as homework for the next class as an in-class assignment.
6. Put students in groups and have them ask and answer questions about the photos or drawings. Have them change groups once or twice and do the same again.

Extension

1. Make a class book or wall display of the writings and photos (photocopy or scan in the photos if students are afraid of losing them). Use them for future class activities, where more information can be added on if there is a birth, visit of family member, marriage, etc. Do the same with your own family, or use a popular movie star, politician, etc. for future classes.
2. This may be done as a group activity. Keep each student's story on a separate transparency or flip chart for the student to copy later.

Read the texts and do the exercises on page 116.



My mother is still strong. She is 95 years old. She gets up at half past four every morning. She brushes her teeth. She wakes her little nephews and nieces. Then she goes into the kitchen and cooks breakfast. After breakfast, she washes the dishes. Sometimes she does the housework: cleaning, washing, and cooking. My mother is still living in Vietnam. She didn't come with me to Ireland.

Van

My family has four people: my parents, my brother and I. I am the youngest in my family. Both sad and happy come to my family now. My family was divided. My parent and I live in Ireland, but my brother lives in America now. We talk to each other on the phone, but we hope one day we can meet him here.

Tranh

*My name is Minh. I come from Vietnam. In 1999 I came to Ireland.
I am living in Blanchardstown. I'm single and I don't have any children.
My father died when I was 2 years old.
My mother died in 1991. I have 9 brothers and sister's.
My oldest brother's name is Lan My oldest sister's name is Mai.
My youngest sister's name is Tan.
We live in Blanchardstown. My other brother's and sister's are living in Vietnam.
Although I like living here, I miss my family, my friends and my country.*

Minh

Reading Comprehension

Van ?

Tranh ?

Minh ?

Who is it

Look at the **My Family Student Writing**. Read each sentence below. Which person is it? Write the correct name next to the sentence.

Example: His mother is 95 years old.

Van

1. There are four people in his family.

2. He lives in Blanchardstown.

3. His brother lives in America.

4. He has 9 brothers and sisters.

5. His mother lives in Vietnam.

6. He came to Ireland in 1999.

Ask Your Teacher

Write the correct verb in each blank. Ask your teacher these questions. Write the answer in the box next to the question.

1. How many people _____ there in your family?

2. Where _____ you live?

3. How old _____ your mother?

4. How many brothers _____ you got?

5. _____ you have any children?

Vocabulary



Look up these words in the dictionary. Put them in the correct box.

- aunt
- uncle
- son
- daughter
- grandfather
- grandmother
- grandparents
- parents
- mother-in-law
- father-in-law
- sister-in-law
- brother-in-law
- stepchild
- step-son
- step-daughter
- step-father
- step-mother
- children
- cousin
- child
- husband
- wife
- great-grandfather
- great-grandmother

Write the names of family members in the correct box.

Male	Female	Both

Read the texts and answer the questions



In this picture you can see my husband.

This picture is in 1999 in the summer.

The weather is hot, so he is not wearing a jacket. He is at the Great Wall of China.

He is talking to my mother on the phone.

My husband is 48 now. In this picture he is 43.

Who is in the photo?

When is it?

Where is it?

What is the person doing?



This is a photo of me and my daughter, Katya.

We are in the Cabra library. I am using the computer and Katya is helping me!

She is two years old, but she knows the alphabet in English and Ukrainian.

She likes me to read stories to her, so we often come to the library. We read a story every night before she goes to bed.

6.2 Comparing Countries - Lesson Plan

Objectives:	By the end of this activity students will have: <ul style="list-style-type: none">• increased vocabulary to do with living in Ireland• practised reading comprehension skills• practised joining sentences with appropriate linking words
Skills practised:	Reading, writing, speaking (making a presentation)
Materials:	<ul style="list-style-type: none">• Student Writing Page 122• Country Profiles Page 123• Country Profiles Writing Frame Page 124
Level:	Pre-Intermediate to Intermediate Language

Key Vocabulary

- population
- birth rate
- mortality rate
- life expectancy
- upbringing
- standard of living
- salary
- average

Focus on Language

Comparatives / Question Forms

Instructions:

- Family Life Text**
Pre-reading: Look at the title and the author's name/country. Ask what the students know about Belarus. Predict what information the text will include.
- Key vocabulary and phrases:** Give examples, putting words in context (for example What's the birth rate in Ireland/your country?)
- Reading:** Students underline new words/phrases. Ask questions to check comprehension. Dictionary work (English-English dictionaries).
- Comparing Countries Worksheet**
Speaking: Students work in pairs to discuss/guess the answers to the chart for Ireland. One person per pair takes notes.
- Introduce **question forms**. Students work in pairs to write down the questions.
- Speaking:** Students interview the teacher about Ireland and fill in the chart. Discuss if their answers were correct. Students fill in chart about own countries and practise interviewing other students in pairs.
- Introduce **comparatives**. Model examples on board, asking for comparative sentences from the students about the different countries in their charts.

6.2 Comparing Countries - Lesson Plan (continued)

8. **Comparing Countries Writing Frame** Finish the sentences Students use the information in their charts to complete the sentences.

9. **Writing frame:** Students use the writing frame to write about their own countries. Model an example text on the board first about Ireland.
Do this as a whole group activity (i.e. ask for information from students).

10. **Speaking:** Students make presentations about their countries.
Encourage active listening by asking the students to take notes/ fill in a chart as they listen and retell the main points afterwards in pairs / small groups.

Suggestions for extension/consolidation activities:

- Do a web search to find about different countries;
- Make a poster/information sheet;
- Interview other students from different groups;
- Make recordings of presentations and play back;
- Record presentations onto cassette for feedback/error correction/FETAC Language portfolios.

Family Life in Belarus



Student Writing

I would like to talk about family life in the Republic of Belarus.

Families usually have one or two children.

Usually both parents work.

The mortality rate is higher than the birth rate.

Children go to crèche and playschool until they are six years old.

In my opinion, upbringing in the family is better than going to crèche or playschool.

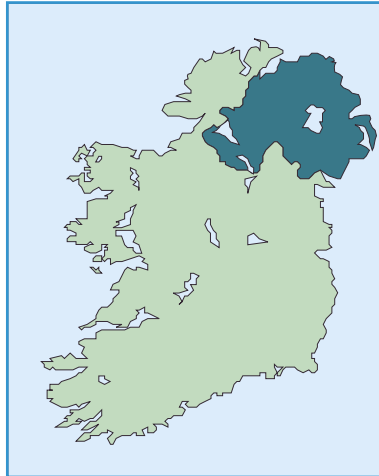
Women work like men. However, the salaries are very low.

Because the standard of living is low, the birth rate is low too.

In conclusion, it is necessary to change the government and hope that the situation will improve.

Anatoly from Belarus

Country Profiles



1. Talk to a partner. Discuss the chart for Ireland. What do you think? Write down some notes.
2. Then interview your teacher about Ireland and fill in the chart. Were your answers correct?
3. Fill in the chart for your country.
4. Interview another student from a different country. Fill in the chart.
5. Discuss. Compare different countries.

	Ireland	Your country	Your partner's country
Population			
Birth rate			
Life expectancy for men			
Life expectancy for women			
Average number of children per family			
Average salary (per month or per year)			
Do women and men do the same jobs?			
Do children usually go to pre-school (crèche or playschool)?			

Writing Frame

Use the information from the chart on page 123, to finish the sentences.

1. The population in my country is bigger than in.....
2. Women live longer than men in
3. People earn more in
than in
4. More women work as than men
in.....
5. Families inare bigger than in
.....

Write about your country.

The population of is.....

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

Families usually havechildren.

.....
.....

The average salary is.....

.....

Typical jobs are

.....

The standard of living is.....

.....
.....

Speaking.

Make a short presentation about your country.



“Today I would like to talk to you
about.....

Firstly,

Secondly,.....

Finally,.....”

6.3 My Life as a Parent - Lesson Plan

Objectives:	By the end of this activity students will have:
	<ul style="list-style-type: none">• increased vocabulary to do with living in Ireland• practised reading comprehension skills• practised joining sentences with appropriate linking words
Skills practised:	Predicting, speaking, reading, writing
Materials:	<ul style="list-style-type: none">• Text 1 Page 127• Reading Comprehension Page 128• Linking Words Page 129• Text 2 Page 130• Reading Comprehension 2 Page 132
Level:	Pre-Intermediate to Intermediate ESOL Literacy (adapt first text as required)

*Please note: the reading text is at two different levels.

Higher level students can work on text 2, page 130 with reading comprehension questions, page 132.

Key Vocabulary

• **customs** • **culture** • **childminder** • **patience** • **to bring up children** • **fluent**

Focus on Language

Relative Pronouns: who /where /when

Linking words: and /but /so

Instructions:

1. **Pre-reading:** Students discuss questions in pairs.
2. Elicit feedback, encouraging students to predict what the text is about.
3.
 - Pre-teach vocabulary.
 - Put a few words that appear in the text on the board/flipchart.
 - Students work in pairs to explain the words to each other in English, using English/English dictionaries if necessary.
 - Feedback from whole group.
4. Students read the text once for general understanding.
5. Ask questions to check comprehension. Encourage students to compare what they predicted the text would be about to what they read.
6. Students read the text a second time and work in pairs to complete reading comprehension activity (multiple choice).

6.3 My Life as a Parent - Lesson Plan (continued)

7. **Speaking:**
- Do in pairs/small groups first.
 - Encourage students to think of two things that are difficult/not difficult about life as a parent in Ireland (OR life in Ireland generally) and to write them down.
 - Ask for feedback and write up each pair's/group's two things in a spidergram on board/flipchart.

These ideas can then be expanded on for students to write about the topic themselves/ write a comparison between life in Ireland and their countries.

8. **Linking words:**
- Model an example on board/flipchart.
 - Pairwork.

Further ways to practise linking words:

- Students circle/underline given linking words (and/so/because/but) in a text.
- Matching sentence beginnings and endings using linking words.
- Give out cards with linking words. Students write own sentences using one linking word per sentence.
- Blank out linking words in a simple text. Gap-fill exercise.

My Life as a Parent - Text 1

Speaking

Before you read, look at the title and the author's name at the bottom of the page. Talk to a partner.

Answer these questions

- What do you think is different about life as a parent in Ireland?
- Where is the writer from?
- Write down three things you know about her country.



My Life as a Parent in Ireland

I would like to write about my life as a parent in Ireland.

All my family are from Peru.

The customs in Peru are different from Ireland.

My husband and I went to work.

Our parents looked after our two children.

This is normal in Peru.

The grandparents spend a lot of time with the grandchildren.

It is also easy to get a childminder.

The childminder looks after your children in your home.

We came to Ireland because we wanted a better life for our family. We do not have family here.

At the beginning I had terrible English. It was not easy.

The customs in Ireland are different. The food is different.

It is a different culture. There are different ways to bring up children.

Your children fill your time with love and patience but it is difficult and lonely without your family.



Erika from Peru

Reading Comprehension

Reading

Read the text. Work alone or with a partner.

Circle the correct answer (a, b or c).

The first one is done for you.

1. a. Some of her family are from Peru.
 b. All her family are from Peru.
c. All her family come from Ireland.
2. a. In Peru she looked after her children at home.
b. In Peru the grandparents looked after the children.
d. In Peru her husband stayed at home.
3. a. The family came to Ireland to learn English.
b. They came to Ireland to look for a better life.
c. They came to Ireland because they had family here.
4. a. Her English was fluent when she arrived.
b. Her English was good when she arrived.
c. She only had a little English when she arrived.
5. a. The customs in Ireland are very similar to Peru.
b. Parents have different ways of bringing up children in Ireland and in Peru.
c. The food in Ireland is the same as in Peru.

Speaking

What is difficult for her about living in Ireland?

What do you think is difficult about living in Ireland?

What is easy?



Linking Words

Writing

Linking words



- A. Write the sentences again. Use a word from the box for each sentence. The first one is done for you.

but

so

and

1. Your children fill your time with love and patience **but** it is difficult and lonely without your family.
2. We came to Ireland because we wanted a better life for our family. We do not have family here.

-
-
3. At the beginning I had terrible English. It was not easy.

-
4. The customs in Ireland are different. The food is different. It is a different culture.

.....

.....

B. Relative Pronouns

Use one word from the box in each sentence.

when

where

who

1. Our parents looked after our two children _____ my husband and I went to work.
2. In Peru it is easy to get a childminder _____ looks after your children in your home.
3. All my family are from Peru _____ the customs are different from Ireland.

My Life as a Parent - Text 2

Read Text 2 for more information and answer the questions on page 132.

I would like to write about my life as a parent in Ireland.

All my family are from Peru. The customs in Peru are different from Ireland. My husband and I have two sons.

When we were in Peru our parents supported us because we were working every day and they looked after our children. This situation is very normal in Peru. The parents always give their sons or daughters a hand.

In addition, I could say the grandparents often spent more time with our children than us. Furthermore, if you could not get any help it is easy to get a childminder in Peru to look after your children at home.

In our own experience, we brought our children to Ireland because we wanted a better future for them and for us too.

We feel that Ireland has a very different lifestyle and we do not have family here to ask for help. We are on our own.

One of us has to stay at home to look after the children because they need supervision.

At the moment, my husband is doing his PhD in Physics, so I stay at home.

At the beginning I also had terrible English. So it was not as easy as I hoped.



My Life as a Parent - Text 2 (continued)

Some of the customs in Ireland are different. When my eldest son started school he complained every day that the other children had crisps and sweets in their lunch boxes. His friends do not have strict times for watching TV and bedtime. We supervise our children. They have set times for going to bed and for watching TV. It was terrible for my husband and I. We had to talk to him about our customs and different views on bringing up children.

In conclusion, we understand how important the family is and how important our children are. We have learned to manage without our family but I can not say that it is easy.

In my opinion, when you are from another country it is quite difficult and lonely without support and without your family, even if your children fill your time with love and patience.

Erika from Peru



Reading Comprehension 2

Read **My Life as a Parent Text 2**, on page 130 and write the answers to the questions.

1. What situation is normal in Peru?
.....
2. Is it difficult to find a childminder in Peru?
.....
3. Why did Erika's family come to Ireland?
.....
4. What does Erika's husband do?
.....
5. What was Erika's English like when she first arrived in Ireland?
.....
6. Write about two things that Erika found difficult when her son started school in Ireland.
.....
.....
7. What is the most difficult thing about living in Ireland for Erika and her husband?
.....

Questions for discussion

- What is the childcare situation in Ireland?
In your country...
- Do both parents usually work?
- Is it easy to find childcare?
- Does the government subsidise childcare?





7 Festivals and Celebrations

Objectives

The students will be able to:

- Read and write about festivals and celebrations
- Compare festivals and celebrations in different countries
- Talk about festivals and celebrations in different countries

7.1 Chinese New Year - Lesson Plan

Objectives:	At the end of the activity students will be able to: skim and scan for specific information, use brainstorming techniques to write a short text about holidays and festivals.	
Functions:	Reading comprehension, question forms, writing short texts	
Level:	Elementary-Pre-Intermediate, Basic Literacy	
Materials:	• Chinese New Year Student Writing	Page 136
	• Chinese New Year Question and Answers	Page 137
	• What About You? Activity	Page 138

Key Vocabulary

- lunar • parade • costumes • firecrackers • gunpowder • giant • exchange
- envelope • delicious

Text:

1. Explain to students that they are going to look at a text to get specific information, not to read the whole text (ideally, skimming and scanning exercises should have been done previously). Hand out the **Questions and Answers** and get the students to read the questions. Make sure students understand the questions.
2. Hand out the **Chinese New Year**. Ask students to work in pairs and find the answers in the text. Tell them to write short answers in the space opposite the question. Give them a specific time in which to do this. Let them know you will tell them when half the time is up.
3. When the time is up, check to see that the students were able to do all the questions; if no one was able to finish, give them an extra timed session to complete the exercise. When they have finished, have students ask and answer the question (one student asks, the other answers).
4. Have the students read the entire text silently. Have them look up any unfamiliar words in the dictionary. Ask if there is any other information to describe the holiday.

What About You? Activity

1. Tell the students to think about their favourite holiday or festival. If they confuse “holiday” with time off, give them examples – Ramadan, Christmas, Easter, Eid, Carnival, etc. Hand out the **What About You? Activity**.
2. Tell the students to think for one minute. Have them write down six words or phrases associated with the holiday in the thought bubbles. They may use a dictionary if needed. You may want to model this with a holiday of your own, writing your own words or phrases.

7.1 Chinese New Year - Lesson Plan (continued)

3. Ask the students to use each word or phrase in a sentence. This may be done as a homework assignment or in class.
4. When they have finished, check for errors and have them rewrite the sentences.
5. Have each student practise saying the sentences with a partner. Then ask them to present it to the class. The class may ask questions. Check comprehension by asking the class questions about the presentation.

Suggestions for extension/consolidation activities:

1. The presentations may be tape recorded or videotaped.
2. Photos or drawings could be included with each text and the texts could be turned into class books or displayed on the wall. When the holiday comes up (Ramadan, Easter, etc.) the texts could be referred to and projects done (finding out more information, attending the festival, making a dish) and could be primarily led by the student(s) who celebrate the holiday.

Student Writing

Chinese New Year is a lunar holiday. Each year is a special animal year. 2003 was the year of the sheep. 2004 is the year of the monkey.

There is a parade with a big dragon and people in costumes. The dragon leads people into a good new year. Many visitors go to the parade. There are loud noises and firecrackers. The air is full of smoke and the smell of gunpowder. People say “Gong Hay Fat Choy.” This means “Happy New Year.” The new year is a giant birthday party. Everyone is one year older this day. They exchange presents and play games. Parents give children money. The money is in a red envelope for good luck. Chinese people make delicious foods for the New Year. They put flowers in their homes. They visit their family and friends. This is my favourite holiday.

My Quan from China



Questions and Answers

Read the **Chinese New Year** text and answer the questions with a partner.

The first one is done for you.



What is her favourite holiday?

Her favourite holiday is Chinese New Year

What kind of holiday is it?

What do people watch?

What do people give each other?

What else do people do?

What do people say to each other?

What About You?

What is your favourite holiday or festival?

Think of six things about your holiday or festival (Ramadan, Christmas, Divali, etc.)



Write 6 sentences about your holiday or festival.

Tell the class about your holiday or festival.

A large, empty speech bubble outline with a tail pointing towards the bottom left, intended for students to write their response.

7.2 My First Ramadan - Lesson Plan

Objectives:	At the end of the activity students will have practised dates and numbers (cardinal and ordinal)	
Skills practised:	Reading and listening for specific information Speaking and writing	
Materials:	• My First Ramadan Text	Page 142
	• Writing Numbers	Page 143
	• Writing Dates	Page 144
Level:	Post-beginner - Elementary ESOL & Literacy Basic Literacy	

Key Vocabulary

- Ramadan
- fasting
- lasts for...
- birthday
- date of birth
- star sign
- months of the year

Focus on Language

Cardinal and ordinal numbers

Instructions:

Read My first Ramadan Text, page 142, gap-fill and listening.

Please note: Students should already have practised basic numbers and dates.

1. Students read the text before working in pairs to fill in the gaps.
2. Ask for volunteers to read out sentences.
3. Listen to the piece on cassette (or tutor reads aloud see Tapescript, page x) to check answers.

Writing numbers

1. Students match the numbers with the numbers in the box. Check in pairs.
2. If students are unsure of ordinal numbers, do this activity together as a group. Model on board/flipchart. Students copy.

7.2 My First Ramadan - Lesson Plan (continued)

Writing dates

A. Write the date in two ways

1. Introduce by asking students “what is the date today?” and “how do you write that?”
2. Write today’s date on the board in two different ways with the students prompting.
3. Students work in pairs to complete the exercise or work individually and check in pairs.
4. Check as whole group-activity, writing the dates on the board.

B. Write about yourself

1. Question forms: Elicit questions from the students.
2. Interview the tutor! Encourage the students to ask you questions: for example
 - How old are you? • What’s your date of birth?
 - What month is your birthday? • What’s your star sign?
3. Model the piece of writing about yourself on the board/flipchart.
4. Students write sentences about themselves.

Speaking and writing

1. Model a few example sentences on board/flipchart about students in the class:
His name is...../Her date of birth is.....
2. Students interview a partner and write sentences about him/her.

Suggestions for consolidation/extension activities:

1. Bingo: play this with cardinal/ordinal numbers, telephone numbers, dates
2. Dictation: difficult number-pairs for example 13 / 30
14 / 40
15 / 50
3. Find someone who: has a birthday in September
.....was born in the same year as you
.....comes to English class for four hours every week
4. Star signs/horoscopes: from magazines (need to be simplified).

7.2 My First Ramadan - Lesson Plan (continued)

Intercultural awareness

- Bear in mind that horoscopes would not be familiar to all students.
- Some students may not celebrate birthdays. Discuss.
- If students do not want to say their age/date of birth etc., teach alternative vocab./phrases, for example:
 - I am in my thirties
 - I am between forty and fifty
 - It's a secret!
- Discuss the appropriacy of asking age in social situations. Is this acceptable in different countries? Students discuss and compare.



Text

Read the text.

Work in pairs.

Write the numbers in the spaces.



10

30

33

5th

The first time I started Ramadan I was _____ years old.

Now I am _____ years old.

This is my _____ day of fasting.

It is good for mind, body and character.

It is good for everything.

Ramadan lasts for _____ days.

By Abderahman Basli from Algeria



Listening

Listen to the text and check the numbers.

Writing Numbers

Writing numbers



- A. Match the numbers with the numbers in the box.
Some numbers in the box are extra.
The first one is done for you

10	ten	twenty	thirty-three
30	first	third	fifth
33	fifteen	four	second
5th	fifty	thirty	twelve
	sixth	fourth	thirteen

- B. Write the numbers in the spaces.
The first one is done for you

1 first	1st
2 second	_____
3 third	_____
4 fourth	_____
5 fifth	_____

Writing Dates

A. Write the dates in two ways. The first one is done for you

- 01-05-04 May 1st 2004 OR The 1st of May 2004
- 03-09-00
- 04-01-02
- 10-02-98
- Today is OR

B. Write about yourself.

I am years of age.

My date of birth is

My birthday is in the month of

My star sign is

Speaking and Writing

Interview a partner.
Write some sentences about him/her.
Check spellings together.



- (name) _____
- (nationality) _____
- (date of birth) _____
- (birthday) _____
- (star sign) _____

Please record onto a cassette for class use or read aloud.

My first Ramadan

The first time I started Ramadan I was ten years old.

Now I am thirty-three years old.

This is my fifth day of fasting.

It is good for mind, body and character.

It is good for everything.

Ramadan lasts for thirty days.



7.3 Bright Ideas For Tutors - Lesson Plan

Objectives:	Tutors discover ways to exploit a student writing	
Functions:	Materials development	
Materials:	• Christmas in Romania Student Text	Page 147
	• Questions for Tutors To Consider	Page 148
	• Bright Ideas Activity	Page 149
	• Bright Ideas Guide	Page 150

1. Read the **Christmas in Romania Student Text**, page 147
2. Fill in the **Questions to Consider** Worksheet, page 148
3. List as many activities as possible you think you could do with this text on the **Bright Ideas Activity**, including activities previously used in other texts throughout the module. If you have a specific class in mind, adapt the text for their needs; if you are not teaching yet, adapt it for a false beginner/elementary level (this could also be used with a beginners' class which has been studying for 8 weeks or longer).
4. When you have filled in the chart, look at the suggested activities on the chart key.

Suggestions for extension/consolidation activities:

5. Try to create one or two of the activities you have suggested on the chart and try them with a present or future class.
6. Use the chart as a guide when you receive a student text you would like to adapt for your student(s).
7. Look at the other learner texts and accompanying activities in the **Daily Life** module.



Every year on Christmas Day people go to church where they light candles.

The church is a place where people spend two or three hours. Here they forget their problems and they pray to God.

In my country, Romania, every Sunday and religious day people go to church at 9 a.m. and they stay there three hours till noon when they come back home.

When I was a young boy my mother took me and together we went to church. There something nice happened. I began to learn to pray.

Claudiu from Romania

Questions for tutors to consider

Look at **Christmas in Romamia** text on page 147.

Questions for tutors to consider.

1. Would this work better as a group or one-to-one activity?

Can it be adapted for either?

2. Are there any grammatical structures that occur repeatedly in the text?

Is there any material you could use to reinforce these structures?

3. What themes are covered in the student text?

4. Is the length of the text appropriate for your learners? If not, how can it be broken up (to be made easier to read in smaller pieces) or extended?

5. Are there any skills in which your class needs more practice (listening, writing, etc.)? What activities could be created focussing on these skills?

6. Are there different language or literacy levels in your class?

If so, how can activities for this text be created to suit varied levels?

Bright Ideas Activity

Bright Ideas

Look at the **Christmas in Romania Student Writing**. List types of activities you could do with it and in the chart below, tick the skills and groups which apply. Compare with the completed guide on page 150.

The first one is done for you.

Type of Activity	Group	1-1	Reading	Writing	Listening	Speaking
<i>Gap-fill</i>	✓	✓	✓	✓		

Bright Ideas Guide

Bright Ideas

Here are some sample activities for the **Christmas in Romania Student Writing**, with the skills and groups indicated.

Type of Activity	Group	1-1	Reading	Writing	Listening	Speaking
Gap-fill	✓	✓	✓	✓	✓	
Predicting	✓	✓				✓
Sentence Strips	✓	✓	✓		✓	
Dictation	✓	✓		✓	✓	
Writing Frames	✓	✓	✓	✓		
Skimming/ scanning	✓	✓	✓	✓		
Find someone who	✓		✓	✓	✓	✓
T/F comprehension	✓	✓	✓			
Q&A strips on text	✓	✓	✓		✓	✓
Text discussion	✓	✓	✓		✓	✓
Composing Q&A	✓	✓	✓	✓	✓	✓
Picture Prompts	✓	✓	✓		✓	

This pack is aimed at ESOL tutors and learners in Ireland. Learner and tutor-generated materials are included, and may give tutors using the pack ideas on how to use the most valuable resource, the learners. The pack may also assist in showing how to create material, tailored to learners' needs. Words, stories and pictures of ESOL learners living in Ireland are represented throughout the pack.

We hope this pack will provide culturally relevant material, assist in meeting learners' ESOL and real-life requirements and pave the way for further creation of learner and tutor-generated materials in their own classrooms.

What is NALA?

The National Adult Literacy Agency (NALA) is a non profit membership organisation, concerned with national co-ordination, training and policy development in adult literacy work in Ireland.

NALA works to ensure that all adults with literacy difficulties have access to a range of high quality learning opportunities.

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NALA

An Áisíneacht Náisiúnta Litearthachta do Aosaigh
National Adult Literacy Agency