

The Big Picture

Materials and Resources for ESOL Tutors

Section A: Children



4 Education in Ireland

Lesson plan and exercises

Objectives

The students will be able to:

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

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4.1 Enrolling in a School - Lesson Plan

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

Functions: Asking and answering questions

Level: Beginners to Elementary. Basic Literacy, ESOL Literacy

Materials:

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

Key Vocabulary

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

Instructions:

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

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

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

4.1 Enrolling in a School - Lesson Plan

Suggestions for consolidation/extension activities:

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

School Storyboard Sheet

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

1



2



3



4



5



6



7



8



9



10



What Happens Next - Worksheet

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



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

Enrolling in a School - Tapescript

Please record onto a cassette for class use.

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

Tapescript

Secretary: Good morning.

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

Secretary: How old is your son?

Parent: He is 7.

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

Parent: Here you are. Is this okay?

Secretary: Yes, that's grand.

Parent: Can my son start school now?

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

Parent: Yes, thanks.

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

Parent: Yes, that's fine.

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

Parent: Thanks.

Secretary: No problem. Bye.

Parent: Bye.



Monday At 9:30

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

Parent: OK.

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

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

Principal: The school is free.

Parent: Does he need books?

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

Parent: What about his uniform?

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

Parent: Where is Guiney's?

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

Parent: OK. Thank you very much.

Principal: You're welcome. Goodbye.

Parent: Goodbye.

4.2 A Note to School - Lesson Plan

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

Key Vocabulary

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

Instructions:

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

4.2 A Note to School - Lesson Plan

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

Suggestions for consolidation / expansion activities:

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

A Note to School - Text



Read the note to school

6 March 2004

Dear Mrs. Forde,

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

Yours sincerely,

Patience Adeyemi

A Note to School - Gap-fill



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

Dear _____

_____ was absent from school

because _____

Yours sincerely,

14th January
last week
she had a cold

Katya
Mr. Dolan
Olga Wykovski

A Note to School - Writing Frame



Write your own information in the spaces.

Dear _____

_____ was absent from school

because _____

Yours sincerely,

4.3 Ringing the School - Lesson Plan

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

Key Vocabulary

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

Instructions:

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

Suggestions for consolidation / expansion activities:

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

Ringling the School - Text

Read the telephone messages.



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

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

Ringling the School - Writing Frame

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



Hello. My name is

_____.

I am _____'s

_____.

_____ is _____ teacher.

_____ will be absent today.

_____.

Hello. This is

_____.

_____ is my _____.

_____ is in _____'s class.

_____ will be

_____ today because

_____.

4.4 Primary School Education - Lesson Plan

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

Skills practised: Reading for specific information Predicting meaning from context

Materials:

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

Level: Elementary - Pre-Intermediate

Key Vocabulary

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

Instructions:

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

Consolidation:

1. Reading Comprehension and Class Survey (speaking activity)

Suggestions for extension activities:

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

Primary School Education - Text



Most primary schools in Ireland are free.

Another name for primary school is national school.

It is compulsory for your child to go to school.

The legal age to start school is 6 years old.

Most children start when they are 4 or 5.

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

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

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

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

There are also some Muslim schools in Ireland.

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

Some schools are for boys only or girls only.

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

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

Vocabulary: What do these words mean in your language?

compulsory

enrol

legal age

multi-denominational

co-educational

subjects

Vocabulary Worksheet



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

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

Reading Comprehension and Class Survey

Circle the correct answer, yes or no.

The first one is done for you.

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



Speaking: Class Survey

Interview three students about education in their countries.

Fill in the chart.

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

4.5 Primary School Curriculum - Lesson Plan

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

Key Vocabulary

- **school subjects**

Instructions:

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

Suggestions for consolidation/extension activities:

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

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

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

Primary School Curriculum - Reading



Language

Gaeilge English

Mathematics

Social, environmental and scientific education

History Geography Science



Arts education

Visual arts Music Drama

Physical education



Social, personal and health education

Religious education*

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

Primary School Curriculum - Vocabulary Worksheet

Read the curriculum on page 70.

Write the school subjects in the chart.

Look in the dictionary and write the word in your language.

Subject	Translation	Sentence/Pronunciation

Speaking

Read the questions. Talk to a partner.

- What subjects did you do in school?
- What subjects did you like?
- What subjects did you not like?



4.6 Primary School or National School - Lesson Plan

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

Key Vocabulary

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

Focus on Language

Present Simple Tense

Instructions:

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

For more basic ESOL and Literacy learners:

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

Primary School or National School - Text



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

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

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

Teachers are not allowed to slap or hit any child.

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

Reading Comprehension



Read the text and answer the questions.

1. What age must children start school?

2. What age do children usually start school?

3. The first two classes in school are called

4. Until third class children usually sit in _____

5. From third class on they usually sit in _____

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

4.7 School System - Information Sheet

Primary School

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



Secondary School (6 years)

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

Reading Comprehension Worksheet

Tick True or False.

The first one is done for you

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

Prepositions

Put the prepositions in the spaces.

You can use the same preposition more than once.

The first one is done for you.

in

at

for

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

4.8 The Education System - Lesson Plan

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

Skills practised: Reading for specific information

Materials:

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

Key Vocabulary

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

Instructions:

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

Suggestions for consolidation/extension activities:

Education System in Ireland Children and Adults Information Sheet:

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

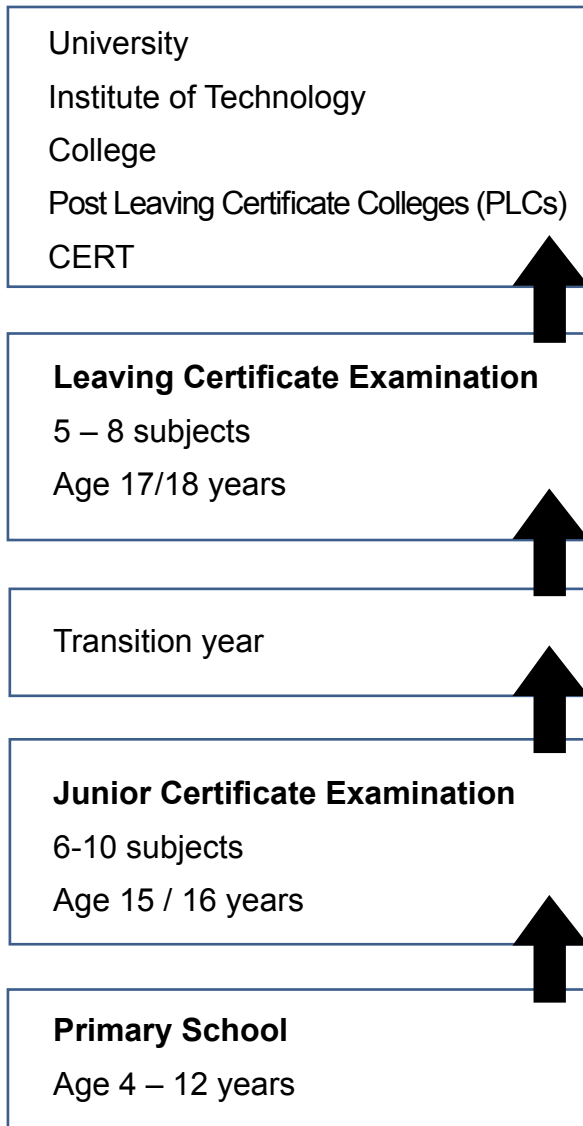
Speaking/Writing:

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

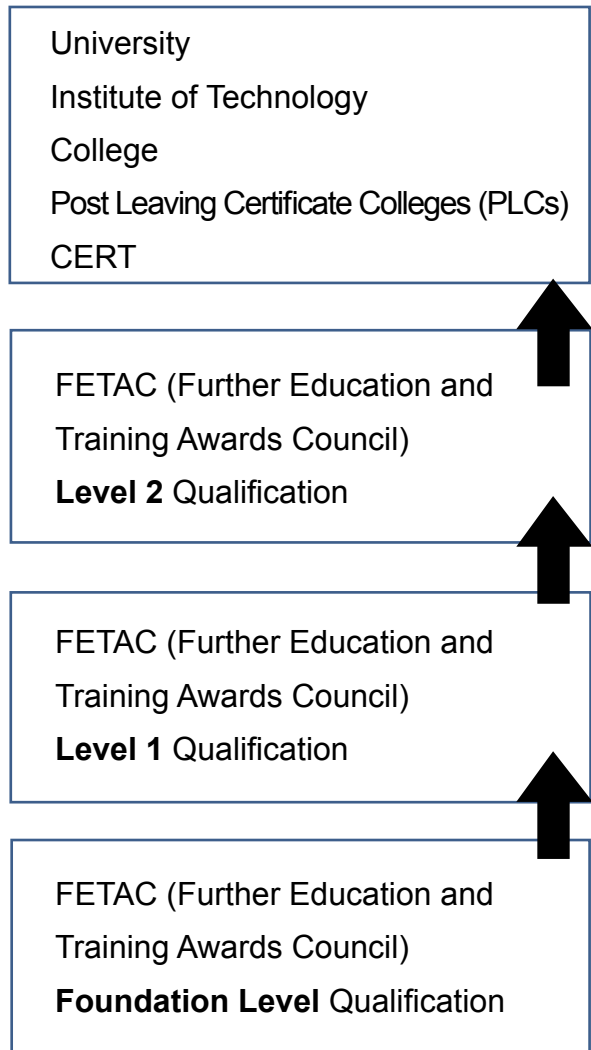
*Please note: The chart on community education is inconclusive and can be added to with more information re. FETAC/ Youthreach/ VTOS, etc.

The Education System - Children and Adults - Information Sheet

School System



Adult and Community Education System



Speaking

Talk about your school education.

Talk about your experience of education in Ireland.

4.9 Education in Ethiopia - Lesson Plan

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

Skills practised: Reading for specific information
Talking about own education

Materials:

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

Key Vocabulary

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

Instructions:

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

Suggestions for consolidation/extension activities:

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

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

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



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

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

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

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

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

After that you can do a masters.

Mekdes Alemesegeed Hagos

Reading Comprehension Worksheet

Read the text.

Write yes or no for correct answer.

Y / N

The first one is done for you.

1. She started school when she was four. N
2. In elementary school there are sometimes 100 children in a class.
3. In high school there are fifteen subjects.
4. You can do secretarial training in high school.
5. You finish college with a degree or a diploma.

Ethiopia	Ireland	My country
kindergarten	primary school	<u> </u>
elementary school	secondary school	<u> </u>
high school	college/university	<u> </u>
college		<u> </u>

Speaking

Read the questions. Discuss in pairs or small groups.

1. Where did you go to school?
2. What age do children start school in your country?
3. How many children are in a class?
4. How many subjects are there in high school?
5. What are the differences between your country and Ethiopia?
6. Read the questions. Discuss in pairs or small groups.

4.10 Children at School - Lesson Plan

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

Functions: Describing

Materials:

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

Record descriptions onto cassette.

Key Vocabulary

• school yard • uniforms • busy • outside

Instructions:

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

Suggestions for consolidation/extension activities:

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

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

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

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

Children at School - Photo Sheet



Children at School - Reading Worksheet

Which picture is it?

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

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

The first one is done for you.

A. In this picture the children are playing.

They are outside.

The four boys are playing ball in the schoolyard.

1

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

The teacher is writing on the board.

The children are looking at the board.

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

The teacher is talking.

The girl is looking at her colouring book.

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

They are outside.

They are doing exercises with their teacher.

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

They are wearing uniforms.

They are very busy.

Speaking activity

Describe the picture



4.11 Calling Adult Education Centres - Lesson Plan

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

Key Vocabulary

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

Instructions:

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

Consolidation/extension activities:

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

Calling Adult Education Centres - Text

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



Receptionist

Good morning, _____ V.E.C.

Are you looking for day
or evening classes?

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

Can I take your name please?

Can you spell that for me?

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

Thanks. Bye.

Student

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

I would like evening classes.

That's fine.

Yes. It's _____

Yes. _____

See you Thursday.

Goodbye.