

I'm not robot!

Writing a letter to a friend



Exercise 1: read my letter.

Dear Naomi,
 How are you? Would you like to go to the cinema? There is a film called The Post on Saturday at 5pm.
 Please tell me if you can come.
 From,
 Sarah

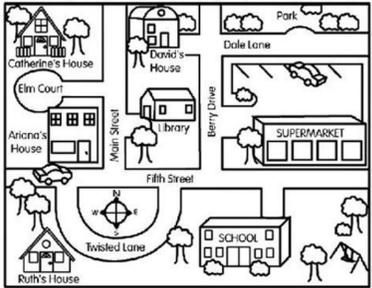
Exercise 2: Answer the questions.

- 1) Who is the letter written to? _____
- 2) Who is the letter from? _____
- 3) Where are going? _____
- 4) What is the name of the film?

- 5) What time does it start? _____

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NEIGHBORHOOD MAP



Decorate the map with Crayola® Markers or Colored Pencils. As you follow the directions to discover where Catherine is going, draw a line on each street she walks on. Use the compass rose to help you.

Directions:
 Catherine leaves her house and walks east on Elm Court. She makes a right and heads south on Main Street. When she reaches Fifth Street she turns east. At Berry Drive Catherine walks north. She walks past the supermarket parking lot and makes a left onto Dale Lane. Where is Catherine?
 Write down directions from the supermarket to Ruth's house. Who lives across the street from the library?

WHAT IS MICKEY MOUSE DOING?

READ AND MATCH:

- 1) HE'S EATING WITH MINNIE.
- 2) HE'S DRIVING HIS CAR.
- 3) HE'S READING A BOOK.
- 4) HE'S TAKING PHOTOS.
- 5) HE'S FLYING A PLANE.
- 6) HE'S TRAVELLING.
- 7) HE'S PAINTING.
- 8) HE'S RUNNING.
- 9) HE'S SLEEPING.
- 10) HE'S JUMPING.

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Active Learning Social Skills Routines	
1. Greeting	2. Introduction
3. Conversation	4. Problem Solving
5. Conflict Resolution	6. Decision Making
7. Cooperation	8. Teamwork
9. Leadership	10. Responsibility
11. Empathy	12. Self-awareness
13. Self-regulation	14. Social awareness
15. Relationship skills	16. Responsible decision-making

Item	Unit	Unit	Unit	Unit	Unit
1	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1
2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2
3	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3
4	Unit 4	Unit 4	Unit 4	Unit 4	Unit 4
5	Unit 5	Unit 5	Unit 5	Unit 5	Unit 5
6	Unit 6	Unit 6	Unit 6	Unit 6	Unit 6
7	Unit 7	Unit 7	Unit 7	Unit 7	Unit 7
8	Unit 8	Unit 8	Unit 8	Unit 8	Unit 8
9	Unit 9	Unit 9	Unit 9	Unit 9	Unit 9
10	Unit 10	Unit 10	Unit 10	Unit 10	Unit 10
11	Unit 11	Unit 11	Unit 11	Unit 11	Unit 11
12	Unit 12	Unit 12	Unit 12	Unit 12	Unit 12
13	Unit 13	Unit 13	Unit 13	Unit 13	Unit 13
14	Unit 14	Unit 14	Unit 14	Unit 14	Unit 14
15	Unit 15	Unit 15	Unit 15	Unit 15	Unit 15
16	Unit 16	Unit 16	Unit 16	Unit 16	Unit 16
17	Unit 17	Unit 17	Unit 17	Unit 17	Unit 17
18	Unit 18	Unit 18	Unit 18	Unit 18	Unit 18
19	Unit 19	Unit 19	Unit 19	Unit 19	Unit 19
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27	Unit 27	Unit 27	Unit 27	Unit 27	Unit 27
28	Unit 28	Unit 28	Unit 28	Unit 28	Unit 28
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45	Unit 45	Unit 45	Unit 45	Unit 45	Unit 45
46	Unit 46	Unit 46	Unit 46	Unit 46	Unit 46
47	Unit 47	Unit 47	Unit 47	Unit 47	Unit 47
48	Unit 48	Unit 48	Unit 48	Unit 48	Unit 48
49	Unit 49	Unit 49	Unit 49	Unit 49	Unit 49
50	Unit 50	Unit 50	Unit 50	Unit 50	Unit 50

What is esol skills for life. Employability skills explained. What are 10 employability skills. Employability skills review.

Amid dwindling further education funding, courses which support learners to become economically viable members of society are becoming more widespread. Employability courses are an example of this, which, in the case of ESOL learners, are commonly incorporated into a combined employability and ESOL course. So, on being presented in September 2011 with the task of teaching Employability (and ICT!) as well as ESOL to a new group of learners, I felt a great sense of trepidation. A lack of experience and materials on my part and the desire to be learning 'just ESOL' on the part of my learners created a rather ominous start to the year. However, having now almost completed the year I find my sanity intact, my resources folder bulging (well, almost) and my learners still attending. This article is about the lessons I've learned in the process. Vocabulary My first consideration on planning this course was the amount of new and contextual vocabulary that learners would encounter. To address this issue, I put in place teaching strategies from the outset to recycle this vocabulary. I've used some of the following techniques: Vocabulary bag: writing key vocabulary on flashcards as the words occur in class and then, in subsequent lessons, selecting words at random from the bag and asking learners to give a definition. As an extension activity, learners write information about the word on the reverse side of the flashcard, e.g. a definition (copied from a dictionary if necessary), the word used in a sentence, common collocations, synonyms, antonyms, word family etc. Producing a simplified glossary of key terms used in the assessment materials: this could be made more 'interactive' by providing a definition next to a blank space, which learners fill in with the appropriate word once that item/s had been covered in a lesson. Making explicit links between learning in different units and asking learners to recall previous knowledge kept both the learning and the vocabulary fresh and relevant. In addition, many well-known vocabulary recall games were also useful and injected some energy into the classroom. For example, games that proved popular with my learners were: Call my bluff: learners choose one vocabulary item and write 3 definitions, one the true meaning and two made up. The learner reads their word and definitions to the class, who must guess which definition is true. This can be done as a team game, with points awarded for correct answers. A to Z: list the alphabet on the board and learners find a piece of contextual vocabulary for each letter. This can also be done orally, round the class. Wall displays: putting relevant material up around the classroom keeps key language current and allows a brief gesture from the teacher to remind learners of relevant items. (See 'Try - vocabulary' section of the TeachingEnglish website for lots of other ideas and an interesting discussion on the merits of a 'lexical notebook versus vocabulary cards') Cultural context To engage with and succeed in the workplace however, learners need to know more than just a new set of vocabulary. The wider issue of communicating cross-culturally, especially in the workplace, is a key consideration when equipping a learner with 'employability skills'. Learners need the opportunity to develop a cultural competence that would enable them to connect with, respond to and interact effectively with the UK as a workplace. And in turn, this contextual information helps learners develop a deeper understanding of the new vocabulary. A useful place to start is by identifying cultural values. I did this by using values cards; these use selecting, ranking and discussing activities to provide the opportunity to examine what a cultural value is, explore values present in a learner's culture and contrast these to UK cultural values. Once established, this knowledge is used to inform the following activities: Scenarios from the workplace - learners discuss a 'critical incident', (presented in a text or a video) then answer questions written to direct learning towards the cultural issues involved, how cultural misunderstandings occurred and consider how such incidents could be resolved or handled differently. Comparing and contrasting - learners talk about their experiences of working in the UK and/or abroad - through directed discussion activities; examining how cultural values affected these experiences. It is important to remember that the emphasis of such activities is to develop an awareness of the differences that exist between cultures and not to promote or dismiss any set of cultural values and beliefs. All of these strategies were based on using learners' knowledge and experience to explore and critically examine cultural issues within a workplace context. Using learners' experiences as a resource provided authentic examples of cross-cultural learning, helped personalise the course (making it more meaningful) and acknowledged and respected the diverse range of experience that adult learners bring to the classroom. In linguistic terms, it supported learners in understanding both new vocabulary and assessment materials written for native speakers, which assumed a level of cultural knowledge that learners may not possess. An interesting discussion of teaching 'cultural skills' can be found in Barry Tomalin's articles and blog. He highlights the difficulty of finding materials which address this subject, which I readily agree with. See Some of the best resources I found were on American websites, from which I could select certain activities and adapt others. See and for financial/budget activities. Motivation Initially, some learners had been quite unenthusiastic about attending an employability class (as they were required to attend all the strands of the 'ESOL for Work' course), due to considering themselves either already suitably experienced in the workplace, or through having little opportunity or desire to work outside the home. To address this lack of motivation, (whilst also trying to demonstrate how useful this course could be in its own right!), I explicitly stated how different activities in class were helping to practise learners' English skills. For example, the assessment materials asked learners to consider the personal problems associated with debt, which naturally leads to the production of structures appropriate to giving advice. As this language had already been covered in our ESOL class, here was an excellent opportunity to practise it in a new context. Listing personal attributes was useful for highlighting the common mistake of confusing adjectives and nouns (e.g. I am punctuality). Obviously, the fact of participating in a class conducted in English improved learners' language ability, but making explicit links to certain language points that they recognised from ESOL lessons increased learners' engagement with the tasks and helped to motivate their interest and participation in classroom activities. Conclusion Looking back, stepping out of my teaching comfort zone has improved my practice and positing learners' experience as a key teaching strategy has maintained their interest in the subject. Ten months on, I can honestly say that if employability is on my timetable next September, it will be with enthusiasm and resourcefulness, not in trepidation, that I enter the classroom. The author of this article, Charly Ramuz, teaches in a small community education college which is part of the City Academy, Bristol. They offer ESOL and ESOL for Work courses to a cohort of learners who bring a wide range of educational backgrounds and personal circumstances to the classroom. Copyright - please read All the materials on these pages are free for you to download and copy for educational use only. Live worksheets > English Finish!! Please allow access to the microphone Look at the top of your web browser. If you see a message asking for permission to access the microphone, please allow. Close This lesson aims to help students with reading and the language of contracts. Age group: Young adults / adults Level: Entry 3 and lower level 1 Time: 1 hour Skill focus: Reading and the language of contracts. Sub skills: Reading for specific meaning. Curriculum references: Rw/E3.2a (understanding key vocab) Rt/E3.8a (read every word to obtain meaning) Add to saved lessons In this ESL advanced lesson plan, your students will try to think what makes them employable. This time, the worksheet is based on two videos: the first one shows a group of professionals answering the question about employability and the second one is a short interview with Tony Walker, Deputy MD from Toyota. Students can learn some new vocabulary connected with skills they need to get a job, and start a comprehensive discussion about professional skills. B2 / Upper Intermediate C1 / Advanced60 minStandard LessonUnlimited Plan This advanced lesson plan starts with a discussion on the term employability. Students need to think which aspects provided in the worksheet are connected with it. Then, they move to the first video in which a group of experts answer the same question. VOCABULARY AND VIDEO 2 Next, there is a task on vocabulary. Students need to match words from box A with words from box B to make common phrases. Then, they should match them with their meanings. The expressions in this exercise appear in the next video, so it's important to make sure that your students understand them. Before watching the second video which is an interview with Deputy MD from Toyota, students try to answer questions which will then appear in the video. After that, they can move to the video and see how Tony Walker has answered them. The worksheet finishes with a debate which can be conducted in pairs or groups, depending on your class. EXTRA TASK - SKILLS FOR THE FUTURE WORKFORCE Additionally, there is one extra task (see Teacher's version) especially prepared for more advanced students or professionals. It pertains to the skills that according to the Institute for the Future for the University of Phoenix Research Institute will be needed in the future. EXTRA WORKSHEET - CRAFTING ELEVATOR PITCH For this lesson plan we have also created an extra worksheet that supplements the lesson by adding a task where students need to talk about their skills and achievements. The extra worksheet focuses on crafting a perfect job interview elevator pitch, i.e. a short speech to answer the dreaded interview question: tell me something about yourself. WORKSHEETS 733

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