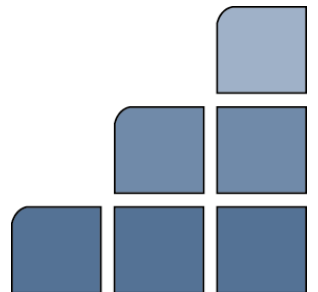


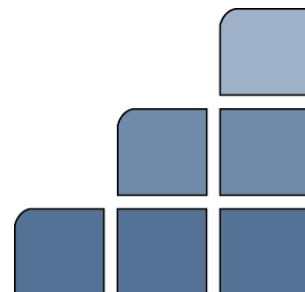
STUDY GUIDE

SAFIR

ENGLISH



LIST OF CONTENTS	Page
Study Guide – Introduction	3
The Structure of the Course	3
The Web Course "English and Working Life for Beginners"	4
Course weeks 1 and 2 – Module 1	5
Course weeks 3, 4, 5 and 6 – Module 2 and 3	7
Course weeks 7, 8 and 9	9
Course weeks 10 and 11 – Module 4	10
Course weeks 12, 13 and 14	11
Course weeks 15 and 16 – Module 5	12
Course weeks 17, 18 and 19	13
Course weeks 20 and 21 – Module 6	14
Course weeks 22, 23 and 24	15
Course weeks 25 and 26 – Module 7	16
Course weeks 27, 28 and 29	17
Course week 30	18
Classroom Studies – A Few Words from the Authors	19
100+ Concrete Suggestions for the Classroom	21
Module 1	21
Module 2	27
Module 3	33
Module 4	35
Module 5	37
Module 6	38
Module 7	39
Things to Think about	44
Written Exercises	44
Oral Production	44
Listening Exercises	44
Internet Links	45
Other Material	45
Examinations	45



Introduction

Welcome as a tutor of this course that we hope you and your students are going to enjoy.

This course is the English version of a course that has been created by teachers from The Swedish Agency for Flexible Learning (CFL). The work took place in project form, in cooperation with the 5 to12-Movement, at the request of the Swedish Integration Board. The project has also participated in the Equal programme funded by the EU Social Fund, where cooperation and exchange have taken place between Sweden, Italy, the Netherlands and Ireland. This English version has grown out of this cooperation.

The original course had two aims: to arouse enthusiasm for studying Swedish through our web course and to facilitate integration into working life. For that reason the course contained four weeks of work place studies and two weeks of practical experience. Communicating knowledge about Sweden and training students to deal with information on the Internet were also important objectives of this web course.

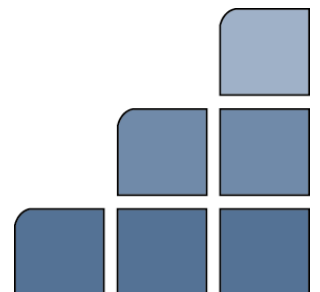
Structure of the Course

We would like to emphasize that the model below is a suggestion. The web course itself can be used in several other ways.

The basic structure of the course is based upon 30 weeks, of which four weeks consist of work place studies and two weeks consist of practical experience.

Unless work place studies and practical experience are specified, a typical course week consists of two days with a teacher and other course participants and three days of private studies when the participants are on their own. The participants will have assignments to do during every “on-one’s-own-period”. The assignments are to be accounted for later, sometimes orally, sometimes in writing, and sometimes a combination of both.

As you can see, the course is built upon a blended model, where distance studies are combined with classroom studies. We have collected slightly more than 100 suggestions for different activities to be used in the classroom that correspond to the contents of each of the web course modules. The suggestions can be found further back in this guide, under the heading Classroom Teaching.



The Web Course “English and Working Life for Beginners”

The web course consists of seven modules:

Let’s begin!
How much is it?
How are you?
How do you live?
Who are you?
What would you like?
How does it work?

In each module there are eight different parts. The name and the contents of parts 1 – 4 might vary, but the name and type of contents in parts 5 – 8 are the same throughout all the modules. The different modules are described under the headings **Module 1: Let’s begin!**, **Module 2: How much is it?** etc.

The First Page

On the first page you will find three links:

1. To the Course

Here the user can choose the module he/she wants to work with, or just read and listen to short descriptions of what the different modules contain.

2. Introduction (three steps)

a. *Choose a language*

First the user has the opportunity to choose the language preferred for the introduction

b. *Introduction*

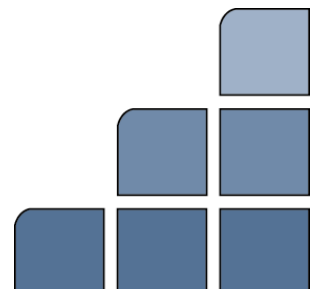
When the user has chosen a language he/she comes to a page which explains how to navigate through the course and a brief outline of the structure of the course.

c. *The contents of the course*

This section includes a presentation of the course modules in the language chosen by the course participant.

3. Teachers’ Guide

A link to this teachers’ guide.



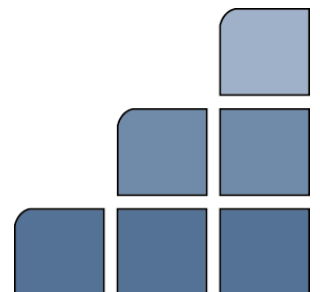
Course Weeks 1 and 2 – Module 1

The entire first week of the course is to be spent in a classroom together with teachers and other course participants. During this week the participants should have the opportunity to get a thorough introduction to both the course and the group. Besides that they will, of course, work with the English language, basic exercises, but above all, pronunciation.

The second course week the students will work on their own, becoming familiar with the course material and reinforcing the exercises practised during the first week. This will be done by doing some basic exercises on the web. These exercises will lead to enabling the student to write a few lines about herself/himself to be sent to the teacher as an e-mail at the end of the week. During this week the participants are also supposed to get in touch with the teacher by telephone and send a short e-mail to one of the other participants. If the participants do not have access to a computer in their own homes, the municipality should offer one with an Internet connection in a local establishment such as a learning centre.

The part of the web course that is suitable for these two course weeks is module 1, which is called *Let's begin!* It contains:

Part 1 – The Alphabet	Basic exercises on the letters.
Part 2 – Numbers	Basic exercises on numbers.
Part 3 – Words and expressions	Simple, every-day phrases. Simple vocabulary practice within the fields of family, weekdays, months and the seasons.
Part 4 – Forms	How to fill in a simple form.
Part 5 – Grammar	The indefinite article, the definite article, personal pronouns (subject), personal pronouns (object), the verb to be”, the present tense, questions with “do”, interrogatives.
Part 6 – Tasks	Here you will find suggestions for different assignments which can be used as homework. They are to be accounted for in some way (in contrast to all the other self-correcting exercises). That might be done orally, in writing, by e-mail or on the telephone. In the very first module the assignments are about basic things, dealing not only with the English language, but also communication exercises.

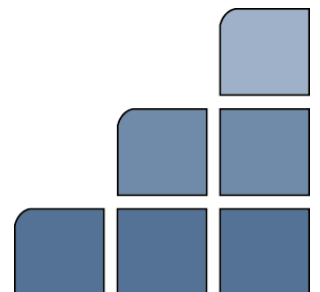


Part 7 – Extra

Under this heading you can find different links, supplementary exercises, information etc. In this particular module there is a crossword where participants can practice months, weekdays and seasons.

Part 8 – What have you learned?

This part always contains two pages. On the first page there is a student's checklist. There are also some questions that the student can use to assess and evaluate the module and his/her own performance. On the second page there is a small self-correcting quiz where the student can check if he/she has learned what is necessary for continuing with the next module.

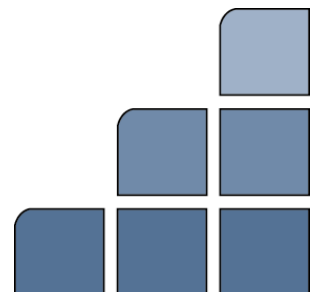


Course Weeks 3, 4, 5 and 6 – Modules 2 and 3

From course week 3 the typical course weeks begin (see introduction).

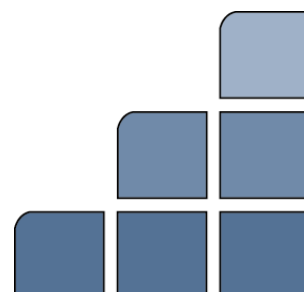
Course weeks 3 and 4 have the theme: *How much is it?* Module 2 in the web course is suitable here. It contains:

Part 1 – Time	Telling time in English, different ways of expressing time and dates. There is also some information about national and international holidays.
Part 2 – Food	Vocabulary within the fields of food, restaurant, café etc. Phrases within the same fields and simple dialogues about shopping.
Part 3 – Words and expressions	Some vocabulary exercises, but also short, simple texts about money, clothes, shopping, colours and weather.
Part 4 – Facts	Information and an exercise on the English-speaking world.
Part 5 – Grammar	The present continuous tense, auxiliary verbs, the present tense, singular and plural forms, countable and uncountable words, much/many
Part 6 – Tasks	See Module 1, suggestions for homework.
Part 7 – Extra	See Module 1. In this particular module you will find an extra exercise which is to be considered supplementary and three exercises about the geography of Europe.
Part 8 - What have you learned?	See Module 1. The quiz deals with the contents of Module 2.



Course weeks 5 and 6 have the theme: *How are you?* You'll find material for this theme in Module 3:

Part 1 – The body	The exercises are about the parts of the body.
Part 2 – Meeting the health service	Words that have to do with illnesses and health care. The texts are also about health care and become progressively longer and more difficult. In addition to practising reading and listening comprehension the texts also give an insight into how the health care system works in Ireland.
Part 3 – What do I do?	Through dialogues and texts the participants learn how contact with the health service in Ireland functions.
Part 4 – Facts	Brief information about the history of The Republic of Ireland and The United Kingdom of Great Britain and Northern Ireland, at the same time as course participants get to practice reading and listening comprehension.
Part 5 – Grammar	Negative forms of the present tense, questions in the present tense, imperfect tense, expressions of time, possessive pronouns.
Part 6 – Tasks	See Module 1, suggestions for homework
Part 7 – Extra	See Module 1. In this particular module there is an extra exercise in the form of a crossword and a page with a “tricky” exercise.
Part 8 - What have you learned?	See Module 1. The quiz deals with the contents of Module 3.



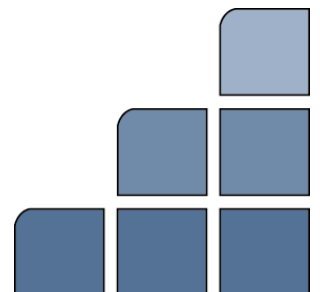
Course Weeks 7, 8 and 9

Course week 7 is a preparation week for the work place studies the following week. The participants practise interview techniques since one of assignments during the work place study will be to interview some of the workers at the work place.

Course week 8 contains work place studies, preferably at work places connected in some way to the themes the participants studied during course weeks 3 – 6, in, for example, a shop or a care institution.

During course week 9 the participants are to report back and to assess and evaluate the previous week, orally and in writing.

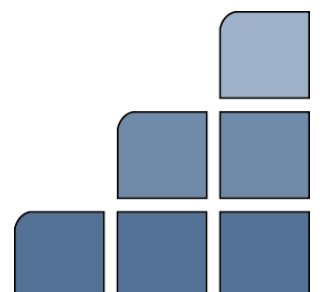
During these weeks it is appropriate that the participants, according to their individual needs, revise certain exercises in the web course.



Course Weeks 10 and 11 – Module 4

The theme for weeks 10 and 11 is: *How do you live?* Module 4 contains:

Part 1 – The kitchen	Vocabulary, phrases etc about the kitchen and its equipment.
Part 2 – Other rooms	Vocabulary (living room, bedroom, bathroom)
Part 3 – How do they live?	Exercises that further train and reinforce words, expressions and phrases that have to do with places to live. Participants practise reading and listening comprehension.
Part 4 – Facts	Reading and listening comprehension exercises that provide language training as well as knowledge about Ireland, England, Scotland, Wales and Northern Ireland.
Part 5 – Grammar	Ordinal numbers, the present continuous tense, the simple present tense, the passive, comparison of adjectives, opposites.
Part 6 – Tasks	See Module 1, suggestions for homework
Part 7 – Extra	See Module 1. In this particular module there is a crossword and a page with links.
Part 8 – What have you learned?	See Module 1. The quiz is about the contents of Module 4.



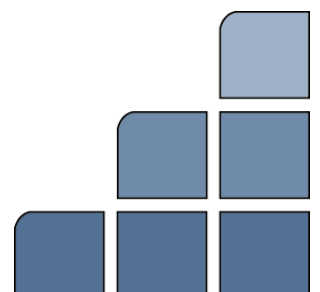
Course Weeks 12, 13 and 14

During week 12 you prepare the students for the coming week of studies at the work place.

Week 13 also consists of studies at the work place, preferably a different type of work place from the previous week.

During week 14 the students report back what they have done during the previous week, both orally and in writing. They also assess and evaluate their work.

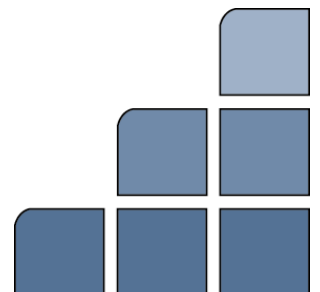
During these weeks it is appropriate that the participants, according to their individual needs, revise certain exercises in the web course.



Course Weeks 15 and 16 – Module 5

The theme of week 15 and 16 is: *Who are you?* Module 5 contains:

Part 1 – The family	Words that have to do with family and family relations. The reading and listening comprehension exercises included here are more advanced.
Part 2 – Emotions	Words that have to do with feelings.
Part 3 – Spare time	Here course participants get to practise words and expressions which relate to different kinds of things you can do in your spare time. The course participants practise reading and listening comprehension in different ways.
Part 4 – Facts	Information and exercises on English pub life, mainly as reading and listening comprehension exercises. The texts, as well as the exercises, are more difficult in this module.
Part 5 – Grammar	Areas that are included are: word order, this/that, these/those, the imperfect tense, some/any, the perfect tense, conjunctions and question tags.
Part 6 – Tasks	See Module 1, suggestions for homework.
Part 7 – Extra	See Module 1. In this particular module there is a crossword and a page with links to other sites.
Part 8 – What have you learned?	See Module 1. The quiz is about the contents of Module 5.



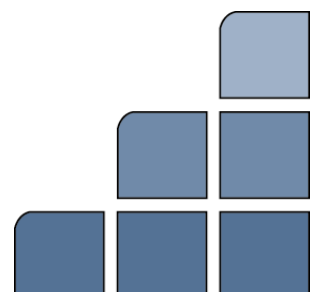
Course Weeks 17, 18 and 19

During week 17 you prepare the students for the coming week of work place studies.

Week 18 contains work place studies, preferably a different type of work place than the previous occasions.

During week 19 the students report back what they have done during the previous week, both orally and in writing. They also assess and evaluate their work.

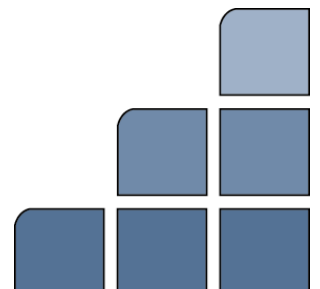
During these weeks it is appropriate that the participants, according to their individual needs, revise certain exercises in the web course.



Course Weeks 20 and 21 – Module 6

The theme for weeks 20 and 21 is: *What do you want?* Module 6 is what we use here and it contains:

Part 1 – Words and expressions	Here you practise words that have connection to school and working life.
Part 2 – To study	Exercises which are built upon the vocabulary which was practised in part 1, but also new words. In the exercises where the course participants practise reading and listening comprehension they get information about the educational system in Great Britain and different learning styles.
Part 3 – Further studies	Exercises that deal with how students can continue their studies after compulsory school.
Part 4 – Facts	Exercises that give information about the English school system at the same time as course participants practise reading and listening comprehension.
Part 5 – Grammar	Used to, infinitive or gerund forms, future, for/during/while, phrasal verbs with “up”, phrasal verbs with “on”.
Part 6 – Tasks	See Module 1, suggestions for homework
Part 7 – Extra	See Module 1. In this particular module there is a page with links to other sites and a crossword.
Part 8 - What have you learned?	See Module 1. The quiz is about the contents of Module 6.



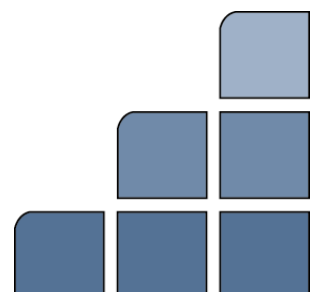
Course Weeks 22, 23 and 24

During week 22 you should prepare the students for the coming week of work place studies.

Week 23 contains work place studies, preferably a different type of work place than the previous occasions.

During week 24 the students report back what they have done during the previous week, both orally and in writing. They also assess and evaluate their work.

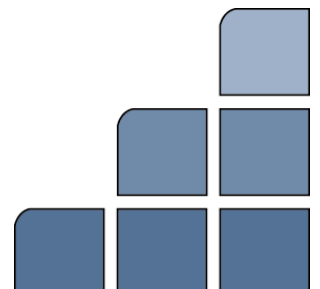
During these weeks it is appropriate that the participants, according to their individual needs, revise certain exercises in the web course.



Course Weeks 25 and 26 – Module 7

During the weeks 25 and 26 we work with the theme: *How does it work?*
Module 7 contains:

Part 1 – Words and expressions	This module deals with words that have to do with different activities. The reading and listening comprehension exercises are more advanced and deal mainly with occupations and working life experiences.
Part 2 – Work	In these exercises participants learn vocabulary that has to do with work and get information on different kinds of professions. The reading and listening comprehension texts are rather advanced.
Part 3 – Workers' mobility	Different types of reading and listening comprehension exercises offer course participants a deeper insight into working life within EU.
Part 4 – Idioms	Idioms is an important part of a language. In this part the students get the opportunity to learn and practise idioms and proverbs.
Part 5 – Grammar	So/such, comparison of adjectives, make/do, as....as, like/as, prepositions, everyday language.
Part 6 – Tasks	See Module 1, suggestions for homework.
Part 7 – Extra	See Module 1. In this particular module you will find a crossword and a page with links to other sites.
Part 8 - What have you learned?	See Module 1. The quiz is about the contents of Module 7.

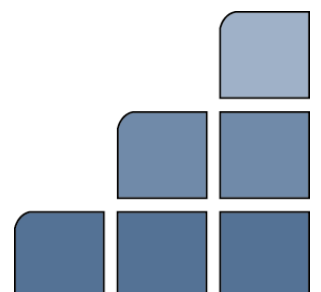


Course Weeks 27, 28 and 29

During week 27 you prepare the students for the following two weeks of practical experience. The students should put forward wishes about where they want to do their practice.

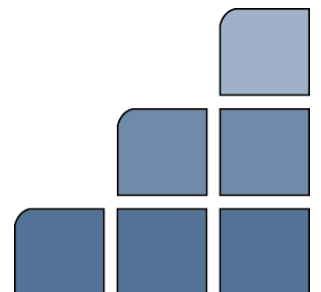
Weeks 28 and 29 - Practice

During these weeks it is appropriate that the participants, according to their individual needs, revise certain exercises in the web course.



Course week 30

Final course week with evaluations and examinations. The amount of days varies depending upon, for example, how many participants there are.



CLASSROOM STUDIES – A FEW WORDS FROM THE AUTHORS

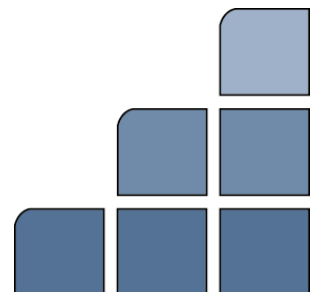
Above all we at CFL hope that you and your course participants enjoy your face-to-face meetings in the classroom – it is the lessons where you have the most fun that you remember the best! The activities suggested below should be seen as a source of inspiration for (sometimes tired) language teachers and not as something that you absolutely have to do. We who have written them know from experience that teachers seldom follow other people’s material to the letter. Teachers have their own favourite activities, preferences and their own styles in the same way that the course participants have.

Our starting point is the course participants themselves. Different methods suit different people. What is most suitable for this group just now? The advantage of face-to-face teaching is that we can rearrange our teaching and be spontaneous.

With computer-supported learning as a complement we are able to reach more people. “Variation is the mother of all learning, not repetition” (Bodil Jönsson) and with the help of the computer, we can offer variation. The idea is not for the course participants to sit in front of the computer for days on end.

Studies show that we learn languages best in real life, next best in simulations, after that in role play and last of all from books. As Comenius (1592-1670) wrote in *Great Didactus* “Everything that can be learned shall not only be heard but also seen.” If you read something, you remember 10 % of the material. When you hear something, you remember 20 %. When you see something, you remember 30 %. When you both see and hear the percentage goes up to 50 % and with access to multimedia you can reach 60 % (T. Vaughan, *Multimedia: Making It Work*, 2001). On the other hand we remember 90 % of what we take part in and experience, which is why we recommend that you and the course participants leave the classroom when possible.

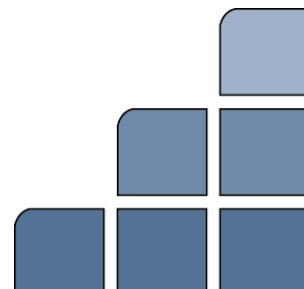
When we learned our first language we listened first before we could produce words and phrases. The most important thing is that the course participants begin by understanding what they hear. Therefore we have provided many opportunities for listening comprehension. Gradually they participate more actively during the classroom lessons. Communication is through words and a lot of effort should be put into learning new words. Five a day is a realistic number if you are going to use the words actively and not just recognize them. Pedagogically, it is more difficult to sit with a long vocabulary list than it is to learn a few words everyday. Research has shown that you have to hear a word 16 times before you can be expected to use it! A person’s passive vocabulary is always larger than their active vocabulary: in other words, you always understand more than you can express yourself.



Learning a language is a messy process. The brain is built for chaos. We try to create order and structure, but that is not necessarily the best way to learn. If we have fun, make associations and variation, there is a chance for success. And, if you use the subconscious!

Since we intended that Safir be used in blended studies, we would like to stress the advantages of both the Safir part of the course (the distance studies) and the classroom studies. The idea behind both Safir on the web and the suggested activities is that they together offer a smorgasbord of activities that you can choose according to your own needs and taste, so that classroom learning and distance learning complement each other. We assume that English is best learned by speaking it as much as possible and we hope that you have good use for our (and your) ideas.

We have used the expression blended learning, which means that the course has elements of both on-line and face-to-face delivery. On-line delivery (Safir on the web) is advantageous for learning words, working with texts, listening comprehension, grammar exercises, writing assignments, written reports, group work, evaluations, etc. On the other hand, face-to-face delivery (in the classroom) is advantageous for pronunciation exercises, conversations, group discussions, communicative exercises such as role play, grammar presentation, study visits, interviews, follow-ups, oral reports, writing courses, reading out loud, songs, guests, films, recordings, etc.



100 + Concrete Suggestions for the Classroom

The ideas that are listed below do not require much preparation. Usually it is just a matter of choosing one or more activities the day before the lesson. Often there are no props needed.

Module 1

You can make a habit of doing a simple little “round” every day when the teacher asks each participant “How are you?”. This is a good way of finding out if something special has happened that might influence learning.

Variation

You can have for example a “magic stone” that you send around. The person holding the stone is allowed to talk for as long as he or she wants to. Encourage the students to speak freely, making it clear that everything said in the classroom stays in the classroom.

Who am I? (Introduction)

Step 1 Take a flipchart paper (alternatively A4 paper that can be hung on a string around the participant’s neck), give them felt tipped pens and ask them to draw their lives (if it is appropriate!). The teacher can get the ball rolling by drawing his or her own family, pets, interests, profession etc. The others then guess what the pictures represent (husband, dog, football, teacher etc.). The teacher writes up the sentences on the white board as they come up.

Step 2 The participants describe each other.

Find someone who.....

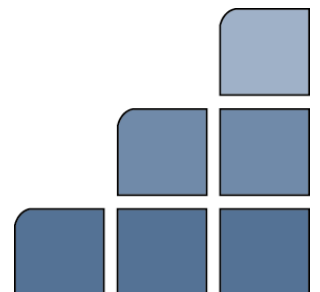
In advance of the lesson the teacher finds out unique facts about the students. These are then written down. Everyone gets a paper with information on it.

For example ...has three children
 ...comes from Iraq
 ...lives in Rome/Dublin

The students circulate and ask questions until they can identify the person who is referred to in each phrase and write down the name. The participants report back in a circle.

Who is he/she?

Take pictures of celebrities to the classroom. It is important that the participants know who the people are! Pass out one picture to each participant making sure that the students can only see their own pictures.



The participants then work in pairs asking questions that can be answered by yes or no. The point of the exercise is to identify the person in the picture. The teacher can begin by demonstrating.

Example

- Is it a man?
- Is he English?
- Is he 50/70/20 years old?
- Is he black?
- Does he live in the USA?
- Is he alive?
- Is it George W. Bush?

Variation

The participants choose a celebrity identity for his or her partner without saying who the celebrity is. The name of the celebrity is then taped to the partner's forehead. The participants then circulate in the group asking questions until they figure out "who am I?"

Example

- Am I a woman?
- Do I live in Europe?
- Am I dead?
- Am I often on TV?
- Do I sing?
- Am I a politician?
- Do I write?

The Alphabet

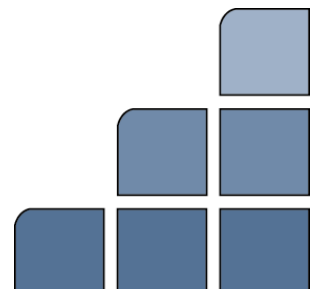
When the participants feel confident that they know the alphabet they can practise spelling each others' names etc. Talk about common first and last names in the country where they live and practise spelling them.

Numbers

Read each others' postcodes and telephone numbers. The participants can also compare shoe sizes and line-up from the smallest size up to the largest. Line-ups can be done according to: the sum of the ages of the participants' children, the height of the participants, birthdays etc.

Bingo

Playing Bingo is a good way to practise numbers. The participants take turns in being the caller.



Per Cent Exercises

These can be suitable exercises together with other simple mathematical exercises.

Example Two of the 20 people in the class do not eat breakfast (watch TV, prepare lunch, do their homework etc.). How many per cent do not eat breakfast?

Telephone Conversation

Each participant writes up his or her telephone number on a piece of paper. The participants exchange papers. One participant begins by saying his or her telephone number (according to the piece of paper). The person who has that number answers. The person calling presents his or her errand (which he or she has thought out before calling).

Example -Is Carl at home?
-No, he is not at home.

The Calendar

Use the calendar to find holidays, write in classroom meetings etc. This is a good way to practise days of the week, months, numbers and telling time.

Greetings

Simulate situations by having the course participants sit back to back and pretend to ring up a friend. They then decide a time and a place to meet.

Variation

One of the participants rings up and says that he or she will be arriving on at certain plane (number and time). The participants can also discuss the weather and the clothes that will be needed on the visit.

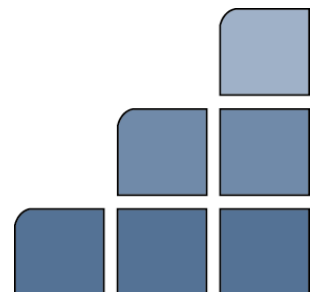
Family

The teacher draws his or her family tree to present the words needed to talk about family relationships. Later in the course the course participants themselves do the same thing if it is appropriate. It is sometimes more fun using an imaginary family. (This can be done as a written assignment.)

Questions

Give each course participant a picture and have the other participants ask questions about the picture without being able to see it.

Example Who is it? (An old man)
When is it? (Now)
Where is it? (In London)



How do you know? (I see the underground)
Why is he there? (I don't know)
How many people are there? (Not many)
Is it night time? (Maybe)
What is he doing? (He is waiting)
Is it winter? (Yes) etc.

Forms

Practise using authentic forms such as the forms used for enrolment of children in day care.

Postcards etc.

Address an envelope to yourself.

Send the postcard/letter to others in the class – feel free to use a template, if necessary.

Miming Games (the present tense, infinitive, imperative and personal pronouns)

Take some common verbs such as, drink, eat, read, go etc. The teacher says the verb, for example, “eat” and the course participants mime the verb. Alternatively, a course participant or the teacher can mime and the others say the verb.

Continue with:

The Queen Commands

The teacher says “The queen orders you to laugh!”, “The queen orders you to sleep!”

All of the orders that are preceded by “The queen orders you..” have to be mimed, but if the teacher only says for example “eat”, the course participants shall not obey the order.

Variation 1

A person mimes a verb and asks:

“What am I doing?”

Answer: You are reading.

“What is she or he doing?”

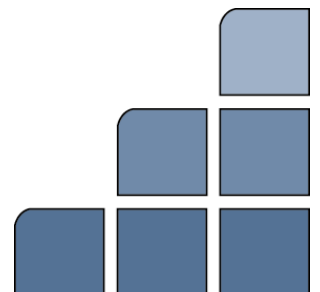
Answer: She is talking on the phone.

Variation 2

The teacher begins by miming, for example “eat”.

A course participant asks “What are you doing?”

The teacher answers “I am crying” which is the verb that the participant mimes for the next participant.



The participant that asked begins to mime “I am crying”.
The next participant asks “What are you doing?”
The participant answers something completely different which the participant who asked the question begins to mime.’

Picture (verb etc)

With the help of a picture or pictures describe a place where people are doing different things.

Three a Day (vocabulary)

Ask the course participants to choose three words that they want to remember. They present these at each classroom meeting (individually). The next step is using the words in a sentence. Make it possible for the participants to collect the words in one place, for example, in a vocabulary book. Writing the words and processing them reinforces learning, otherwise it is much too easy to forget them. Calculate the number of words that can be learned in a year using this method!

Wordlists (group work?)

Collect (in alphabetical order):
Names (first and last)
Furniture
Household equipment
Family members, etc.

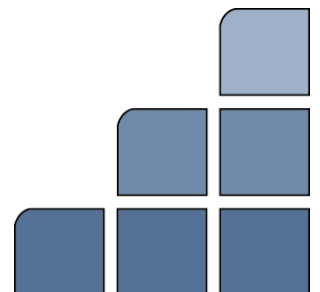
Flash Cards

Flash cards with the English word on one side and the translation on the other can facilitate learning words and phrases. Pairs of course participants with the same mother tongue can work together and test each other by either translating the word from English or to English. The cards can be saved for future use.

Silly Stories

One way to review vocabulary words in the present tense is to spread out the flash cards on the table and to tell a (silly) story (in the present or imperfect tense). The course participants take one card at a time and construct a story together.

Example A carpenter from Gothenburg meets Lisa. She has an enormous snake. He shows her his kitchen...



Grammar

Big flipchart papers showing grammar that is being focussed on during the day or week can be hung on the walls. Examples of this are personal pronouns, the present tense, interrogatives etc.

Field Trips

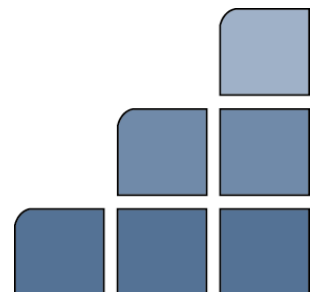
Study visits are a good way to get in touch with “real” English. Arrange visits to the municipal offices, visit a supermarket, visit the pharmacy etc.

Find out Exercise

Take a walk around town. What do different signs mean? “Collect” these signs and report back at the next meeting.

Homework That the Teacher Can Do Too!

Have all the students, and yourself, bring a number of photos to school. Talk about them in class.



Module 2

My Day (try miming!)

To practise telling time the course participants can talk about their daily routines. The teacher can begin by modelling an example.

Example I get up at 7 o'clock. I listen to the radio, take a shower and eat breakfast. Then I get dressed, brush my teeth and take the bus to work at 8:00 o'clock. There I drink a cup of coffee and check my e-mail. The lessons begin at 8:30. We have a coffee break between 10:00 and 10:30. We eat lunch between 12 and 1.....etc.

Two People Meeting on the Street (repetition of greetings)

The course participants walk around the classroom. They talk about what they are doing, how they are, how the family is and so forth. They agree to meet again and decide a time and a place.

Variation

This can be repeated later on in the course and then the participants can tell each other who they have met and when and where they are going to meet again (past tense and future).

Post-It (vocabulary)

In the classroom use Post-it sticky papers to label things such as the white board, flipchart, ceiling, floor, etc.

The Shop (colours, clothes, sizes, weights etc)

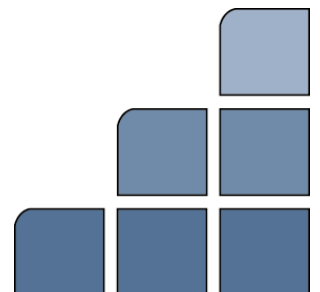
Best of all is to visit a grocer's or a clothing shop. Alternatively, have the course participants bring empty food packages and tins, old clothes etc. Put a price on each of the items before the lesson. The teacher is the shop manager and the course participants are the customers.

Example -Do you have this in white?
-How much do the red shoes cost?
-What does.....cost?

One of the tasks in the web course (Module 2, Part 6, Assignment 1) is to write a dialogue about buying clothes. Perform the students' shop dialogues.

Describe Each Other (clothes/colours)

The course participants describe what the other student is wearing when sitting back to back in pairs.



Changing-Places-Game

All of the players sit on chairs in a ring. One chair is missing so that a player has to stand in the middle. He or she wants to get a chair and says:

Example Everyone with a red shirt change places.
 Everyone with black hair change places.
 Everyone with four children change places.

The person in the middle tries to take one of the chairs when people exchange places. The person who is without a chair has to stand in the middle the next time.

Timetables

Take timetables to class and practise reading them.

Example When do you leave to get to the station by 4:00 pm?

When the course participants are more confident they can practise using timetables on the Internet.

Entertainment Adverts

Give everyone a copy of the entertainment page from the newspaper. The course participants then discuss what they plan to do in the evening.

Example I would like to go to the cinema.
 When does the film begin?
 I don't feel like it.
 I'm afraid I'm busy.
 Etc.

At the Café/ Restaurant

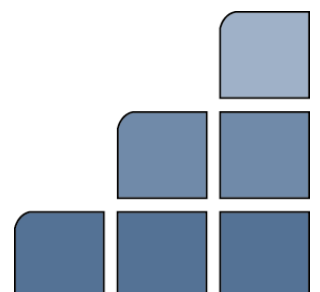
The teacher plays the role of the waiter or waitress. The course participants order food and drink. Arrange small tables and make homemade menus including the prices. Practise phrases such as:

Example Can I have the check please?
 I'd like a
 A cup of coffee, please.
 Etc.

Food Adverts

The course participants take food adverts to class to practise saying the prices and the names of different foods. It is a good idea to send the course participants to different shops to get practice in comparing prices.

Find out the meaning of "on approval," "exchange."



Library Visit (geography, numbers)

Look at maps/statistics from the course participants' home countries/regions.

Crazy Horse Restaurant (food)

This is a variation on writing and talking about common recipes. Let the course participants work in groups and create dishes for the menu at the Crazy Horse Restaurant. Have the course participants exchange dishes with each other and write recipes for some of the dishes on the menu. They should be as strange as possible! At the end of exercise let the course participants tell the others about their recipes.

Describe a Person

One of the course participants describes another course participant (or another person that all of the participants know). They can mention hair colour, eye colour, height, approximate age, etc.

Newspaper Pictures

Pictures from the newspaper can be used to practise many different things:

Examples language, nationality – Where does the person come from?
 professions – What does this person do for a living?
 moods – How does he or she feel? Is she happy, sad, shy etc?

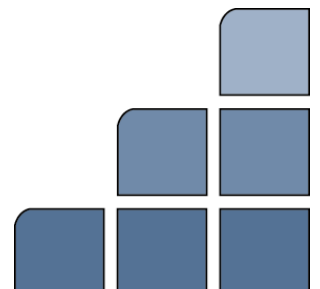
It is more fun if the person who has the picture doesn't show it to the others. The others can imagine what the person looks like (age, background, job, etc).

What agreed? What did not agree?

Classified Ads

Give the course participants classified ads from the newspaper. Have them sit back to back, "telephone" each other, and ask questions about the articles in the adverts.

Examples (When) Can I look at it?
 Where do you live?
 What does it cost?
 No, thank you. It is too expensive. Etc.



Gadget Game (vocabulary)

Put ten things on a tray. Some of the things can be things from Module 2 in Safir, such as banknotes in different denominations, coins, pieces of clothing, a vegetable etc. Let the course participants look at the objects for two minutes. Then cover the objects and see if they remember the things that are no longer visible.

Gadget Bag

Take a bag to class that contains similar objects such as books of different sizes, scissors of different sizes etc, in order to practise comparison of adjectives – biggest, smallest, cheapest, thickest etc.

Which is best? (comparison)

Ask, for example, which make of car the course participants think is the best. The participants have to motivate why they think a certain make is better than another one. (stronger, safer, more economical etc)

Cloze (prepositions)

Block out all of the prepositions in a text that is familiar to the course participants. The participants then fill them in. Go through any new sentences that may be formed with the prepositions.

Trading Pictures

Have the course participants draw a picture. Exchange the pictures so that no one has their own. Working back-to-back, in pairs, the course participants take turns describing their own picture for the other student who tries to draw the described picture. Hang the pictures on the wall and compare them.

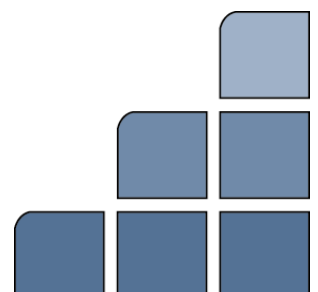
Hiding Things

All of the course participants are given a picture of a furnished room. One of them “hides” something in the room. The others try to guess where the thing is.

Example Is the book behind the picture?
 Is the book under the bed?

Variation

The teacher hides, for example, a key on the table and the course participants guess where it is.



Lost and Found

Each of the course participants hands over something such as a piece of clothing or something similar. The things are collected at the “lost and found department”. Then the course participants take turns describing the things that they have “lost” for the person in the lost and found department until they are able to identify the missing object.

Brochure

The course participants work together to make a brochure about their school, town, etc. This exercise is particularly good for working with adjectives.

Ask Your Neighbour

The course participants interview each other in pairs asking:

Examples What are you eating today?
 What do you usually watch on TV?
 What is your favourite colour?
 Which sort of clothes do you like?
 What do you think is fun/boring?
 What are you going to do on Saturday?

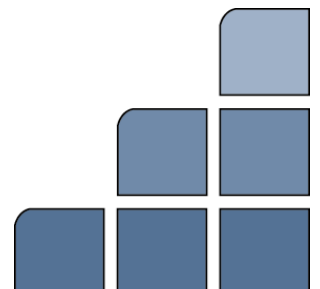
The course participants then report back to the whole group what their partners have said in writing or orally.

The Magic Box (size, shape, material, colour)

Begin by presenting the words needed to describe shapes, sizes, materials, colours, feelings and possibly how objects can be used.

Before the lesson collect a number of items that the students have learned the names of and put them in the “Magic Box”. Put one item at a time in their hands (which are held behind the course participants’ backs). The course participant then describes his or her item and the others try to guess what it is.

Example -It is metal and plastic. It is light. It comes in all colours. It is 15 cm. long.
 -Is it a pen?
 -Yes!



The Globe

In groups, have the students present different countries.

For Outside the Classroom

Give the course participants maps of the town with a number of addresses marked out. Their task is to find the location of the addresses and write down a description of the buildings at the respective addresses. The students then present their results in class.

Walking Quiz – Outside activity

Prepare a walking quiz by posting questions on trees along a path. The questions should be based on the target vocabulary.

Study Visit

Visit different types of homes – inside and outside, cafés and restaurants, and clothing and grocery stores. Follow up the visits by having the students presents their findings in class.

Homework

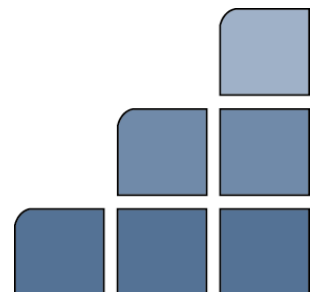
Have the course participants work together to make a collage of the different houses, flats, food and clothing from pictures from magazines and newspapers.

Variation

Make a photo exhibition of different houses in your area and follow it up by talking about the pictures.

Writing Assignment

Have the course participants write a letter to an English-speaking friend.



Module 3

My Dream Man/Woman (N.B. If appropriate!)

Homework: Ask the course participants to write a dating ad where they describe their ideal husband or wife.

Example Are you around 40, tall, dark and thin? Do you enjoy taking walks in the countryside and driving? Do you like children and animals? Maybe we could meet and go to the cinema? Call me at 070 593 2079 or write to the newspaper.

Copy the adverts and go through them in class. The course participants choose the advert they want to answer in writing or on the phone.

This can be followed-up by discussing the question:

How did the date go? (This is for more advanced participants because it requires use of the imperfect tense)

Simon Says (the body)

The teacher says: Simon says: touch your nose!
 Simon says: touch your ear!
 Simon says: touch your leg! Etc

All of the orders preceded by “Simon says” are to be obeyed. If the teacher only says, for example, “touch your mouth” the students are not to obey the command.

Role Play – At the Doctor’s

The course participants get an opportunity to practise telling a “doctor” about health issues. The doctor asks questions and writes prescriptions for medicine. The doctor explains how the medicine should be taken (three times a day, dinner and evening).

Practice Making Appointments at the Health Centre

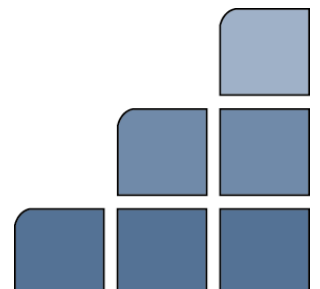
The course participants sit back-to-back. One calls a health centre and the other answers.

Variation

Call a friend and talk about illnesses.

Public Service Brochures on Health

Brochures of this type can be used for reading comprehension, as a base for role plays, translation practise etc.



Assist the Patient

The course participants take turns being the patient and asking the other participants to do/fetch things.

Vocabulary/ Instructions

One way of working with words is to, for example, take six words and write them on a flip chart in different colours, in different positions and in different ways (large and small letters, in the left hand corner.) Put the paper up on the back of the door or in the corridor so that it cannot be seen from the classroom. Two course participants describe for the rest of the group what, how, and where on the paper they should write to make an exact copy of the original. At the end of the exercise compare the two papers.

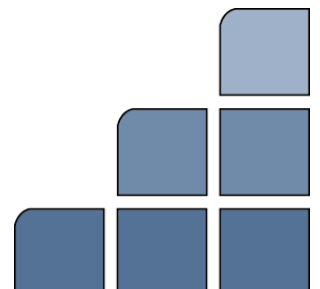
Writing Assignment

My future. Have the students write about their future, what they believe will happen, what they wish will happen etc.

Study Visit

Study visits can be made to places such as: the health services, a home for the elderly, the well baby clinic, the pre-natal centre, the national insurance office. After the visits the participants can report back in different ways.

Example What did we/you do? What did you learn?



Module 4

At Home with...

The course participants interview each other about how they live and then retell the information to the rest of the group. Visit the home of the teacher or the other students' homes. Eat a meal together: a picnic, a pot luck supper, prepare together. Talk about the home and its furnishings to practise comparative forms.

The Way to School

Have the course participants tell each other about the route they take to the lesson to practice given directions.

Kitchen Equipment

This is a variation on the "Magic Box" exercise described in Module 2. The objects described are pieces of kitchen equipment, and in this exercise the course participants describe what the objects are used for.

Example used for slicing cheese, cutting bread, peeling potatoes etc.

Variation

Hide the equipment from the participants.

Invitations

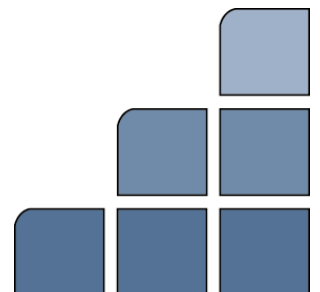
Have the students write their own invitations to birthdays etc.

Adverts for Apartments/Flats

In this exercise the participants can practise reading about flats and apartments and about responding to advertisements, in writing or on the phone.

Variation

Focus on abbreviations. The participants can also write their own adverts and practise filling in change of address forms. The telephone directory can be of help here as well as Internet yellow pages. The participants can describe how they and their friends live.



Furnish a House

The course participants are given the task of furnishing a house they are going to live in together. Each participant gets a room which they are to draw and describe. The class then votes on whether or not they want to have the suggested arrangement and discuss among themselves until they are in agreement.

Describe a Room

One of the course participants is given a picture that represents a furnished room. He or she describes the room while the other participants make a drawing according to the description. They have to listen carefully in order to place the furniture correctly in the room. At the end of the lesson compare the pictures. Suggestion: The picture can also be drawn as the room would be seen from above.

Study Visits

Tenants' Association, museums, community centres.

Homework

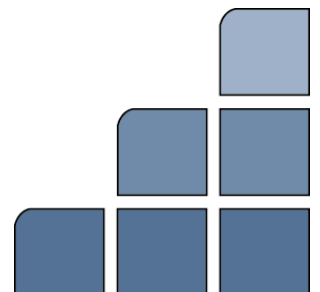
Ask the course participants to write a description of the way from their lessons to their homes.

Role Play Suggestions

Report that something is not functioning/make a complaint/give notice about a flat etc.

Description

Ask the course participants to describe something interesting/beautiful/unusual etc that they have seen on their way to the lesson.



Module 5

There is a lot of material in this module that can be used for conversation and communication: the family, feelings, leisure time, culture and media.

Interview

Have the course participants interview each other. They can play themselves or an imaginary person or a celebrity. This can be developed by having them write an article, “a portrait”, on the person they interview. Read the articles together.

Practise expressions of time:

How often?

How long?

When?

Interviews on a Special Subject

Working in pairs the course participants decide on what the interview is going to be about (a topic of current interest). Each one prepares questions and answers. After the interview the course participants put together the answers from the interview which are then reported to the whole group. Follow up the activity with a discussion of the subject.

Homework

Have the students write about a trip or their leisure time.

Role Play Suggestion

Have the students do a role play of a party where politeness phrases are used.

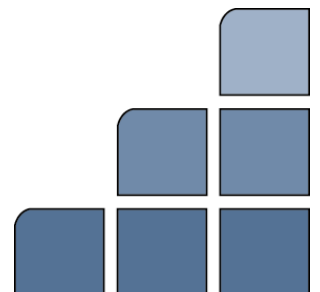
Investigations

Have the participants find out what sort of clubs and associations there are in the community. Have them call around and ask about when courses start, meetings and fees etc. The information catalogue from the local council can be of use here.

Have the participants prepare a questionnaire – ask the local residents what they do in their spare time. Put together the information.

Sketches

Let the students write their own sketches.



Module 6

The subjects for discussion in this module are: the education system, marks, the labour office, the national insurance, spoken language, written language, consumer issues, comparing cultures, climate, population, nature, laws, traditions etc.

Instructions

Give each course participant the task of instructing the other participants in how to do something (making coffee, unlocking a door etc.)

First you open.....Then.....Finally...

Radio Programme

Choose a suitable radio programme for the participants to listen to and have them report back in class.

Activities

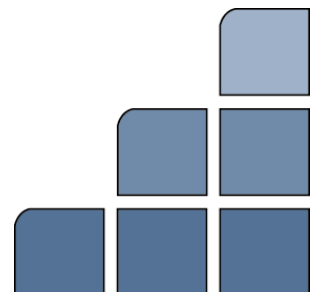
Go bowling together, play mini-golf, go to a matinee, have aerobics in the gym (a lot of instructions!).

Dramatisation

The students dramatise a certain feeling in a little sketch and the others try to guess what the feeling is.

Songs

Choose some appropriate songs to sing in class.



Module 7

Discussions around insurances, the different systems of government, magazines, physical exercise and preventive health care, holidays, home-help service, alcohol politics, the EU etc.

Describe a Profession

Ask each course participant to describe his or her profession. The participants prepare this by writing or drawing the words that are needed for their profession.

Employment Interview

Cut out job advertisements from the newspapers. Have one course participant play the role of the employer and the others the role of the applicants. Let the employer interview the applicants one at a time. Who gets the job?

Alibi (imperfect)

(N.B. Be careful if any of the participants have been in prison)

A crime has been committed. Two participants prepare an alibi for the time that the crime was committed (for example, yesterday between 6:00 and 10:30 pm). What were they doing, what were they wearing, whose idea was it, what was the weather like?

The rest of the participants are policemen and ask questions to the first suspect (make sure that the other one has something to do during the questioning) they have prepared. Then call in the other suspect who is asked the same questions.

If their alibis do not agree, in other words if the two suspects have not succeeded in making up an alibi that covers all of the questions the policemen ask, they are guilty. If the policemen do not succeed in finding a flaw in their alibi, they are innocent.

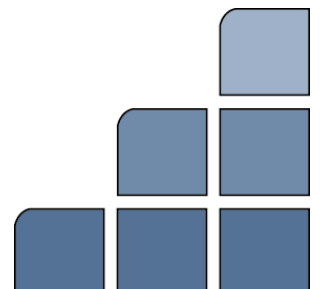
My Holiday (Imperfect tense)

The participants work in pairs. They take turns in telling each other about their holidays.

Shut Your Eyes and Listen (Imperfect tense)

The participants shut their eyes and simply listen for two minutes. Then one by one they tell each other what they heard.

Example I heard someone open a car door.



Shut Your Eyes and Describe

A course participant shuts his or her eyes and describes the classroom. The others listen and check to see if the description is correct. Afterwards the participants comment on the description.

Units of Time on the Earth (How Many?)

The teacher plays the role of a visitor from another planet and asks the course participants questions about the time system on the Earth. What is the smallest unit of time? How many of the smallest time units are in the next largest unit of time? “Oh, on our planet there are 10 pips in a pop.” Continue up to a year.

Find the Sentence

A course participant is given a sentence written on a piece of paper which has been formulated by another pair of students or by the teacher. The sentence should be of the type: my goldfish died yesterday, she was wearing a pink hat etc.

In pairs the course participants have a conversation. The participant who has been given the sentence tries to use the sentence in the conversation in a way that sounds natural. The other participant tries to figure out which of the sentences in the conversation is the sentence written on the paper.

Funny Stories

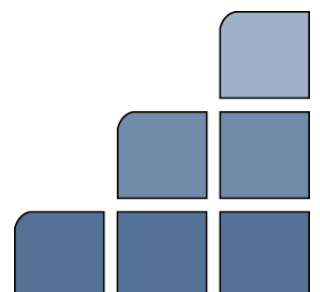
The participants work in pairs and make up a story that they tell each other.

Breakdown in the Jungle/ Desert

The course participants imagine that they are driving through the desert. There is a certain amount of equipment in the car such as: water, food, a radio, an axe, sleeping bags, sun screen, a pair of sun glasses, a mosquito net, a first aid kit, etc. The teacher has prepared the list of equipment before the lesson.

The car breaks down and the trip has to continue on foot. The participants can only take one thing per person. What will it be? In a variation on this lesson you can decide a total weight that can be taken in a rucksack

Have the participants think for two minutes about the equipment that they think is important to take with them and why. Then discuss in groups their suggestions and reasons for why they have chosen the particular items they have chosen.



My Country

Divide the group into two where half of the groups pretend to know nothing at all about their country. Have one half write down as many questions as possible about the country such as, the government, salaries, schools, TV stations, etc. Have the other half write down things that they would like to talk about.

The course participants who have written down questions compare them and take away questions which they consider to be similar. The curious participants ask their questions to others and then put the answer together in a written report of the questions and answers.

Holiday

Bring tourist brochures and maps to class. One or more participants ask questions about places to visit as if they were planning a holiday. They describe the number of people travelling, their interests, the amount they are prepared to spend, transport options etc. The answers can be found by the help of the maps and the brochures.

The Orient Express

All of the participants are travelling from Paris to Istanbul. They have to buy tickets, exchange money, order food in the dining-car, have conversations with fellow passengers about their trip etc. Suddenly a detective inspector (Hercule Poirot) alias the teacher comes in. The painting of Mona Lisa has been stolen from the Louvre in Paris. He asks the travellers what they were doing in Paris. The conclusion of the lesson: according to a telegram from Paris the painting has been found. The painting (a picture of the painting) is found under the seat of one of the travellers and the guilty person is arrested.

The Dialogue that Becomes a Blank

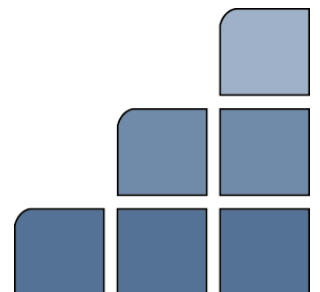
Write a difficult or important text or dialogue on the board. Read the text together. Begin by taking away one word at a time and continue by taking away more and more. Have the participants fill in the missing words when reading the text out loud. Continue until the whole text is nothing but blanks.

Stop Reading

Have a participant read a familiar text stopping in the middle of a sentence or word and tell another participant to continue reading until the whole text has been read.

Dictation

The teacher or one of the participants reads a word or sentence and the other participants write what they have heard.



Relay Reading – Unpredictable

A participant reads as much or as little as he or she wants to and then tells another participant to take over.

Miming Verbs

The teacher or a course participant asks:

Example What did you do yesterday?
 What is Mohammed going to do tomorrow?
 What did you used to do?
 What would you do if you had time?

The participants answer by miming the verbs and the others try to figure out what they mean.

Simplex

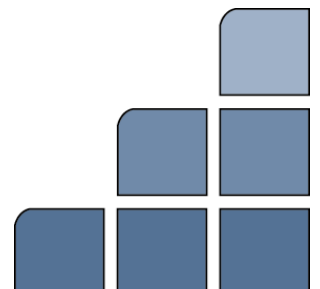
This is an easy way to do a simulation. You begin by telling the participants that a conference is going to be held. What is it going to be about? Write the participants' suggestions on the board and then vote on a topic. Make a list on the board including the participants of possible conference attendees, such as, heads of state, experts, journalists, students, religious leaders, etc. depending on the topic. Everyone chooses a role and makes a badge showing what they are (for example, TV4, prime minister). Have each of the participants write down two things that they want to get out of the conference in their chosen role: one official goal and one private goal.

The first phase of the exercise is a “cocktail party” at the start of the conference where the conference participants mingle and talk with the other participants. This is done most easily if the furniture has been removed from the middle of the room. During this phase the participants try to achieve the goals they have written down.

The second phase of the exercise is a press conference. Move the furniture around so that the chosen panel can be questioned by the journalists and other members of the public. During this phase of the lesson the teacher only observes. The advantage of this exercise is that everyone is active.

Recording

If you have access to recording equipment, you can record the participants on cassette or video. This becomes documentation of their progress. It is also useful for the participants to see and hear themselves.



Correction Sheets

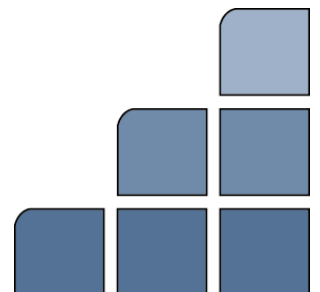
Fold a piece of paper lengthwise. At the top of the left column write *What you said* and at the top of the right column write *What you meant*. Towards the end of the course it might be enough to simply write down what the participants said and they can correct themselves. The correction sheets are particularly useful as documentation with presentations and reports etc. If you correct the participants in this discreet way, you do not have to interrupt them individually.

Study Visits

Making study visits is a useful language exercise. For example you can arrange to have a guided tour of the library where the participants can learn to borrow books, surf the net etc. You can arouse the participants' interest by using such things as current, relevant newspaper articles. The chemist's, the off-license, trade unions, political parties and the national insurance are other alternatives to visit or to receive visitors from.

Finally we would like to beat the drum for learning for its own sake. Even if it does not lead to work immediately, knowledge makes people stronger and knowledge of the language is the key to being part of society. Language is power!

GOOD LUCK to you and your course participants!



THINGS TO THINK ABOUT

A web course is based to a great extent on the participant's own independent work.

The course participants should be made aware of the fact that they do not have to understand all of the words in a text on the Internet. Finding the information that they need is more important than understanding details. They can choose to do the most important things or to go into depth in the parts of the course that interest them most.

Written Exercises

A web course is especially suitable for practising writing skills. The course gives a lot of opportunities for practising written English.

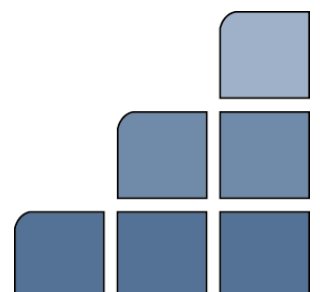
We recommend that each training centre connects a chat room and a discussion forum to the course. Both forms of communication are close to the speaking situation that is important when you are trying to get a message across. It does not matter if there are spelling and grammar mistakes although, as teachers, we sometimes have to make an effort to ignore them! We think that the parts of the course that are not corrected by the teacher are also justified since the course participants are able to practice communication in English.

Oral Production

In our web course we have striven to offer practice in different skills, but we must call attention to the fact that the medium still has its limitations. That applies especially to oral production. For that reason it is important that the course participants participate actively in the teacher led meetings. They should be encouraged to contact each other in local study groups or by phone to practise the language as much as possible.

Listening Exercises

There are many opportunities for practising reading and listening comprehension in the web course. Recommend that the participants first listen to the listening exercises several times before reading the text, otherwise there is a risk that the exercise is only a reading exercise! Listening comprehension is one of the most important parts of studying a language. Make sure the participants use all of the opportunities offered by *Safir*. Encourage the course participants to listen regularly to authentic English on radio and TV.



Internet Links

We have tried to make use of the possibilities for information and inspiration that the web offers, however, work with web-based material has its limitations and pitfalls. An attractive and informative link can suddenly disappear. Remind the participants to inform you if they discover that a link has disappeared! If you cannot find an Internet address, try marking only half of the Internet address. Then write the rest of the address. Use a search engine to find what you are looking for.

There are links to web pages where participants can get information that they need to do certain tasks.

Other Material

The course participants ought to have access to a dictionary and a grammar book. Simple literature at the right level should be included in the course to some extent.

Examinations

It is up to each training centre to decide when examinations are to be given and their design.

