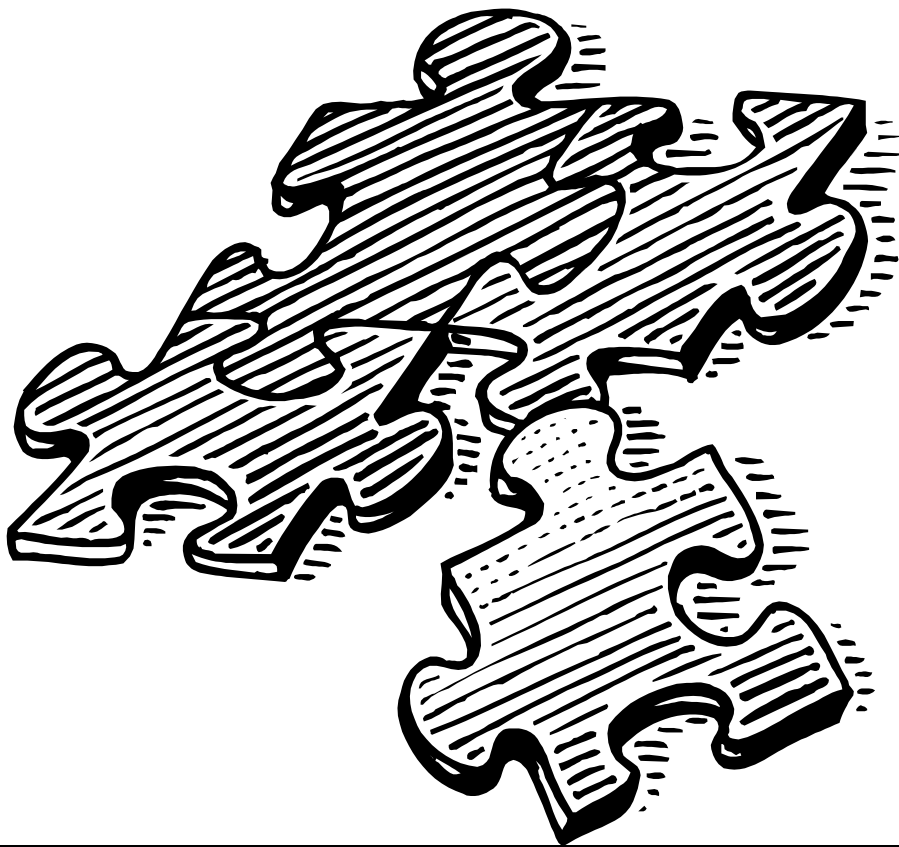

Aufgabenbeispiel

Semester 1, 2. Quartal

Unterrichtsvorhaben II:
To live and work in a changing world

Aufgabenbeispiel:
Back to school



Semester 1, 2. Quartal:
To live and work in a changing world
Back to school

1. 🗣️ Speaking – A review

You have attended this school for almost one semester now. Looking back on these months, what can you tell us about your experiences? What do you like about the new situation? Which problems have occurred?

- 1. On your own: Think about these questions and make notes.*
- 2. Exchange your thoughts and ideas with the student sitting next to you.*
- 3. Then present your aspects to the rest of the class.*

2. 📖 Reading comprehension – *Second chances make for first-class students*

The following article was written by English journalist Kate Bohdanowicz, who also teaches English in evening classes for adults.

*A) Reading for the gist/main/overall idea
First, skim the text and tick the correct answer.*

Second chances make for first-class students

Forget the clichés about frivolous evening classes - adult learners are dedicated individuals who deserve the opportunity to start over

(1)

Who's in your classroom? I've got teenagers, pensioners, single mums, absent dads, an ex-alcoholic and a former prisoner. Some are working, some aren't; some are native English speakers, some aren't. I teach anyone and everyone. My classroom is a microcosm of modern society because I work in adult education. [...]

(2)

The question I get asked more than any other is: "Why are these people there? Did they mess it up first time around?" I always respond by saying it's not as simple as that. [...]

Modern society has forced us all to be lifelong learners. And anyone who doesn't feel the need to update their skill set is either deluded or on the verge of retirement. [...]

Last week, a student of mine, a 23-year-old mum, landed her first job interview. The evening before, we went through some interview techniques. "I'll never get the job," she said. "I had to leave an entire page blank. It was the one asking for work experience."

I suggested she tell them about her English class. How she shows commitment by attending two evenings a week. How she displays effective time management by juggling the care of her young child with the homework she completes during the weekend. How she sacrifices a social life to attend my lessons, as well as maths even though she keeps on telling me how boring it is. How she is trying to better herself by focusing on passing the exams in February.

Reader, she got the job.

(3)

I know numerous people in well-paid, highly skilled jobs who spend their evenings learning about acting or sign language or cushion-making or plumbing. I learned shorthand at an evening class and it helped advance my writing career.

Learning something new when you're bored to tears in your day job can give you a boost and help you consider a different path. Many say "one day" they'll turn their hobby into a job. If the P45¹ arrives in the post, that day could be sooner than they think. [...]

I believe in the role that adult education plays in updating skills and qualifications. Give me the learners who "messed it up first time around" any day of the week. Together we can make a huge difference to each other and to our ever-changing world.

¹ P45: In the UK a P45 is a tax form issued by the employer when an employee leaves. The term is used in British slang for 'being sacked', termination of employment.

Source:

Kate Bohdanowicz: "Second chances make for first-class students". TES magazine, January 31, 2014

URL: <http://www.tes.co.uk/article.aspx?storycode=6398011> [10.3.2014] (Der Text wurde angemessen gekürzt.)

1. The text shows that Kate Bohdanowicz

- a) ☐ likes teaching adults.
- b) ☐ is indifferent towards teaching adults.
- c) ☐ would like to give up teaching adults.

2. For the author adult education is

- a) ☐ a waste of time and money.
- b) ☐ a necessary and important part of modern society.
- c) ☐ a leisure-time activity for privileged people.

B) Reading for details

Now read the text closely. Decide if the following sentences are true or false and support your decision with evidence from the text. Use your own words or quote from the text.

1. In adult education you find students of similar age and ways of life.

True ☐

False ☐

Evidence:

2. It is difficult to say why people decide to go back to school as an adult.

True ☐

False ☐

Evidence:

3. The author thinks that everyone should be aware of how important lifelong learning is.

True ☐

False ☐

Evidence:

4. The 23-year-old student going for a job interview thought she would not get the job because she had a young child.

True ☐

False ☐

Evidence:

5. In Kate Bohdanowicz's opinion, adult education has an important influence on peoples' personalities and lives.

True ☐

False ☐

Evidence:

3. Grammar – Revision of tenses

*Look at paragraph (2) of the text. Underline the verbs in the simple present, simple past and present perfect in different colours and write them in the following grid.
Then compare your results with a partner and explain to each other how each verb form is formed, why it is used here and which signal words and expressions in the text may help you. Remember to speak English.*

simple present	simple past	present perfect

*Complete the following sentences using the correct forms of the simple present, simple past or present perfect. Watch out for signal words.
When you have finished look for a fellow student who needs your help. Remember to speak English.*

Margaret McIntyre _____ (have to) fight against some misfortunes so far. When she _____ (be) a child, her results at primary school _____ (be) so bad that she _____ (have to) go to a second-class school. As a young woman, she _____ (get married), but the marriage _____ (fail). Margaret _____ (start) working in a hospital for very little money and _____ (move) into a small house with her two children, whom she _____ (always be) very proud of.

A few years ago her two children _____ (complete) their studies at Nottingham University. Since then her son _____ (become) a successful business manager and her daughter now _____ (go to) Oxford University to do her PhD in Biology. The children's success _____ (be) one of the reasons why Margaret _____ (decide) last year to go back to school for further education.

She _____ (attend) an evening school for a few months now and still _____ (find) it quite difficult to concentrate and cope with the different subjects. But she _____ (like) her fellow students a lot and they _____ (help) her whenever they can. Margaret says: "From the very beginning my teachers and the other students _____ (encourage) me a lot and now I _____ (feel) much more self-confident. Recently my test results _____ (improve) a lot, which _____ (make) me really proud."

4. ✍ Writing – *Back to school*

Starting from your own experiences that you talked about at the beginning of this unit, work on the following task. Refer to your own experiences and Kate Bohdanowicz's article.

Remember to use the simple present, simple past and present perfect.

Your local newspaper has published a long article about schools in your town, but forgotten to write about your college of adult education. Write a letter to the newspaper in which you give reasons why you think it might be an important institution for other people to know about.

5. 🎧 Listening comprehension – *English only in class (1)*

The following recording is a dialogue between Todd and Ruth who are both English teachers. You will hear the recording twice.

A) Listening for gist

After the first listening, decide which of the following sentences summarizes the dialogue best.

1. ☐ Todd and Ruth both make their students speak English in class all the time.
2. ☐ Todd and Ruth talk about methods to make their students speak English in class.
3. ☐ Todd and Ruth exchange their different views on whether to make students speak English in class.

B) Listening for detail

Before listening to the dialogue for the second time, read the following tasks. While listening, you may take notes. Then complete the sentences with information from the dialogue.

1. When students do not speak English, Ruth at first

2. Students have to put their hands up if they

3. Todd sometimes lets his students

4. He thinks that speaking English all the time

5. In Ruth's opinion, speaking English in class

6. Todd is not sure how he will deal with the problem in the future because

Transcript:

English Only in Class

Todd: Ah, so, Ruth, we are both teachers.

Ruth: That's right.

Todd: And we have students and we teach our students English, and English is not their first language, what do you do in class when students do not speak English? When they speak their own language instead?

Ruth: Firstly, I give them a stern look, although that doesn't always work, then, well, if I'm setting an activity, I always make sure that, I ask them first of all which language they are going to do the activity in, and any student who's not going to speak English has to put their hand up and generally students don't like to be the odd one out so they don't put their hand up.

Todd: That's a pretty good strategy.

Ruth: What do you do?

Todd: Um, well, I don't know, I mean, I haven't had much success really, so I've actually been pretty casual about it. I just let them speak occasionally to each other in their own language.

Ruth: Really?

Todd: Yeah, and then, I just encourage that they speak English but I figure as long as they are trying to speak in English and they do the majority of it in English, that when they have to speak a little bit of their language, that's OK, I mean, as long as it's quick, and...

Ruth: I really think English should be the only language they speak in class if they're learning English.

Todd: But don't you think that that's just too hard, that maybe that actually brings them down, they strain too hard, that sometimes it's just easier for them to communicate really quickly, and then switch back to English.

Ruth: I think it's really good for them to, I think as a challenge. I'm not saying it's easy for them, but I do think it's good for them, and I think it helps their English to improve more quickly.

Todd: Yeah, I guess. Maybe I should try it. I'll give it a try, but it might be too late 'cause I've already let them, you know, not do it, so!

Ruth: So do you think you might start this week?

Todd: I'll try, but I have to be careful because I don't want to shock them too much.

Source:

URL: <http://www.ello.org/english/0451/475-Ruth-Class-htm> [10.3.2014]

6. Vocabulary

In the following sentences you find some words and phrases that are also used in the dialogue. Re-write the sentences using a synonym. You may also express the meaning in a new sentence. Ask other students for help if you are not sure about a word or expression.

1. English is not my first language.

2. His stern look told me that he did not like what I had done.

3. All his brothers play football. He is the odd one, he prefers tennis.

4. It is going to be a casual dinner, so the men do not have to wear ties.

7. Speaking – English only in class (2)

What do you think about the problem discussed by Todd and Ruth in the dialogue?

Collect arguments for and against speaking English only in class.

Exchange your ideas in groups of four.

Once each group member has given a personal statement, discuss the different arguments in your group in front of the class.