



Lifelong Learning Program
Grundtvig 2 Action

TEAM
"Training of Educators of Adults in an intercultural Module"

Coordinating Institution



Partners



Escuela Oficial de Idiomas de Murcia:
Extension Molina de Segura



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2. A FOREWORD

“Intercultural module in a training for adults”: what does it mean?

An intercultural festival, an intercultural supper, intercultural music, an intercultural centre, an intercultural approach, intercultural action, intercultural pedagogy...

The expression 'intercultural', which made its appearance a few years ago, has become common place. This indicates a change in the perception of 'the Other'. No longer is the Other so much a person who comes from another country, but rather one who in the first place expresses another culture. It is even becoming more common to say 'intercultural' instead of 'cultural' and this could mean any activity where cultural variables operate.

*"We can consider culture as the system of representations which, while giving it a context, gives meaning to the collective and individual experience. Cultures do not in fact differ in their contents, or not all that much, so much as in the way in which these contents are organised, associated and placed in hierarchies."*¹

Here the concept of culture relates at much deeper levels which are more difficult to change: levels to do with structures, values and beliefs, allegedly making up the "hard core" of anyone's culture. We need however to stress its shifting nature, as much in the individual as in the collective sense.

Let us recall that this concept is a comparative concept and that *"cultural differences can be placed anywhere: between two individuals, between two professions, between two regions, between two continents, and so on in infinite degrees of variation"*.²

Interculturality as it is understood in this booklet puts the emphasis on two directions:

- to aim at changing the learner's point of view on other countries and cultures
- to aim at changing the learner's point of view on language

This booklet is the outcome of the efforts of several teachers belonging to different countries, different experiences, cultures, and working environments. It was developed within the project “**TEAM: Training of Educators of Adults in an Intercultural Module**” with the financial support of the European Commission in the frames of Grundtvig 2 program.

It aims to improve the intercultural awareness of the trainees through reading, speaking, listening and writing activities. Each activity was described by a teacher or trainer of a partner-organisation. Then, it was tested by another partner during training sessions. The “**tester's point of view**” in the exercise's presentation gives the test's feedback.

For further and more detailed notes for experimentation, feel free to consult:

www.fenice-eu.org/Team-it.htm; www.fenice-eu.org/Team-fr.htm; www.fenice-eu.org/Team-en.htm

www3.ac-nancy-metz.fr/DAFCO/projets_europ_en.php

www.aksarayegitim.org

intoffice.uludag.edu.tr/grundtvig.htm

¹ DOUTRELOUX A, 1990, in Immigrations et nouveaux pluralismes - une confrontation de sociétés, Collective under the direction of A. BASTENIER and F. DASSETTO, Editions Universitaires et De Boeck Université, Bruxelles, pp.56-57.

² CAMILLERI C., 1993, Le relativisme, du culturel à l'interculturel, dans "L'individu et ses cultures", Collective, L'Harmattan, coll. Espaces interculturels, Paris, p.36

3. The global context in the educational system and especially in the training of adults in each partner's country

3.1. Some landmarks about the different educational systems

3.1.1. France

Organization


All educational programs in France are regulated by the Ministry of National Education (officially called *Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche*). The head of the ministry is the Minister of National Education, one of the highest-ranking officials in the cabinet. As of August 2005, the Minister is Gilles de Robien.

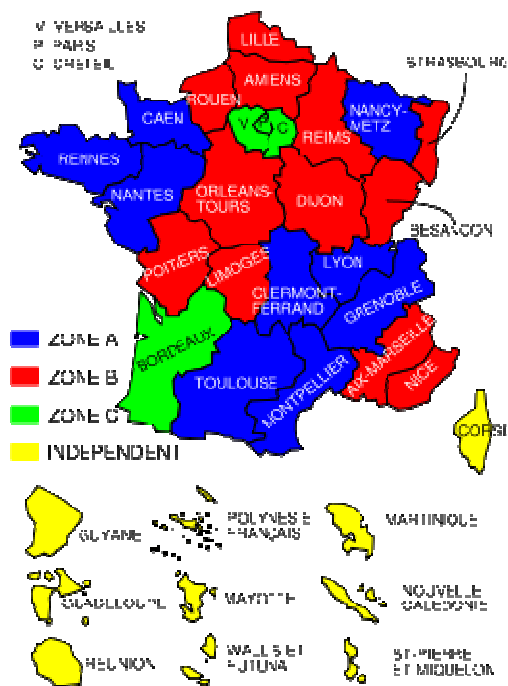
The teachers in public primary and secondary schools are all state civil servants, making the *Ministère* the largest employer in the country. Professors and researchers in France's universities are also employed by the state. At the primary and secondary levels, the curriculum is the same for all French students in a given grade, in public and semi-public (or subsidized) institutions.

However, there exist specialized sections and a variety of options that students can choose. The reference for all French educators is the *Bulletin officiel de l'éducation nationale, de l'enseignement supérieur et de la recherche (B.O.)* which lists all current programs and teaching directives. It is amended many times every year.

Académie system

In France, academic councils called *académies* (English: academies) are responsible for supervising all aspects of University education in a given region. Universities are answerable to their *académie*, and the *académies* are answerable to the Ministry of Education. However, private Universities are independent of the state and therefore independent of the *académies*.

Education in France	
	
Educational oversight	Ministry of National Education
Minister	Gilles de Robien
Deputy Minister	François Goulard
National education budget	€ 64.6 billion (2004)
Primary languages	French
Central system	
Literacy (2003)	99¹%
• Men	99%
• Women	99%
Enrollment	15.0 million²
• Primary	6.5 million
• Secondary	4.8 million
• Post-secondary	2.3 million ³
Attainment	
• Secondary diploma	79.7%
• Post-secondary diploma	27%
¹ As of 2004, literacy rates are no longer collected within INSEE censuses. ² Includes private education. ³ Includes universities, CPGE, and technical schools.	



The French territory is divided into 35 *académies*, 26 of which are located in mainland France and 9 in French overseas territories. One *académie* often spans a few *départements*, the most commonly used administrative unit in France. *Académies* also cover French schools located abroad so that the Lycée Français Charles de Gaulle in London, for example, falls under the jurisdiction of the Lille *académie*.

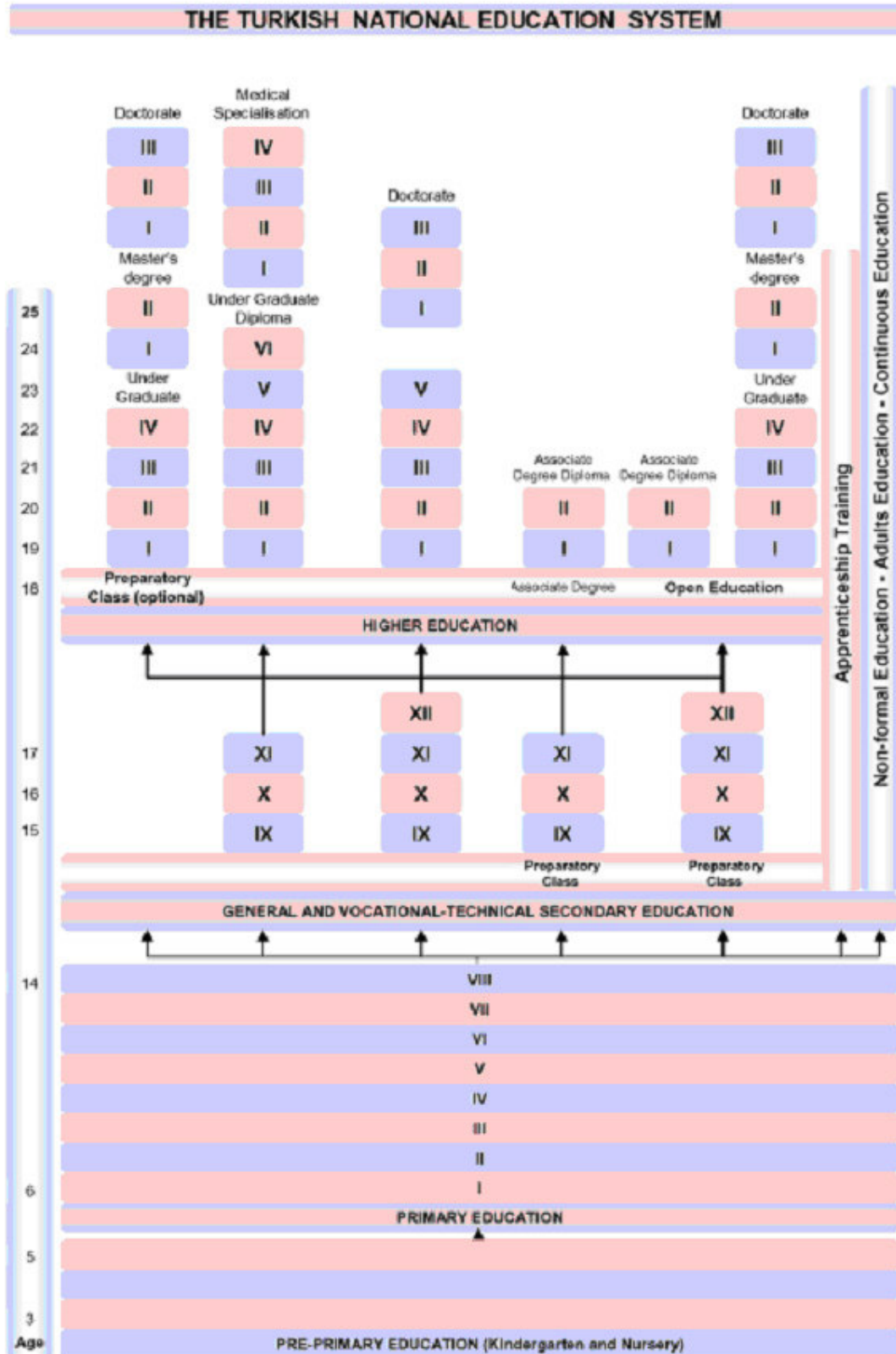
The *académie* headquarters (termed *rectorat*) is usually located in the largest city in the concerned territory. It is headed by a *recteur*. The main responsibility of the *académie* is to manage personnel and state budgets pertaining to the education system. It serves as a link between regional specificities and the centralized governing body in Paris. It ensures the implementation of the official educational programs produced by the Ministry.

At one level down in the national education hierarchy, each *département* also has its own 'inspection académique', headed by an *inspecteur d'académie*.

Note that the *académie*, as an education-based territorial unit, has no relation with l'Académie française, the authoritative body concerning the French language.

3.1.2. Turkey

1. THE STRUCTURE OF TURKEY'S EDUCATIONAL SYSTEM



Turkey's educational services are organized to meet the social requirements of a modern society. The Turkish educational system is democratic, modern, secular and co-educational. The aims of the system are to raise the prosperity and happiness of Turkish citizens and society; support and accelerate economic, social and cultural development in line with national unity and integrity; and make Turks constructive, creative and distinguished participants of a modern civilization.

The Turkish national educational system is regulated by:

- A. Education and training laws
- B. Development plans
- C. National Education Councils
- D. Government programs

A. Education and Training Laws

The basic services of the state are designed under:

- The Constitution of the Republic of Turkey
- Basic Law of National Education No. 1739
- The Law for Unification of Education
- Law No. 4306 for Eight-Year Compulsory, Uninterrupted Education

B. Development Plans

Development plans are prepared every five years to gauge the labor requirements of the country, labour-employer relations, resources allocated to formal and non-formal education, the distribution of these resources, and measures to improve the quality of education and training. Related measures are implemented in cooperation with the concerned organizations and institutions coordinated by the State Planning Organization.

C. National Education Councils

National Education Councils are consultative decision-making bodies attached to the Education Ministry under Law No. 2287 (1933), a law to develop and improve Turkey's educational system. They meet every three years. The councils function in a democratic framework as scholarly, participatory meetings. Their decisions are evaluated by the Board of Education. Before being implemented, these decisions are put into a final form by the education minister.

D. Government Programs

Government programs are prepared and implemented in line with the laws regulating education and training, the Constitution of the Republic of Turkey, and the policies and strategies related to national education.

2. THE STRUCTURE OF THE EDUCATION MINISTRY

The Education Ministry is made up of central, provincial and overseas structures, in addition to related establishments. The Education Ministry assumed its present structure under Law No. 3797 dated April, 30, 1992.

Central organizations: Board of Education, basic service units, consultancy and inspection units, auxiliary units and permanent committees
Provincial: Provincial and district education directorates
Overseas: Education counsellors, educational attaché and Turkish Cultural centres, related establishments, the National Education Academy, General Directorate of Higher Education Loans and Dormitories, and Directorate of Education Technology

3. SCHOOL SYSTEM

Under Basic Law on National Education No. 1739, the Turkish educational system consists of two main divisions:

- a. Formal education
- b. Non-formal education

A. FORMAL EDUCATION

The formal education school system has four levels:

- Pre-primary education
- Primary education
- Secondary education
- Higher education

Pre-Primary Education

Pre-primary education is optional. Children who have not yet reached school age may attend pre-primary school. The following are offered:

0-36 months (0-2 years old): Day care

36-72 months (3-5 years old): Kindergarten and pre-primary school

Under the Eighth Five-Year Development Program, 16.1% of children attended these schools.

During the 2006-07 school year, nearly 641,000 pupils attended these schools.

Primary Education

In Turkey, attending primary school is mandatory for children age 6-14. All state schools are free.

Primary education consists of eight-year schools and is mandatory. At these schools, education is uninterrupted for a period of eight years and at the end, graduates are given primary school certificates. Primary education aims to be a process which takes into consideration students' interests, maturation, talents and vocational values in line with the aims of both Turkish education and modern education.

During the 2006-07 school year, nearly 10.9 million students (including those in open primary schools) attended these schools.

At the end of the Eighth Five-Year Development Program, the enrolment rate in primary schools was 96.4% (gross) and 90.1% (net). The Ninth Five-Year Development Program calls for a primary school enrolment rate of 100%.

Secondary Education

Secondary education covers general and vocational technical secondary schools which provide a minimum of four years of education for primary school graduates. The aim of secondary education is to provide students, through various programs, with general culture and to prepare them for higher education, life and business in line with their interests and talents.

Schooling rates are as follows:

54.8% (gross) and 34.7% (net) for general secondary schools

31.8% (gross) and 21.8% (net) for vocational and technical secondary schools

The overall enrolment rate was 86.6% (gross) and 56.5% (net).

During the 2006-07 school year, nearly 3.4 million students (including open secondary school students) attended these schools.

The Ninth Five-Year Development Program calls for a secondary school enrolment rate of 100%.

a. General Secondary Schools

The aim of these schools is to prepare students to contribute to the country's economic, social and cultural development and to prepare them for higher education. These schools offer a four-year education program.

During the 2006-07 school year, over 2.14 million students (including open secondary school students) attended these schools.

b. Vocational and Technical Secondary Schools

Vocational and technical secondary schools in the vocational and technical general directorates are institutions which train young people in commercial and vocational fields and prepare them for higher education. These schools also offer a four-year education program.

They are made up of:

1. Technical education schools for boys
2. Technical education schools for girls
3. Religious education schools.
4. Commercial and tourism education schools

During the 2006-07 education year, over 1.2 million students (including open vocational and technical secondary school students) attended these schools.

1. Technical education schools for boys

These schools, which function under the General Directorate of Technical Education for Boys, train young people as semi-skilled labour for national industry.

2. Technical secondary schools for girls

The main aim of the technical secondary schools for girls is to train young women as semi-skilled technical personnel in line with the general aims and basic principles of Turkish education. When their training is completed, these young women will be able to contribute both to industry and their family incomes.

3. Religious Education Schools

Imam (religious official) or preacher high schools, established under Article 4 of Unification of Education Law No. 1739, are educational institutions which offer programs within the middle education system that prepare students both for higher education and for such positions as imam preachers.

4. Commercial-Tourism Secondary Schools

These schools train young people as skilled workers needed by the public and private sectors in Turkey in the following fields: commerce, tourism, bookkeeping, computer science, finance, marketing, banking, secretarial, insurance, exchange services, local administration, communications, etc. They learn a foreign language.

Special Education School

Special training is given by qualified personnel using special programs in an atmosphere suitable for handicapped children.

Special education is available to children age 18 and under who, because they exhibit certain handicaps due to their physical, mental, psychological, emotional or social characteristics, are unable to benefit from regular education services.

Under the principle of equal educational opportunity, the Education Ministry considers the education of handicapped children to be very important.

Guidance and Research Centres (GRCs)

The duties of guidance research centres include carrying out research into special education, determining how many children need such training, providing them with proper guidance, and offering special therapy to children who cannot harmonize with their social surroundings and related coordination activities.

Private Educational Institutions

Private Education Institutions cover various types and levels of private schools, and courses and training centres which operate under Law No. 625. The activities of these institutions are regulated by the Education Ministry.

- Private Turkish schools which function as primary and secondary educational institutions (including vocational and technical high schools) are established by real and corporate bodies who are Turkish citizens.
- Private foreign schools which function as primary and secondary schools are established by foreign nationals and corporate bodies.
- Private minority schools which function as primary and secondary schools are established by non-Muslim communities (Greek, Armenian or Jewish).
- International private educational schools are established either by individuals and corporate bodies having foreign nationalities through a joint partnership with Turkish nationals or by Turkish nationals or corporate bodies. Only foreigners can attend these schools.

Higher Education

Institutions of higher learning lasting at least two years are based on secondary education. These institutions aim to meet society's requirements for skilled personnel at various levels. The development of countries in the modern world is determined by their level of education, science and technology. Turkey's basic aim is to reach international standards of higher education both qualitatively and quantitatively.

Since the Republic of Turkey was founded, significant developments have been seen in higher education. In 1933 the "Darulfûnun" became Istanbul University. During the 2006-07 school year,

the number of universities (including private ones) reached 93, and presently over 2.4 million students (including over 845,000 open university students) are enrolled in these universities.

B. NON-FORMAL EDUCATION

Non-formal education, one of the two basic divisions of the national education system, covers education, training, guidance and applied activities which are not included in the formal education system. Non-formal education applies to individuals who lack a formal education, or who are currently at a particular stage.

Non-formal education aims at providing adults with literacy skills and basic knowledge, furthering develop acquired knowledge and skills, and creating new opportunities for improving their standard of living. Non-formal education is made up of two main parts: general and vocational-technical education.

Non-Formal Education Efforts

The Education Ministry is reorganizing the objectives, programs, structures of the school system, concentrating on efforts to develop, generalize and restructure school education and the training system in the context of lifetime learning, and focusing on lifetime education rather than non-formal.

Of the 925 non-formal educational institutes affiliated to Education Ministry, various services have been offered to individuals in all age groups.

Public Education

Most educational activities offered at non-formal educational institutes take place at some 925 adult education centres. These centres offer the following types of courses and workshops to people of various ages and educational levels:

- Literacy
- Vocational
- Social-cultural

In 2006,

- 1.67 million trainees (953,000 women and 721,000 men) attended nearly 80,000 courses
- Over 894,000 trainees (511,000 women and 383,000 men) attended some 42,000 vocational courses
- Over 585,000 trainees (308,000 men and 277,000 women) attended 26,000 social-cultural courses and workshops
- Nearly 195,000 people (61,000 men and 134,000 women) attended 11,000 literacy courses

Apprenticeship Training

Apprenticeship training includes the training of children and young people of secondary education age who have completed primary education but cannot continue this education for various reasons. Young people age 14-19 with at least a primary education are eligible for apprenticeships. Under the law, apprenticeship training is offered in 89 fields in all provinces of the country.

Under apprenticeship and vocational education legislation, the vocational educational system has established three basic fields of education: formal vocational education, apprenticeship and vocational courses.

Distance Education

Distance learning services are offered in order to provide equal educational opportunities and support training offered at primary and secondary educational institutions. Open primary schools (OPS-AIO), open secondary schools (OHS-AÖL), and vocational and technical open schools are included in distance learning educational services.

Open Primary Schools

Along with eight years of mandatory primary education, open primary schools have been established. Open primary schools provide citizens (first within the country, and then abroad) who graduated from elementary school but were unable to attend a secondary education institution for

some reason with the opportunity to complete their eight years of primary education through distance learning.

Open Education Secondary Schools

Open education provides services for students unable to attend formal education institutions, due to a lack of opportunity, or who are older than the formal education age, or who want to transfer to an open high school while continuing with formal high schools.

Vocational and Technical Open Education Schools

Vocational and technical open education schools are vocational and technical educational institutions which provide educational opportunities for citizens who have completed primary education either through distance learning education or regular education programs, but could not benefit from vocational training due to various reasons, as well as citizens who could not attend a institution of higher education and acquire vocational knowledge and skills.

OPEN EDUCATION

In the 2006-07 school year,

- Over 287,000 students attended open primary education programs.
- Nearly 354,000 students benefited from open secondary school programs. Over 281,000 attended general secondary education programs, and more than 72,000 students benefited from vocational open education programs.

EDUCATION ABROAD

For cultural exchange programs prepared in line with bilateral agreements to which our country is party, efforts are being made and coordinated by the Foreign Ministry. The educational challenges faced by children living abroad and solutions to them are being discussed as required by the cultural exchange programs conducted by the Education Ministry.

3.1.3. Italy

THE STRUCTURE OF THE ITALIAN EDUCATIONAL SYSTEM

Italy, in terms of both compulsory and higher education, is currently undergoing a period of transition through which the basic structure of the state system, as a whole, is being overhauled. These changes are designed not only to bring Italian education in line with the rest of the European Union but also to create a more flexible system, which better and more broadly educates those choosing to study in Italy.

Education in Italy is state-controlled and all schools, both public and private, are subject to comply with the curricula and teaching methods laid down by the Ministry of Public Education. Education is compulsory and free of charge for all children between the ages of 6 and 15.

At the end of compulsory education, children take an exam and those who pass it may choose to join one in a range of 'High Schools' or attend an institute leading to technical, commercial and industrial careers. Vocational training courses are also run by local authorities and can be attended by people who have reached 15 years of age.

On completion of their chosen course students undertake a state exam which gives them a "diploma di maturità". The diploma gives access to professions (directly) or indirectly by the admission to the University. The University is almost the exclusive and only channel after secondary education.

Age Groups and Educational Institutions

The education system includes at present what follows:

- Under 3 years: Day nursery (*Nidi d'infanzia*) not compulsory
- 3 to 6 years: Nursery school (*Scuola dell'infanzia*) not compulsory
- 6 to 11 years: Primary school (*Scuola elementare*) compulsory
- 11 to 14 years: Middle school (*Scuola secondaria di primo grado*) compulsory
- 15 to 19 years: Upper secondary (*Scuola secondaria di secondo grado*):
 - Classical high school (Liceo Classico)
 - Scientific high school (Liceo Scientifico)
 - Language high school (Liceo Linguistico)
 - Technical institute (Istituto Tecnico)
 - Vocational institute (Istituto Professionale)
 - Artistic high school (Liceo artistico)
 - School of art (Istituto d'Arte)
 - Conservatory of music (Conservatorio di Musica)
 - Academy of dance (Accademia di Danza)
 - National academy of dramatic art (Accademia Nazionale d'Arte Drammatica)
- Higher education Universities (Università) organized in four different stages:
 - Bachelor of Science - B.Sc. (Laurea) - a three-year course of study
 - Master of Science - M.Sc. (Laurea Specialistica/Magistrale) - two more years
 - Specializing Master - (Master Universitario) - usually last for one year
 - Doctoral Program - Ph.D. (Dottorato di Ricerca) - after three additional years

Weekly and daily timetable

The compulsory hours of middle school in a year are 891, subdivided into 33 teaching weeks; they correspond, on average, to 27 hours per week for all classes. As we have to include optional hours and the hours devoted to meals and breaks, the total school time can reach 40 hours per week.

Timetables of upper secondary schools vary a lot depending on the number of subjects included in the study courses of the various institutes and the teaching hours devoted to each of these subjects. School hours range from 27 or 28 hours per week in institutes as Classical or Scientific high schools to 40 hours in Technical and Vocational institute and 44 hours in Schools of art.

Classical high school and Scientific high schools have similar curricula, however, Latin and Greek are very important in the classical school, while in the scientific school the emphasis is on scientific subjects and Greek is not included.

In a classical school the weekly timetable includes 27 teaching hours in the first two years, 28 hours in the third and fourth years, 29 hours in the fifth year.

In a Scientific high school the average weekly timetable is 25 hours in the first year, 27 hours in the second year, 28 hours in the third year, 29 hours in the fourth year and 30 hours in the fifth year.

Artistic high school

Courses last four years but students can attend a fifth year called *corso integrativo* in order to attend University. It's worth to notice that almost all *licei artistici* offer now a five-year course of study on an experimental basis which allows the enrolment in the university without having to attend the one-year *corso integrativo*. Among the subjects there are Italian literature and history, history of art, mathematics and physics, natural sciences, chemistry and geography, physical education, geometrical drawing, perspective, anatomy, etc.

The weekly timetable has 39 hours the first year and 40 hours the second year; 43 hours the third year and 44 hours the fourth year for those specialising in figurative arts and stage-designing; 41 hours the third and fourth years for the students specialising in architecture.

Technical institutes

They have a common basic two-year cycle and a three-year cycle with more branches of study and specialisations.

Vocational institutes

They have a three-year cycle, leading to a *diploma di qualifica*, and a post-qualification two-year cycle that grants admission to the university;

Schools of art

Their courses last for three years and their structure depends on the art specialisations: ornamental painting, ornamental sculpture, graphics, wood, ceramic and metal applied arts, etc. Applied art courses include practice in the laboratory. These three-year-courses end with the *diploma di qualifica*. Further two-year courses grant admission to University.

Foreign languages teaching

Foreign languages are taught in all types of schools even to very young pupils as nowadays also most primary schools offer some teaching of a foreign language.

English is the language that most students ask to study. French is also offered in most schools. Other languages (such as Spanish and German) are taught in some technical schools where the national curricula include the teaching of more than one language.

In Middle school "*Scuola secondaria di primo grado*" or "*Scuola Media*" pupils study the foreign language for four hours a week. However, where the previous Minister's reform has been implemented two languages have been introduced but the amount of hours has been kept the same as before. In Middle school language and culture are taught.

The average number of classes for a foreign language in Classical and Scientific high schools is three a week. In these schools we teach language and culture in the first two years, then, in the next three we mainly teach literature.

National curricula tell teachers what to teach, though the choice of methods, books, topics is a teacher's responsibility. For example in Classical and Scientific high schools in a fifth form students study the literature of the 19th and 20th centuries, but the choice of which writers in particular to study is made by the teachers who usually decide what to do in a Department meeting at the beginning of the school year.

In technical and vocational schools, there is language at first and then specialized terminology and language connected to their likely future jobs are introduced.

Most schools nowadays have labs, television sets, computer and the Internet.

Communication and the teaching of skills has been more important than grammar for some years. .

Educational institutions, administration, management

The statutory rule of the law concerning school autonomy defines schools as expression of functional autonomy aiming at determining and implementing the educational offer; it establishes that autonomy grants freedom in teaching and cultural pluralism taking on substantial form through

planning and implementation of educational and training interventions aiming at the development of the human being.

For this purpose, each school prepares the “Training offer plan” (*Piano dell’Offerta Formativa POF*), which is the fundamental document of the cultural and planning identity of the school; it must be consistent with the general and educational objectives of the various kinds and branches of study established at national level. It must reflect the cultural, social and economic requirements of the local reality, taking into consideration the local planning of the educational offer.

The *POF* includes the different methodological options, including those of minority-groups; it is devised by the *Council of teachers (all the teachers in a school)* on the basis of general objectives defined by the School Council, taking into account proposals and advises of organisations and associations, even de facto, of parents associations and, as far as upper secondary schools are concerned also of students associations. It must be approved by the School Council and it is available to the public and given to families and students when they enrol.

School autonomy includes:

1. Teaching autonomy. Schools carry out national objectives through the educational paths they choose to implement the right to learn and the educational development of all pupils.

For this purpose, schools organise school time and teaching time in the way which is better suited to the study and learning rhythms

2. Organisation autonomy. Schools are allowed to decide how to use their teaching resources and to adopt any kind of organisation which is expression of freedom in planning and consistent with the general and specific objectives of every kind and branch of study

3. Autonomy in research, experimentation and development is implemented as follows:

through the planning of the educational offer and assessment research; through training and professional up-dating of the school personnel; through methodological and curricular innovation; through educational documentation, exchange of information, experiences and didactical material; through integration among the different sections of the school system including vocational training. If the research and innovation project requires structural changes beyond the curricular flexibility, acknowledgement of the Ministry of Public Education is required.

Autonomy allows schools to promote “network agreements” concerning didactical, research and experimental activities; purchase of goods and services; temporary exchange of consenting teachers. Furthermore, schools, individually or associated by means of a network, can draw up an agreement with public or private Universities, with organisations, associations or agencies operating on the territory; moreover, schools can also make special arrangements with voluntary associations and organisations of the private social sector.

The Ministry of Public Education lays down a general frame to which school autonomy must refer in order to assure the uniformity of the Italian educational system. In fact, the Ministry of Public Education establishes the general objectives of the educational process; the specific objectives of learning relating to pupil skills; the subjects of the minimum national curriculum and their annual teaching hours; the total annual compulsory timetable of curricula; standards related to quality; general criteria for pupil assessment, for the recognition of study credits and for the recovery of instructive debts; general criteria for the organisation of study paths of adult education.

Private sector provision

Article 33 of the Italian Constitution lays down two basic principles for educational policy:

- the State is obliged to provide a State-school system accessible to all young people;
- bodies and private individuals are entitled to establish schools and colleges of education, at no cost to the State.

Sub-paragraph 4 delegates ordinary law to lay down rights and duties of non-State schools which apply for equality and to ensure them complete freedom and to guarantee pupils the same treatment as pupils who attend State schools.

Therefore, according to the Italian Constitution there should be three types of schools as follows:

- state schools, managed directly by the State;
- “*scuole paritarie*”, run by organisations or private citizens but officially recognised by the State and therefore authorised to provide certificates with legal value;
- private schools, not authorised to provide certificate with legal value.

Post-secondary non-tertiary education

a) Vocational training courses

They are organised and managed directly by the Regions or, more often, by provincial or municipal administration through delegation from the Regions. The courses can be destined to young people who have obtained the certificate of upper secondary leaving examination and are no longer subject to compulsory training, who want to obtain a second level qualification.

b) Superior education and technical training (*Istruzione e formazione tecnica superiore IFTS*)

Professional figures are outlined according to ISTAT and ATECO classifications, respectively on technical professions and economic activity sectors. The outlined figures correspond to different professional areas, which offer, on their turn, further professional developments.

For each professional figure, its reference economic sector, its features and fundamental professional activities at national level have been defined. The broad-area professional figures can be articulated into more regional professional profiles in order to guarantee correspondence between the courses and the actual requirements of the labour market of the Regions. IFTS courses are planned and carried by minimum four educational subjects: school, vocational training, university, enterprise or other public or private subject, formally associated in the form of a consortium.

The Italian University System

The recent project to reform the Italian University System has introduced some important innovations in the organization of the academic study courses, implementing the decisions taken by EU Ministers in Bologna in 1998. Students can apply to Italian Universities only if they have an educational qualification that allows them to enrol. This qualification of secondary education has to be awarded after a study period of at least 12 years. The reform of university regulations foresee the compulsory knowledge of a language of the European Union to obtain a Bachelor of Science (*laurea*), equalising Italy to many other European countries. An equalisation linked to the free circulation of workers in Europe.

The European Credit Transfer System (ECTS) is used by Italian universities to evaluate and measure the workload teaching hours and the higher education effort of every single course. Credits also measure the student workload which is required to pass the examination and include class attendance, class work, laboratory work and individual study. It is also possible to obtain credits for other training courses, or project works or theses, internships, foreign languages, basic computing skills, training in communication and public relations and group work. One credit corresponds to a workload of about 25 hours and the yearly workload for an average study course corresponds to about 60 credits. Each subject is assigned a number of credits which the student obtains when he passes the final examination. Exams are graded using a grading scale of 30, where 18 is the minimum passing grade and 30 cum laude the highest grade.

The European and international dimension in education

Intercultural education includes also the European dimension with reference to both adjustment of contents and methodological approach with the aim of creating the new dimension of European citizens. Middle school programmes state that socialisation is implemented through urging students 'to get in touch with problems and cultures of other countries, thus fostering also the education of European and world citizens through a mental attitude closer to the common values of peoples from different civilisations, cultures and political systems'.

At upper secondary school level, no precise references to such a dimension are officially stressed ; however, aims and objectives of 'intercultural understanding' and 'thinking through different models' are found in the various subjects of many schools.

This interest is kept alive and has been increased through numerous initiatives taken not only at ministerial level but also by public and private bodies (teachers' associations, local authorities, universities, research and updating institutes, etc.). Moreover, the introduction of school autonomy has allowed schools to take into high consideration the supranational dimension of teaching, in particular through the *Piani dell'Offerta Formativa (POF)* developed by each school

Textbooks updating has also taken into account international problems. In particular, geography, civic education and history textbooks have always gone beyond the nationalist criteria and have covered more and more the European and world framework.

3.2. Some landmarks about the training for adults

3.2.1. France

The general context of Adult Training in France

The French adult vocational training system continues to generate a lot of interest in various countries that would like to take inspiration from this unique and original approach, installed in 1971. Twenty-five years ago a law specified the right of employees to training and attributed significant financial support for this purpose.

This generous idea was however, not new. During the French Revolution, the mathematician and philosopher Condorcet had already envisaged the idea of adult training in his "Report on Public Education", and considered that "education was the only way to liberate man from the worst of constraints: ignorance".

The main characteristics of the French system can be described as follows:

- The key role of the social partners who participate in defining the rules and that of the state which legislates, finances and monitors them.
- The obligation of companies to contribute to the financing of adult training at a minimum level of 1.5% of salaries paid.
- The diverse ways of access to training according to the status of the individual: employee, young person, public service employee, job seeker...

Among the current trends developing in this system, three major aspects can be identified in an overall context which is taking into account the European dimension in training policies :

- A new stage in the (government) decentralization process which gives the 22 Regions and the various business branches increasing moral and financial responsibility for training, this being an important part of social policies to encourage local development.
- The search to take into account the vocational skills and specific needs of an individual, through personal and business appraisals, individualized training and training alternated with work, with new regulations covering vocational qualifications to enable independent credits to be obtained.
- The encouragement of new educational methods linked to new information technology and new methods of work organization. The teacher standing in front of his students is an image that is becoming obsolete: in the future, "open" training will take place much closer, either to the work place or to the home of the trainee, on geographically dispersed micro-sites.

The changing trends in the French adult vocational training system endorse the European idea of lifelong training.

THE GRETA NETWORK

The Network of the National Education System

Adult training is one of the responsibilities of the National Education System, as important as its responsibility for the education of young people.

The 300 "groupings of educational establishments" (GRETA) of the National Education System are currently the foremost network for adult training in France.

A GRETA is made up of several schools in the public sector in close geographic proximity, who voluntarily co-operate to put combine their human and material resources in order to cater for adult students.

It should be said that with their own resources the GRETA compete on the open market with commercially available training services.

The partnerships that the GRETA have built up with companies, local administrative offices, the local community, collection agencies, and business federations, go to show the way in which the National Education system responds to its vocation of general, public, adult and child education. The GRETA are also prominent in the implementation of social policies encouraging job creation. The National Education system provides its partners and trainees with a network of competent local advisers, qualified vocational training teachers and local school establishments, equipped with modern materials:

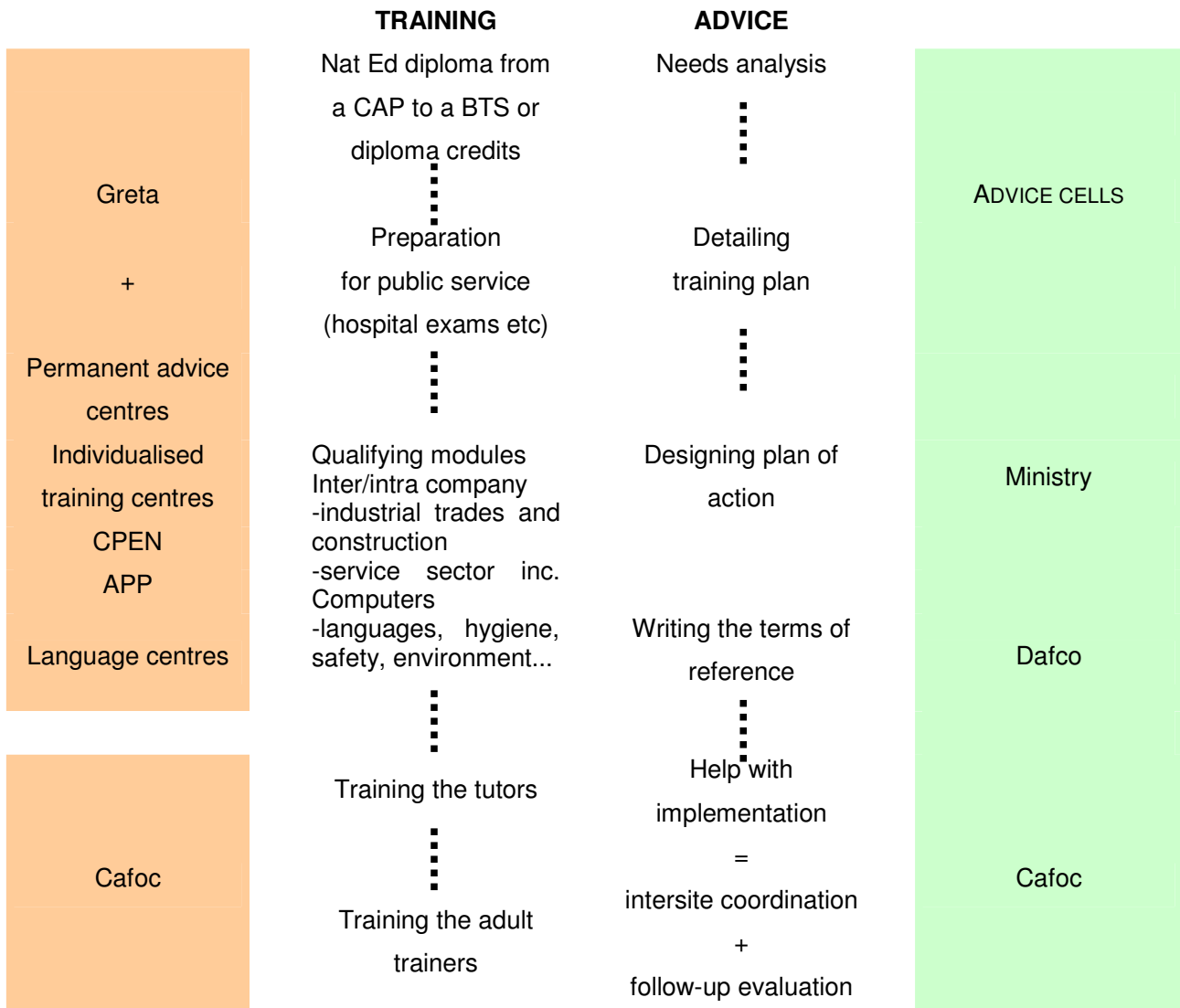
- On a local level, the GRETA, grouping of establishments.

- On an academic level, Academic Delegations for Further Education (DAFCO) and the Further Education Academic Centres (CAFOC).
- On a national level, the management of schools and colleges, within the National Education system.

Today, with the permanent worry about professionalism and its search for innovation, the service provided by the GRETA network goes much further than the mere act of training, to include giving advice to individuals and organizations about training expertise and engineering.

An efficient, sound, high quality answer can thus be supplied to all those working within the field of human resources to increase qualifications and skills, and this with the constraints of a rapidly changing society.

What is provided by the GRETA network of the National Education System



3.2.2. Turkey

The general context of Adult Training in Turkey

Starting from the beginning of the last century, there have been many efforts to improve teacher education. It began in 1924 with the Law on Unification of Education when all schools in Turkey were brought under a Ministry of National Education. Pre-school teacher education began in 1915, even before the Republic of Turkey was established in 1923. The former teacher education system for primary level teachers had separate systems for urban and rural schools, and a village program that educated students to return to their home villages as teachers. In 1954, the systems of separate village institutes were closed. The nation-wide training period for primary teachers was six years after primary education or three years after junior high school until 1971 when it was extended to seven years after elementary school. In 1973, the National Education Basic Law mandated higher education for all teachers. Since 1973, all teacher education in Turkey has been at the higher education level. Since 1981 with the Turkey's higher education reform law and the establishment of the Higher Education Council (YOK) in 1982 it has occurred at the universities. With the 1981 higher education reform, all 4-year teacher training institutions and 3-year foreign language high schools were transformed into 4-year faculties of education. Integration into the EU evokes new systemic changes in Turkish education. Today, there are 77 (53 public and 24 private) universities in Turkey. Out of 77, 50 (five private and 45 public) universities have faculties of education, most of which offer dual (both regular and evening) programs. Starting in 1998, all faculties of education in Turkey follow a standardized curriculum prescribed by the Higher Education Council.

The faculties of education are not the only providers of teachers.

Of those students enrolling in the faculties of science and letters, the ones who complete pedagogical course requirements (PGCE) in the faculties of education after having obtained a bachelor's degree in their fields of study are also eligible to apply for a secondary teaching position. Training teachers for different schools were carried out by different educational institutions.

All this process of transferring teacher education to universities was parallel to the trends in the European countries.

Turkish universities started the process of reconstruction in the Faculties of Education which would educate teachers equipped with basic skills in teaching environment. In the past, the institutions which trained teachers in Turkey could not be said to make adequate use of the innovations in educational technologies for teacher training. As a result, teachers were trained with lack of required knowledge and skills. In this respect, universities which have long served as the most important scientific centers assumed the role of educating teachers by means of Post-graduate education (PGCE) who would use their intellectual capacities and scientific backgrounds to produce solutions to the global issues.

In order to be among the developed countries, Turkish universities should be able to compete with their counterparts in every aspect of education. Quality should be made available in Turkish higher education rapidly and effectively to be able to take our place in the increasingly competitive world of science and technology. Moreover, it should be aimed to develop a teacher training model which enables recruiting teachers who can produce knowledge and can apply what s/he knows effectively.

Studies on restructuring process of teacher training systems have been carried out by the scholars, educators and scientists in the developed countries such as United States of America and Great Britain.

The outcomes of these studies have played a great role in training qualified teachers required by the system. In developed countries quality and efficiency regarding teacher training in accordance with pre-determined standards and criteria have been monitored and evaluated. Accordingly, teacher training system in Turkey has been revised with new innovations and approaches to teaching within the framework of faculty-school partnership provided by a protocol signed by MEB and YOK.

From a cultural point of view:

Although we are not a big country, of course there are some different cultures in Turkey. In our education system, teachers are aware of that, how important to integrate intercultural awareness activities into their teaching practice, and most important, that it is vital that teachers are fully careful on their own behavior and attitudes towards the representatives of other cultures. One of the main basic rules of our education system is not to divide on the contrary, combining the values.

While the teachers are being trained in training institutions, the system teaches many new aspects, methods, life style of other cultures. Because every culture has different background so, what is important for that culture is learned by the educators. If some characters are important for some cultures, teachers have to know this and respect the students who come from that culture. In that way Intercultural Awareness is built up in the classroom atmosphere. Every teacher has a task of encouraging their students to become intercultural speakers ... as We will myself.

For teachers the first step to intercultural understanding is self-understanding. I mean, teachers have to be aware of his/her cultural values first. So, the readings and discussions about his/her own and other cultures have had a great influence on his/her teaching practice.

We have been teaching language for many years and constantly explaining different cultures, comparing them with the local one and highlighting differences. This acquired knowledge from teacher training institution has so far proved very effective and beneficial to us, and we believe to our students as well. We appreciate the comprehensive knowledge we have been equipped with, and are very grateful for the accurate, insightful detailed feedback we have been receiving throughout the discussions we have had so far in our institutions. We have learned much, and we are confident that all the features we have covered are going to have a positive impact on our practice period.

In Turkey almost all educators have always been sensitive to intercultural issues they are aware of them at a more 'systematic' level.

They improve themselves and make better use of their skills and energy as a teacher by the help of in-service training as well. Recently, many training institutions and adult educators have made use of EU training programs and projects. Many things have changed and will go on changing parallel with the European level and developments.

3.2.3. Italy

The general context of Adult Training in Italy

Adult education was defined by the European Commission, in the Memorandum 2000, a *strategy for employment*. Adult education identifies itself with all the lifelong learning forms a person can use to develop his own knowledge and competences and to be able:

- to ask questions, to have analytical skills, to have access to available resources;
- to place himself in different living and working contexts.

More specifically, in Italy adult education (EDA) is made up by all the **formal** education opportunities, matured in the certified education and vocational training courses, and **non formal**, as culture, health, social, physical education, addressed to all adult citizens and organized by Permanent Territorial Centres (CTP), and by upper secondary schools.

Basically there are two structures providing adult education. The first of them falls under the responsibility of the Ministry of Public Education (*MPI*). The second, providing continuing vocational training (*Formazione Professionale Continua: FPC*) for adult workers, is organized by regional authorities.

Anyway, activities in non formal adult education are carried out either by public bodies (ministries, regional, provincial and local administrations) or private bodies (associations, enterprises, various profit-making organisations).

Financing

The adult education system is financially supported by resources allocated by the State, the Regions, the local authorities and a number of public and private agencies, possibly with the addition of other resources allocated by the European Union.

Organization

Types of training establishments

Adult education within the school system provides for the creation of Permanent Territorial Centres for adult education and training. These centres can be located in schools of any level or type, and the objectives and priorities are set by the regional integrated training plan and coordinated by the local authorities and the social partners. The centres are designed to serve as points where adult education and training can be organised on the basis of needs, planning, consultation and the implementation and management of initiatives and where documentation can be gathered and disseminated. Through the work of their coordinators, these centres are in contact with public and private actors involved in education and training.

Admission requirements

The activities of the territorial centres are open to all adults who have reached the age of 15 years who do not have a school leaving certificate and to adults who have a school leaving certificate but intend to enrol for education and training courses. Priority access to the activities of the centres is guaranteed for those who must obtain a school leaving certificate.

Objectives

Each centre provides a service aimed at combining the right to education with the right to vocational guidance, career advice and training. This includes training and cultural and functional literacy, cultural consolidation and promotion, re-motivation and re-orientation, the acquisition and consolidation of specific knowledge and skills, pre-professional and vocational retraining.

Time and place

The activities of the centre are ongoing, but the integrated education and training courses must be guaranteed for at least 200 hours a year. The Teachers' Committee decides on the syllabus and sets the calendar (number of days of attendance per week, number of hours per day and per week and distribution throughout the year).

The curriculum

The Teachers' Committee also decides on the organisational models for the various activities and defines the training courses offered according to individual course options which are negotiated and structured according to groups of interest, laboratory/workshop activities, placements and individualised activities.

In cooperation with the other staff members working in the centre, the teachers gather information to identify the resources, needs, expectations and interests of each student enrolled. The personal qualifications include the cultural credits based on the training and work experience of each student. Based on the information gathered, the Teachers' Committee negotiates with each student who enrolls to define an appropriate specific course of education and training. As part of this process, they set the objectives, methods and timescale of the course and the arrangements for adaptation, ongoing testing and assessment. The result of this process is the training agreement which is based on the initial analysis of each student's situation.

Quality control

A national technical committee has been set up within the Ministry of Education with responsibility for the orientation, monitoring, support and assessment of adult education and training actions. Based on the information supplied by the national technical committee, the Ministry monitors the introduced innovations and ensures the necessary assistance and the dissemination of the documentation.

Assessment, certification and recognition

At the end of the activities of the centre, one or more of the following certificates are issued: a primary school certificate, a lower secondary school diploma, a certificate of award of the qualification and the credits that can be used in vocational training or a vocational qualification certificate and certification of the credits that can be used in the school system.

For each adult who takes part in training, a personal portfolio is kept. This is a record not only of the credits recognised when the student joins the course, but also of the actual activities completed along with the number of hours and the related cultural and vocational field and a summary of the skills, qualifications and certificates obtained.

The certification arrangements for the awarding of certificates connected with initial vocational training are based on the agreements with the public and private agencies which help with the activities, according to the suggestions and guidelines set out by the provincial committee.

For students who have not obtained the final qualification and/or vocational and cultural certificate provided for by the training agreement, any credits they acquire are mentioned in the personal portfolio. The coordinator of the centre issues a certificate of attendance to these students.

The centres run literacy classes, leading to the elementary school leaving certificate, and courses for workers, leading to the lower secondary school leaving certificate, which more than one third of workers aged over 40 do not hold. These workers are employed in the lowest levels of industry and the service industries. The lower secondary school leaving certificate is a necessary qualification for employment in public services. These courses, also known as "150 hours" courses, were initially followed by employed workers, but over the years they have increasingly been followed by adults looking for a first job or returning to the labour market and by others, such as foreigners from countries outside the European Union, who have too little knowledge of Italian to be able to operate in the country.

4. Teaching activities, created by the partnership, aimed at changing the learner's point of view

4.1. Listening Activities

EXERCISE 1

"ONE THEME, VARIOUS SONGS"

Presentation of the activity	Detailed listening comprehension
Type of activity	Listening
Duration	1 hour maximum.
Instruments	3 songs on the same theme, by 3 different singers (choose well distinguishable singers – different generations or opinions, men and women, different musical styles)
Number of students	Sub-groups of 3 to 5 learners in semi-autonomy for the listening part, and then whole group.
Students' skills	B1 upwards
Language used	English
Students' outcomes	<p>Make learners think more about how a same general theme is presented in many different ways and many different approaches by different songwriters. Being confronted with those various approaches, they can become aware of the fact that even within the same country, nation and "culture", there are many different ways to see things and to analyze them. Examples of themes : freedom, love, nation, nature, a political event, etc.</p> <p>Outside its obvious interest in listening practice ("detailed comprehension"), this type of activity helps learners know more about different songwriters and singers of a same country and culture, and helps them enrich their vocabulary.</p>
Way(s) used to motivate the students	<p>Description of the activity :</p> <ol style="list-style-type: none"> 1. Explain the objective of the activity, and the different phases. Give the titles of the different songs, the names of the songwriters and singers, as well as the general theme of the songs. Ask the group to think of possible words or phrases related to that theme, and to explain the reasons for their choice. Write down the words on the board. 2. Phase 1 : detailed comprehension. Each sub-group chooses one song and tries to write down the lyrics full detailed comprehension technique or with the help of parts of the transcript, depending on the learners' level). The teacher passes from one group to another in order to help them when necessary. 3. Phase 2 : Each sub-group chooses the words or sentences they think express the singer's opinion on the theme, and agrees on the best way to present their choice orally. 4. Phase 3 : Each group presents its analysis of the song(s) they had to listen to, and has the other participants listen to the parts of the songs illustrating the analysis. The different presentations can lead to group discussion about the different approaches of the same theme, and possibly to a debate about the learners' opinions on the theme. 5. Teacher gives the whole transcript of all the songs. Learners can then listen to the songs with or without the transcript.
Way(s) used to help the students to learn to learn	
Evaluation of the activity	
Additional comments	

EXERCISE 2

"WHAT DO THEY THINK OF US ?"

Presentation of the activity	Global comprehension on stereotypes
Type of activity	Listening
Duration	Depending on the duration of the interviews (45 mn maximum).
Instruments	Radio or video interviews of various people from the target culture expressing their opinion about the learners' mother culture : "The French / Germans / Italians / .../ are ..."
Number of students	Whole group, or, if there are many interviews, various sub-groups of 4 to 5 learners. Each sub-group will listen to 2 to 3 interviews.
Students' skills	B1 upwards
Language used	English
Students' outcomes	Develop learners awareness about national stereotypes. What they might think about target culture and about people talking the target language is thus put into question.
Way(s) used to motivate the students	<p>Description of the activity :</p> <ol style="list-style-type: none"> 1. Before listening to the interview, ask the learners to express their opinion about the target culture : "Give 3 adjectives defining the Americans / Italians / Japanese / ..." Write all the adjectives on the board, without discussing the learners' opinions. 2. Listening comprehension activity : ask the group or the sub-groups to listen to the various interviews and to write down the different opinions expressed about the learners' culture. 3. Learners compare all the opinions expressed by the different people interviewed, and say if they agree or not with those opinions. Have them justify their points of view : "I agree : we really are like that, because..." or "no, I don't agree, we're not like that, because..." 4. At the end of the debate, get back to the words written on the board, and ask the learners if they still think the same about the target culture. Lead them to discuss the notion of national stereotypes, and if possible, of stereotypes in general.
Way(s) used to help the students to learn to learn	
Evaluation of the activity	
Additional comments	

EXERCISE 3

"WHAT A STRANGE COUNTRY !"

Presentation of the activity	Global comprehension on different opinions
Type of activity	Listening
Duration	Depending on the duration of the interviews (45 mn maximum).
Instruments	Radio or video interviews of various people from the target culture answering various questions on the theme : "When you first visited France / Italy / Spain / ..." (learners' home country), what surprised / schocked / interested you most ?"
Number of students	Whole group, or, if there are many interviews, various sub-groups of 4 to 5 learners. Each sub-group will listen to 2 to 3 interviews.
Students' skills	B1 upwards
Language used	English
Students' outcomes	Develop learners awareness about cultural differences. What they might think about target culture and about people talking the target language is thus put into question.
Way(s) used to motivate the students	<p>Description of the activity :</p> <ol style="list-style-type: none"> 1. Listening comprehension activity : ask the group or the sub-groups to listen to the various interviews and to write down the different opinions expressed by the people interviewed. 2. Learners compare all the opinions expressed by the different people interviewed, and say if they agree or not with those opinions. Have them justify their points of view.
Way(s) used to help the students to learn to learn	
Evaluation of the activity	
Additional comments	

EXERCISE 4
« LOTS OF STRANGE WORDS... »

Presentation of the activity	Detailed comprehension (mother tongue in a foreign document)
Type of activity	Listening
Duration	15 mn maximum (learners are beginners, and listening comprehension is a very tiring and demanding activity).
Instruments	Any oral document in the target language, in which various words from the learners' mother tongue appear.
Number of students	Whole group.
Students' skills	A1 upwards
Language used	English
Students' outcomes	Right from the beginning of the learning process, the aim of this activity is to develop learners' awareness of the criss-crossings of words between different languages. This activity can be done during the very first class sessions, since it is not as difficult as it seems to be. Learners usually see it as a game : it is funny for them to discover how words from their own language can be « mispronounced » by foreigners. They also discover that the same is true for their mother tongue, and that all languages are made of « cross-cultural mixtures ».
Way(s) used to motivate the students	<p>Description of the activity :</p> <p>1. The teacher explains the aim of the activity : detailed comprehension, in which learners, while listening to a document, will have to try and recognize various (teacher says how many) words from their own language.</p> <p>2. Learners listen to the first sentence. The teacher asks if they recognized a word of their own language. If there is none, teacher passes on to the next sentence. If there is one and someone finds it, the teacher asks the person to try and pronounce it in the « foreign » way, just as it is pronounced in the document. If there is one and nobody found it, have them listen to the sentence again. If nobody finds it, give a clue, until someone comes up with the right word. Write the word on the board.</p> <p>3. Every time there is a « mother tongue » word in a sentence, teacher does the same thing as in 2.</p> <p>4. At the end of the activity, ask the learners to try and pronounce the words written on the board as they are pronounced on the tape.</p> <p>5. Write on the board other mother tongue words « adopted » by the target language, and ask students to pronounce them as they think a native speaker of the target language would pronounce them.</p>
Way(s) used to help the students to learn to learn	
Evaluation of the activity	
Additional comments	

4.2. Reading Activities

EXERCISE 1

"A SPECIAL CHRISTMAS PRESENT"

Presentation of the activity	Introduction of the text topic by the teacher
Type of activity	Reading
Duration	2 Hours
Instruments	Handouts, the whiteboard
Number of students	20
Students' skills	Beginner
Language used	English
Students' outcomes	<ul style="list-style-type: none"> • Ss learn new vocabulary. • Ss learn new structures. • Ss learn about new topics (The Titanic, air pollution, etc.) • While the T is reading, the SS improve their pronunciation.
Way(s) used to motivate the students	<ul style="list-style-type: none"> • Before delivering the handouts, the T asks some questions about the topic to arouse the SS' interests. • The T gives some background information on the topic. • The T pre-teaches the key words that will appear in the text
Way(s) used to help the students to learn to learn	<ul style="list-style-type: none"> • The T gives an assignment and makes the SS rewrite the whole story in their own words. • The T gives an assignment and makes the SS make up new sentences about their daily lives using the new vocabulary that appears in the text.
Evaluation of the activity	<ul style="list-style-type: none"> • The SS improved their pronunciation. • The SS learned new vocabulary & structures. • They learned about new topics and their general knowledge improved. • The answers were wrong with a percentage of 10 %. • The SS were successful in rewriting the story in their own words. • The SS were able to understand the text after the T gave the key words.
Additional comments	The SS had difficulty in writing for a limited topic like in item iv. so our proposal is like that: The T gives an assignment and makes the SS write a free-topic composition using the new vocabulary that appears in the text.

Organization of the lesson

Pre-Reading activities:

- i. Ss look at the picture(s) and guess what's happening.
- ii. Ss tell their guessing to the T.
- iii. The teacher teaches the key words that will appear in the text (Pre-teaching vocabulary)

While-Reading activities.

- i. Teacher reads the story slowly to emphasize the pronunciation.
- ii. Ss read the story silently.

- iii. Ss write the key words which they remember from the text (a kind of summary).

Post-Reading activities.

- i. The SS answer the questions about the text.
- ii. The T explains (translates when necessary) the unclear parts of the text.
- iii. The T gives an assignment and makes the SS rewrite the story in their own words.
- iv. The T gives an assignment and makes the SS make up new sentences about their daily lives using the new vocabulary that appears in the text.

IN PRACTICE

Pre-Reading activities:

- i. Ss look at the picture(s) and guess what's happening

THE STORY

David wants to buy a Christmas present for a very special person, his mother. David's father gives him \$5.00 a week pocket money and David puts \$2.00 a week into his bank account. After three months David takes \$20.00 out of his bank account and goes to the shopping mall. He looks and looks for a perfect gift.

Suddenly he sees a beautiful brooch in the shape of his pet. He says to himself "Mother loves jewelry, and the brooch \$17.00." He buys the brooch and takes it home. He wraps the Christmas paper and places it under the tree. He is very excited and he is looking forward to Christmas morning to see the joy on his mother's face.



favourite
costs only
present in
excited



But when his mother opens the present she screams with fright because she sees a spider.

- ii. Ss tell their guessing to the T.:

“There is a Christmas tree and chameleon”,
 “The spider is looking at us”,
 “The spider is walking”, etc.

- iii. The teacher teaches the key words that will appear in the text (Pre-teaching vocabulary) Such as “special, person, Christmas, pocket money, bank account, take out of, mall, gift, brooch, jewelry and joy”.

2. While-Reading activities.

- i. Teacher reads the story slowly to emphasize the pronunciation.

.....

- ii. Ss reads the story silently.

.....

- iii. Ss write the key words which they remember from the text (a kind of summary).

Such as; Christmas, present, pocket money, bank account, shopping mall, gift, brooch, buy, wrap, joy, scream, fright and spider.

3. Post-Reading activities.

i. The SS answer the questions about the text.

Read the text and answer the questions.

- 1** What does David want to buy his Mother?
 - a) a special birthday present
 - b) a Christmas present
 - c) a spider ring

- 2** Who does David get his money from?
 - a) his pet
 - b) his mother
 - c) his father

- 3** How much money does David have in the bank?
 - a) \$20.00
 - b) \$5.00
 - c) \$17.00

- 4** What does David buy his mother?
 - a) a ring
 - b) a brooch
 - c) a spider

- 5** What does David do with the present when he takes it home?
 - a) he gives it to his mother
 - b) he wraps it in Christmas paper
 - c) he is very excited

- 6** Why does David's mother scream?
 - a) because the present is beautiful
 - b) because she doesn't like Christmas presents
 - c) because she thinks she sees a real spider

- 7** Why does David buy a spider brooch?
 - a) spiders are his favourite pet
 - b) he loves Christmas
 - c) to scare his mother

- 8** Where does David put the present on Christmas Eve?
 - a) under his pillow
 - b) under a spider
 - c) under the Christmas tree

Write the correct answers in the gaps. Choose your answers from the box.

bank brooch mall money opens paper present spider tree

David saves up his pocket to buy a Christmas for his mother. After three months, he takes \$20.00 out of his account and goes to the . He buys a beautiful for his mother. He wraps it in Christmas and places it under the Christmas . But when his mother the gift, she screams, because she sees a .

**ii. The T explains (translates when necessary) the unclear parts of the text.
Unclear parts:**

- He is very excited and he is looking forward to Christmas morning to see the joy on his mother's face.
- But when his mother opens the present, she screams with fright because she sees a spider.

These sentences are explained and translated into mother tongue.

iii. The T gives an assignment and makes the SS rewrite the story in their own words.

Here are some examples of rewriting the story.

- David goes to mall. He takes present . Her mother opens present . She screams . She sees a spider.
- David wants to buy a Christmas present for a very special person, his mother. David takes \$ 20 out of his bank account . After he goes to shopping. He takes brooch . He is very excited. Christmas morning to see the joy on his mother 's face . But his mother looks present , she screams because she sees a spider.
- David goes to the mall. He takes Christmas present his mother. He gives present his mother . His mother be happy.

iv. The T gives an assignment and makes the SS make up new sentences about their daily lives using the new vocabulary that appears in the text.

- I go to the mall. I buy to the Spiderman toys in the mall. I tear paper. I see brooch in the mall. I say It is a nice brooch.
I go to school. I come to house. My father gives pocket money. I watch Spiderman. I plant tree in the garden. I buy paper to my lesson. I open the door my room. Sometimes I see a spider in my room and I scream.

EXERCISE 2

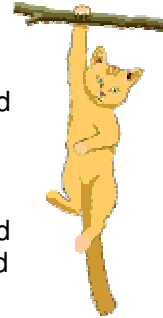
"TWO SISTERS AND THE CAT"

THE STORY

Mrs Wilson and Mrs Smith are sisters. Mrs Wilson lives in a house in Duncan and Mrs Smith lives in a condominium in Victoria. One day Mrs Wilson visited her sister. When her sister answered the door Mrs Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs Smith said "My cat Sammy died last night and I have no place to bury him".



She began to cry again. Mrs Wilson was very sad because she knew her sister loved the cat very much. Suddenly Mrs. Wilson said "I can bury your cat in my garden in Duncan and you can come and visit him sometimes. Mrs. Smith stopped crying and the two sisters had tea together and a nice visit.



It was now five o'clock and Mrs Wilson said it was time for her to go home. She put on her hat, coat and gloves and Mrs Smith put the dead Sammy into a shopping bag. Mrs Wilson took the shopping bag and walked to the bus stop. She waited a long time for the bus so she bought a newspaper. When the bus arrived she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop she got off the bus and walked for about two minutes. Suddenly she remembered she left the shopping bag on the bus.



[Story by Laurie Buchanan]

1) **Read the text and answer the questions.**

1 Where does Mrs. Smith live?

- in a condominium in Duncan
- in a condominium in Victoria
- in a house in Duncan

2 Why is Mrs. Smith upset?

- because her sister came to see her cat
- because her cat died
- because Mrs Wilson was sad

3 What did Mrs. Wilson do?

- take the cat with her on the bus
- put her gloves in the shopping bag
- prepare dinner for her sister

4 Who did Sammy the cat live with?

- Mrs Wilson
- Mrs Smith
- Mrs Wilson and Mrs Smith

5 What time did Mrs. Wilson go home?

- when the bus arrived
- at 5 p.m.
- after she walked for two minutes

6 How did Mrs. Wilson go home?

- walked for two minutes before she caught the bus
- read a newspaper on the bus
- took a bus

7 What did Mrs. Wilson forget?

- the newspaper
- her handbag
- the shopping bag

8 Where did Sammy die?

- in Mrs Smith's house in Duncan
- in Mrs Wilson's garden
- in Victoria

2) Type the correct answers in the gaps. Choose your answers from the box.

**answered arrived asked come died got knew lives loved put
remembered said saw stopped took visited waited walked**

Mrs Wilson and Mrs Smith are sisters. Mrs Wilson in a house in Duncan and Mrs Smith lives in a condominium in Victoria. One day Mrs Wilson her sister. When her sister the door Mrs Wilson tears in her eyes. "What's the matter?" she . Mrs Smith said "My cat Sammy last night and I have no place to bury him".

She began to cry again. Mrs Wilson was very sad because she her sister the cat very much. Suddenly Mrs. Wilson said "I can bury your cat in my garden in Duncan and you can and visit him sometimes. Mrs. Smith crying and the two sisters had tea together and a nice visit.

It was now five o'clock and Mrs Wilson it was time for her to go home. She on her hat, coat and gloves and Mrs Smith put the dead Sammy into a shopping bag.

Mrs Wilson the shopping bag and to the bus stop. She a long time for the bus so she bought a newspaper. When the bus she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper.

When the bus arrived at her bus stop she off the bus and walked for about two minutes. Suddenly she she left the shopping bag on the bus.

EXERCISE 3

"NASREDDIN AND THE SMELL OF SOUP"

Presentation of the activity	Introduction of the text topic by the teacher
Type of activity	Reading
Duration	2 Hours
Instruments	Handouts, the whiteboard
Number of students	20
Students' skills	Beginner
Language used	English
Students' outcomes	<ul style="list-style-type: none"> • Ss learn new vocabulary. • Ss learn new structures. • Ss learn about new topics (The Titanic, air pollution, etc.) • While the T is reading, the SS improve their pronunciation.
Way(s) used to motivate the students	<ul style="list-style-type: none"> • Before delivering the handouts, the T asks some questions about the topic to arouse the SS' interests. • The T gives some background information on the topic. • The T pre-teaches the key words that will appear in the text
Way(s) used to help the students to learn to learn	<ul style="list-style-type: none"> • The T gives an assignment and makes the SS rewrite the whole story in their own words. • The T gives an assignment and makes the SS make up new sentences about their daily lives using the new vocabulary that appears in the text.
Evaluation of the activity	<ul style="list-style-type: none"> • The SS improved their pronunciation. • The SS learned new vocabulary & structures. • They learned about new topics and their general knowledge improved. • The answers were wrong with a percentage of 15 %. • The SS were successful in rewriting the story in their own words. • The SS were able to understand the text after the T gave the key words.
Additional comments	The SS had difficulty in writing for a limited topic like in item 3iv. So our proposal is like that: The T gives an assignment and makes the SS write a free-topic composition using the new vocabulary that appears in the text.
Tester's point of view	Nice story made more interesting by the chance fact that some students knew different versions of the same story and told their class. There isn't much intercultural dimension, but one may exploit the judge's decision to compare/contrast him with a judge's expected behaviour in one's own country.

Organization of the lesson

Pre-Reading activities:

- i. Ss look at the picture(s) and guess what's happening.
- ii. Ss tell their guessing to the T.
- iii. The teacher teaches the key words that will appear in the text (Pre-teaching vocabulary)

While-Reading activities.

- i. Teacher reads the story slowly to emphasize the pronunciation.

- ii. Ss read the story silently.
- iii. Ss write the key words which they remember from the text (a kind of summary).

Post-Reading activities.

- i. The SS answer the questions about the text.
- ii. The T explains (translates when necessary) the unclear parts of the text.
- iii. The T gives an assignment and makes the SS rewrite the story in their own words.
- iv. The T gives an assignment and makes the SS make up new sentences about their daily lives using the new vocabulary that appears in the text.

IN PRACTICE

Pre-Reading activities:

- i. Ss look at the picture(s) and guess what's happening.

THE STORY

One day, a poor man, who had only one piece of bread to eat, was walking past a restaurant. There was a large pot of soup on the table. The poor man held his bread over the soup, so the steam from the soup went into the bread, and gave it a good smell. Then he ate the bread.

The restaurant owner was very angry at this, and he asked the man for money, in exchange for the steam from the soup. The poor man had no money, so the restaurant owner took him to Nasreddin, who was a judge at that time. Nasreddin thought about the case for a little while.

Then he took some money from his pocket. He held the coins next to the restaurant owner's ear, and shook them, so that they made a jingling noise.

"What was that?" asked the restaurant owner.

"That was payment for you," answered Nasreddin.

"What do you mean? That was just the sound of coins!" protested the restaurant owner.

"The sound of the coins is payment for the smell of the soup," answered Nasreddin. "Now go back to your restaurant."



- ii. Ss tell their guessing to the T.:

"We can see a large pot of soup and a spoon",

"The soup is quite hot",

"It looks ready to be eaten", etc.

- iii. The teacher teaches the key words that will appear in the text (Pre-teaching vocabulary)

Such as "piece of bread, pot of soup, steam, in exchange for, for a little while, payment, What do you mean, protest, go back".

2. While-Reading activities.

- i. Teacher reads the story slowly to emphasize the pronunciation.

.....

- ii. Ss reads the story silently.

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

iii. Ss write the key words which they remember from the text (a kind of summary).

Such as; bread , restaurant , pot of soup , a good smell , money , no money , judge , coins , restaurant owner , a jingling noise , protested , go back .

3. Post-Reading activities.

i. The SS answer the questions about the text.

Read the text and answer the questions.

2 What food did the poor man have?

- a) soup
- b) bread
- c) nothing

2 What kind of food did he see in the restaurant?

- a) bread
- b) meat
- c) soup

3 Why did he hold the bread over the soup?

- a) So the steam from the soup would go into the bread.
- b) So he could warm his hand.
- c) So the restaurant owner would get angry.

4 Why did the restaurant owner take the poor man to Nasreddin?

- a) Because Nasreddin was a judge.
- b) So that Nasreddin could pay for the soup.
- c) Because Nasreddin was the man's relative.

5 What did Nasreddin do with the coins?

- a) He gave them to the restaurant owner.
- b) He made a noise with them.
- c) He gave them to the poor man.

6 What was the payment for the smell of the soup?

- a) the sound of Money
- b) a few coins
- c) there was no payment

Write the correct answers in the gaps. Choose your answers from the box.

judge	smell	soup	money	poor	owner	ear	pay	money	steam
	payment	restaurant	sound	coins	bread				

One day, a [] man was passing a []. He saw a pot of hot [] on the table, so he held his piece of [] over the pot to catch the [] from the soup. The restaurant [] wanted him to [] for the steam, but the poor man had no []. Nasreddin was asked to [] the case.

Nasreddin shook some [] next to the [] of the restaurant owner. He said that the [] of the [] was [] for the [] of the soup.



ii. The T explains (translates when necessary) the unclear parts of the text.

Unclear parts:

- The poor man held his bread over the soup, so the steam from the soup went into the bread, and gave it a good smell.
- The restaurant owner was very angry at this, and he asked the man for money, in exchange for the steam from the soup.
- The sound of the coins is payment for the smell of the soup

These sentences are explained and translated into mother tongue.

iii. The T gives an assignment and makes the SS rewrite the story in their own words.

Here are some examples of rewriting the story.

- A poor man wants soup but the owner of the restaurant doesn't give it. He takes the poor man to Nasreddin for punishment. But the judge (Nasreddin) punish the owner of the restaurant.
- One day, a poor man held his bread over the soup in the restaurant , then he ate the bread. But the owner of the restaurant was not happ with this. He took the poor man to the judge to be punished. After the judge listened him he thought different from him . And the judge gave his decision . He gave money to the owner of the restaurant by the sound of coins. But the owner of the restaurant was not happy with this decision.
- A poor man wanted to eat bread with the smell of soup. The owner of the restaurant was not a good man , so he refused this and asked for the money. But the poor man couldn't give him money . So the owner of the restaurant took the man judge to take his money. However , the judge said "The sound of the coins is payment for the smell of the soup " and sent him without money.

iv. The T gives an assignment and makes the SS make up new sentences about their daily lives using the new vocabulary that appears in the text.

(Two examples are like that:)

- I go to a restaurant to eat soup every day. But, sometimes I don't have money for it. So, I use the smell of the soup for my breakfast. I use coins to buy something from coke machine. When I have no money to buy something from market, I help the owner of the market, so he gives me what I want.
- My father has a market. He has lots of coins. Sometimes he gives me some coins to go to a restaurant. My best friend is Ahmet. He is son of Judge. He is not poor. So, he gives lots of money to his son. His son and me sometimes go to a restaurant to eat soup.

Source: http://www.readingmatrix.com/directory/pages/Reading_Comprehension_Beginner/

EXERCISE 4

"NASREDDIN AND THE BEGGAR"

Presentation of the activity	Introduction of the text topic by the teacher
Type of activity	Reading
Duration	2 Hours
Instruments	Handouts, the whiteboard
Number of students	20
Students' skills	Beginner
Language used	English
Students' outcomes	<ul style="list-style-type: none"> • Ss learn new vocabulary. • Ss learn new structures. • Ss learn about new topics (The Titanic, air pollution, etc.) • While the T is reading, the SS improve their pronunciation.
Way(s) used to motivate the students	<ul style="list-style-type: none"> • Before delivering the handouts, the T asks some questions about the topic to arouse the SS' interests. • The T gives some background information on the topic. • The T pre-teaches the key words that will appear in the text
Way(s) used to help the students to learn to learn	<ul style="list-style-type: none"> • The T gives an assignment and makes the SS rewrite the whole story in their own words. • The T gives an assignment and makes the SS make up new sentences about their daily lives using the new vocabulary that appears in the text.
Evaluation of the activity	<ul style="list-style-type: none"> • The SS improved their pronunciation. • The SS learned new vocabulary & structures. • They learned about new topics and their general knowledge improved. • The answers were wrong with a percentage of 10 %. • The SS were successful in rewriting the story in their own words. • The SS were able to understand the text after the T gave the key words.
Additional comments	The SS had difficulty in writing for a limited topic like in item iv. So our proposal is like that: The T gives an assignment and makes the SS write a free-topic composition using the new vocabulary that appears in the text.
Tester's point of view	Quite a lot of students didn't grasp the main point in the story as it can be seen by their answers to the last question. 1 person did not answer n. 5, while 11 got it wrong, choosing "c" instead of "b". It is surprising but, even after they got it, they did not quite see the humour in it. The story is nice, but there isn't much intercultural in it.

Organization of the lesson

Pre-Reading activities:

- i. Ss look at the picture(s) and guess what's happening.
- ii. Ss tell their guessing to the T.
- iii. The teacher teaches the key words that will appear in the text (Pre-teaching vocabulary)

While-Reading activities.

- i. Teacher reads the story slowly to emphasize the pronunciation.
- ii. Ss read the story silently.
- iii. Ss write the key words which they remember from the text (a kind of summary).

Post-Reading activities.

- i. The SS answer the questions about the text.

- ii. The T explains (translates when necessary) the unclear parts of the text.
- iii. The T gives an assignment and makes the SS rewrite the story in their own words.
- iv. The T gives an assignment and makes the SS make up new sentences about their daily lives using the new vocabulary that appears in the text.

IN PRACTICE

Pre-Reading activities:

- i. Ss look at the picture(s) and guess what’s happening.

THE STORY

One day, Nasreddin was up on the roof of his house, mending a hole in the tiles. He had nearly finished, and he was pleased with his work. Suddenly, he heard a voice below call "Hello!" When he looked down, Nasreddin saw an old man in dirty clothes standing below. "What do you want?" asked Nasreddin. "Come down and I'll tell you," called the man. Nasreddin was annoyed, but he was a polite man, so he put down his tools. Carefully, he climbed all the way down to the ground. "What do you want?" he asked, when he reached the ground. "Could you spare a little money for an old beggar?" asked the old man. Nasreddin thought for a minute. Then he said, "Come with me." He began climbing the ladder again. The old man followed him all the way to the top. When they were both sitting on the roof, Nasreddin turned to the beggar. "No," he said.



- ii. Ss tell their guessing to the T.:

"There is a beggar", "He is too old."
 "He is walking with a stick",

- iii. The teacher teaches the key words that will appear in the text (Pre-teaching vocabulary)

Such as "roof, mend, tile, looked down, Come down, annoyed, ladder".

2. While-Reading activities.

- i. Teacher reads the story slowly to emphasize the pronunciation.

.....

- ii. Ss reads the story silently.

.....

- iii. Ss write the key words which they remember from the text (a kind of summary).

Such as; up on the roof, mending a hole in the tiles, pleased with his work, Come down and I'll tell you, annoyed, reached the ground, spare a little money, old beggar, turned,.

3. Post-Reading activities.

- i. The SS answer the questions about the text.

Read the text and answer the questions.

- 1 **Why was Nasreddin on the roof of his house?**
 - a) He was looking at the view.
 - b) He was waiting for the old man.
 - c) He was fixing the roof.

- 2 **Who was the old man?**
 - a) a beggar
 - b) Nasreddin's friend
 - c) a roof-mender

- 3 **Why was Nasreddin angry?**
 - a) It was a hot day.
 - b) He knew the beggar only wanted money.
 - c) It was a long way to go down the ladder.

- 4 **Why did Nasreddin go down the ladder?**
 - a) He wanted to get away from his work.
 - b) Because the beggar asked him to.
 - c) He wanted to speak to the beggar.

- 5 **Why did Nasreddin make the beggar climb up the ladder?**
 - a) He wanted to show him the view from the roof.
 - b) He wanted to get his revenge on the beggar.
 - c) He wanted the beggar to help him fix the roof.

Write the correct answers in the gaps. Choose your answers from the box.

No roof beggar ground man climb money mending wanted down

Nasreddin was a hole in his , when an old called to him. Nasreddin asked what he , but the old man asked him to come before he would tell him.

Nasreddin came down to the . Then the old man, who was a , asked him for .

Nasreddin did not reply. He asked the man to up to the roof with him. When they reached the roof, Nasreddin said ".



**ii. The T explains (translates when necessary) the unclear parts of the text.
Unclear parts:**

- "Come down and I'll tell you," called the man.
- Nasreddin was annoyed, but he was a polite man, so he put down his tools.
- The old man followed him all the way to the top.

These sentences are explained and translated into mother tongue.

iii. The T gives an assignment and makes the SS rewrite the story in their own words.

Here are some examples of rewriting the story.

- One day While Nasreddin was working on the roof, a beggar came and asked for money .Nasreddin was not happy with this man . Because the beggar told him to come down. Nasreddin didn't answer his question and he told a beggar to follow him .But when they reached the roof , Nasreddin said no.
- A beggar wanted to say something to Nasreddin but Nasreddin asked what do you want . A beggar didn't say what he wanted . Nasreddin climbed down and asked what do you want .The beggar said "could you give me money ?" Nasreddin was angry so he didn't give the beggar any money. And he punished the beggar .

iv. The T gives an assignment and makes the SS make up new sentences about their daily lives using the new vocabulary that appears in the text.

(Two examples are like that:)

- In spring time I mend the roof in my house . To reach the roof I use a ladder . I climb up to the roof. My house is on the street so, many beggars come to my house every week . But usually I don't give money to the beggars. Because I believe they have to work to earn their life.
- My father works as a repairman . He has a shop . He repairs the broken cars. Every day some beggars come to his shop to ask money . My father sometimes gives money sometimes he doesn't give money. Because he says some beggars don't need money but they ask for the money. Sometimes he offers the beggars to work with him and earn money by repairing the things.

Source: http://www.readingmatrix.com/directory/pages/Reading_Comprehension_Beginner/

4.3. Speaking Activities

EXERCISE 1 "FAVOURITE TYPES OF CLOTHES"

Presentation of the activity	The teacher tells the students that they will do a group work for the activity and to form groups of three.
Type of activity	Speaking
Duration	2 Hours
Instruments	Handouts-pictures
Number of students	24
Students' skills	Beginner
Language used	English
Evaluation of the activity	<ul style="list-style-type: none"> • The SS improved their feeling of self-confidence by learning to describe the things they see. • The SS learned new vocabulary & structures. • They learned about new topics and their general knowledge improved.
Way(s) used to motivate the students	<ul style="list-style-type: none"> • Before delivering the pictures, the T asks some questions about the SS' interest of clothes, fashion, etc. • The T gives some background information on the topic. • The T pre-teaches the key words that will possibly be needed.
Way(s) used to help the students to learn to learn	The T gives a short in-class assignment and makes the SS describe their favourite type of clothes.
Additional comment	<ul style="list-style-type: none"> ➤ You can make it into a competition, when the winner is the group to finish first; mistakes can be penalized by adding half a minute to their time. However, if you have a very competitive group, the activity might turn into chaos with students hurrying and interrupting one another. ➤ It's best done with pictures of people of the same sex and preferably same age/height/build so that students should really concentrate on the clothes.
Students' outcomes	<ul style="list-style-type: none"> • Ss learn new vocabulary. • Ss learn new description styles for clothes. • Ss feel free to use the language due to the group work feeling.

IN PRACTICE

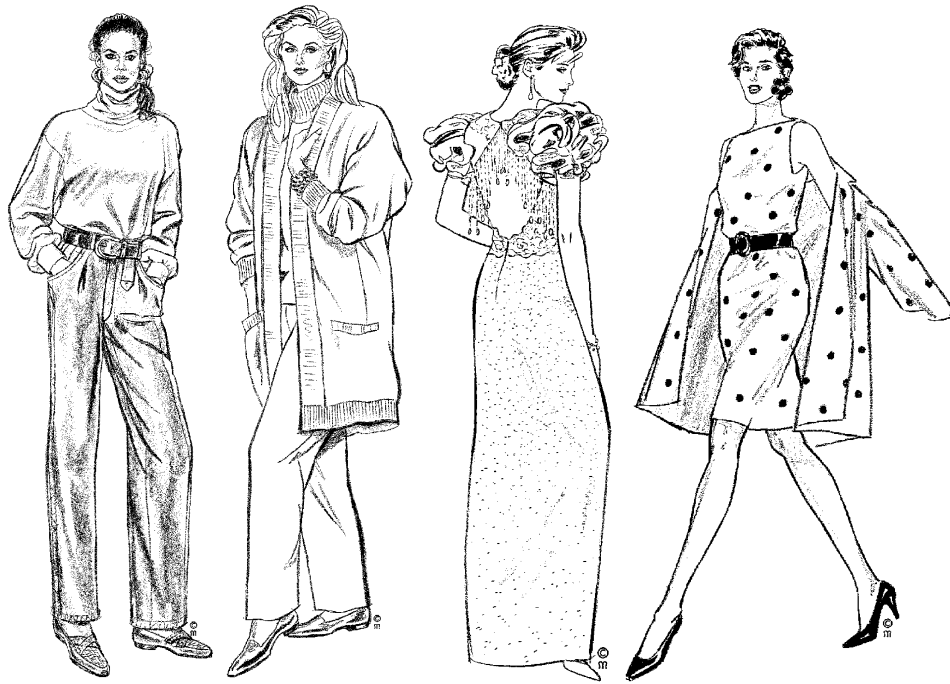
10. Pre-Speaking notes:

1. Tell the students to form groups of three.
2. Give each group member a different copy of the pictures and tell them that they mustn't show their pictures to each other.
3. Tell them that some people appear in all versions, some in only one or two. Their task is to describe the clothes the people in their pictures are wearing and find who else in the group has got the same picture.
4. To make checking answers easier, tell them to write the name of the student in the group above the picture who's got it too.

Look at the pictures of people here. Your partners have got some of them, but everybody has got a different set. Describe the pictures to your partners and try to find who has got which picture. Then write the name of your partner who has got the same picture at the top.



Look at the pictures of people here. Your partners have got some of them, but everybody has got a different set. Describe the pictures to your partners and try to find who has got which picture. Then write the name of your partner who has got the same picture at the top.



Look at the pictures of people here. Your partners have got some of them, but everybody has got a different set. Describe the pictures to your partners and try to find who has got which picture. Then write the name of your partner who has got the same picture at the top.



EXERCISE 2

"AGES AND AGEING"

Presentation of the activity	Training speaking skills and raising students' awareness on a social problem
Type of activity	Speaking
Duration	90 minutes
Instruments	Worksheets
Number of students	25
Students' skills	Intermediate
Language used	English
Students' outcomes	Improve their ability to exchange opinions Improve their conversational ability and knowledge of vocabulary
Evaluation of the activity	The activity can improve the speaking ability of the students who are free to speak without too much direct control of the teacher who does not take part in the discussion but acts as an organizer. At the same time the activity may help the students to become more aware of a serious social problem
Additional comment	As the activity deals with many different points it may be interrupted at any of these points if the teacher notices that attention is flagging

ORGANIZATION

Warm Up:

The teacher will ask the whole class about the everyday lives of old people (activities, family life, social life, etc.). She/he will ask the students to think of their oldest living male and female relatives using two adjectives to describe each one of them.

In pairs Ss can discuss their relationships and feelings toward these people.

Time needed: 15 minutes

Phase one:

Help for old people

The teacher will speak briefly about what help is provided for old people by the government in Britain and what benefits they have. The teacher will try to introduce vocabulary the students may need. She/he will then ask the students to compare English benefits to those in Spain.

Then she/he will invite the students to think of attitudes to old people. In small groups the students will talk about this particular aspect of the topic.

Time needed: 30 minutes

Phase Two:

Pros and cons

The students will then speak about the pros and cons of old age homes.

The class can be divided into groups of 4 where two people will be in favour and the other two against, or with the whole class.

Time needed: 30 minutes

Phase Three

Discussing vocabulary

Time needed: 15 minutes

AGE AND AGEING - STUDENT'S WORKSHEET

The following worksheet may be used to help focus the students' attention on some particular points and prevent them from being too vague and from getting lost in their discussion. The guidelines on the worksheet will be particularly useful for Phase One and Two.

- i. What can you say about the everyday lives these old people lead?
- ii. In pairs think of your oldest living male and female relatives and use two adjectives to describe each one of them. Mention your relationship with these people and what your feelings are towards them.

Phase One

In Britain anyone over the age of sixty can have a Senior Citizens Railcard which allows them to buy train tickets at reduced prices.

- A. Describe any special help that people over 65 get in your country (as regards travel or anything else).
- B. What, in general, are the attitudes towards old people in your country? Choose the best answer:
 - They are respected and helped.
 - They are neglected by a society that prefers the young, the beautiful and the modern?
- C. What happens to old people in your country when they can't look after themselves any more?
 - They are looked after by their families.
 - They spend their old age in special homes for old people.

Phase Two

Pros and cons

- D. In groups of 4-5 discuss the pros and cons of living in old age homes. Speak about this from your own family experience if applicable. Take the following points into consideration.
 - Is it becoming more accepted for old people to be put in these homes nowadays?
 - When you reach this age would you prefer to live with your children, be taken care of in your own home or be placed in an old age home?
 - Discuss what you plan to do when you retire.
- E. Which three things do you most look forward to about old age?
Which three things do you least look forward to about old age?
- F. Vocabulary: What do you think some of the following expressions about age mean?
 1. He's getting on a bit.
 2. She's pushing 40.
 3. He's no spring chicken.
 4. She's in her prime.
 5. He's well past his "sell-by" date.
 6. She's got one foot in the grave.
 7. She's just a babe in arms.
 8. He's rather young for his age.
 9. He's over the hill.
- G. While the students discuss the various points, the teacher moves from group to group paying attention to wrong forms the students may be using. Her/his observations may suggest some remedial work in a following lesson.

EXERCISE 3

"TYPICAL ANGLO-AMERICAN FESTIVITIES"

Presentation of the activity	Speaking and learning about festivities in the foreign country
Type of activity	Speaking, listening and reading activity
Duration	50/60 minutes
Instruments	Tape recorder or OHP, worksheets
Number of students	20, 25
Students' skills	From lower intermediate to upper intermediate
Language used	English
Students' outcomes	Ss revise vocabulary; Ss train their ability to relate facts and organize a little speech in a linear way; Ss train their ability to exploit the context when dealing with words.
Evaluation of the activity	This type of activity is fairly relaxing as the content is not too "academic" or committed. The fact that the teacher has apparently no strict and direct control on the students also helps the learners to get involved without being too tense.
Additional comment	The activity has different steps and some are easier than others. This may help involvement as even the weaker students may feel they can take part in the conversation.

ORGANIZATION

Warm up

The teacher asks the students a few questions in order to focus their attention on the topic and to check what they know about the topic. He/she uses this phase also to introduce vocabulary the students may need later on.

Types of likely questions to ask:

- Do you know when Halloween is?
- Do you know where the word comes from?
- Do you know when it is celebrated, where, why?

Time needed for the warm up: no more than five minutes

Focusing on Halloween

- A) The teacher writes on the blackboard some of the words from the Halloween vocabulary list and asks the students whether they know the words. Then the teacher gives the students the worksheet with the Halloween vocabulary and invites them to go through it to check whether their explanations were right and explains meanings when it is necessary.
- B) The teacher gives the students the worksheet with the missing words and tells them that they must fill in the gaps. The teacher points out that rhyme or their own knowledge may help them to fill in the gaps if meaning fails. This can be done in pairs.
- C) The teacher gives them 15 minutes to complete the sentences.
- D) After the students have completed their task, the teacher asks for a few answers at random and then plays the tape to help the students check whether their answers were correct. Time needed: 10 minutes

From Halloween to other American or British festivities

- E) Give the students a list of celebrations and ask them to decide whether they are American, British or both. The little discussion needs 10-15 minutes.

Follow up

- F) The teacher asks the students to form small groups (three or four people) and to talk about an important festivity in their own country. They will have 10 minutes to decide what to say. The groups also choose a spokesman who will tell the whole class what festivity his/her group has chosen to speak about.

Exercise

1. *Look at the list of celebrations and decide which are British, American or both*
 - Thanksgiving
 - Mother's Day
 - Boxing Day
 - Guy Fawkes' Night
 - Independence Day
 - St. Valentine
 - Christmas Eve
 - Labour Day
2. *Do you know when these festivities are held? Why? Are they important? What is done in each case?*
3. *Is any of these festivities held in your country as well?*
4. *In groups choose a festivity of your country, talk about it in groups and then describe it to the whole class*

Halloween Vocabulary

Halloween	N	a holiday celebrated on October 31 in which people dress in scary costumes
to carve	V	to cut with a large knife
pumpkin	N	a large, orange vegetable associated with Halloween
Jack-o-lantern	N	Americans traditionally cut out scary faces in pumpkins and put a candle inside. These pumpkins with faces are called "Jack-o-lanterns." Jack-o-lanterns are made to scare away evil spirits on Halloween.
costume	N	scary clothing or disguises worn on Halloween
"trick or treat"		On Halloween, children go from house to house and say "trick or treat." This phrase means give me candy or I will play a trick on you. Families usually give the children candy. If the children don't get candy, they sometimes play mean tricks like breaking the house's Jack-o-lantern or putting soap on its windows.
a costume party	N	a party where everyone dresses in scary costumes
bobbing for apples		This is a traditional Halloween game. You put apples in a barrel of water and people try to take the floating apples out of the water using only their mouths.
a skeleton	N	a body of nothing but bones
a ghost	N	the spirit of a dead person which appears again
a ghoul	N	an evil spirit which takes bodies from graves and eats them
a goblin	N	an unkind spirit which plays tricks on people
a witch	N	a woman with magic powers (usually evil)
a warlock	N	a man with magic powers (usually evil)

Little Monsters (<i>Gap-Filling Exercise</i>)	KEY
<p>Choose your [] and carve it right, For tonight is the night of fright. A most dangerous eve is [], Disguise yourself from dangers unseen. Beware! The witches and [] prepare their brews, Deadly mixtures and magic stews. Those without [] should run and hide, Or, better yet, stay inside, For the darkest night is the night of fools, Souls unprepared for bone-eating [], Ghosts and [] who seek to annoy, Or, perhaps, even destroy. Listen! Hear the sounds of laughter and little feet, As they threaten you with "[]." Give them candy, they will go away. Lock your doors and pray That the [] candle stays lit, And the devilish children quit.</p>	<p>Choose your [pumpkin] and carve it right, For tonight is the night of fright. A most dangerous eve is [Halloween], Disguise yourself from dangers unseen. Beware! The witches and [warlocks] prepare their brews, Deadly mixtures and magic stews. Those without [costumes] should run and hide, Or, better yet, stay inside, For the darkest night is the night of fools, Souls unprepared for bone-eating [ghouls], Ghosts and [goblins] who seek to annoy, Or, perhaps, even destroy. Listen! Hear the sounds of laughter and little feet, As they threaten you with "[trick or treat]." Give them candy, they will go away. Lock your doors and pray That the [Jack-o-lantern] candle stays lit, And the devilish children quit.</p>

EXERCISE 4 "NATIONAL STEREOTYPES"

Presentation of the activity	Discussing and comparing national stereotypes
Type of activity	Speaking
Duration	60 minutes
Instruments	Worksheets, blackboard
Number of students	20, 25
Students' skills	From intermediate to advanced
Language used	English
Students' outcomes	Students improve their descriptive adjective vocabulary; Ss revise words and structures; Ss discuss perceived differences between nations Ss become aware stereotypes may have a negative influence on people.
Evaluation of the activity	Easy to organize; it usually motivates students who find the topic amusing and relaxing. It can be exploited at different levels
Additional comment	Be careful in a multi-ethnic class

ORGANIZATION

Warm up

Write the word 'Stereotype' on the board and ask students what the word means. If students are not sure of the meaning, ask them to finish the phrase, "All Americans..." or something similar. Time needed: 5 minutes at the most.

Phases of the speaking activity

1. Once students have understood what a stereotype is, ask a few volunteers to mention two or three stereotypes about their own country.
2. Include a few provocative stereotypes of your own at this point in order to get students thinking about the negative or shallow aspects of thinking in stereotypes. **Example:** *American food is fast food. Americans love guns. Spanish are lazy, British are....*
3. Ask students to divide into pairs, give them a list of adjectives and invite the students to choose two of the listed adjectives to describe each nationality. Tell them that they will need to explain the reasons for the adjectives provided.
4. Go through the sheet asking several students to explain the reasons for their choice. Ask other students whether they agree or disagree to promote conversation. Time needed for this phase: 25 minutes

Going deeper into the topic

5. Once you have finished your discussion of stereotypes, ask students why stereotyping can often be bad and which stereotypes of their own country or region they do not like. Give them a quarter of an hour to think and discuss in pairs or small groups, then ask them to explain what their ideas are. Time needed on the whole: 30 minutes

Follow up

6. If time allows or if you think it useful, have students compare their own region or country to another one. Ask them to include various stereotypes, as well as examples from their own experience that either confirm or refute the stereotypes they mention. This can be given also as a homework to prepare for the following class – either orally or in writing – to help memorise vocabulary.

Worksheet

Choose two adjectives that you think describe the nationalities listed below. Choose two countries of your own to describe.

- punctual
- tolerant
- romantic
- respectful
- hard-working
- emotional
- outgoing
- nationalistic
- well-dressed
- humorous
- lazy
- sophisticated
- hospitable
- talkative
- sociable
- serious
- quiet
- formal
- aggressive
- polite
- rude
- arrogant
- ignorant
- casual

American	British	French
Japanese	_____	_____

EXERCISE 5

"PLANNING A HOLIDAY IN A FOREIGN COUNTRY"

Presentation of the activity	Introduction of the topic by the teacher. After warm-up discussion, The teacher tells the students to form groups of 5-7 and, gives each student a role card, and explain that they are a family planning a holiday.
Type of activity	Speaking
Duration	2 Hours
Instruments	whiteboard, role cards
Number of students	24
Students' skills	False beginners
Language used	English
Way(s) used to motivate the students	<ul style="list-style-type: none"> • Warm-up questions (the T asks some questions about the topic to arouse the SS' interests- for example, going on holiday and where to go?) • The T gives some background information on the topic. • The T pre-teaches the key words that are possible needed for the discussion in the group.
Way(s) used to help the students to learn to learn	The T gives an assignment and makes the SS make up new sentences about their holiday dreams using the new vocabulary appeared during discussions.
Students' outcomes	<ul style="list-style-type: none"> • Ss learn new vocabulary. • Ss learn about giving ideas. • Awareness of suggestion structures.
Evaluation of the activity	<ul style="list-style-type: none"> • The SS improved their pronunciation. • The SS learned new vocabulary & structures. • They learned about new topics and their general knowledge improved. • It helped their speaking skills within a group.
Additional comment	<p>If you think it's necessary, you might want to revise phrases and structures used in arguments.</p> <ul style="list-style-type: none"> • The argument is livelier if there are more (at least 6) students in a group. • If you can't form groups of 7 (which would be ideal), start leaving out roles from the end, starting with the neighbor (the least necessary). • This activity usually generates heated arguments; in some cases I even had to intervene when students started getting too rough on one another <p>...</p>

IN PRACTICE

1. Give each student a role card, and explain that they are a family planning a holiday.
2. Ask them to study their cards for a minute or two and prepare themselves for the argument.
3. Ask the family members to introduce themselves, without revealing their tasks.
4. Ask the father to open the family discussion.
5. The activity ends when they've come to a conclusion where to go.
6. You can ask the students to read out their cards at the end and compare how much of their goals they were able to reach.

<p style="text-align: center;"><i>The mother</i></p> <p>You want to go to some exotic place like China or Peru, for at least three weeks. Unfortunately, you can't stand your brother-in-law - he should stay at home.</p>	<p style="text-align: center;"><i>The father</i></p> <p>Your idea of a holiday is something relaxing, short and cheap. Going abroad is so tiring. You like your brother very much - why not take him and his wife, too?</p>
<p style="text-align: center;"><i>The 16-year-old son</i></p> <p>You don't want to go with your boring family anywhere - but if you have to, it should be as short and as close as possible.</p>	<p style="text-align: center;"><i>The 18-year-old daughter</i></p> <p>You want to go to the sea for at least two weeks, by plane, of course - and bring your boyfriend, too - this is the most important.</p>
<p style="text-align: center;"><i>The 13-year-old son</i></p> <p>You've never flown in your life - you very much want to try it. You like big cities where there are a lot of interesting things to do.</p>	<p style="text-align: center;"><i>The father's brother</i></p> <p>You want to go with your brother's family wherever they go - and take your wife as well.</p>
<p style="text-align: center;"><i>The neighbour</i></p> <p>You don't want them to go away, because they always ask you to look after their house, and you hate it</p>	

EXERCISE 6

"WHAT'S ABOUT JOBS ?"

Presentation of the activity	The teacher tells the students that they will do a group work for the activity and to form groups of three.
Type of activity	Speaking
Duration	2 Hours
Instruments	1 set of job cards (optional)
Number of students	26
Students' skills	Elementary
Language used	English
Way(s) used to motivate the students	Teacher writes the word JOBS on the board and tells the students that s/he is going to leave the room for 5 minutes. While the teacher is gone they have to fill up the whole board with words connected to this theme. They can use their dictionaries if they like. The teacher nominates a student as the secretary; gives them the board marker or chalk and leaves. Comes back after 5 minutes (or before if you think it's too long) and goes over what they have written.
Students' outcomes	Students review jobs and job related vocabulary and practice oral fluency talking about different jobs for their partner.
Evaluation of the activity	<ul style="list-style-type: none"> • Raising students' awareness of jobs by helping them discover work conditions of different jobs is something difficult but very useful. It also gives the students some ideas for their future interest. • The SS learned new job-related vocabulary & structures (comparatives). • Physical actions make the activity lively and the atmosphere energetic.
Additional comment	<p>Materials-free version:</p> <p>This activity can be done without the cards in two ways.</p> <ol style="list-style-type: none"> 1. Write the names of the jobs on the white board and tell students to copy them down for their groups and add three more. 2. Have students decide on ten or twelve jobs on their own in groups. <p>The advantage of doing this ranking exercise with cards means that while students are speaking they can physically move the order about.</p>

IN PRACTICE

Pre-Speaking task 1 – Warm-up (as explained above)

Pre-speaking task 2 – Group formation

Tell the students that they are going to do a listening activity related to jobs. They must change places with another student if the sentence you read out to them is true for them. Read out the following sentences and stop when you think people have moved around enough. They then form groups of three with the new people they are sitting next to.

Change places if...

- *You have a job.*
- *You have a job that you like.*
- *You have a job that you don't like.*
- *You use a computer at work.*
- *You have a mobile phone for your job.*
- *You work at night.*
- *You would like a different job.*

Speaking task – Talk about the cards

Give each group a set of job cards (minus the blank ones). Tell them to put them face down on the table. Students take it turn to pick up a card and say something about the job. Put some helpful language on the whiteboard for them to refer to:

Aworks in a

A ... has to be a very person

A ... works early in the morning/at night

This is a good/bad job because

Allow this stage to go on until students have said something about each of the cards.

Clarify vocabulary problems (e.g. attorney at law=lawyer) during this stage.

Now give out the blank cards and ask them to write a job on each one. They should have a total of 12 different job cards.

Speaking task 2 – Rank the cards

Now tell the students to imagine that their partner/friend could have one of these jobs.

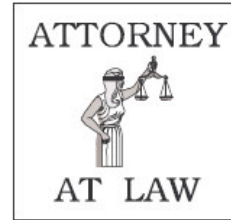
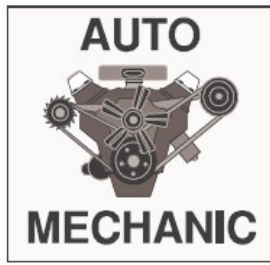
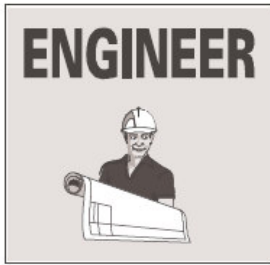
Which one would be the best? Why? Give an example for yourself and write it on the board.

Then tell the students the rules for the speaking activity (you could also write these on the board).

1. Put the cards in order from best to worst job for your partner/friend.
2. Decide in your group what is the best order and why.
3. Talk only in English.

When they are finished, ask a couple of groups to explain their order.

JOB CARDS



4.4. Writing Activities

EXERCISE 1 "FARRIS' STORY"

As a teacher I believe that it is of great importance for the students to use their knowledge of the foreign language in a creative way. Tests, multiple choices, most comprehension questions, grammar exercises of all sort do not necessarily enable the students to use their knowledge outside the schoolroom environment. This is why I insist on exercises which may help students use structures and functions without the guidelines of clear-cut exercises. Moreover, I believe that it is not bad for people in general, and for younger people in particular, to use imagination. As a consequence I often give my classes a starting point and ask them to go on in the way they think best.

As for the activities within the project, I exploited articles from newspapers and an old set of pictures.

Presentation of the activity	Training in coherence and cohesion
Type of activity	Writing Speaking in the second part of the lesson
Duration	60 minutes
Instruments	Photocopies; OHP
Number of students	25
Students' skills	Beginners
Language used	English Italian in the second part of the activity
Evaluation of the activity	Positive for practically everybody
Additional comment	To make this activity really successful the foreign language teacher needs the support of the mother tongue teacher. A badly organized text in English usually means that the student lacks coherence and cohesion in his /her own mother tongue, too. If the two teacher collaborate, giving similar exercises, the effect goes deeper and is permanent
Students' outcomes	The students improve their writing skills by changing a list of sentences into a proper text.
Tester's point of view	Keep in mind to involve intercultural elements in the activity (choose article in this specific theme – give instructions to your students in this way – try to keep them theme-focused during the whole activity...)

Organization of the lesson

Warm up: The teacher revises quickly the past tenses of the irregular verbs in the passage by asking the students to do a quick fill-in exercise as, for example,

Write the missing form:

break	
	bought
put	
hear	

After checking the answers quickly by asking students at random, the teacher makes sure that the students know the words which may cause problems and writes them on the blackboard if they are

not known.(Ex: What does a plane do when it reaches destination? Where do you keep your coins, you can break it when it is full, etc.)

Time : 10 minutes

Writing phase: the teacher gives the handouts and explains to the students that they have to turn the list into a coherent text by linking the sentences, avoiding repetitions, etc.

Time given: 20 minutes

Checking phase: The teacher asks a student to read his/her first paragraph and writes it on the OHP. The teacher goes on till the end of the story and then asks the students if they are satisfied with the text they can read. Suggestions are encouraged.

As the students' linguistic competence is not high, this final discussion is more productive if the students' native language is used.

Time: 30 minutes.

TEXT FOR EXERCISE 1

I have exploited an article published on December 31,2005 to make an example of this technique. The original article talked about a 16-year-old American boy who is following a course on journalism and decided to go to Baghdad to get first hand knowledge of what is going on in that country.

This is how I turned the article into a “shopping” list:

Farris is 16

Farris is American

Farris' parents were born in Baghdad

Farris studies journalism

Farris wanted to see Baghdad

Farris wanted to check how people live in Baghdad nowadays

Farris wanted to write about Baghdad

Farris broke his money box

Farris bought a ticket to Kuwait City

Farris landed in Kuwait City

Farris phoned his parents

Farris' parents implored Farris to go back

Farris tried to cross the border

Farris hired a taxi

The taxi driver asked for 250 dollars

The taxi driver took Farris to Baghdad

Farris reached Baghdad on Christmas day

Farris went to a hotel for Western people

Farris couldn't speak the language at all

It was very difficult for Farris to communicate

Farris decided to go to the Associated Press

The reporters heard Farris' story

The reporters were shocked

The reporters phoned the American Embassy

Farris was put on a plane

Farris flew back to America

Farris' parents were angry

Farris' parents were relieved.

EXERCISE 2

"AN AMERICAN BOY IN BAGDAD"

Presentation of the activity	Practising writing skills encouraging independence and creativity Writing a conversation
Type of activity	Writing speaking and reading skills involved as well
Duration	Two hours
Instruments	Photocopies
Number of students	23
Students' skills	Lower intermediate In this particular case the students need to know past tenses and negative and interrogative forms.
Language used	English
Evaluation of the activity	Positive as the students have to rely on themselves and their knowledge to make the text interesting.
Additional comment	<ul style="list-style-type: none"> • It is difficult to mark the papers as the teacher may be given very nice texts, very natural and pleasant to read, but with many grammar mistakes; on the other hand, the teacher may receive texts which are correct, but very stiff. • The teacher must pay attention to the kind of language the students will have to produce; I mean, if the activity needs a second conditional or a duration form, but they haven't learnt them yet, the exercise will not be successful from a linguistic point of view.
Students' outcomes	The students are trained in their writing skills and are guided towards creativity.
Tester's point of view	Very interesting result especially when students give their own opinion about cultural changes and shocks when you go from one country to another.

TEXT USED FOR EXERCISE N. 2

This is a true story. It is about Farris Hassan, a 16-year-old American boy of Iraqi origin. His parents were born in Baghdad. He is studying journalism and he decided to go to Baghdad to check how people manage down there. Without telling his parents he bought a ticket to Kuwait City and phoned home only after he landed there. His parents were shocked and implored him to go back; instead he tried to cross the border. It was impossible and so he hired a taxi. For 250 dollars the taxi driver accepted to take the boy to Baghdad where he left him outside a hotel for Western people. Farris immediately understood that it was impossible for him to communicate with anybody: apart from his clothes he looked Arab but he didn't know the language at all and, if people understood he was American, his life might be in danger. So, after a couple of days, he decided to go to the Associated Press. The reporters phoned the Embassy and he was put on the first plane to America. When he met his parents they were angry but immensely relieved.

TASK GIVEN

Write the conversation between the boy and the reporter from the Associated Press. Begin like this:

(An untidy, dirty room. A man is working at a computer. Farris knocks on the open door)

Farris: Can I come in?

Organization of the lesson

Warm up: the teacher asks the students if they have heard the story of an American boy who wanted to go back to his country of origin. If the students haven't, he tells them a few things and encourages them to guess what happened (how did he go to Iraq? How did he get the money? Could he speak the language? How did he survive? etc.). This is to revise vocabulary which may be useful to understand the reading and to complete their task.

Time : possibly not longer than 5/6 minutes

Then the teacher gives the handouts with the passage and the task.

The teacher invites the students to read the text and explains what they are meant to do

Time: 10 minutes for the reading.

Writing phase: one hour and forty-five minutes.

EXERCISE 3 "A BURGLARY IN SICILIA"

The following exercise is a further step along the line of coherence and cohesion. This practice is an obvious more difficult activity as the students have to read and understand the text, add the information they think more appropriate to fulfil the teacher's request and choose how to fit it into the text they were given.

Presentation of the activity	Training in coherence and cohesion
Type of activity	Writing
Duration	Two hours
Instruments	Photocopies
Number of students	25
Students' skills	Lower intermediate
Language used	English (Mother tongue)
Evaluation of the activity	Positive as the students have to think, and decide by themselves, what is important to make their story more attractive and they find it challenging.
Additional comment	Last time I used this particular passage, I noticed that four or five students added rather than integrated information; moreover, a couple of students wrote very long descriptions when they were asked to say something about the people involved. Their language was correct, but the outcome not particularly successful.
Students' outcomes	The students improve their writing skills and are guided towards creativity.
Tester's point of view	Students found it very interesting especially since they worked in group. Keep in mind to choose article in this specific theme (focused during the whole activity in the intercultural topic).

Organization of the lesson

Warm up: the teacher asks if they have read about thefts or burglaries and if they remember what happened. This is to introduce the topic, but, above all, to revise vocabulary or give them words which may be of help in their writing.
Time: 5 minutes

Writing phase: The students are given the handouts and explained what they are asked to do. The teacher makes it clear that the new information must be integrated in the text. Quantity is much less important as too much may lead away from the story itself
Time: 50/55 minutes

Before the following lesson the teacher makes photocopies of a text written by one of the students, which he does not think particularly successful in its organization. He gives the students a few minutes to read it and then encourages them to say what they find negative, and also positive, in the text and asks them to suggest useful alterations. If necessary, the students can use their native language to discuss their opinions as in this case the focus is "improving writing skills" rather than improving their knowledge of the foreign language. Time : 60 minutes.

ORIGINAL TEXT FOR EXERCISE N. 3

This is the text I started from (a translation from a short Italian article)

An old woman was in her little jewellery shop in the main square of a little town in Sicily. It was almost lunch time and she was getting ready to go out to have lunch when two elegantly dressed men rang the bell. She had seen no customers throughout the morning and so she opened the door feeling quite glad. But when the men came in, she was shocked.: one of them took a gun out of his pocket and threatened to kill her if she didn't give them money and jewels. There was nothing in the till so they ordered her to open the safe. She went to the safe; she tried and tried but she couldn't remember how the lock worked. The two thieves got more and more nervous but it was obvious they couldn't do much. Then, all of a sudden one of them shouted: "The police!" A police car had stopped not far from the shop. The thieves grabbed a few jewels from the shelves and walked out trying to look as normal as possible. The trouble was that, days later, the woman was still unable to remember the combination.

TEXT GIVEN TO THE STUDENTS

This is passage as I gave the students:

A woman (*say something about her*) was in her little jewellery shop in the main square (*state where the shop was*)

It was almost lunch time and she was getting ready to (*state what she was going to do*) when two men (*say what they looked like and what they did*)

She had seen no customers throughout the morning and so she opened the door (*say how she felt*).

But when the men came in, she was shocked: (*say what she saw*) and threatened to kill her if she (*state what they wanted her to do*)

There was nothing in the till so (*write what you think they said*)

She went to the safe; she tried and tried, but she couldn't remember how (*complete the idea*)

The two thieves (*state how they felt*) but it was obvious they couldn't do much.

Then, all of a sudden, one of the men shouted: "The police!"

(*Say where the policemen were and what the two men did*).

The two men went out trying to look as normal as they could (*Say what happened when they went out*).

The trouble was that, days later, the woman was still unable to remember the combination of her safe.

EXERCISE 4 "A FARMER'S DAY"

Presentation of the activity	Using pictures to train writing skills
Type of activity	Writing
Duration	Two hours
Instruments	Photocopies
Number of students	25
Students' skills	Intermediate
Language used	English
Evaluation of the activity	Positive as the students have to think, and decide by themselves how they want to develop their text and how to make their story more attractive.
Additional comment	<ul style="list-style-type: none"> ▪ I often use this technique and I have noticed that if I include in the instructions 3 or 4 sentences the students must integrate in their own stories, the exercise is more successful. The danger to avoid is that they just write a description of the set of drawings which would not be particularly satisfactory. ▪ It is also important to think what kind of structures the students might need to know in order to write an acceptable story.
Students' outcomes	The students improve their writing skills and are guided towards creativity.
Tester's point of view	Interesting result: after choosing 4 photographs showing street scenes in 4 different countries and ask the students to : describe them – point the main differences – decide what countries they were taken off.

Organization of the lesson

Warm up: the teacher shows the first pictures and asks simple questions to focus the students' attention and elicit ideas (for example, Who is he? Where does he live? What does he do? Did he do anything special yesterday?)

This phase is useful also to remind the students of useful vocabulary or to introduce some words they may have to use.

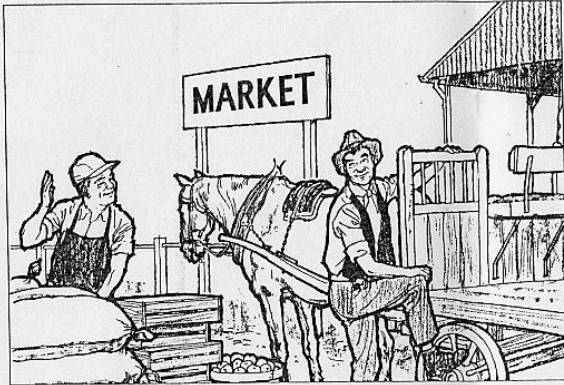
Time: 10 minutes

Writing phase: the teacher hands out the pictures and explains the task.

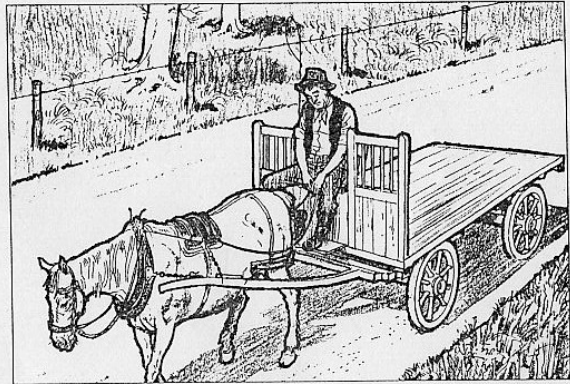
Time given for writing: one hour and fifty minutes

These are the pictures I gave the students. They come from a very old book but the instructions are my own exploitation.

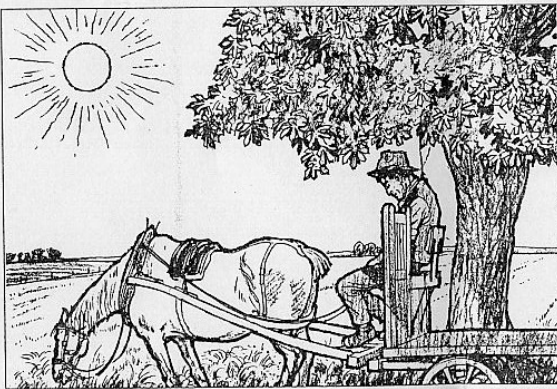
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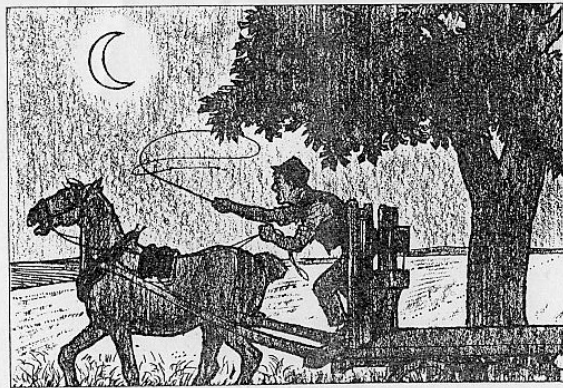
B



C



D



Write the story of this man. Begin like this

Once upon a time a poor farmer.....

Include in your story:

- a) *One day, very early in the morning....*
- b) *On the way home he fell asleep and dreamt....*
- c) *Suddenly, he woke up and.....*

Write your own ending as if you had a fifth picture (for example, how did his wife react? What had happened while he was away?, etc.)

1. Learning grammar: a little advice for teachers

1. Why learn grammar?

- ◆ Grammar is not an end in itself; it's a means of communicating. What's important is to « get the message across », in speaking or writing, learning all the grammar rules by heart does not mean you will know how to use the language correctly.
- ◆ BUT that doesn't mean you can forget about learning grammar because without it what you say and write wouldn't make any sense at all!

2. How?

- ◆ Review the work done in class with your teacher, and try to go further: do exercises on the same grammar point but with other activities.
- ◆ For speaking practice, it's more efficient to do guided speaking exercises than simply do written exercises. Cassettes and CD's often have "replace the word" exercises during which you can record yourself and listen to your production to correct any mistakes.
- ◆ For writing practice, don't just do repetitive « replacement » exercises for grammar points you already know. Try to vary the exercises and to attempt less-guided activities.

3. What should you do when you have problems?

- ◆ Try to analyze what the problem is. Is it because you have not fully understood the rule or forgotten to apply it? In the first case re-read your class notes, look the rule up in a grammar book, or ask your teacher for further explanations. In the second case, practice using that rule, do more guided exercises, and then more open activities.
- ◆ If you get « stuck » on a particular exercise, re-read the instructions to be sure you know what is expected of you.
- ◆ You can look at the correction sheet that has probably been provided with the exercise.
- ◆ Ask the teacher to help you.
- ◆ Don't hesitate to look in a grammar book to find more information on how a language is structured.
- ◆ Talk with the other students about your difficulties; they may have suggestions that can help you.

3. How should you evaluate your progress?

- ◆ Analyze your mistakes by category: conjugation, word order, complex sentences, etc.°
- ◆ If you are correcting yourself after you make a mistake, then that means you have already made a lot of progress because you are aware of the problem and how to correct it.
- ◆ Ask other students to correct you, and (gently) do the same for them.

4. Some mistakes to avoid...

- ◆ Refraining from speaking with the excuse that you make mistakes: if small children were afraid to speak we'd all be mute! It is by speaking that one learns to speak.
- ◆ Saying « I'm very bad at grammar! » You should say, « I have some problems with (conjugation, relative clauses...) » This will help you concentrate on solving those problems.
- ◆ Trying to correct all your difficulties at the same time. You should concentrate on one or at most two problems, and when you have improved, move on to another one.

2. Using Audio and Video Documents: a little advice for teachers

1. Before using in class

1.1. Recording an authentic document

- Check that the electrical connections are in good working order, that the equipment is « ON », and that you have the right station, channel, Website...
- Set the counter on «0000 »
- Use good quality cassettes or CDs/DVDs when making the original recordings
- Do a test recording first (especially for video or DVD)... and don't wait until the last five minutes before the program is to be aired to do this test...
- If at all possible do not record more than one document per cassette or videocassette (or at least per side if two-sided.) The problem does not arise with CD and DVD as the sectors can be set up for easy changeover.

1.2. Labeling/filing the document ... so you can find it more easily when you need it

- Create a summary sheet for each document, including sources and dates
- Enter the same reference number or title on this sheet as has been written on the cassette, CD, DVD... and make sure the reference appears directly on the document support media as well as on its protective box or sheath.
- Using a numbered filing system helps make inventories easier...

1.3. Preparing the document for classroom use

- Whenever possible make a separate copy to avoid overuse of the original recording.
- Listen to or watch the document in full, and as often as necessary, in order to investigate several different teaching possibilities
- Make a complete transcript of the dialogues (unless the document is very long), which you should keep with the document file.
- Set up several activities from this document, preferably word-processed.

2. While using the document in class...

- Just before the start for the class, if necessary, advance the tape or disc to the document or place in the document that you wish to work with
- Explain the lesson's objectives and the instructions, using an example if needed. Briefly summarize the document unless this itself is the activity. Give these explanations in the student's native language if you feel this will help them to understand.
- Unless the document is very long, have the students listen to or watch it completely at least once before starting the task, in order to temporarily recreate a real-life listening/viewing context and to allow them to be aware of the difficulties they must overcome and the work to be done.
- Don't forget that listening comprehension in a foreign language requires a huge amount of concentration, so the task must not last longer than 30 minutes for detailed listening and at most one hour for extensive listening, for example watching a film. More often is better than too long.

3. After in-class use

- Rewind the audio/video cassette, either to the start of the tape or to the beginning of the document used for the activity.
- Note down in the training log which activity was done, with the reference to the document and any useful observations about how the activity was carried out or any other notes that may be useful to another teacher.
- Verify any corrections made to the transcript or to the supporting document so that the resource library will always have clean and useable documents on hand for the staff and students
- File the audio/video document, its transcript, and the specific documents for the activity, in their place in the library.

2.1. Audio Document

Name:

First name:

Date:

Title of document used:

❖ **First listening : global comprehension**

What is the subject of this document?

❖ **Second listening : word recognition**

- Proper nouns :
- Words repeated several times :
- Letters and numbers :
- Words and expressions related to the subject :

❖ **Detailed listening:**

- Write down the first sentence in full :

- Write down the second sentence in full :

- Write three other sentences of your own choice:
 -
 -
 -

Self-test

1. What I understood well from this document:

2. Problems I had while working with this document:

3. What I can do to improve my listening comprehension.

2.2. Video Document

Name:

First name:

Date:

Title of document used:

❖ Before watching this document

Look at the title. What sort of document do you think this is? (a documentary program, a film, a T.V. news program, a serial, etc.)? What do you think the subject will be?

❖ The presentation or credits

What do you think is going to happen next?

❖ Part 1

Watch this part without taking notes.

Now answer the following questions (you may watch Part 1 several times if necessary to answer all the questions.)

a) What sort of document is this?

b) Who are the characters?

c) Where does the story or event take place?

d) When does this take place?

e) What do you think will happen next?

❖ **Part 2 (and 3, and 4, etc.)**

At the end of each part, write a short summary of what happens, and try to imagine what will happen next.

❖ **At the end of the document**

What did you think of this document? Did you enjoy it? Why?

Note down 10 key words that you heard in the document. Why are they important to understanding the subject?

Self-test

1. What I understood well from this document:
2. Problems I had while working with this document:
3. What I can do to improve my listening comprehension.

3. Listening activities: a little advice for learners

1. Why practice your listening comprehension?

- ◆ To identify information you need and learn to listen for it.
- ◆ To get used to different accents, deep or high voices, speech patterns and speed
- ◆ To memorize the pronunciation and meaning of unfamiliar vocabulary, and their intonation.
- ◆ To recognize new expressions.

2. How?

- ◆ Choose a variety of documents (dialogues, news programs, stories, etc. – accents from different regions – audio and video documents.)
- ◆ Define your learning goals: if you think you have trouble understanding the general subject of a conversation or a document, you should concentrate on listening for gist with longer documents, preferably videos or DVDs. If on the other hand you have special problems understanding specific word or expressions, work more on detailed comprehension. In both cases you should use the task files we have provided you to select your listening comprehension documents.
- ◆ Listen to or watch the document through once, to try to grasp the subject and try to guess what sort of document it is (documentary film? News? Telephone message?), who is speaking, to whom, about what.
- ◆ Listen or watch again, little by little, noting down any information you need, or trying to understand more in detail.
- ◆ Take note of indications supplied by the speaker's tone of voice (sad, happy, hesitant, aggressive...) or, with visual documents, from the images and texts that accompany the spoken information.
- ◆ Try to anticipate what will be said.
- ◆ Try to guess the meaning of words and expressions that you do not know, from the context and with the help of what you do understand. **Just because you can't understand everything, does not mean that you have understood nothing!**
- ◆ Set yourself realistic goals, and do not try to spend two consecutive hours on a single document (unless it is a film that you have taken a fancy to!), or a single exercise.

3. What should you do when you have problems?

◆ **« I don't understand! Why »**

→ WHAT do you not understand? A word? A sentence? The whole thing? Ask yourself these questions before you give up!

→ If you get « stuck » on certain words or passages, try guessing them from the context. You can also look words up in a dictionary.

→ If after listening several times you still feel you have not understood, listen again with the help of the transcript (if provided), then try to analyze why you did not understand.

◆ **« They speak too fast! »**

→ If you are working with a dialogue, look for differences between written and spoken language (for example, in English : « I don't know » often becomes « Ah dunno. »)

→ Try to locate the linking words and the separations between words.

→ Work with short documents, read the scripts provided, then listen to the document and apply what you have understood with the help of the script.

- ◆ « ***They have a weird accent!*** » (*Ndt : I love this complaint. When this turns into whining, I sometimes say: “So do you. We are not going to let a little thing like that bother us, are we?”*)

→ Listen to the document and read the transcript at the same time. Try to hear the differences in the speakers' pronunciation and the one you are familiar with. Take note of these and try to imitate them so that you will hear them more easily next time.

- ◆ « ***There are too many new words!*** »

→ If you can't manage to recognize the key words then the problem is related to your listening skills but to a lack of vocabulary. Take advantage of the document to learn those new words (see also the document “A little advice on learning vocabulary »).

4. How should you evaluate your progress?

- ◆ Try to measure how quickly you understand documents of equal difficulty.
- ◆ Make sure you have correctly analyzed your problems – talk with your teacher.
- ◆ Go back after a few weeks and listen again to or watch a document that seemed difficult for you.

5. Some mistakes to avoid...

- ◆ Trying to understand at all costs: even in their native language, people do not understand everything they hear, but we can usually « reconstruct » the meaning due to the context or to elements that we do understand.
- ◆ “Knocking yourself out” trying to understand a document that is just too difficult for you. Better to put it aside for the moment, and to choose another document, for example one on a subject you like better and are perhaps more familiar with. You can always come back later to that document that gave you problems.
- ◆ Using the “crutch” of subtitles in your native language when watching TV, DVDs or videos. With these you concentrate so much on reading the subtitles that you cannot listen correctly, miss most of the story and in the end have not done much to improve your listening skills!

Giving up! Keep in mind that learning a language is not done in a short time and that acquiring a good level of listening comprehension requires determination and regular practice! Better to practice a little every day (15 to 20 minutes) and be able to concentrate correctly, than one 2-hour lesson every month!

3.1. Listening Comprehension

1. Definition

Listening comprehension is a communicative activity.

The listener's objective is to understand; it is represented by the task to be done during or after listening (for example: reply, carry out instructions, decide, etc.)

This objective will determine what the listener will listen for.

2. Why practice listening comprehension?

Such practice is more than just developing the capacity to understand a lot of phonetically and grammatically correct sentences. It is above all the development of a skill.

Therefore, beyond simply concentrating on the linguistic elements of a message (recognition of morpho-syntactic, lexical and phonetic phenomena) it is necessary to **reactivate listening strategies** which come naturally in the native language (observation, use of personal knowledge, drawing conclusions, and so on) and to develop **appropriate learning techniques**.

3. Supporting documents

If the students are to become familiar with a broad range of real-life expressions used in varying communicative contexts, they must be asked to work with a large variety of supporting documents, particularly authentic documents, which means documents that have not been produced specifically to teach a foreign language.

It is also necessary to have numerous criteria for choosing these documents (duration, communicative context, type and number of speakers, accents, faster or slower speech, etc.)

4. Methods

The different learning « sub-objectives » mentioned in point 2 imply different types of training, and thus different types of activities. Below are some examples:

A. Detailed comprehension activities

a. Concerning linguistic aspects in the document (grammar, vocabulary, phonetics)

- Recognition of specific linguistic items (e.g. verb forms, connecting words, etc.)
- Partial transcription (recognition of familiar items, acquisition of new items, familiarization with certain characteristics of the codes of spoken language)
- Grammar/vocabulary anticipation
- « Correcting » the transcription (mistakes, omissions, additions with respect to the audio document)
- Phonetics

b. Concerning the subject of the document

- Full or partial transcription of the text

- Listening for specific information
- « True/false » questions
- Semantic anticipation

B. General comprehension activities

- Anticipating the general subject after hearing the title or beginning of the document.
- Anticipating the theme after being shown different visual clues
- Preparing a list of questions before listening
- Summary in the student's native language
- Filling in a listening chart
- Pre-listening questions
- Post-listening questions

C. Task listening

- Any activity that simulates a « natural » listening context in the native language, in which one listens « in order to do » (e.g. carry out instructions, make decisions, etc.)

3.2. Listening Comprehension: Sample activities

1. Activities for detailed listening comprehension

1.1. Word lists

- . Provide a list of previously-studied words found in the document, in the order they appear. The students underline them as they listen (one or two passages with no pauses.)
- . Provide a list of previously-studied words found in the document, but not in the order they appear. The students underline them as they listen (two passages with no pauses.)
- . Provide a list of new words found in the document, but not in the order they appear. The students underline them as they listen (two passages with no pauses.)
- . Provide a series of words of which not all can be found in the document, and not in the order they appear. The students underline them as they listen (two passages or more, but with no pauses.)

1.2. Recognition of the various items

- . List, but not in the order of appearance, all the sentences that make up the document. While listening, the students must number the sentences in the correct order of appearance (two passages, with no pauses.)
- . Same as above, but this activity concerns word groups.
- . Same as above, but this activity concerns individual words (to be used with very short recordings only.)

1.3. Partial transcriptions

- . Give the transcription of the document, replacing some words or groups of words by multiple choices. The students will check off the correct choice as they listen (several passages with pauses.)
- . Give the transcription of the document, replacing some words or groups of words by dotted lines. The students should fill in these blanks as they listen (several passages with pauses.)
- . Give a partial transcription of the document, and provide the students with a few minutes to allow them to try to guess what should be in the blank spaces. Then discuss all the suggestions together as a group before listening to the document (two or more passages with pauses.)
- . Provide only the transcription of the start of each sentence. The students should complete the sentences, either first by guessing before listening (cf. previous activity) or directly while listening (several passages with pauses.)
- . Give the transcription of the first sentence of the document ONLY. The students should write down the rest of the document as they listen (several passages with pauses.) This activity should only be done with very short recordings or extracts.

1.4. Mistakes in transcriptions.

- . Give a transcription containing extra words or phrases with respect to what is recorded. The students should underline these "intrusions" as they listen (one or two passages with no pauses.)
N.B. The « extra » words should not render the script illogical or ungrammatical.

. Provide a transcription in which some words from the recording have been omitted. As they listen, the students should mark the places where there are missing words in the script. Then they should listen again to fill in the missing words.

N.B. The words omitted should not render the script illogical or ungrammatical.

. Provide a script with mistaken information with respect to the recording. The students should underline and/or correct these mistakes as they listen.

N.B. The mistakes should not render the script illogical or ungrammatical.

2. INFORMATION RECOGNITION ACTIVITIES

2.1. True/False

. Provide in L1 (mother tongue) a series of statements about specific elements in the recording. After listening, the students mark TRUE or FALSE for each of these statements.

. Provide in L2 (target language) a series of reworded statements about specific elements in the recording. After listening, the students mark TRUE or FALSE for each statement.

2.2. Summarizing

. Provide in L1 a summary containing some erroneous information with respect to the recording. The students underline and or/correct these mistakes as they listen.

. Provide in L1 a summary containing extra information with respect to the recording. The students listen to the recording several times with pauses, and then underline the “extra information” in the summary.

. Provide in L1 a summary in which some information from the recording has been omitted. The students listen to the document several times with pauses and complete the summary.

. Provide the same types of summary as in the previous exercises, but in L2.

2.3. Factual questions

. Before listening to the recording, provide, in L1, a series of questions about facts that will be given in the recording. The students answer the questions after listening.

. Same as above, but the questions and answers are in L2 (this activity is more specifically for advanced levels.)

. Divide the group into two subgroups. Give each subgroup a different recording, which may be accompanied by the script. Each subgroup prepares a series of factual questions on their document and submits them to the other subgroup. Allow the groups to listen to the unknown document, then work together to discuss the answers.

. Same as above, but this time each subgroup receives a different part of a single recorded document.

2.4. Listening tables

. Before listening, provide a table or chart about factual elements in the document. The students should fill in the table as they listen.

. Divide the group into two subgroups. Before listening, provide each subgroup with different listening tables or charts (i.e. concerning different parts of the document.) Compare the filled-in tables after listening.

. Divide the group into two subgroups. Give each subgroup a different document (or a different part of the same document) and ask them to prepare a listening table for the other subgroup.

3. GLOBAL COMPREHENSION ACTIVITIES

3.1. Guessing games

. Provide a « patchwork » of different beginnings from various radio or TV programs (10 seconds each) and ask the students to guess what sort of program it might be.

. Write the title of the document on the board and ask the students to guess what the topic or theme might be, or the words / expressions they expect to hear. List these suggestions on the board and then have the students listen to the documents to see how close their guesses came.

. Same as the previous activity but have the students listen to the beginning of the recording.

. With a video or DVD do the same activity but show only the first few seconds of the scene, without sound.

. Have the students listen to a recording (for example, a song) and ask them to suggest several possible titles.

. Have the students listen to or watch a document and ask them to make up a title.

3.2. Listening tables

. Provide a very general table: who, what, when, where, why, how?

. Based on the credits of a video document (e.g. a TV film or series) ask each student to « follow » one of the characters in particular and to note down as much information as they can about the character while they are watching.

3.3. Puzzles

. Divide the group into two subgroups. Subgroup A listens to the beginning of a document, and subgroup B listens to the end of the same document. Each group then relates what they heard, and all the students try to imagine what could be in the part of the document that was not heard.

. Have the students listen to a document that is recorded in a different order from the chronological one. The group should then agree upon a possible chronological order. (This activity is particularly interesting with video documents but requires pre-recording preparation beforehand.)

. Divide the group into two subgroups. One subgroup watches a video document without the sound and the other listens to the soundtrack without the images. Then the groups work together to suggest how each part goes together.

. Show only the end of a video. The group should guess the beginning and then see the entire document to verify their guesses.

4. Reading activities : a little advice for learners

1. Why practice your reading comprehension?

- ◆ To identify the information you need and learn to look for it.
- ◆ To improve your vocabulary (words and expressions.)
- ◆ To learn to guess the meaning of unfamiliar words and expressions with the help of the context.
- ◆ To memorize the spelling of new words.

2. How?

- ◆ Choose a variety of documents (newspaper/magazine articles, extracts from novels, instructions, advertisements, etc.) and identify the type of document chosen.
- ◆ Define your learning goals: if you think you have trouble understanding the general subject of written texts, you should concentrate on reading for gist with longer documents. If on the other hand you have special problems understanding specific word or expressions, work more on detailed comprehension. In both cases you should use the task files we have provided you to select your documents for reading.
- ◆ Set yourself realistic goals, and do not try to spend two consecutive hours on a single document (unless it is a book that you have taken a fancy to!), or a single exercise.
- ◆ Read the document through once, to try to grasp the subject.
- ◆ Note any titles or subtitles, the paragraph structure, illustrations, etc. All these items will help you to understand the document.
- ◆ Try to guess the meaning of words and expressions that you do not know, from the context.
Just because you can't understand everything, does not mean that you have understood nothing!
- ◆ Look up key words in a dictionary if you do not know them. Careful: do not just take the first definition of the word for granted; make sure you have the *right* definition or translation! Sometimes your dictionary can be your worst enemy!
- ◆ Try to anticipate what will be mentioned in the following paragraphs. Use any connecting words to help you.

3. What should you do when you have problems?

- ◆ « ***I don't understand! Why*** »

→ WHAT do you not understand? A word? A sentence? The whole text? Ask yourself these questions before you give up!

→ If you get « stuck » on certain passages in the text, try to look for the problem.

→ If it is a word you do not know, make sure you have found the right translation in the dictionary!

→ If you have a problem due to the structure of a sentence, dissect your sentence: look for the main verb, then the subject, and the complement. Word order varies from one language to another; make sure that you are familiar with the rules for this.

4. How should you evaluate your progress?

- ◆ Try to measure how quickly you understand documents of equal difficulty.
- ◆ Make sure you have correctly analyzed your problems – talk with your teacher.
- ◆ Go back after a few weeks and reread a document that seemed difficult for you.

5. Some mistakes to avoid...

- ◆ Trying to understand at all costs: even in their native language, people do not understand everything they read and some words (particularly scientific and technical words) can be unfamiliar, but we can usually « reconstruct » the meaning due to the context or to elements that we do understand. For example, if you read a sentence like: “These photos are **bonzer** beautiful!”, you can easily guess what the word « **bonzer** » probably means, via the context.
- ◆ Systematically translating word for word. Better to try to understand the general sense of the sentence or text.
- ◆ Looking up every word in the dictionary. This is tedious and time consuming and you generally lose the general idea in the sentence or the text.
- ◆ Giving up! Keep in mind that learning a language is not done in a short time and requires determination!

5. Speaking activities : a little advice for learners

2. Why practice speaking?

Language is communication and, though communication may take place in several ways, speaking is certainly one of these ways, maybe the most important one, no matter if you need the language to ask for a cup of tea or to report your ideas at a conference.

3. How?

It would be nice if we could join some mother tongue speakers and talk to them, but, as this is not likely to happen, we must exploit the opportunities offered by our school environment or rely on our determination to learn and proceed through trial and error.

4. What should we do?

First of all, we should not be shy or nervous. Often, even people who are good at listening, reading or writing, do not trust their oral competence and are mediocre speakers. We should keep in mind that speaking is like jogging. The first few times we do jogging, we must stop or rest and we feel out of breath. But, day after day, we find that we can cover a longer distance and we feel less exhausted at the end. Mistakes must not discourage us. We must go on trying. In a conversation with a native speaker, he will take for granted that his partner is not perfect. No one ever is, even in one's own language. If you are talking to a school friend, he will not care about your mistakes; if your teacher is listening to you, he/she will appreciate your determination to get better. To get as much practice as possible, get into the habit of talking to yourself. It may be difficult or it may sound strange, but it will give you the opportunity to repeat things over and over again till you are satisfied with your performance.

Try to record yourself : listening to yourself later on will help you discover your weak points and also check your progress.

5. What kind of practice?

Look for grammar exercises dealing with your weak points. They are not usually communicative at all, but they will get you into the habit of using some structures without having to think of their formation for too long.

You can also try to make short summaries, relate simple events, describe pictures.

Whatever you do, remember to speak in a loud voice as if you were really speaking to a person.

6. What mistakes not to make

- Don't be shy or tense
- Don't despair if you can't remember the right word. How often does it happen in our own language and nothing terrible happens?
- Don't stop talking just because you can't remember a word. Try to use another one or use gestures
- Don't forget that listening to your partner is important. He may suggest the correct form or the word you need as in most cases a conversation implies cooperation.
- Don't worry if, while speaking, you feel that your speech is not highly organised or linear. Speaking is not like writing. Listen to conversations in your own language, you will notice that they often appear confused, but communication does not fail.

6. Writing activities : a little advice for learners

1. Why practice your writing?

Like oral expression, writing is a form of production. Training to improve your writing ability in a foreign language has two main purposes:

- ◆ Learning to produce written documents for everyday use (letters, administrative documents, fax, e-mails, post cards, and so on) ;
- ◆ Setting in your memory the items learned in class, by writing them (new vocabulary, grammar structures, idioms, etc.)

2. How?

- ◆ There are two types of written activities :
 - Guided writing, which is useful in memorizing items that have been studied, and reusing them in a quasi-automatic manner. For example, grammar exercises in which you are asked to re-use the same conjugation several times, so that you will become familiar with it.
 - More open activities, for which you will be asked to use your imagination. Before you start a task of this type, ask yourself some questions: « What is the use of the text I am going to write? Who will be reading it? » because you will not write the same document to apply for a job as you would write to a friend from your holiday home or for your colleagues if you have taken notes at a meeting. Then note down (in your native language) the main points you want your reader to understand. You can, if the text is to be rather long, make a more complete outline of your planned document. Only then should you begin writing your text. When you have finished, always take the time to re-read your text and correct any errors.

3. What should you do when you have problems?

- ◆ For guided activities, first go back to what you have studied in class. If you still do not understand what is asked of you, or why you have made mistakes, look for extra explanations in a grammar reference book (your teacher can give you advice on which books would be suitable.) To check your answers, look at the answer sheet which you have probably received along with the task.
- ◆ For more open activities, you can exchange your document with another student in your class. Each student should give an objective opinion about the other's work.
- ◆ Re-read your text with one goal at a time. First check for grammar mistakes, then improve the style, then try to simplify or perhaps look for different words, etc.
- ◆ Again with the goal of an objective examination of your work, you should put it aside for a few days if you can, and then edit it again. You will most probably find possibilities for improvement.

4. How should you evaluate your progress?

- ◆ For each text you have produced yourself, ask yourself, "Have I done what as expected of me?" For example, if you had to write a letter requesting information, did you ask the right questions? Were you clear? Did you indicate the receiver?, etc.
- ◆ Study the remarks your teachers made, not in an overall manner but by category:
 - style
 - morphology
 - syntax
 - vocabulary

- spelling
 - logical sequence of ideas
 - etc.
- ◆ Note the categories in which you think you have made progress.

5. **Some mistakes to avoid...**

- ◆ Don't write your text in your native language first and then translate it. This is the best way to produce an unintelligible document!
- ◆ Be simple. Even if you feel that your sentences are too short, or that your vocabulary is too "basic", if you remain simple you will at least be sure that your readers will understand what you wanted to say. "Elegant style" will come with time and practice.

7. Forms

7.1. Experimentation form of the activities

Experimentation of the activities in an intercultural module

Date and place :

Activities	Applications
Title of the activity
Type of activities
Duration
Instruments
Number of students
Student levels
Language used
Interest of the activity
Limits of the activity
Evaluation of the activity (- /+)	-
Additional comments

Statistical indications:

Age	< 17	17-20	21-30	31-40	41-50	51-60	61-70	>70	Handicap
Man									
Female									

7.2. Impact on learners

Impact on learners

In my view, the use of these activities has helped to increase learners’:

	Very much	Quiet a lot	Not very much	Not at all	Too early to say
Motivation and enthusiasm to learn					
Achievement of learning goals					
Progression to further learning or employment					
Active participation in learning activities					
Understanding of other countries and cultures					
Improvement in learners’ ability in Reading					
Improvement in learners’ ability in Listening					
Improvement in learners’ ability in Speaking					
Improvement in learners’ ability in Writing					
Ability to use another language for specific purposes					
Confidence in using another language					

Name of the Institution :

Place :

Date :

Signature :