



The Big Picture 2

Materials and Resources for ESOL Tutors



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English for Speakers of Other Languages (ESOL)

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Web: www.nala.ie
e-mail: literacy@nala.ie
www.literacytools.ie (adult literacy learning and tuition website)

Written by: Genevieve Halkett and Louise Michael
Numeracy Extensions written by Terry Maguire
Designer: Geraldine Cave, Cave Creative
Printer: Genprint Ireland Ltd
Photographer: Alan English, ACE Photos

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Introduction

This pack is follow-on from The Big Picture (book 1). It 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.

The pack provides the opportunity to develop a range of numeracy skills. Ideas on how numeracy can be integrated as part of, or as an extension to the activities included in the pack are highlighted for each unit. Guidelines for good practice for numeracy teaching and learning in the ESOL classroom are described in Appendix 1 (page 91).

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 2

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 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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1. At the Library

Objectives

The students will be able to:

- understand how to get a library card
- ask for a library card application form and request further information
- fill out a library card application
- read and understand notices at the library
- book an open learning session by phone

1.1 Using the Library - Lesson Plan

Objectives: At the end of the activity students will be able to understand how to get a library card application form

Functions: Asking for information; using phrasal verbs

Level: Beginner-Pre-Intermediate, Basic Literacy
Can adapt for higher level

Materials:

- Storyboard Photo Sheet page 10
- Storyboard Activity Worksheet page 11
- Tapescript page 12

Record the tapescript onto a cassette in advance. Alternatively, this can be used as a reading/information search activity if there is no access to a tape recorder

Key Vocabulary

- ask for • go to • fill out • take out • gives back to • look at
- librarian • library • application • form • information desk

Instructions:

1. Group students into pairs. Hand out the **Storyboard Photo Sheet**. Ask students to describe what is happening. Write any phrasal verbs they may come up with and other information on the board.
2. Hand out the **Storyboard Activity Worksheet**. Students work in pairs/small groups to read their text and to fill in the gap-fill with the appropriate phrasal verb. Remind them that the third person singular takes "s" (Yulianna asks, The librarian gives).
3. Play the tape or read the **Tapescript** and have the students check their answers.

Consolidation/extension activities:

- Before doing this exercise, ask students whether they use the library. If some of them have cards, have them describe what they did to get a card. Ask what kinds of books, videos, etc. they take out and provide appropriate vocabulary for them to describe types of reading materials, genre and other related vocabulary.
- Students could go around class, ask other students and fill out a class questionnaire on reading habits to consolidate previously - learned structures and vocabulary (What do you read? How often do you read? How many books/magazines/newspapers do you read a day/week/month? What kind of books/magazines/newspapers do you read/like, etc.).

Using the Library - Storyboard Photo Sheet

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

1



2



3



4



5



6



1.1 Using the Library - Storyboard Activity Worksheet



Look at the library storyboard and write or say one sentence for each photo. Use a verb from the boxes for each sentence.

ask for

go to

fill out

look at

take out

look up

The first one is done for you

1. Yulianna and Katya go to the library.
2. They _____ a book together.
3. Yulianna _____ the librarian _____ a library card form.
4. Yulianna and Katya _____ the card.
5. They _____ information on the computer.
6. Katya looks for a book to _____ .

1.1 Using the Library - Tapescript



Record the text below onto a cassette in advance or ask students to read aloud

1. Yulianna and Katya **go to** the library.
2. They **look at** a book together.
3. Yulianna **asks** the librarian **for** a library card form.
4. She **fills out** the card.
5. Yulianna and Katya **look up** information on the computer.
6. Katya looks for a book to **take out**.

1.2 Asking for a Library Card Application - Lesson Plan

Objectives:	At the end of the activity students will be able to understand how to ask for a library card application form and request more information	
Functions:	Asking for information; making requests; form-filling	
Level:	Beginner-Pre-Inter, Basic Literacy	
Materials	• Mixed up Dialogue	page 14
	• Tapescript	page 15

Key Vocabulary

- phrasal verbs and vocabulary from previous worksheet • not at all
- proof of identity • bill • just a sec
- request forms (can/could/would/may/will)

Instructions:

1. Group student into pairs. Cut up the **Library Mixed-Up Dialogue** strips. Give each pair one set of **Library Mixed Up Dialogue** strips.
2. Tell the students the highlighted strip is the first one. Students work in pairs/small groups to read the strips and put them in order.
3. Play the tape or ask students to read the **Library Mixed-Up Dialogue** and have the students check their answers.
4. Students practise dialogues or create their own.

Consolidation/extension activities:

- Hand out flyers on library use. Write questions on the board or ask each question orally. Have students scan for specific information, e.g., How many books can you take out? Can you borrow DVDs? When students find the information, write it or have a student write it on the board. This can be rewritten into sentences: You can take out seven books. You can borrow DVDs.
- Request forms may be consolidated or introduced. Have students practise classroom requests (Could I borrow your pen? Would you open the door?) and create dialogues using these forms and additional phrasal verbs if necessary (stand up, sit down, etc.).

1.2 Asking for a Library Card Application - Mixed up Dialogue

Read the strips. Put them in order with your partner.

Practise the dialogue with your partner once.

Change the roles and practise it again.

The first one is done for you.



Student: Hello. Could I get a library card, please?

Librarian: You're welcome. Bye.

Student: I have an ESB bill. Is that OK?

Student: Thank you. Excuse me. What does "block letters" mean?

Librarian: That's fine. Just a sec. Here is your new library card.

Librarian: You need to fill out this card. Here you go.

Librarian: You can take out eight books or cassettes.

Librarian: It means write in capital letters. You also need proof of your address.

Student: Thank you. How many books can I take out?

Student: OK. Thanks very much.

1.2 Asking for a Library Card Application - Tapescript

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



Student: Hello. Could I get a library card, please?

Librarian: You need to fill out this card. Here you go.

Student: Thank you. Excuse me. What does “block capitals” mean?

Librarian: It means write in capital letters. You also need proof of your address

Student: I have an ESB bill. Is that ok?

Librarian: That's fine. Just a sec. Here is your new library card.

Student: Thank you. How many books can I take out?

Librarian: You can take out eight books or cassettes.

Student: Ok. Thanks very much.

Librarian: You are welcome. Bye.

1.3 Filling out a Library Card Application - Lesson Plan

Objectives:	At the end of the activity students will be able to fill out a library card application form and understand common terms related to filling in forms.
Functions:	Asking for information; using phrasal verbs
Level:	Beginner - Pre-Intermediate, Basic Literacy, ESOL Literacy
Materials:	Library Card application form Worksheet page 17

Key Vocabulary

- block letters • surname • bill • post code • signature • membership
- local authority administrative area • undersigned • hereby • items
- entitling • (to be) bound by

Instructions:

1. Give each student a blank **Library Card Application Form**.
2. Get students to look at the **sample Application Form** on the worksheet and identify mistakes.
3. Allow time for additional questions. Check comprehension by asking students for specific information orally (Is Ivan Mr. or Mrs.? What is your surname?)
4. Get students to fill out their **Library Application Form**. They can use the **Model Application Form** on the worksheet as an example. Discuss acceptable forms of proof of address.

Consolidation/extension activities:

- If possible, book a session at your local library. Give students a questionnaire to fill out regarding different areas of the library. Get them to check out a book to assist them with language learning at home. Most libraries will take students on a tour of the library if it is booked in advance.

1.3 Filling out a Library Application - Worksheet

Find the mistakes on this card.

ADULT MEMBERSHIP APPLICATION - Gaeilge ar an dtaobh eile

Card No: D 1 - [] [] [] [] [] []

Name: Patrick Murphy Title: Mrs
(Block Letters, surname first) (Mr, Mrs, Ms etc)

Address: FLAT 14 517 North Circular Rd
Dublin ☎ 087 25170003
(Block Letters, please include post code)

Please tick the local authority administrative area in which you live:
Dublin City Council Dublin South Dun-Laoghaire-Rathdown
Fingal Other

I, the undersigned, hereby apply for a reader's Card entitling me to borrow books, and or other items from Dublin City Public Libraries. I agree to be bound by the terms of membership.

Signature: PATRICK MURPHY Date: 03/31/05

DUBLIN CITY PUBLIC LIBRARIES
Dublin City
Baile Átha Cliath

LOG
ID
Branch

Model Library Card

Look at this application card. Fill out your card with your own information.

ADULT MEMBERSHIP APPLICATION - Gaeilge ar an dtaobh eile

Card No: D 1 - [] [] [] [] [] []

Name: [] [] [] [] [] [] Title: [] [] [] []
(Block Letters, surname first) (Mr, Mrs, Ms etc)

Address: [] [] [] [] [] [] [] [] [] []
[] [] [] [] [] [] ☎ [] [] [] [] [] []
(Block Letters, please include post code)

Please tick the local authority administrative area in which you live:
Dublin City Council Dublin South Dun-Laoghaire-Rathdown
Fingal Other

I, the undersigned, hereby apply for a reader's Card entitling me to borrow books, and or other items from Dublin City Public Libraries. I agree to be bound by the terms of membership.

Signature: [] [] [] [] [] [] Date: [] / [] / []

DUBLIN CITY PUBLIC LIBRARIES
Dublin City
Baile Átha Cliath

LOG
ID
Branch

1.4 Reading Notices - Lesson Plan

Objectives:	At the end of the activity students will be able to read and understand notices at the library
Functions:	Reading for specific information
Materials:	<ul style="list-style-type: none">• Reading Notices - At the Library Page 19• Reading Notices - At the Open Learning Centre Page 20• Reading Comprehension Worksheet Page 21

Key Vocabulary

- **Open Learning Centre** • **self-learning** • **to book** • **in advance**
- **one hour at a time** • **available** • **free admission** • **session**

Instructions:

1. Pre-teach key vocabulary and expressions.
2. Look at **Reading Notices - At the Library** page 19 and **Reading Notices at The Open Learning Centre** page 20 together as a class. Encourage students to scan the text by asking questions to check comprehension (eg. How many notices are there? How many are for children?)
3. Students work in pairs to answer reading comprehension questions page 21.
4. Check as a whole class activity.

Consolidation / extension activities:

1. Collect notices from your local library for reading/information-search activities.
2. If possible, visit the local library as a class (or encourage students to visit the library themselves). Give a worksheet/make a quiz on finding specific information e.g. What are the opening hours?/ How many books can you take out at one time? / What information does the library require in order to join?).

1.4 Reading Notices - At the Library

Library Tour

Wednesdays at 2.30 pm

Conversation Exchange

Russian/English
Saturday 3.30-5.00 pm

Children's Book Club

Wednesday November 26th
at 3.30 pm



Children's Story Time

3.30 pm every Thursday
in the Central Library



Central Library Opening Hours

Monday – Thursday 10.00 am – 8.00 pm
Friday – Saturday 10.00 am – 5.00 pm
Admission is free and all are welcome



1.4 Reading Notices - At the Open Learning Centre

Learn languages

At the open learning centre

The Open Learning Centre offers self-learning courses in over 78 different languages. Some of the languages available are:

Albanian	Georgian	Nepali	Welsh
Bulgarian	Hebrew	Polish	Xhosa
Czech	Irish	Romanian	Yoruba
Danish	Japanese	Somali	Zulu
English	Kurdish	Turkish	
Estonian	Latvian	Ukrainian	
French	Mandarin	Vietnamese	



1. You must book in advance. Book in person or by telephone.
Tel: 01-8734333 (extension 7)
2. You can have a Dublin City Public Libraries Course Certificate after 50 hours.
For a certificate, you must fill in an application form when you start the course.
3. Language sessions start each hour from 10.00am.
You can only book one hour at a time.

Teach yourself how to use a computer at the open learning centre

- Book one week in advance.
- Booking starts at 9.30 am by phone and at 10.00 am in person.
- Make your booking as early in the week as possible.
- You can book a maximum of two hours per week on the self-learning computers.
- Internet access available for all learners.



1.4 Reading Notices - Reading Comprehension Worksheet



A. Look at the Library Reading Notices page 19

When can you ...? Answer the questions.

1. When can you have conversation in Russian and English?

2. When can you go to children's story time?

3. When can you go to the children's book club?

4. When can you go on a library tour?

B. Look at library reading notices at the Open Learning Centre.

Answer the following questions.

True or False? The first one is done for you

4 6

1. You must book by phone to learn English.

2. You can have a certificate after 40 hours of language learning.

3. You can not use the internet in the Open Learning Centre.

4. You can book the teach yourself computers place one day in advance.

5. You can book a maximum of two hours on the computer per day.

1.5 Booking Time at the Open Learning Centre - Lesson Plan

Objectives:	At the end of the activity students will be able to book an open learning session (by phone)
Functions:	Making a request
Level:	Elementary – Pre-Intermediate
Materials:	<ul style="list-style-type: none">• Tapecript page 24• Roleplay Sheets 1 and 2 pages 25 and 26

Key vocabulary

- to book
- available
- to cancel

Focus on language:

- I would like to
- Is it possible?
- Sorry that's not possible
- Yes, that's ok.
- Are there any evenings available?
- How about next week?

Instructions:

1. Introduce key vocabulary and expressions.
2. Students listen to the dialogue (record onto a cassette in advance)
OR read the dialogue.
Check in pairs and listen again. Check as a group.
3. Listen to the dialogue again. Students repeat the customer's phrases.
4. Practise the dialogues in pairs.
5. Hand out **Roleplay 1 Cards A and B**. In pairs or small groups A's and B's prepare their part of the dialogue. Monitor and check.
6. In pairs, students A and B practise dialogue together.

1.5 Booking Time at the Open Learning Centre - Lesson Plan

Suggestions for extension/consolidation activities:

1. For multi-level classes, some students can move on to practise Roleplay 2.
2. Students can practise recording their dialogues onto a cassette (This is useful practice for FETAC Foundation Level Language and once students get used to being recorded/listening to their own dialogues can be both a good way to record progress and to increase confidence in speaking).

Note

Numeracy extensions:

This section can be used to reinforce and develop a number of numeracy skills:

- Draw attention to the Irish convention of writing dates.
- Reinforce the concept, language and written form of different numbers for example, distinguish between 'eight', 'eighteen' and 'eighty' etc.
- Highlight the area code element of phone numbers and their importance in telephone communication. Use phone numbers to practise numeracy language by getting ESOL learners to read the numbers.
- Emphasize the different ways of communicating time used in the section: 5.00, 5.00 am, 5.00 pm, 5.00 - 6.00. Ensure learners are familiar with using the twelve and twenty four hour clock.

(Please refer to *Numeracy - some guidelines for the ESOL classroom*, page 91, for guidelines on good practice in the ESOL numeracy classroom.)

1.5 Booking Time at the Open Learning Centre - Tapescript

Record onto a cassette for class use or ask students to read aloud.

- Customer: Hello. I am looking for the Open Learning Centre please.
- Receptionist: Just a moment. I'll put you through.
- Librarian: Good morning. Open Learning Centre. How can I help you?
- Customer: I would like to book the internet for one hour.
- Librarian: When would you like to book for?
- Customer: Monday or Tuesday evening from 5 pm.
- Librarian: Sorry, there are no evenings available this week.
- Customer: How about next week?
- Librarian: Next week I have Monday evening from 5.00 to 6.00 or from 7.00 to 8.00.
- Customer: 7.00 to 8.00 is good.
- Librarian: Can I have your name, please?
- Customer: Ahmed Samour.
- Librarian: Can you spell your surname, please?
- Customer: S-A-M-O-U-R.
- Librarian: Can I have a contact phone number, please?
- Customer: 086-3002297.
- Librarian: So, that's next Monday at 7.00 pm. Can I ask you to please call to cancel if you cannot come?
- Customer: That's no problem.
- Librarian: Thank you. Goodbye.
- Customer: Goodbye.

1.5 Booking Time at the Open Learning Centre - Roleplay Sheet 1

Booking at the Open Learning Centre

Card A

You would like to book the internet for one hour.
 You can go at these times.
 Agree a day and time with the librarian.



	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	No	No	No	10.00 - 1.00	No
Afternoon	No	No	No	No	1.00 - 5.00
Evening	5.00 - 8.00	5.00 - 8.00	5.00 - 8.00	No	

Write down the appointment: Day _____ Time _____



Card B

You are the librarian.
 These times are available for computers.
 Find a day and time that suits the customer.
 Circle the time.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	10.00 -11.00	10.00 -11.00	10.00 -11.00	11.00 -12.00	10.00 -11.00
Afternoon	No	No	2.00 - 3.00	No	No
Evening	No	No	No	No	

Write down the appointment: Day _____ Time _____

1.5 Booking Time at the Open Learning Centre - Roleplay Sheet 2



Booking at the Open Learning Centre

Card A

Call the Central Library.

Ask for the Open Learning Centre.

Book one hour English Language Learning.

You would like to go from 5.00 to 6.00 pm this week if possible.



Card B

You are the librarian at the Open Learning Centre.

There are mornings available for this week.

Wednesday to Friday only from 10.00 to 12.00.

There are no evenings available this week.

You can book evenings for next week.

DUNNES STORES



2 Shopping in Ireland

Objectives

The students will be able to:

- discuss where they go shopping, what they buy, and ask and answer questions
- identify everyday shopping signs
- identify numbers and prices in shopping signs
- recognise numbers in word form
- understand percentages in sale prices
- return items to a clothes shop

2.1 Where Do You Go Shopping - Lesson Plan

Objectives:	At the end of the activity students will be able to discuss where they go shopping, what they buy and ask and answer questions
Functions:	Asking and giving information
Level:	Beginners - Elementary. Basic Literacy, ESOL Literacy
Materials:	<ul style="list-style-type: none">• Shopping Places page 31• Interview Worksheet page 33

Key Vocabulary

• go shopping • shop (noun and verb) • buy • like • names of food items

Instructions:

The following two activities can be done in either order – if students need more reinforcement with reading and writing skills, the **Shopping Places Text** worksheet should follow the speaking exercise; if students are weaker in listening or speaking, the **Shopping Places Text** should be introduced first in order to introduce structures and vocabulary the students will be using in the **Interview worksheet** activity.

Interview Worksheet

1. Introduce this topic with a short discussion or question and answer session. Tell the students where you go shopping and what you buy. Give both versions
 - I go shopping
 - I shop
 - and let them know both are correct.

Bring authentic materials, if possible or use flashcards of the items you mention. Alternately, have students ask you questions about where you go shopping and what you buy. Bring a bag of items or pictures. Have students ask, “Do you buy?” Write the name of the item on the board. If the answer is yes, show the card or food item and put it on the desk or hand it to a student. At the end of the session, ask students to tell you what you do or do not buy, using the items and words on the board.

2. Tell the students you want them to ask each other questions about where they shop. Ask one or two examples from students about where they shop (list food shops on the board and explain any unfamiliar vocabulary, market, etc). If other students are unfamiliar with the shop, have them ask where it is or what kind of shop it is.

2.1 Where Do You Go Shopping? Lesson Plan (continued)

3. Hand out the **Interview Worksheet**. Tell them student 1 is their partner. Give them a set amount of time to ask and answer questions. Model an example with a stronger student if they seem unsure of the assignment. Students may list more than one shop or food item. When they finish, ask for volunteers to tell the class about their partner. Write the statements on the board.
4. Ask them to find another student (or pair them up yourself) and repeat the exercise. Ask each student to give you two sentences about their partner (____goes shopping in Aldi. He/she buys chicken and rice.) If any are reluctant to speak, give them a pass and go back later, if appropriate.
5. Follow steps 1 - 4 for the second part of the interview sheet. If students are more advanced, have them do both parts in the same session. Students who are weaker could do the first section only or one partner instead of two.
6. Elicit sentences and write them on the board. Check for comprehension. If students use an unfamiliar food item, write it on the board and let students check their dictionaries. Encourage students to bring unusual food items or their shopping items to class.

Shopping Places Text

1. If you are starting with this activity or using it on its own, start with a general conversation about shopping, where you go shopping, where students shop, what they buy, etc.
You could write up the different shops in the text on the board (African shop, halal shop, Tesco, etc.) and have students guess what items people can buy there. You can also ask students names of different African, Russian, Irish, Asian shops and where they are located.
2. Explain to students that they are going to read about six different shoppers. Hand out the **Shopping Places Text**.
3. Before they read the text, you could ask them to identify the types of shops in the pictures. You could also use this as a dictation exercise and have them cover the text and look at each picture as they do the dictation. Another possibility is to give them the six different dictation items, have them look at the pictures and match each dictation to the picture. If students have low literacy skills, you could give them the sentences or food items and have them find them in the text.
4. A writing exercise could follow, with students following the structure in the text or using their own structures. You may want to extend the structures with weekly routines (On Monday, I go to the African shop. I buy) On Tuesday I go to Moore Street. I buy) or other structures being studied in class.

2.1 Where Do You Go Shopping? Lesson Plan (continued)

Consolidation/extension activities:

1. A “shopping box” is a good way to consolidate and build vocabulary. Ask students to bring in empty packets or containers of things they buy. When a student brings something in, have him/her tell the class about it or get students to ask questions. These objects can be used in roleplays, reading exercises (directions, weights, measures), to teach grammatical structures (countable/uncountable, adjectives, purpose, prepositions of place) or functional English (requests and offers, descriptions, lost and found, prices, addition and subtraction, listing, one student describes, the other finds the objects, etc). As the level of the class increases, other non-shopping items may be added or a new theme box started. Although the teacher may feel there is a lot of repetition, students do not seem to get tired of it; it is also a good way to introduce students’ cultures to each other in a non-threatening way.
2. Students may want to take a disposable camera, digital camera or, when possible, a video camera to record a shopping expedition in their neighbourhood. Roleplays may be written and students stage it in a nearby shop. Photo stories, class storyboards, videos or student writings can be created to use within the class or with future classes as materials (with the students’ permission).
3. A map of Dublin could be put on the wall and/or a copy given to each student. Students can write the name of the shops they go to on a strip of paper and place it on the map. This could be extended to a directions exercise, where students direct other students to the shop. If students live “off the map” they could tell the other students which bus/train to take and where the shop is in their area. They could also draw maps of their neighbourhoods or copy maps and put in shops and other buildings or do it in pairs, each telling the other where places are. The maps could be displayed and added to throughout the course.

2.1 Where Do You Go Shopping - Shopping Places



I go shopping in the African shop near my house. I buy plantain, palm oil and yams.



I go shopping in the market in Moore Street. I buy fruit like bananas, oranges and apples and vegetables like potatoes, beans and beets.



I go shopping in the Russian shop. I buy pickles, sausages and cheese.

2.1 Where Do You Go Shopping - Shopping Places



I go shopping in Tesco.
I buy chicken, semolina and juice.



I go shopping in the Asian Market.
I buy lemongrass, fish sauce and rice.



I go to the halal shop.
I buy lamb, couscous and coriander.

2.1 Where Do You Go Shopping - Interview Worksheet



Ask two students the questions below

	Student 1	Student 2
Part 1		
Write the names here		
Where do you shop?		
What do you buy?		
Part 2		
What do you eat for breakfast?		
What do you eat for lunch?		
What do you eat for dinner?		

2.2 Shopping Signs - Lesson Plan

Objectives:	At the end of the activity students will be able to identify everyday shopping signs
Functions:	Matching spoken words to written text
Level:	Elementary-Pre-Inter, Basic Literacy
Materials:	<ul style="list-style-type: none">• Photo Sheet page 36• Dictation Sheet page 37• Matching Signs 1 page 38• Matching Signs 2 page 40

Key Vocabulary

- sale • fitting rooms • 25% off • Children's Wear • Children's Department • Girls • Boys • Baby • Boots • Dunnes • supermarket • Customer Pay Point
- ATM Banking • Customer Services

Introduce the shopping signs by matching, tracing, writing, etc. before this lesson plan. The matching signs Worksheets 1 and 2 (pages 38 and 40) could be used for introductory activities.

Instructions:

1. Have a short discussion on shopping for clothes for children and individual students. Ask what they have to do in the shops and what kind of information they need. Write these on the board.
2. Hand out the **Shopping Signs Photo Sheet**. Ask students if they can identify any of the signs. Let them work together in pairs or groups. You could also hand out a sheet with the signs written on them and have them match them.
3. Tell the students you are going to give them a dictation and that each sentence has one sign in it. Have them write the number of each sentence in the box under the appropriate sign. Tell them that only eight sentences will be used, so there will be four signs not marked. An additional sentence has no sign.
4. Read dictation or record it onto a cassette for class use. You can emphasise the sign used in each sentence. You may play the dictation a pre-arranged number of times or allow students to request repetition. This activity may be done individually or in pairs.
5. When the dictation is finished, check the answers.

2.2. Shopping Signs - Lesson Plan

Consolidation/extension activities:

- For consolidation, more exercises using the signs may be done. If students are confident about these signs, ask them to write down and bring in other signs they have seen in town. You may want to extend the dictation to twelve sentences for stronger groups.
 - Ask students to write their own dictations using the signs. They may then take turns dictating the sentences to the whole class, in pairs or in small groups. Have them check their answers and do additional work if needed.
 - Have students take pictures of shop signs with disposable or digital cameras and write short texts using the signs. They could take additional pictures of people acting out a story and incorporate the signs as part of the story. The photos could also be used to build up an environmental print library with flashcards or printed out on a large sheet of paper and put on the wall separately, together or in student-created collages.
- * Use the Matching Signs Worksheets 1 and 2 (pages 38 and 40) for consolidation activities

2.2. Shopping Signs - Photo Sheet

Teacher: Read out Shopping Signs from page 37

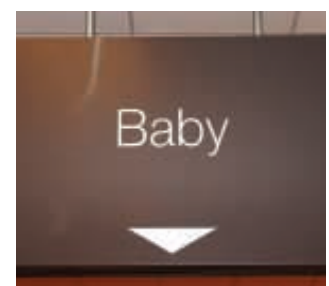
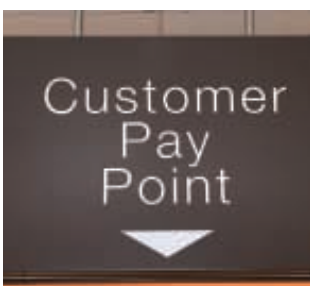
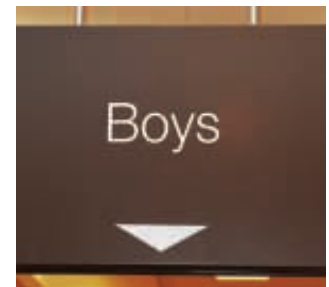
Students: Write the number in the correct box of the sign you hear.

Only eight signs are used.

The first one is done for you.



1



2.2 Shopping Signs - Dictation Sheet

Dictation - Signs to find are in bold.

Record dictation sheet onto a cassette or ask students to read aloud in class

1. Yesterday I wanted to buy clothes for my daughter, so I went to **Mothercare**.
2. Everything was very expensive, so I went to **Dunnes Stores**.
3. I went to the **Children's Wear** department.
4. There was a big **sale** on, so I bought several things for my daughter.
5. Then I saw a nice dress for me it had **25% off**.
6. I went to the **Fitting Rooms** and tried it on. It looked good and was just my size.
7. Then I remembered I had only a little cash with me, so I went to the **ATM Banking** machine to withdraw some money.
8. I went to the **Customer Pay Point** and purchased my clothes.
9. When I got home, I was tired but happy because I had got some great bargains.

2.2 Shopping Signs - Matching Signs 1

Match the pictures with the words.
The first one is done for you.

1.



Customer Services

2.



Girls

3.



Fitting Rooms

4.

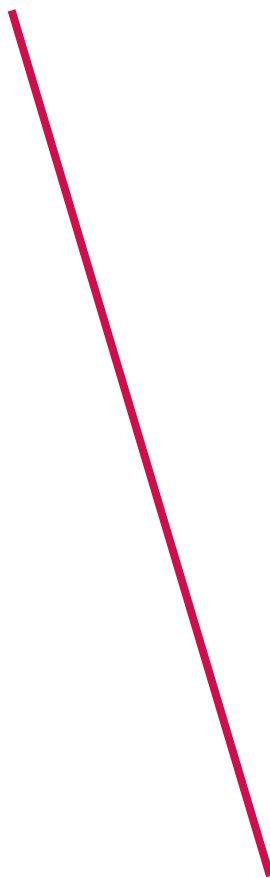


Supermarket

5.



ATM Banking



2.2 Shopping Signs - Matching Signs 1 (continued)

Match the pictures with the words.

6.



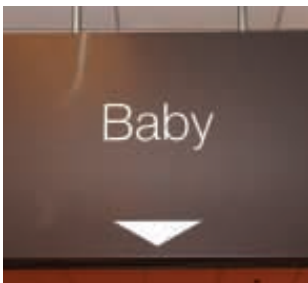
Children's Department

7.



Sale

8.



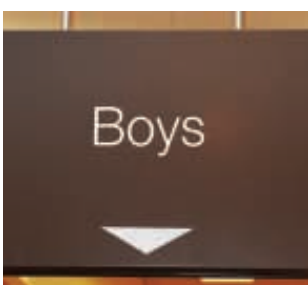
Customer Pay Point

9.



Boys

10.



Baby

2.2 Shopping Signs - Matching Signs 2

Write the word in the space given.

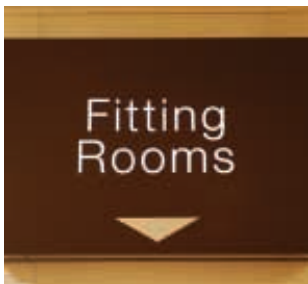
The first one is done for you.

1.



Supermarket

2.



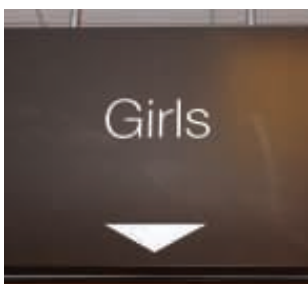
3.



4.



5.



2.2 Shopping Signs - Matching Signs 2 (continued)

Write the word in the space given.

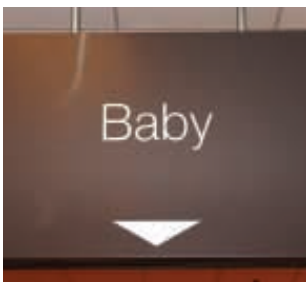
6.



7.



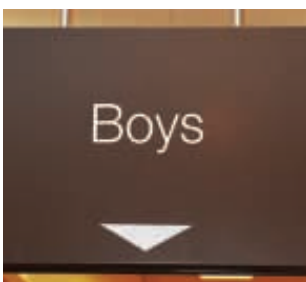
8.



9.



10.



2.3 Numbers and Shopping - Lesson Plan

- Objectives:** At the end of the activity students will be able to:
- identify numbers and prices in shopping signs
 - recognise numbers in word form
 - understand percentages in sale prices (for example 20% off)
- Functions:** Matching numbers to written text
Matching spoken words to written text
Word/number recognition
- Materials:**
- Numbers, Prices and Signs Worksheet page 44
 - Prices Dictation Sheet page 45
 - What is the Sale Price? page 46

Key Vocabulary

- 25% off marked price
- buy 2 get 1 free
- each
- half-price
- sale
- reduced
- discount
- items
- closing down sale
- clearance sale
- clothes rail

Focus on numeracy

Percentages (for example 20% off)

Instructions:

Numbers, Prices and Signs

1. Introduce this activity by writing a few numbers on the board as examples. Ask the students how to spell out the numbers in full written form. Students practise copying the numbers.
2. Hand out the **Numbers, Prices and Signs Worksheet**. Students match the numbers with the written words. Check individually/as a group.
3. Students look at the photos of signs and circle the numbers from the previous exercises in the signs.

2.3 Numbers and Shopping - Lesson Plan (continued)

Prices Dictation

1. Introduce this activity by reading out a few numbers/prices. Students write down the numbers they hear. Write the correct numbers on the board/flipchart for students to check.
2. Hand out the **Prices Dictation Sheet**. Tell the students to circle the number they hear you read (one number from a, b, c, d, e). Alternatively, students listen to the cassette if pre-recorded. Students check in pairs. Repeat. Check as a group.

What is the Sale Price?

Ask the students for examples of good bargains they have found in sales. How much did they get off? Where do they get good bargains? What shops are good value? What shops are expensive? Discuss. Model an example of 10% or 20% off on the board/flipchart.

Students work in pairs to work out percentages/sale prices.

NB: Adapt activities for more basic literacy students: Circle/match/copy numbers.

Give out a very simple dictation sheet. Students circle numbers they hear. Practise saying/writing own phone number.

Note

Numeracy extensions:

This section can also be used to reinforce and develop other numeracy skills:

- Ensure all learners are familiar with the concept of percentage and its calculation.
- Ensure all learners are familiar with what terms like 'half price' actually mean.
- Encourage learners to discuss what '25% off' means in particular situations (in English or in their own language) and ask them to communicate what the result of their discussion is to you and the rest of the class in English.
- Reinforce the concept, language and written form of different numbers, for example talk and write about quantities of money that can e.g. be withdrawn from the ATM machine. Introduce terms around bank accounts e.g. balance, lodgement, current account, deposit account, etc.
- Use discussion and activities involving money to ensure familiarity with currency and its use.
- Highlight the convention of how we write money, for example price using the decimal point rather than the comma for prices.

(Please refer to *Numeracy - some guidelines for the ESOL classroom*, page 91, for guidelines on good practice in the ESOL numeracy classroom.)

2.3 Numbers and Shopping - Numbers, Prices and Signs

Match the numbers with the words.

The first one is done for you

- | | |
|----------------|-------|
| a) twenty-five | €1.00 |
| b) twelve | 6 |
| c) six | 12 |
| d) one Euro | 25 |

Now find these numbers in the signs.

The first one is done for you

a) €6 Clothes



b) €12 Clothes Rail



c) Buy 2 get 1 free
1 euro each



d) 25% off marked price



2.3 Numbers and Shopping - Prices Dictation Sheet

Teacher: Record details onto cassette for class use or read aloud

Students: Listen and circle the correct answer

a) 25% off 10% off 20% off

b) €10 €12 €20

c) €15 €50 €55

d) 1 euro each 2 euro each 3 euro each

e) €6.50 €2.50 €16.50

2.3 Numbers and Shopping - What is the Sale Price?

Work alone or with a partner.

Work out the sale price and write it down.

The first one is done for you

Original Price	Sale	Sale Price
a) €20	10% off	€18
b) €30	20% off	€_____
c) €40	25% off	€_____
d) €60	30% off	€_____
e) €70	50% off	€_____
f) €70	half-price	€_____

Read the sale signs. Circle the word **SALE**.

All Sale Items Must Go	Half Price Sale
Reduced To Clear	Discount
Clearance Sale	Closing Down Sale

2.4 Shopping Dialogues and Roleplays - Lesson Plan

Objectives:	At the end of the activities students will be able to return items to a (clothes) shop
Functions:	Requesting a refund or exchange
Level:	Elementary – Pre-Intermediate
Materials:	<ul style="list-style-type: none">• Shopping Dialogues page 49• Roleplay page 50

Key Vocabulary

- to return something
- refund
- receipt
- price tag
- credit note
- supervisor
- stain
- heel
- wrong size

Focus on language:

- Modal verbs for making a request (“Can I have?”)
- How to sound polite (“Can I please?” “May I ?” “Could I ?”)
- Pronouns (it, they and them)

Instructions:

Shopping Dialogues Worksheet

1. **Pre-listening:** Tell the students they will listen to a short dialogue in a clothes shop. Ask them to listen for specific information: for example what item is discussed/what does the customer want . Give key vocabulary and check comprehension.
2. Listen to the pre-recorded **Dialogue 1** (Asking for a Refund). Ask the students questions to check comprehension. Play the dialogue again. Elicit customer and/ or shop assistant phrases from the students and write the dialogue on the board/ flipchart. Play again and students read/listen at the same time. Students practise the dialogue in pairs. Record students in pairs onto a cassette and listen or ask students to read in pairs.

2.4 Shopping Dialogues and Roleplays - Lesson Plan (continued)

Roleplay Cards

1. Introduce new vocabulary. Divide the group into customers and shop assistants. Customers sit together in pairs/small groups and prepare what they will say (give **Customer A Roleplay Card** to all customers first to avoid confusion). Shop assistants do same. Monitor and check.
2. Customers and shop assistants pair up and practise the dialogue. Ask volunteers to demonstrate their roleplays for the whole group.

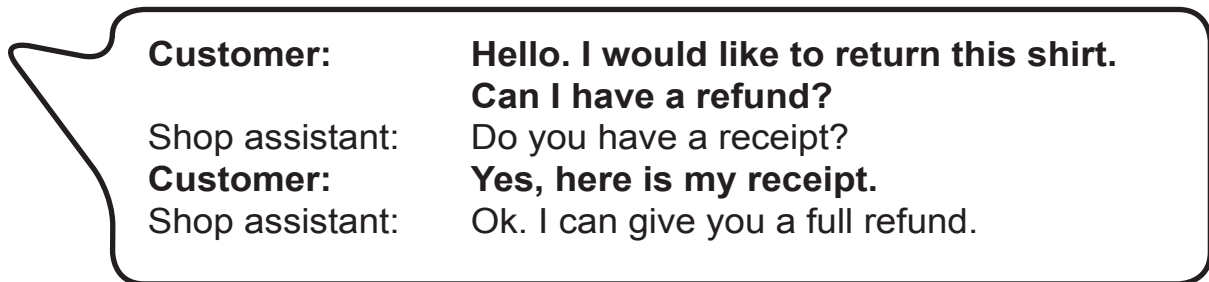
Reinforce with as much practice as possible, for example customers and shop assistants switch roles; give alternative roleplay cards; students write roleplay cards themselves and give to other students to act out.

*NB Only record students if they are comfortable. Record yourself first role-playing a dialogue with a more confident student. Play back for everyone to listen to. Generally, if done in a relaxed atmosphere, students enjoy recording/listening to their own dialogues.

2.4 Numbers and Shopping - Shopping Dialogues

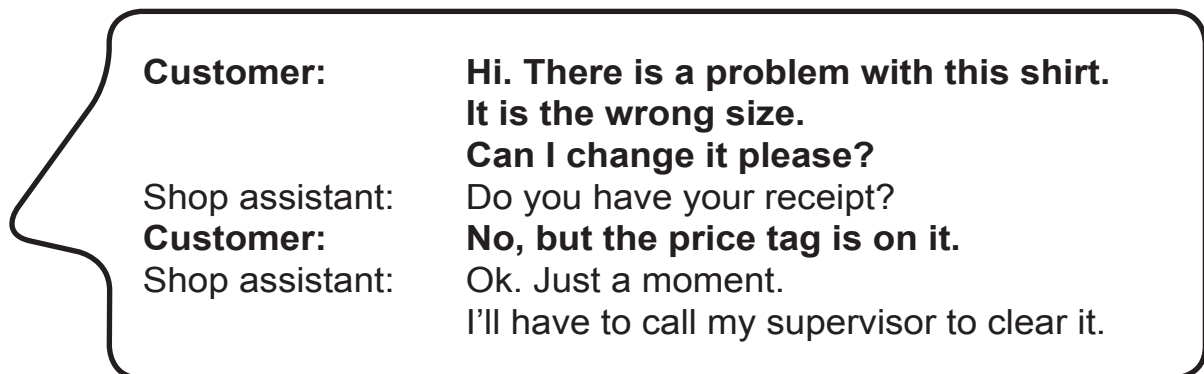
Teacher: Please record onto a cassette for class use or ask students to read aloud in pairs

1. Asking for a refund



Customer: Hello. I would like to return this shirt.
Can I have a refund?
Shop assistant: Do you have a receipt?
Customer: Yes, here is my receipt.
Shop assistant: Ok. I can give you a full refund.

2. Asking to exchange something



Customer: Hi. There is a problem with this shirt.
It is the wrong size.
Can I change it please?
Shop assistant: Do you have your receipt?
Customer: No, but the price tag is on it.
Shop assistant: Ok. Just a moment.
I'll have to call my supervisor to clear it.

Students: Listen and check. Practise the dialogues in pairs.

2.4 Roleplays - Roleplay Cards

Customers: Work in pairs to prepare your part of the dialogue.

Customer A



You bought a shirt. There is a stain on the sleeve. You would like to exchange it.
You have a receipt.

Customer B

You bought a pair of trousers for your son. They are too small.
You want to change the size. You do not have a receipt.

Customer C

You bought a pair of shoes. The heel fell off after one week.
You would like a cash refund. You have a receipt.

Shop Assistants: Work in pairs to prepare your part of the dialogue.

Shop Assistant
You can exchange or give a credit note only.
The customer must show a receipt.
You cannot give a cash refund.
It is store policy.
Apologise.

Now practise the dialogue in pairs.



3 Getting Around

Objectives

The students will be able to:

- understand how to get a provisional driver's licence
- fill out an application for the driver theory test



3.1 Driver's Licence - Lesson Plan

Objectives:	At the end of the activity students will be able to understand how to get a provisional driving licence		
Functions:	Reading comprehension, sequencing		
Level:	Elementary Pre-Intermediate, Basic Literacy		
Materials:	• How I got my Provisional Drivers Licence	page 54	
	• Sentence Scramble Activity	page 56	
	• Driver Theory Test Information Sheet	page 57	

Key Vocabulary

- theory test • headphones • registration fee • full driving licence
- provisional driving licence

Instructions:

1. Ask if any students drove in their country and whether they had a licence. If so, ask them how they got their licence and what kind of licence it was. Ask if anyone has their Irish driving licence. Ask them what they had to do, or have students ask them questions. Students may have questions about different types of licences (heavy machinery, lorries, etc.).
2. Hand out the **How I got my provisional driving licence text**. The text can be studied in one or a combination of the following ways: The text is read aloud or played on cassette as students follow the text; the text is read aloud or played and students listen without looking at the text; the text is divided into sections (nine paragraphs or three to six sections) and students read a section and retell it to a partner or group; students read the text as homework or in class and then discuss unfamiliar or difficult words or phrases; the text or sections on the text are put on an overhead transparency and read as a group after the teacher reads it first; words are taken out of the text and the text is used as a gap-fill exercise with a dictation or with students guessing or selecting answers from a list.
3. Hand out the **Sentence Scramble Activity Worksheet**. Have students work in pairs, groups or individually to reorder the sentences by putting the correct number in the box next to the sentence. Students may use the text as a reference. Model the first sentence. Explain that this is not a word-for-word reconstruction of the text but a description of what happened. Stronger students may want to try without referring to the text.

3.1 Driver's Licence - Lesson Plan (continued)

- 4 Another method may be to cut up the sentences and give each student or group of students a set. An enlarged version could be put on a large card, an overhead transparency or flip-chart and the teacher or students could order the sentences on the board, the transparency, flip chart or the wall. Alternatively, each student or pair of students could be given a sentence to put in the correct position on the wall or chart.
5. Check the order of the sentences as a class. If there are differing answers, have students indicate the section each sentence refers to.

Consolidation/extension activities:

- Read the text as a class exercise and do the sentence ordering as homework or as consolidation during the next class.
- Ask students to write or record their own stories of their own accomplishments. These could then be turned into similar exercises for class work and could also be accompanied by photos or illustrations.
- If enough students are interested in studying for their driving licence, incorporate this into the class syllabus. See Information Sheet and fill in the **Application for a Driver Theory Test** for practice.

Note

Numeracy extensions:

This section can be used to reinforce and develop a number of numeracy skills:

- Highlight the national convention of speed limit in km/hr.
- Use the costs of motoring in Ireland as an opportunity to develop language skills. Include, for example petrol prices, (average petrol consumption of different types of cars (miles per gallon, km/l), insurance and vehicle tax charges and regulations.
- Plan journeys using maps. Calculate vehicle costs for planned trips. Locate places on maps.

(Please refer to *Numeracy - some guidelines for the ESOL classroom*, page 91, for guidelines on good practice in the ESOL numeracy classroom.)

3.1 Driver's Licence - Text

How I Got My Provisional Driver's Licence

When I came to Ireland, I wanted to get my driver's licence to be able to bring my kids to school and go shopping. But when I came to Ireland, I was not very good at reading and writing.

Then I studied reading and writing and wanted to improve myself, to achieve something like everyone else. I decided to take my driver's test, which involved a lot of reading and writing.

I started in the computer room at my school. I used the Driver's Test CD-Rom at school, but I did not have enough time at school, so I bought the CD and book to use at home.

For 2 months, I studied at least 3 times a week. Sometimes I studied every day and when I went out, I brought my book with me to study on the bus. At home, I used the CD.

After 2 months I called the telephone number in the book and asked for an application form. The application form told me what choices I had. I could take the test in Irish or English. If I had reading problems, I could wear headphones and listen to the test while I read it.

When I filled in the form and sent it in, I had to pay a €36 registration fee. I could pay this in the post office.



3.1 Driver's Licence - Text (continued)

I got a letter. It said I could take the Theory test. I took the test and listened to the test while I read. I got 36 answers out of 40 correct, so I got my provisional licence. I was very happy.

After that, I took some driving lessons because I couldn't drive well. My husband also helped me learn to drive.

Now I can drive around Dublin and take my kids to school and do the shopping. Next year, I might try for my full driver's licence, but now I am proud of my provisional licence.

Aminata, Ivory Coast

3.1 Driver's Licence - Sentence Scramble Activity



**Please put these sentences in order.
Write the correct number in each box.
The first one is done for you.**

- She decided to get her driver's licence.
- 1 She studied reading and writing.**
- She bought the CD and the book.
- She took some driving lessons.
- She paid a registration fee at the post office.
- She got her provisional licence.
- She studied the CD in the computer room at her school.
- She took the theory test.
- She got an application form.
- She studied the book on the bus and the CD at home.

3.1 Driver's Licence - Driver Theory Test Information Sheet

You must pass the driver theory test before you can get a provisional driving licence.

How to book

To book your driver theory test phone **1890 606 106**.

You can also book by text phone **1890 616 216**.

Ask for an application form.

Give your name and address.

Fill in the application form.

Send the application form to this address:

Driver Theory Test HQ
PO Box 144
Drogheda, Co. Louth

You can also download an application form from the internet at www.dtts.ie

Cost

You must pay **€36**.

You can pay this at the post office.

If you have a credit card you can pay over the phone.

Preparing for the test

To prepare for the test you must study The Official Driver Theory Test.

You can buy this book in any bookshop, for example Easons.

You can also use The Official Driver Theory Test CD-ROM on a computer.

The Test

You take the test on a computer.

You do not need to know anything about computers before you do the test.

There are **40 questions**. They are multiple choice.

You must answer **35 questions** correctly to pass.

You get your results immediately.

Language Support

Sometimes it is possible to arrange the help of a translator.

For further information ring the enquiry line: 1890 606 106

3.1 Driver's Licence - Driver Theory Test Application Form

Application for a Driver Theory Test



It is not necessary to use this form if you are booking using the lo-call number.



TO BOOK PLEASE PHONE
Minicom Irish Language

Our operators are available from Monday to Friday 8.00a.m. to 6.00p.m. to book your test and immediately confirm your appointment. Please have Credit Card and PPSN to hand.

(For other booking and payment methods please see overleaf)

Your Details

Personal Public Service Number (Formerly RSI Number)	Driver Number (on current Licence if you have one)
<input type="text"/>	<input type="text"/>

<input type="checkbox"/> Motorcycle, Car, Moped, Tractor & Work Vehicle	<input type="checkbox"/> Heavy Goods	<input type="checkbox"/> Bus
--	---	-------------------------------------

Title Ms Miss Mrs Mr	First Names	Surname	Gender M/F
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Address	Date of Birth	Daytime telephone number
<input type="text"/>	<input type="text"/>	<input type="text"/>
	D D M M Y Y	
		Evening telephone number
		<input type="text"/>

Where would you like to take your test?
 (See Locations overleaf)

When is the earliest date you would be able to take your test?
 Please allow 10 days for postal application

Day	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

If the above date is not possible, a test will be booked for you on the closest possible date. To allow us to book and inform this earliest for you, we recommend you book by telephone using the number at the top of this form.

Do you have a special need or disability that may require special arrangements to take your test e.g. dyslexia, other reading or hearing difficulties ect. ? (We will contact you to make arrangements) (Please tick)

Please tick if you would like to listen to the test through the headphones in one of the following languages.

<input type="checkbox"/> English	<input type="checkbox"/> Irish
---	---------------------------------------



I wish to pay by Mastercard/Visa. Please charge my account. My card number :

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Expiry Date Please Charge € to my account.

Title	Name of card holder	Signature of card holder	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

*For the current fee ring the above Lo-call number



4 Rights and Responsibilities

Objectives

The students will be able to:

- read and understand information on the rights and responsibilities of tenants in Ireland
- understand information on rights at work in Ireland
- understand their voting rights in local elections

4.1 Tenants Rights - Lesson Plan

Objectives:	At the end of the activity students will be able to read and understand information on the rights and responsibilities of tenants in Ireland	
Functions:	Reading for specific information	
Level:	Pre-Intermediate + Adapt for lower levels	
Materials:	• Tenants Rights Text	page 61
	• Reading Comprehension	page 62
	• Vocabulary Worksheet	page 63

Key Vocabulary

- tenant • property • in good/bad condition • in good working order
- gas pipes • electrical wiring • heating • appliances • to do repairs
- notice to quit • lease • letting agreement • deposit • damage
- monthly • weekly • by law • legally

NB Students should have already covered: basic accommodation vocabulary calling about a flat/reading accommodation adverts in the newspaper/arranging to view a flat /calling the landlord about repairs. See ANSEO (from Integrate Ireland Language and Training) and (CDVEC) ESOL Materials Pack for materials on accommodation.

Instructions:

1. Pre-teach key vocabulary and expressions.
2. Pre-teach verbs of obligation (must/have to) and permission (allowed to).
3. Pre-reading: Put two or three questions on board (for example is your landlord allowed to raise the rent?/how many weeks' notice do you have to give your landlord if you are leaving?). Students discuss answers in pairs/small groups. Elicit information students already know.
4. Look at Reading Comprehension Worksheet. Read through sentences together checking for new vocabulary. Students discuss answers in pairs.
5. Reading: Students read **text on Tenants' Rights** and check if their answers were correct.
6. **Vocabulary Worksheet:** Matching activity
Pairwork. Dictionary work to check.
7. **Vocabulary Worksheet:** Gap-fill

4.1 Tenant Rights - What are My Rights as a Tenant?

Landlord entry

- Your landlord can only enter with your permission.
- The landlord must agree a time with you in advance.
- If the landlord decides to sell the property, he/she must agree viewing times with you.

Condition of property

The landlord must make sure that the property is in reasonable condition, for example:

- No damp
- In good structural condition
- Hot and cold water
- Heating and ventilation
- Appliances in good working order
- Electrical wiring
- Gas pipes in good repair



If the property is in very bad condition, you can report it to your local authority. They do an inspection and tell your landlord to do repairs.

Notice to quit

The landlord and the tenant must give at least 4 weeks' notice to leave. This must be in writing. The landlord does not need to give notice in writing when a lease finishes.

Increasing the rent

Landlords can legally increase the rent.

If you pay rent weekly, the landlord must give a week's notice of an increase in rent. If you are a monthly tenant, the landlord must give a month's notice.

Deposit

Most landlords look for a deposit. This is often a week's or a month's rent.

The landlord can keep the deposit if you:

- Do not pay rent or bills
- Do not give 4 weeks' notice before you leave
- Leave before your lease finishes
- Damage the property

Rent book

By law, your landlord must give you a rent book or a letting agreement or lease. The landlord must write the deposit and the rent in the rent book.

4.1 Tenant Rights - Reading Comprehension Worksheet

What are my rights as a tenant?



Read the text.

Is this allowed? Tick **YES** or **NO**.

The first one is done for you.

YES

NO

1. Your landlord comes into your flat without calling you before.

2. Your heating does not work and you have no hot water.
Your landlord knows this but does not fix the problems.

3. Your landlord asks you to leave in 2 weeks because
the house is for sale.

4. You pay rent every month.
Your landlord tells you that the rent is going up.
There is 1 week before you must pay.

5. You want to leave your flat in 2 weeks.
You ask your landlord for your deposit back.

6. You are renting a flat.
Your landlord does not give you any agreement in writing.
You have no rent book.



If you have questions or if you need advice,

Contact: **THRESHOLD**

Address: 21 Stoneybatter, Dublin 7

Telephone: 01-678 60 96

E-mail: advice@threshold.ie

4.1 Tenant Rights - Vocabulary Worksheet

Match the words with the correct meaning.
The first one is done for you



1	4 weeks' notice	A	money that you get back when you leave
2	in good working order	B	4 weeks in advance
3	letting agreement	C	legally
4	appliances	D	not broken
5	deposit	E	lease or contract
6	by law	F	fridge, cooker, shower, washing machine, etc.

Put the words in the gaps.

deposit lease notice

1. You must give 4 weeks' _____ if you are leaving the house.
2. You can lose your _____ if you leave before your lease finishes.
3. You usually sign a _____ or letting agreement.

4.2 Your Rights at Work - Lesson Plan

Objectives: At the end of the activity students will understand information on rights at work in Ireland

Functions: Listening for specific information

Level: Pre-Intermediate
Adapt for lower levels

Materials:

- Activity Worksheet page 65
- Listening Comprehension page 66

NB. Record the listening comprehension onto a cassette in advance. Alternatively, this can be used as a reading/information search activity if there is no access to a tape recorder.

Key Vocabulary

- pay/paid/unpaid • wage • salary • employer • employee • worker • obliged
- entitled • annual leave • time off • maternity leave • pregnant • equality
- overtime • rest breaks • legislation • act

Instructions:

1. Pre-teach key vocabulary and expressions.
2. Pre-teach verbs of obligation (obliged/must/have to) and entitlement (you are entitled to.)
3. Pre-listening: Ask information students already know with some simple questions, for example What is the minimum wage in Ireland? How many weeks' annual leave per year can you have?/How many weeks maternity leave can you have? Discuss: Is it the same in other countries? Compare.
4. Pre-listening: Read the Activity Worksheet.
Students discuss in pairs/small groups and predict the answers.
5. Listening: Play the cassette three times, stopping after each section 1-5.
Students listen to the cassette and fill in/circle the correct answers.
Students compare in pairs/small groups to see if their predictions were correct.

Consolidation/extension activities:

- Speaking: Roleplay calling the INOU to ask for information
- Writing: Write a letter/e-mail to the INOU asking for info.
- Reading/Speaking: Give simple case studies of situations where workers' rights are being infringed. (for example your employer pays you €6 per hour/ your manager tells you that you cannot have breaks)
Discuss what the worker should be entitled to in each situation and what can be done.

4.2 Your Rights at Work - Activity Worksheet

Your Rights at Work.

Student or teacher reads out Your Rights at Work from page 66.

Listen and write or circle the correct answer

The first two are done for you.



1. Pay

- a. What is the national minimum wage per hour?
- b. Is my employer obliged to give me a payslip?
- c. Is my employer entitled to pay men and women different wages for the same job?

€7.65	
Yes	No
Yes	No

2. Maternity leave

- d. How many weeks' maternity leave can I have?
- e. Can I go back to work after maternity leave?

Yes	No

3. Rest periods

- f. What is the maximum number of hours in a working week?
- g. How many minutes' break can I have after working for 4.5 hours?
- h. How many minutes' break can I have after working for 6 hours?
- i. Are the breaks paid?

Yes	No

4. Public holidays

If I work on a public holiday can I have:

- j. an extra day's holiday later?
- k. an extra day's pay?

5. Annual leave (time off)

- m. How many weeks' holiday can I have per year?

--

4.2 Your Rights at Work - Listening Comprehension

1. Pay

- The National Minimum Wage Act 2000 gives a minimum rate of pay for all adult workers.
 - The current rate is €7.65 Euro per hour (2005).
 - Workers under 18 years have a lower rate per hour.
- The Payment of Wages Act 1991 says that employers must give payslips to employees.
- The Employment Equality Act 1998 says that a woman must not be paid less than a man for doing the same job.

2. Maternity leave

- All pregnant employees are entitled to 18 weeks maternity leave.
- Employees are also entitled to go back to work after maternity leave.

3. Rest periods

- The maximum number of hours in a working week is 48 hours.
- This includes overtime.
- Workers can have a break of 15 minutes after working for 4.5 hours.
- Workers can have a break of 30 minutes after working for 6 hours.
- These breaks are not paid.

4. Public holidays

- Public holidays include: January 1st, St. Patrick's Day, Easter Monday, the first Monday in May, the first Monday in June, the first Monday in August, the last Monday in October, December 24th and December 25th.
- For Public holidays if employees work, they are entitled to:
 - a paid day off on the public holiday.
 - an extra day's annual leave later.
 - an extra day's pay.

5. Annual leave (time off)

- Employees can have annual leave for at least 4 working weeks per year.



For more information contact:
Irish National Organisation of the Unemployed (INOUE)
Address: Araby House, North Richmond Street, Dublin 1
Tel: (01) 856 0088 E-mail: welfare@inou.ie Website: www.inou.ie

4.3 Can You Vote in Local Elections - Lesson Plan

Objectives:	At the end of the activity students will be able to understand their voting rights in local elections	
Functions:	Reading comprehension, skimming/scanning, vocabulary building,	
Level:	Elementary – Intermediate Basic Literacy	
Materials:	• Information Sheet	page 68
	• Worksheet	page 69

Key Vocabulary

- identification card • ID • garda station • to register • candidate
- polling station • choice • re-counts

Instructions:

1. Give each student the **Information Sheet**.
2. Introduce key vocabulary and expressions.
3. Students may read the Information Sheet aloud, listen to the teacher reading, read silently or read for homework.
4. Give the students the **Worksheet**. Have them read the questions and skim and scan for information (they may do this in pairs if they wish). After they have written the answers, check the activity as a class.

Consolidation/extension activities:

- This could extend to a discussion of elections in general; students may wish to discuss the form of government in their country or how/if/when elections take place.
- Information on Irish political parties and politicians may be useful.

Note

Numeracy extensions:

This section can be used to reinforce and develop a number of numeracy skills:

- Provide opportunities for learners to interpret wage slips, introduce associated vocabulary (tax, PRSI, gross, net, overtime.)
- Provide opportunities for learners to calculate wages due.
- Build familiarity with the concept and language of large numbers
- Develop familiarity with the yearly calendar.
- Discuss what ranking means and how it is used in the Irish election process.

(Please refer to *Numeracy - some guidelines for the ESOL classroom*, page 91, for guidelines on good practice in the ESOL numeracy classroom.)

4.3 Can You Vote in Local Elections - Information Sheet

Can you vote?

You must be over 18.

You must have lived in Ireland for more than 9 months.

You must have identification.

How do you register?

First you must get an application form from your local garda station, County council or Corporation office and fill it in.

You have to bring it back to your local garda station. You must bring two forms of identification with you.

One should be a photo ID and one a household bill (e.g. Gas, ESB, phone) that shows your address.

The garda will check your identification, sign the form and your name will be added to the register for voting in the Local Elections.

A voting card, which will have a number printed on it, is sent to your address. On voting day you must bring the card and ID to the polling station printed on the card.

How do you vote?

At the polling station (usually the hall in the local school) there will be numbers at the tables (for example 1-4000; 4001-9000; 9001-14000).

You check which table has your number and go to it.

The person there will check your card and ID and mark your name on the register. He or she will give you the voting papers and explain what to do.

Usually you write the number 1 beside the photo and name of the candidate you want to win; 2 beside your next choice and continue on.

Most people just vote for the top 3-5 candidates but some people think it's best to vote for everyone in case there are re-counts.

Then you fold the paper and put it in the ballot box.

You have voted!

4.3 Can You Vote in Local Elections - Worksheet



Answer the questions.

1. Can you vote if you are 17?

2. If you came to Ireland six months ago can you vote?

3. Where can you get an application form to register for a voting card?

4. When you fill in the form what do you do with it?

5. What sort of ID do you need?

6. What information is written on your voting card?

7. Where do you go to vote on voting day?

8. Do you need to bring ID to the polling station?

9. Do you have to write anything at the polling station?

10. How do you vote?



5 The Irish Political System

Objectives

The students will be able to:

- understand the basics of political structure in Ireland and Irish vocabulary use
- increase vocabulary to do with describing the political situation in a country
- understand the basics of election campaigns and how candidates run for office
- increase vocabulary to do with local elections.

5.1 National and Local Government - Lesson Plan

Objectives:	At the end of the activity students will be able to understand the basics of political structures in Ireland and Irish vocabulary use	
Functions:	Reading for specific information, vocabulary building	
Level:	Elementary-Pre-Intermediate, Basic Literacy Can be adapted for higher levels	
Materials:	<ul style="list-style-type: none">• Irish Government• Categories Worksheet• Words in Irish Worksheet• Irish Politicians Writing Frame	<ul style="list-style-type: none">page 73page 74page 75page 76

Key Vocabulary

- see vocabulary in **Irish Government text**

NB: These exercises should not all be done in the same class, but used separately or as an ongoing activity.

Instructions:

1. Give each student the **Irish Government** text. Before you read, find out what students know about the Irish government.
2. Have students work alone or in pairs to look up the words in bold. This can be done as a homework assignment or the text may be broken up into smaller sections and done as an ongoing assignment. Have students complete the chart and check it together. Practise the pronunciation of the Irish words used. Students may want to discuss the basics of the Irish language or contribute words they know in Irish.
3. If you have a mixed-ability class, less advanced students could do the scanning exercise on the **Irish Government Words Worksheet** instead of the **Categories Worksheet**. If the class is doing both exercises, check the answers and again practise pronunciation if needed.
Ask students if the titles in their country are similar to the English words (president, prime minister, etc.). If they are different, write them on the board.
4. Give the students the **Irish Politicians Writing Frame**. Using the text, have them write down information about Mary McAleese and Bertie Ahern. Encourage them to find out other information about the two figures. If these are not presently in office, try to find recent pictures of the present president and prime minister.

5.1 National and Local Government - Lesson Plan (continued)

Consolidation/extension activities:

- Arrange a trip to the Dail.
- Assign students a minister and have them find out information. Make a wall chart with the different political parties, government structures and major figures.
- Have students write to a government minister about an issue.

5.1 National and Local Government - Irish Government



The Republic of Ireland is a **sovereign**, independent, democratic state with a **parliamentary** system of government. Ireland is a parliamentary **democracy**. The **National Parliament** is called the *Oireachtas* in the Irish language and has a President (*an tUachtarán* in Irish) and two houses. These two houses are the **House of Representatives** (*Dáil Éireann*) and the **Senate** (*Seanad Éireann*). The *Seanad* has 60 members.

The *Dáil* has 166 members (called *Teachtaí Dála*, **deputies** to the Representative Assembly or TDs) from 41 constituencies. Each **constituency** elects three, four or five members - this depends on the population.

The **Constitution** of Ireland is the basic law of the State. The Constitution lists the **fundamental** rights of the citizen. There are five kinds of rights.

They are personal rights, the family, education, **private property** and religion.

The president is **chief of state** and this role is mostly **ceremonial**. The current president is Mary McAleese. This is her second term. The **term** lasts 7 years. The president can be elected again only once. The president lives in the President's House. It is called *Áras an Uachtaráin* and is in Phoenix Park, Dublin 7. It has ninety-two rooms.

The current **prime minister** (*Taoiseach* in Irish) is Bertie Ahern of the Fianna Fáil **party**. He **leads** a Fianna Fáil/Progressive Democrats **coalition government**. These parties won the 2002 Irish **general election**.

Mary Harney leads the Progressive Democrats party. She is the deputy prime minister (*Tánaiste* in Irish) and Minister for Health.

In the local government, **councillors represent** the people in each area.

5.1 National and Local Government - Categories Worksheet

Read the text on Irish Government. Look up the words in bold and put them in the correct category.



Noun	Verb	Adjective

5.1 National and Local Government - Words in Irish Worksheet

Look at the text on Irish government. Find the English word for each Irish word. Write it in the space next to the word.

Oireachtas

an tUachtarán

Dáil Éireann

Seanad Éireann

Teachtaí Dála

Áras an Uachtarán

Taoiseach

Tánaiste

5.1 National and Local Government - Writing Frame - Irish Politicians

Look at the text on Ireland.

Write some facts about Mary McAleese and Bertie Ahern.

You can also add new information.

Mary McAleese is the



Bertie Ahern is the



5.2 Politics in My Country - Lesson Plan

Objectives:	At the end of the activity students will have: <ul style="list-style-type: none">• increased vocabulary to do with describing the political situation in a country• practised reading comprehension• practised sentence structure• compared sentence structure in different languages
Skills practised:	Reading, writing and speaking
Level:	Elementary – Pre-Intermediate ESOL Literacy
Materials:	<ul style="list-style-type: none">• Politicians Writing Frame page 79• Government in my Country - Writing Activity page 80• Politics in my country - Text page 81• Word order Worksheet page 82

Key Vocabulary

- politics • nowadays • freedom • to be allowed • safe • corruption

Focus on language:

- Sentence structure/word order
- Comparatives, for example much less safe/more freedom/much more corruption

Instructions:

1. Pre-reading: Discuss what students know about Albania. Discuss the title as whole-group activity or in pairs. Invite students to talk about their own countries if they wish. Talk a little about politics in Ireland as a model. Ask for information about politics in Ireland from the students.
3. Ideas for reading:
 - Jigsaw reading
 - Write up a few simple true and false questions on the board.
 - Blank out words; gap-fill. Teacher reads text and students check their answers. Practise reading aloud. Teacher reads aloud to model pronunciation. Read together as a group. Break into pairs and practise paired reading. Invite volunteers to read individually.

5.2 Politics in My Country - Lesson Plan (continued)

3. Ways to introduce and teach sentence structure/word order:
 - Introduce word order by writing one or two simple mixed-up sentences on the board. Students work in pairs/small groups to put the words in the correct order and to write out a correct sentence.
 - Give out cards to pairs/small groups (for example with two sentences per group). Students make the sentences, write them down and then pass the cards onto another group. Continue until the cards have circulated around all the groups.
 - To demonstrate word order, give a card with a word written clearly on it to each student. Give them 30 seconds to stand in the correct order holding their cards.

4. Politics in my country - **Word Order Worksheet**.

Comparing word order in English and other languages is a valuable exercise to:

- raise awareness of mother tongue 'interference' in English (i.e. translating directly)*
- help students to recognise/analyse and eventually correct own errors.
- raise awareness of others' languages for example, scripts written in a different direction. This can also promote tolerance (for example, Roman script-literate learners not understanding why non-Roman script-literate learners need so much more time to write in English).
- give students an opportunity to share their own linguistic experience with the group. Have the students come up to the board and write the same sentence in their different languages. Discuss.

*See Learner English, Cambridge University Press (Teachers' Handbook series)

5. Have students choose political figures in their country and complete the **Politicians Writing Frame**. If this is a painful topic, they may choose past politicians, politicians from other countries or additional Irish politicians.
6. Hand out the **Government Writing Activity**. Students could discuss the questions as a small group or as a pair speaking exercise, report what they have learnt about the other person's government and work on the writing as a class or homework exercise.

5.2 Politics in My Country - Writing Frame

Look at the text on Ireland. Write some facts about politicians in your country.

_____ is the _____

_____ is the _____

5.2 Politics in My Country - Text

Politics have changed a lot.

Nowadays people have more freedom.

They do what they want and they say what they want to say.

This was not allowed before because Albania was under a dictatorship for forty-five years.

Now there are more political parties.

The worst thing is that people are much less safe than before.

There is much more corruption.

Spartak from Albania



5.2 Politics in my Country - Word Order Worksheet

Put the words in the correct order. Write out the sentences again. Put in the correct punctuation. Remember that with expressions of time there are two possibilities.

Example:

more	nowadays	people	freedom	have	.
------	----------	--------	---------	------	---

Nowadays people have more freedom.

or

People have more freedom nowadays.

1. are now political there more parties

2. more much corruption is there

3. safe than people before are less much

4. was Albania dictatorship for a forty-five years under

Look back at the text, page 81 and check your answers.

Write two of the sentences in your first language.

1. _____

2. _____

Compare your sentences with another student's sentences.

Discuss the different word order in different languages.

5.3 Candidates and Election Campaigns in Ireland - Lesson Plan

Objectives:	At the end of the activity students will be able to understand the basics of election campaigns and how candidates run for office
Functions:	Reading for specific information, comprehension, skimming and scanning
Level:	Pre-Intermediate-Intermediate Can be adapted for higher levels
Materials:	<ul style="list-style-type: none">• Text page 84• Activity Sheet page 86

Key Vocabulary

- see vocabulary in text

Instructions:

1. Give each student the **Election Candidates and Campaigns in Ireland Text and Activity Sheet**. Have students read the eight sentences and make sure they understand the statements. Tell students there is a mistake in each sentence.
2. In pairs or individually, students skim and scan the text to find the corrections. Give them a specific amount of time and let them know how much time they have left at regular intervals. Students should write the corrections when they find them.
3. Check the exercise as a class.
4. Have them read the text as a comprehension exercise or vocabulary building exercise.

Consolidation/extension activities:

- Compare and contrast election campaigns in their countries.
- Students prepare questions on the text and ask each other.

5.3 Candidates and Election Campaigns in Ireland - Text

People who run for election are called candidates. The election candidates will launch campaigns and ask people to vote for them. They will canvass their local areas - this means they will travel from house to house, meeting the people in each one, explaining why they are running for election, and asking for support.

They will also distribute leaflets in their local areas, explaining who they are and why people should vote for them. They will also place posters of themselves throughout the area.

Most election candidates will run for election with the help of a political party. A political party is a large organisation of people who all have the same ideas about how the country should be run.

Most of the parties have different ideas about the best way to run the country, so anybody who decides to be an election candidate will look at the different ideas of all the parties and decide which ones they think are best. They will then run for this political party.

If a candidate decides that he or she does not agree with the ideas of any of the political parties, he or she will run as an Independent candidate.

In Ireland, there are six main political parties.

The main political parties in Ireland are called: Fianna Fáil, Fine Gael, the Labour Party, the Progressive Democrats, the Green Party, and Sinn Féin. If a candidate decides to run as a member of one of these parties, he or she will receive help and support from other members of that party.

On Election Day, people go to a place called a polling station to cast their vote. Polling stations are usually schools that have been closed for the day. When people arrive at the polling station, they are given a piece

5.3 Candidates and Election Campaigns in Ireland - Text

of paper called a ballot paper. The ballot paper has the name of all the election candidates on it. Voters mark the paper beside the name of the person that they would like to see elected. This is done in secret.

After Election Day is over, officials examine the papers and the votes are counted for each of the election candidates. The candidate with the most votes wins a position to represent the people.

Non-nationals living in Ireland can also stand for election to any local council. If you do not belong to a registered party, then you only need fifteen electors registered in your local area to nominate you.

Then you can run for local office as an independent. If you win, you can be a councillor in your area.

Note

Numeracy extensions:

This section can be used to reinforce and develop a number of numeracy skills:

- Provide opportunities for discussing and comparing population in Ireland with the learners' own countries to give practice with writing and reading and communicating very large numbers. Highlight the Irish conventions for writing these numbers.
- Discuss differences between voting systems, for example 'first past the post' and proportional representation.
- Use the number of TDs from each party elected to calculate, for example the representation of each party in government, the make-up of the current government, the number of people each party represents, etc.

(Please refer to *Numeracy - some guidelines for the ESOL classroom*, page 91, for guidelines on good practice in the ESOL numeracy classroom.)

5.3 Election Candidates and Campaigns in Ireland - Activity

Each sentence has one mistake.

Look at the Election Candidates and Campaigns in Ireland text and correct the mistakes.

The first one is done for you.

1. People who want to stand for election are called ^{candidates} ~~campaigns~~.
2. A political party has one or two people in it.
3. There are seven main political parties in Ireland.
4. On Election Day, people go to the bank to vote.
5. People cast their vote on a registration form.
6. When voters vote for someone, everyone can see who they voted for.
7. The president decides who wins the local elections.
8. Non-nationals cannot run for local elections.



5.4 First Africans Elected in Ireland - Lesson Plan

Objectives:	At the end of the activity students will have <ul style="list-style-type: none">• increased vocabulary to do with local elections• practised reading comprehension and summary skills• increased confidence in reading newspaper articles
Functions:	Reading for specific information, comprehension, skimming and scanning
Level:	Pre-Intermediate-Intermediate Can be adapted for higher levels. Basic Literacy
Materials:	<ul style="list-style-type: none">• Text page 89• Speaking and Writing Worksheet page 90

Key Vocabulary

- local elections
- town council
- councillor
- to be elected
- public office
- successful
- barrier
- to win a seat
- to join a political party

Instructions:

1. Pre-reading: Students predict from the headline what the article will be about. Ask what the students know about local elections.
2. Introduce new vocabulary (see **Vocabulary Work** on page 88).
3. Hand out the **Text** and the **Speaking and Reading Worksheet**. Students read the text and work in pairs to (orally) re-tell the story in five sentences in their own words. The emphasis is on picking out the key points from the text, not on accuracy. Ask sample phrases from a few pairs, then re-tell the story again in five simple sentences for listening comprehension practice and to reinforce vocabulary.
4. Put the sentences in the correct order. Students work in pairs and then go back to the text to check.
5. Writing a summary: Model useful phrases for summarising on the board. Students work in pairs to write a short summary containing three key points in their own words. Encourage students to put away the original text when they are doing this and to work from memory. Students pass around completed work/read other students' writing. Ask for volunteers to read out summaries.

5.4 First Africans Elected in Ireland - Lesson Plan (continued)

Suggestions for consolidation/extension activities:

Authentic material (for example, news) can be used with low-level groups provided the task is specific and appropriate for the students' level.

Examples:

- Play a video clip of international news.
Ask students to listen for the names of any countries that they hear.
- Play the radio news headlines. Ask the students to listen for how many news items they hear.
- Look at the headlines in today's newspaper. What countries are they about? What names are mentioned?

Vocabulary work

Brainstorming

- Brainstorm in pairs/small groups first, followed by feedback as a whole group activity.
- Draw a spidergram on the board. Write words up/invite students to come up to the board and add words.

Underline new words

Give students a fixed (small) number of new words/phrases to underline in the text. Limit the words. Too many new words at once are overwhelming and students are less likely to remember them.

Dictionary work

- Monolingual dictionaries
- Find synonyms.
- Bilingual dictionaries
- Translate. Common-language students work in small groups.

Students teach each other new words

Give out new words on cards to pairs (a different word per pair). Each pair has to put the word(s) in a sentence. The pairs then split up, move around the room and explain the meaning to other students. Students write down new words and explanation/sentence. Continue until students have collected all the new words.

Running dictation

Place new words on cards around the walls of the room. Students work in teams. Team members take it in turns to go the wall, memorise the word, run back and dictate it to a nominated writer. Continue until all the words have been collected. The team then works together to put the words in a meaningful sentence.

5.4 First Africans Elected in Ireland - Text

Speaking

Read the headline first. What do you think the article is about?

Talk to a partner.



Nigerians take two local council seats

Two Nigerians were the first Africans to be elected to public office in Ireland in the local elections in June 2004.

Rotimi Adebari (Independent) and Taiwo Matthew (Independent) won seats on Portlaoise Town Council and Ennis Town Council.

Both councillors said that they will work very hard for all the people in the community and not just the immigrant populations.

Councillor Adebari said that “colour is no barrier”.

He said: “The people here are wonderful people.”

Two female African candidates were not successful in the local elections. Benedicta Attoh (Independent) in Dundalk and Tokie Laotan (Independent) in Galway did not win a seat.

However, after the election political parties contacted the women to talk about joining a political party.

5.4 First Africans Elected in Ireland - Speaking and Reading

Speaking

Talk to a partner.

In five sentences, re-tell the story in your own words.

Reading

Put the sentences in the correct order.

Number one is done for you.



Two female African candidates were not elected.
.....
.....

They were the first Africans who were elected in Ireland.
.....
.....

1 Two Nigerians were elected in Ireland in the local elections in June 2004.
.....
.....

However, after the election political parties contacted the women to talk about joining a political party.
.....
.....

The two men won seats on Town Councils.
.....
.....

Writing a summary

On a separate page, write a short summary of the article in your own words. Try to remember *three key points*.

Useful phrases for writing a summary

- This article is about
- This article explains that
- According to this article,
- Firstly,
- Secondly,
- Finally,

Appendix 1

Numeracy - Some Guidelines for the ESOL classroom

Learning mathematics requires a level of language that second language learners may not yet have acquired. While second language learners may pick up oral (everyday) proficiency in their new language in a relatively short time, it may take a number of years to acquire the de-contextualised language skills needed to function successfully in an all-English classroom.

Although mathematical concepts are common to many languages and cultures, these concepts must be learned and expressed through particular languages. Where as '3 + 3 = 6' may be widely understood, the English expression 'three plus three equals six' is not. In the numeracy classroom learners have to cope with the new vocabulary of mathematics, as well as the new language in which the numeracy is being taught.

The 'language' of mathematics used in the classroom is communicated through:

- The use of particular words for mathematical ends (This 'register of mathematics' does not only include technical vocabulary but also words, phrases and methods of arguing within a given situation conveyed through the use of natural language).
- The spoken language of the mathematical classroom (both tutor and learners)
- The language of texts
- The language of written symbolic form.

In the numeracy classroom a number of words are used that have been 'borrowed' from everyday English. These words tend to be ambiguous due to having one meaning in mathematics and another meaning in everyday day language. Such words include for example 'mean', 'natural', 'power', 'difference', takeaway. The non-mathematical meanings of these terms can influence mathematical understanding as well as causing confusion.

Words can also change their meaning depending on the context in which they are used. The need to infer meanings from context e.g. 'the sum of five and six', 'the sum I couldn't understand'.

Numeracy - Some Guidelines for the ESOL classroom

A lack of common understanding of the meaning of words and symbols means a chance of communication failure. If the learner's cannot understand either the language of the tutor or the meanings of certain words/phrases then they will not be able to participate and learn numeracy effectively. Sometimes learners are regarded as lacking in mathematical ability when they are actually experiencing problems with the formal language of the numeracy classroom.

Within different countries conventions exist to write and do things in mathematics in certain ways, for example the recent national conversion from miles to kilometres.

The unit of measure of an American 'ton' weight is different to the European measure the 'metric tonne'. There are also conventions around the way we use symbols.

For example in Ireland the sum seven multiplied by four is symbolised as 7×4 . In other countries the same sum would be written as 7.4 , the symbol 'x' is not used replaced instead by the decimal point. There is also a variation in the world's languages in the use of the comma and the decimal point for writing numbers greater than a thousand and in writing numbers as decimals. The number twenty thousand five hundred and sixty would be written as 20,560 in Ireland but as 20.560 in most non English speaking countries. Although in Ireland nine point four is written as 9.4, in many countries the decimal point is replaced by a comma and would be written as 9,4. Another common difference is the method of writing long division, e.g. if 14 people are sharing a restaurant bill of €62.60 equally there are a number of ways to do the division.

$$14 \overline{)62.60}$$

$$62.60 \overline{)14}$$

$$62.60 : 14 =$$

Writing the sum in any of these ways is not backwards, it is simply another way of symbolising the operation of long division. Tutors should observe how learners approach particular tasks and build on that. Adult ESOL learners may ask to learn a 'new' (to the individual) way so that they may help their children in school.

English as a language does not have strong support structures for learning number and number sense, e.g. eleven does not indicate in any way that it comprises of 10 and 1. Consequently the language for numbers and their value need to be constantly reinforced in the early stages of language acquisition.

Numeracy - Some Guidelines for the ESOL classroom

Good Practice

- Encourage students to work mathematically in whatever language they wish to use. Recognise bilingualism to be of positive value rather than a problem. Groups can be discussing in a language with which the tutor need not be familiar. That is not a problem provided that at some stage the students present their ideas and results to the tutor and the class in English.
- Tutors should observe and build on the strategies that ESOL learners use.
- Determine whether a learner has difficulty due to unfamiliarity with conventions or conceptual
- Keep alert to ambiguities of words and symbols
- Make learners aware when conventions are being used
- What you say is
- Unambiguous
- Correct and, if written, make sense when read aloud
- The language you use is phrased in ways appropriate for the learners
- Your communication actually reaches learners
- Help learners develop their technical mathematics vocabulary.

Notes

Notes

What is The Big Picture 2?

This pack is a follow-on from “The Big Picture” (book 1) which focused on children and daily life in Ireland. The 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. The Agency was established in 1980 and from that time has campaigned for recognition and response to the adult literacy issue in Ireland.



The National Adult Literacy Agency

An Áisíneacht Náisiúnta Litearachta do Aosaigh

76 Lower Gardiner Street, Dublin 1

Telephone: 01 855 4332 Fax: 01 855 5475

Email: literacy@nala.ie

If you like this pack, please contact NALA about book 1 in the series “The Big Picture”.

NALA Mullingar

Education & Employment Centre

Austin Friar Street

Mullingar

Co Westmeath

Telephone: (044) 40 374

Fax: (044) 45 834

Email: pkiernan@nala.ie

NALA Cork

c/o VTSU Building

Tramore Road

Cork

Telephone: 021 431 7011

Fax: 021 431 5054

Email: mmurray@nala.ie

- General NALA website: www.nala.ie
- Literacy learning and tuition website: www.literacytools.ie
- Read Write Now TV literacy series 5 website: www.readwritenow.ie
- Freephone support line: 1800 20 20 65



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