

Education and employment

Introduction to Module 2

The second module concentrates on education and employment.

Module 2: Education and employment			
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Module 2: Curriculum coverage grid							
Page ref.	Level	Speaking and Listening	Reading	Writing	Number	Measures and Shape	Handling Data
2:1–2:11	M7–M8	SLlr/M7.2 SLlr/M8.2				MSS1/M7.1,2 MSS1/M8.1	
	E1–E2	SLlr/E1.2,4 SLlr/E2.2,3,4				MSS1/E1.2 MSS1/E2.4 MSS2/E1.1 MSS2/E2.1	
	E3–L1	SLlr/E3.2,6 SLlr/L1.2 SLlr/E3.2 SLlr/L1.2				MSS1/E3.3 MSS1/L1.2 MSS2/E3.1 MSS2/L1.1	
2:12–2:23	M7–M8						
	E1–E2	SLc/E1.1,4 SLd/E1.1 SLd/E2.2 SLlr/E2.6	Rt/E1.2 Rw/E2.1	Ws/E1.1,2 Ws/E2.1,3			
	E3–L1	SLd/E3.2 SLd/L1.2 SLlr/E3.6 SLlr/L1.6	Rt/L1.4 Rw/E3.2	Ws/E3.1 Wt/L1.2			
2:24–2:32	M7–M8	SLc/M7.1 SLc/M8.1					
	E1–E2	SLc/E1.1 SLc/E2.3 SLd/E1.1 SLlr/E1.2,3 SLlr/E2.2,4,6	Wt/E1.1 Wt/E2.1		N1/E1.1 N1/E2.1	MSS1/E1.2 MSS1/E2.4 MSS2/E1.1,2 MSS2/E2.1,3	
	E3–L1	SLc/E3.3 SLc/L1.3 SLlr/E3.2,6 SLlr/L1.2,6	Wt/E3.1 Wt/L1.1			MSS2/E3.1 MSS2/L1.1	



PAGES 2:1–2:3

Finding courses and training

Vocabulary

organisation, conversation, introduce, previous, leaflet, opinion, assessment, circumstances, depend on, leisure

Resources

audio player. Further information can be found at www.nextsteps.org.uk

- Learners can improve their skills and job prospects by further education or training. In any community there are many organisations that provide education and training. Details on courses can be found through local Job Centres and the Learndirect helpline (0800 100 900). Nacro's Resettlement Plus Helpline (020 7840 64 64) provides information on courses and training schemes.
- Learners listen for detail and practise speaking and listening skills.

All Talk about it

How often do you use the telephone? What type of calls do you make? Are there some calls you do not like making or receiving? Why? Some calls may require questions to be asked or answered. Discuss how it can help to be prepared before making these calls. If applying to join a course the questions will be quite specific and learners could predict and prepare for this. Talk about the protocol of having a telephone conversation: how people introduce themselves, ask questions and acknowledge they are listening, how they wait before they respond and how they finish the conversation. When using the audio clips consider learners with short-term memory problems. Re-listen to the audio clips or have a copy of the transcript available to read or be read. Alternatively, the recording could be paused while the response is recorded.

M7–8 Listen and answer simple questions

Look at the Focus page together. Identify that someone is making a phone call. Listen to audio track 2. *How did the caller sound?* (Concentrate on tone/register, clarity, speed of speech, volume.) *Was the caller polite? Did the person answering sound helpful?* Practise asking and responding to questions related to the topic or giving personal information. Alternatively learners could practise one side of a simple dialogue in preparation for using the telephone.

E1–2 Listen and respond to requests

Look at the Focus page together. *What do you need to think about before you make a call?* (The name and

number of the person or organisation you are calling, the reason you are calling or what you are going to ask for, the points you want to make, the action you want to make sure will happen, how you want to finish the call.) Listen to audio track 3. *Was Mia prepared? What information did she need to give? What was the outcome of the call – what did Mia get?* Listen to the track again. Use the questions on the Task page to highlight teaching points. Role-play phone calls asking specific questions and giving personal details. Ask learners to interpret the text message on the Focus page. *Have you got short texts and codes you use?*

E3–L1 Listen for detail in a telephone conversation

Use the Task page as a writing frame. Go through the first set of Questions A, then listen to audio track 3. Ask learners to write down the main points of holding a telephone conversation. *How was the phone answered? How did the caller introduce themselves?*

Follow this by discussing Question B, 'What sorts of questions were asked?' Ask for examples of different types of questions.

Role-play making phone calls but include some 'What ifs', e.g. they do not say who they are or they do not say the name of the organisation, you dial the wrong number, the number has been changed, an answerphone answers, you do not understand the person, etc. Using the example message on the Focus page, discuss text messaging as an alternative. Learners could make up abbreviated text messages for each other.

ESOL

Give learners only one or two questions for first listening to audio tracks. Play again, pausing the recording to check understanding. Prepare learners for the role-play by practising how to formulate the kind of questions they'll need to ask. Check for correct intonation. Questions often end with rising intonation.

Follow up and extension

Ask learners to list the type of courses they would like to go on. Use the writing frame on the Follow up page to record the information needed when phoning or applying for a course.

	M7–8	E1–2	E3–L1
Speaking and listening	SLlr/M7.2 SLlr/M8.2	SLlr/E1.2,4 SLlr/E2.3,4	SLlr/E3.2,6 SLlr/L1.2



Finding courses and training

Focus

There are lots of ways of getting in touch.
It's what you say that matters.



Can you work out what the text messages are saying?





Finding courses and training

Task
2
3

Record the main points from the telephone conversations.

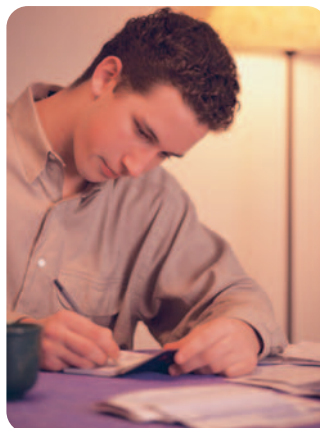


Questions A	Audio track 2	Audio track 3
What was the name of the person or organisation they called?		
Did the receptionist answer the telephone clearly?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
How did the caller introduce themselves?		
Did Joe get the information he asked for?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Did Mia get the information she asked for?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Who finished the conversation?		
How did they finish the conversation?		

Question B	Audio track 2	Audio track 3
What sorts of questions were asked?	Yes/no questions <input type="checkbox"/> Asking for information <input type="checkbox"/> Asking for an opinion <input type="checkbox"/>	Yes/no questions <input type="checkbox"/> Asking for information <input type="checkbox"/> Asking for an opinion <input type="checkbox"/>

Finding courses and training

It helps to be prepared for a telephone call.



Follow up

Call Planner	
Fill in the details and then make the call.	
Name of person or organisation you are calling	
How you will introduce yourself?	
What you will ask for?	
What points do you want to make?	
Details for any questions you think they may ask: <ul style="list-style-type: none"> • date of birth • address • telephone number • qualifications • experience (e.g. previous courses you have been on) 	
What do you want to get from this call? (e.g. contact details for someone, a leaflet to be sent to you, registration details for a course, etc.)	
Anything else you want to ask?	
How you will finish the conversation?	
After you have made the call, talk to a friend about what you found out. What are you going to do next?	

PAGES 2:4–2:6

Learning styles

Vocabulary

auditory, visual, tactile, jingles, highlight, figure out, associate, item

Resources

tray for 'Kim's game'

Further information on learning styles including diagnostic tests can be found on

www.support4learning.org.uk/education/learning_styles.cfm

- People learn in different ways. It can help learners to understand how they learn best. Are they a visual, auditory or kinaesthetic learner? Use these pages to discuss different learning styles.
- Learners use their reading skills to complete a quiz.

All Talk about it

How do you learn best? We all learn in different ways. Some people learn best by listening, some by seeing, doing or a combination of all three. Ask learners to think about a time when they learnt something well or easily. It might have been their favourite subject at school because they were 'good' at it. Why were you successful? Did it involve practice? How were you taught?

Look at the Focus page. Discuss the learning tips. Do learners prefer some to others? Match the tips to the three styles of learning (V – 2, 4, 6. L – 1, 5, 7. T – 3, 8).

E1–2 Listen for detail

Explain that during the session learners will do three activities to determine which learning style they prefer. Keep a mental note of who does well in each.

(1) Listening game – The dyslexic learner may need support with instructions for practical games. Sit in a circle (up to five people) and start the sentence 'For dinner I had ...' Each person around the circle repeats the phrase and adds another item of food, also saying the previous food, e.g. 'For dinner I had chips', (second person) 'For dinner I had chips and beans', etc. Continue around the circle until everyone has had a go. Repeat the game but in the reverse direction saying 'For breakfast I had ...' Talk about how the learners did at that game. *Could you remember all the items easily? How did you remember the items?*

Remember words and images (2) Visual game – Play 'Kim's game' a few times (see Task page for instructions). Again talk about how easy or difficult

learners found the activity. *Did the activity get easier as you got to know the objects?*

2-D shapes (3) Tactile game – cut out the tangram pieces from the Task page. Place the two large triangles in the correct place and ask learners to make a square using all seven pieces. Talk about the activity. Look at the Focus page together and help learners to match the captions to the learning styles (V – 2,4,6; L – 1,5,7; T – 3,8).

E3–L1 Listen for detail

(1) Listening game – up to 10–12 people in the circle. Discuss how they remembered the items. Share tips and hints on remembering things learners hear. *Did you associate an item with the person? Did you remember the order?*

Remember words and images (2) Visual game – up to 10–12 objects on the tray. Again share tips of how learners remembered the objects. *Did you pair some together? Did you remember their position on the tray?*

Solve problems (3) Tactile game – solve the problem with all seven pieces. Again help with positioning some pieces if proving difficult. *Who enjoys making things? Are you good with flat pack furniture? ... working out how to use a video? ... good with cars?* Discuss and ask learners to match the captions to the learning styles on the Focus page. (answers above)

ESOL

Check learners know verbs (use, copy, record, remember, repeat, link, associate, etc.), together with their past tense forms (copied, wrote, etc.). Show and discuss different ways to record new vocabulary: personal glossaries with subject headings, or personal dictionaries.

Follow up and extension

Ask learners to complete the quiz to find their preferred learning style. Complete in pencil. After it has been checked it could be colour coded to help analysis, e.g. all the responses to 'visual learner' to be highlighted in blue.

Use the tips on the Focus page to encourage learners to boost their learning skills. Encourage learners to try a technique.

	M7–8	E1–2	E3–L1
Speaking and listening		SLlr/E1.2 SLlr/E2.2	SLlr/E3.2 SLlr/L1.2
Measures and shape		MSS2/E1.1 MSS2/E2.1	MSS2/E3.1 MSS2/L1.1

Learning styles

Focus

Make your learning style work for you!

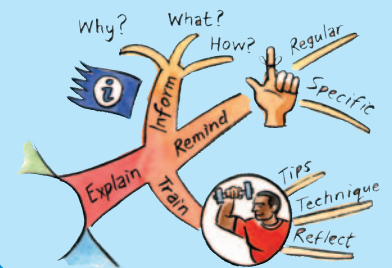
8 Make models to help you understand.



1 Read text aloud.



2 Use mind maps and thought-bubbles.



Visual learners



7 Record lessons instead of taking notes, or dictate notes to someone to write down.



Listening learners



3 Move around when studying.



Tactile learners



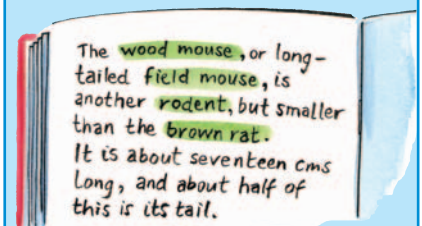
6 Use maps, charts and pictures.



5 Think up jingles to remember things.



4 Use colours to highlight key points.



Learning styles

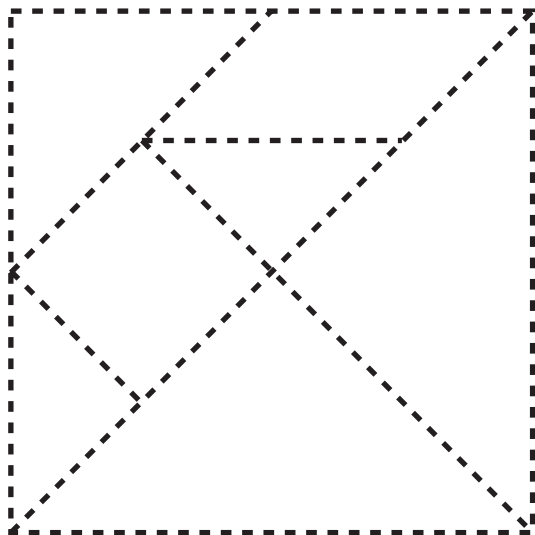
Task

Kim's game

Place a selection of items on the tray. Look at the objects for a minute then ask learners to close their eyes while you remove one or two of the items. Ask learners what is missing.



Your choice of items makes it easy or hard.



Tangram puzzle

Cut along the dashed lines to make a puzzle of seven pieces. Ask learners to reassemble the pieces into a square. To help, place the two largest triangles in the correct positions.

Learning styles

Follow up

What type of learner are you?

Knowing what type of learner you are will help you to learn more effectively.

Tick one choice for each question.

2 It is the day after a party. Which do you remember?

- a Faces but not names
- b Names but not faces
- c What you did and said



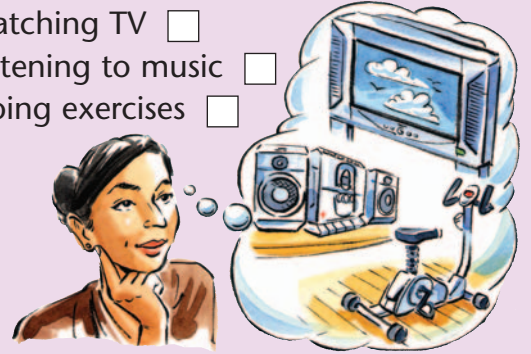
4 Which of these methods do you use to spell a word?

- a Look it up in a dictionary
- b Sound it out in your head
- c Write down different ways to see which looks right



1 Which do you prefer?

- a Watching TV
- b Listening to music
- c Doing exercises



3 Which of these do you prefer when driving somewhere new?

- a To have a map
- b To have been given directions
- c To be shown the way



5 How do you learn how something works?

- a Read the instructions
- b Listen to instructions
- c Take it apart and try to figure it out for yourself



mostly as a **visual learner**. Try the visual tips on the Focus page. You may be distracted by clutter, so keep tidy.

mostly **bs** You are a **listening learner**. Try the listening tips on the Focus page. Talking things through will help you.

mostly **cs** You are a **tactile learner**. Try the tactile tips on the Focus page. Write things on sticky notes and move them around.

mostly as a **visual learner**. Try the visual tips on the Focus page. You may be distracted by clutter, so keep tidy.

PAGES 2:7–2:11

Time keeping

Vocabulary

diary, calendar, remind, involved, assignment, due

Resources

learners' personal pictures of events during their week, selection of diaries and calendars plus learners' own, scissors, yearly calendar showing term times

- When taking a course or some type of training, learners need to think of their influence on others' learning, e.g. arriving on time, listening attentively, contributing to discussions, being prepared and completing assignments.
- These pages look at time management skills, understanding hours, days and months of the year.

All Talk about it

Start this session by role-playing a disorganised teacher. Arrive late, drop your files, ask if you are in the right room, don't have a pencil or spare paper, sit down sullenly saying you don't feel like talking, etc. Discuss the points in a light-hearted and fun way. *Would you like a teacher like this? What makes a good teacher?* List some attributes on a flipchart or poster. Look at the Focus page. *What makes a good learner?* (e.g. being prepared, being organised, handing in assignments on time, respecting others, listening to opinions, not making fun of others' skills or abilities, good time-keeping, taking turns when speaking, sitting to be able to see and participate, taking part in discussions and activities). List and relate to the good teacher list. Leave up the flipchart/poster for reference during future sessions.

M7–8 Significant times of the day

Highlight a time-keeping attribute from the board. *How do you organise your time?* Talk to learners about different parts of the day. Relate events to the times of the day: *When do you have breakfast? What day do you come here?* Make an A3 version of the timetable on the Follow up page and talk about the days of the week and times of the day. Photograph or use learners' personal photos and help learners to fill in their usual weekly events. Pictures of adults in daily routines are also available in basic skills publications. Point out the different colours on the days of the week (respect learners' own ideas and colours if they use a similar system for remembering the days).

E1–2 Days of the week and times

Talk about what learners do on different days of the week. *Which day do we meet? What is tomorrow? Yesterday?* Make up some cards with the days of the week and their abbreviations for learners to order and match. Talk about the cycle of the weeks. Cut out the cards on Task page 2:9 and ask E2 learners to read times displayed on analogue and twelve-hour digital clocks.

E3–L1 12- and 24-hour clock

Talk about being organised. *Do you have a diary or calendar? How do you keep track of what you do during the week or year?* Talk about planning time, i.e. to arrive at sessions on time, for working and handing in assignments, what to do if you double book or can't attend a session. Use timetables relevant to the learners to set time calculation questions. *If you need to be here by 9.00 am what time bus will you need to get?* Talk about a.m. and p.m. times and the 12-hour clock. Ask learners to answer the questions on Task page 2:8. Cut out the cards on the Task pages 2:9 and 2:10. Ask learners to match the analogue to the digital times. For E3 learners use the 12-hour times, for L1 learners use the 24-hour times.

ESOL

Learners may need to hear and practise different ways of saying the time, e.g. six forty-five, quarter to seven, etc. Make an audio recording with the time repeated twice for learners to listen and repeat as they read analogue and digital times. They then practise making sentences with time expressions.

Follow up and extension

Use the Follow up page or learners' own notebooks/diaries/calendars. Ask learners to fill in their weekly events on the timetable, adding in session times and other commitments. Ask learners to make their own weekly TV viewing timetable or circle times on a TV magazine of their favourite programmes.

	M7–8	E1–2	E3–L1
Measures and shape	MSS1/M7.1,2 MSS1/M8.1	MSS1/E1.2 MSS1/E2.4	MSS1/E3.3 MSS1/L1.2

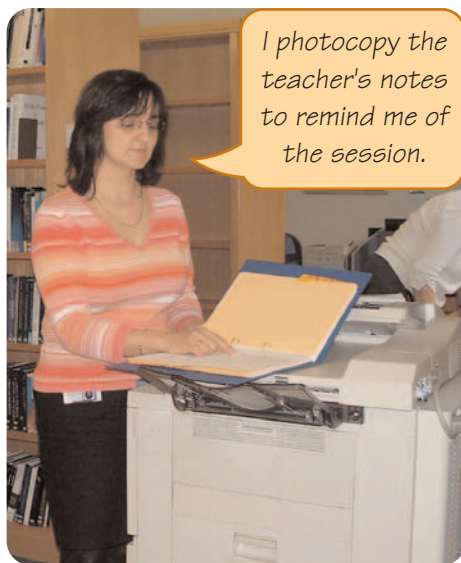
Time keeping

Focus

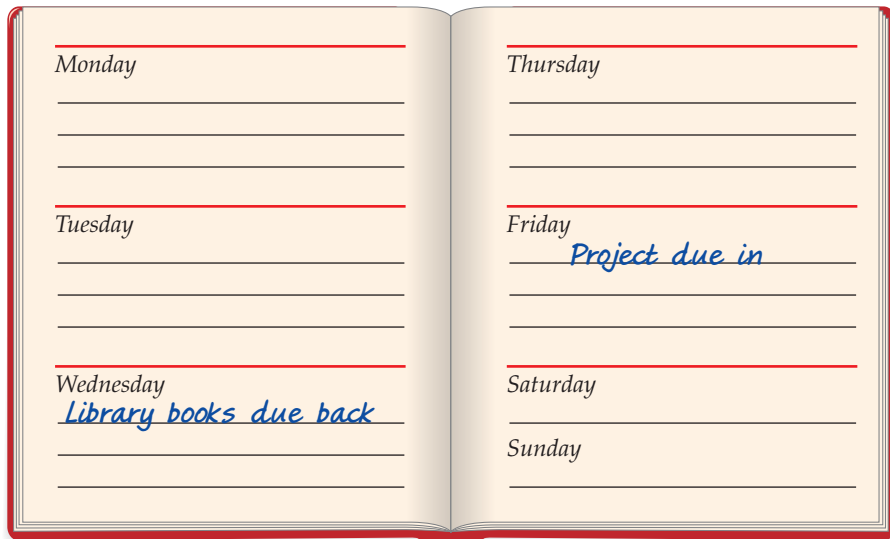
Good, everyone's arrived on time. I want to start this session with a video.



I photocopy the teacher's notes to remind me of the session.



I ask questions and get involved.



I write when my assignments are due in my diary so that I can plan my time.



Time keeping

Task

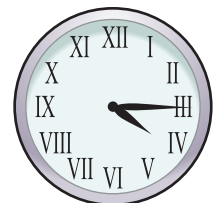
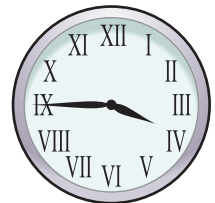
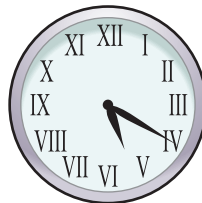
You need to get up at 7:15 am. What will your alarm clock show?



Your training session starts at 10:15. What time would your mobile phone show?



It is time to go home at quarter to four. What time will the hall clock show?



Time keeping

Task

Time cards

		9:00	10:15
Nine o'clock	Ten fifteen		
		3:00	2:45
Three o'clock	Two forty-five		
		1:15	11:00
One fifteen	Eleven o'clock		
		11:45	4:30
Eleven forty-five	Four thirty		
		3:45	9:15
Three forty-five	Nine fifteen		
		2:15	5:30
Two fifteen	Five thirty		

Time keeping

Task

Time cards

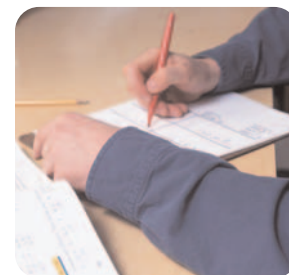
		21:10	22:30
Ten past nine	Ten thirty		
		15:00	14:45
Three o'clock	Two forty-five		
		13:05	23:00
Five past one	Eleven o'clock		
		19:45	16:30
Seven forty-five	Four thirty		
		18:00	17:15
Six o'clock	Five fifteen		
		15:10	20:30
Ten past three	Eight thirty		

Time keeping

Follow up

Keeping a diary or writing about your special events and dates will help you to be an organised learner. It will help you to keep appointments, turn up on time and ensure that you don't arrange to be in two places at the same time.

Use the timetable to help you organise your week.



Days of the week	Morning 7:00–12:00 	Afternoon 12:00–18:00 	Evening 18:00–24:00 
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

PAGES 2:12–2:14

Finding a new job

Vocabulary

overleaf, PTO, JSA, allowance, declaration, casual, shift, partner, title, occupation

Resources

selection of forms and leaflets relating to finding a job and applying for benefits, e.g. JSA1, NJ11, ES2, WK1, WK3. Further information can be found at www.jobcentreplus.gov.uk

- Many jobs are found through word of mouth, friends and family. People looking for work can find help in the community from the local Job Centre. Jobseekers can apply for an allowance while looking for work. From information given on a form and interview, the Job Centre will advise and help people get work. Many prisons and resettlement programmes also give advice on finding work in preparation for returning to the community.
- This page is designed to help learners read and understand some of the words, abbreviations and features commonly associated with forms.

All Talk about it

Look at the selection of forms. *How do forms differ from other writing, e.g. leaflets?* Talk about the purpose of forms. *What is usually needed on a form? When are forms used? Why is a form needed at the Job Centre?* It may emerge in discussion that some dyslexic learners who have had difficulties at work in the past are nervous about going back into the work force. Discuss the Disability Discrimination Act and the changes since it came into force; also now companies and colleges are improving access for the disabled, e.g. hearing loops, ramps, lifts, etc. www.adviceguide.org.uk has up to date information. Assessment information is available from the Job Centre.

E1–2 Read words on forms related to personal information

Look at the Focus page or use copies of JSA1 and associated leaflets/forms from the Job Centre. Benefit application forms could also be used. Ask learners to identify forms they recognise and explain what they remember about them. Pick out some key words in the titles. Talk about Jobseeker's Allowance and entering into an agreement to 'actively seek work'. *What does this mean?*

Discuss personal words commonly used on forms (surname, title, etc.). Go through the questions on the Task page. *What if you do not know your National*

Insurance number? Talk about contacting the Social Security office. Talk about using a pencil first then going over in pen, writing clearly. Help learners fill in their personal details on one of the forms.

E3–L1 Read common words and phrases on forms

Look at the Focus page and copies of JSA1 or relevant forms for the learner. *Have you been to the Job Centre? What can you tell us about Jobseeker's Allowance?* Go through the abbreviations and words on the Focus page. *What does PTO mean?* Look at common features and vocabulary on forms on the Task page and then throughout JSA1. Discuss how abbreviations are formed, by using initials, shortened forms, creating acronyms, etc. Make up messages for learners to abbreviate. Encourage them to create their own abbreviations as in text messaging.

Use structural features to locate information

Help learners to read/scan the sections of JSA1 and talk about what information is required. *Do you need to fill in the yellow sections entitled 'your partner'? What does the phrase 'If no, go to ...' mean? Where are the section headings? Where are the notes designed to help you fill in the form? What does the declaration mean? What other documents are needed at the interview?* Using pencils, help learners practise filling in sections of the forms.

ESOL

Show learners a JSA1 form filled in for a fictitious person. Put abbreviations on cards for learners to match with full words. Some learners may benefit from practising filling in simplified forms first. Pair ESOL learners with native speakers to practise asking and answering questions on the Follow up page.

Follow up and extension

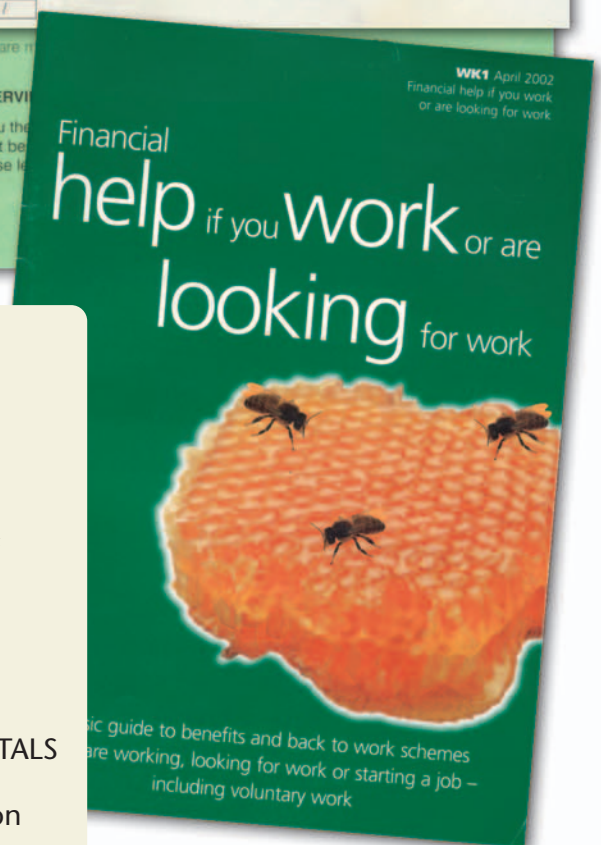
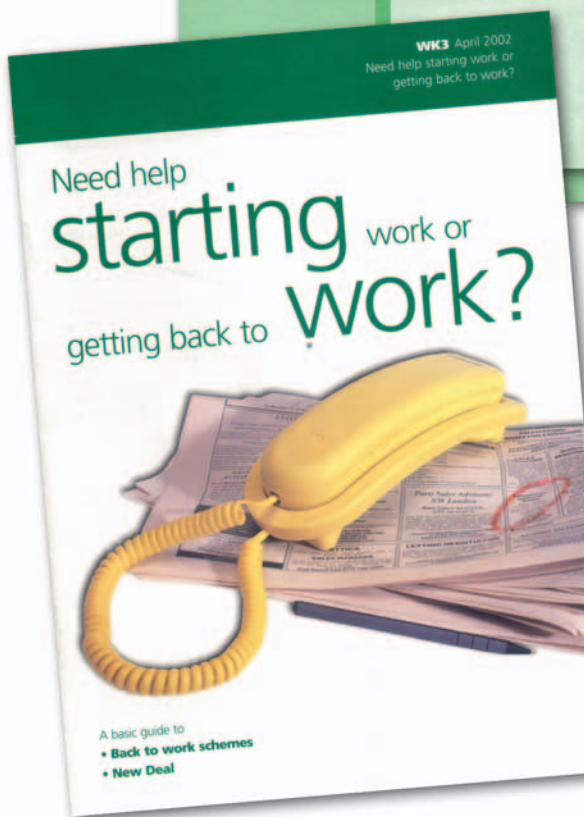
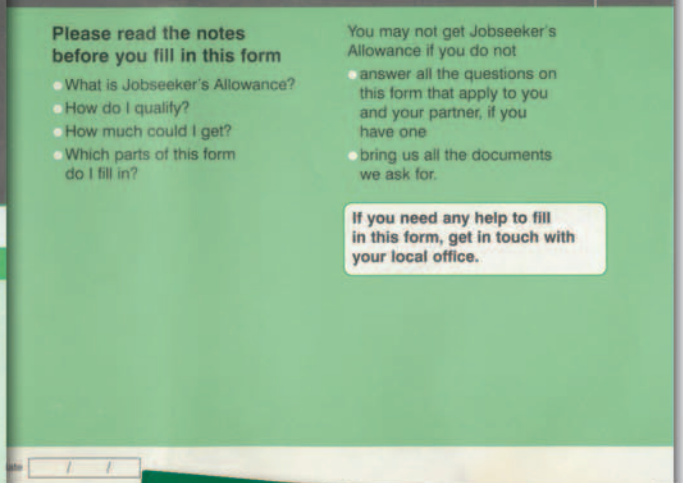
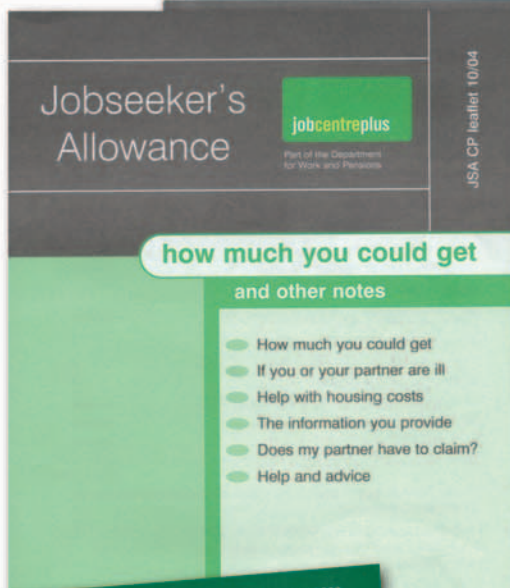
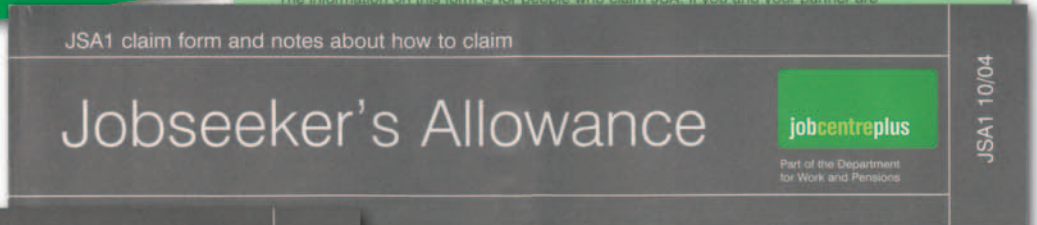
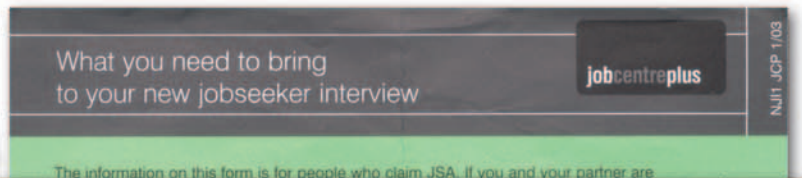
Ask learners to fill in the information on the Follow up page. This information will be useful when going for a Jobseeker's interview or filling in form ES2 *Helping you back to work*. Encourage learners to adapt or use the page for their next interview. Ask someone from Job Seekers to come in and talk to learners about what the interview entails.

	M7–8	E1–2	E3–L1
Reading		Rt/E1.2 Rw/E2.1	Rw/E3.2 Rt/L1.4

Finding a new job

Focus

new deal



- PTO
- NI
- No.
- Overleaf
- DOB
- Title
- BLOCK CAPITALS
- Occupation

Finding a new job

Task



Remember!
Write clearly.
Write in pencil first.
If unsure, ask for help.

What is your surname?

What does this mean?

What would you put in here? Why are there slashes / /?

What date do you want to claim Jobseeker's Allowance from?
We will need more information if the date is before the date you first got in touch with us

Surname

Other names

Any other surnames you have been known by

Title

Mr Mrs Miss Ms Other title

Date of birth

National insurance (NI) number
You can get this from payslips or from tax papers or get in touch with your local office.

Letters Numbers Letter

JSA1 10/04 For our use

Backdated form issued? No Yes

Effective (TAM) date / /

Would you write anything here?

How would you show your choice?

What are these boxes for?

Finding a new job

Follow up

The information from these questions will be useful for your Jobseeker's interview.

What type of job would you like?

When could you start work?

When would you like to work?

What hours and days could you work?

Can you drive?

Do you have a car?

In which area do you live?

How far are you willing to travel from your home?



PAGES 2:15–2:17

4 Which job is for me?

Vocabulary

skills, qualities, interests, patient, project, persistent, physical work, deal, crisis, tidy, organise, handle, challenge, independently

Resources

audio player, cut up cards from the Task page www.connexions-direct.com is useful for further information.

- Jobseekers need to show they have the skills, qualities and interests to do the job. Qualifications, previous experience and training will improve chances. These pages help learners identify their interests and abilities to decide on suitable employment.
- Learners are encouraged to participate in a discussion about jobs and respect the turn-taking of others. They read and discuss captions and phrases showing preferences and skills.

All Talk about it

Write up the alphabet on a board for reference. Ask learners to sit in a circle. In turn ask learners to name types of jobs, in alphabetical order (e.g. ambulance driver, builder, carpenter). Can they name 26? Talk about the different types of jobs. Can some be grouped into similar categories like construction work, office work? When using audio track 4, consider learners with short-term memory problems. Re-listen to the audio track or have a copy of the transcript available to read or be read.

E1–2 Contribute to discussion

Look at the Focus page together and point out the four jobs in the centre. Ensure learners understand the nature of these jobs. Listen to audio track 4, one clip at a time. After each clip ask learners to match the description to the job. Ask learners to talk about previous jobs they have had. What did they like/dislike about the job? Try to keep to general preferences, not personal complaints about colleagues. Encourage all to take an active part in the discussion by drawing in more quiet members of the group (*Weren't you a builder as well, Sam? Did you enjoy the job?*). Discuss what skills are required for the jobs.

Cut up the cards from the Task page. In pairs or small groups, ask learners to read the cards and match them to the jobs they feel their interests and abilities would suit best. Help with reading and any

unfamiliar words. Point out that to state 'I like ...' shows an interest but 'I am good at ...' needs to have proof, e.g. previous experience, qualification, statement from colleagues, etc.

E3–L1 Respect turn-taking in discussion

Look at the Focus page and listen to the audio track as before. Discuss the different types of jobs the learners have had. Encourage all to take an active part. Point out that a good discussion involves taking turns to talk. Show how eye contact and body language can help signal you would like to say something without interrupting the flow of someone speaking.

Talk about the skills involved in some of the jobs named (a receptionist needs good communication skills, a scaffolder needs a good head for heights). Cut up the Task page and ask learners to match the cards to the jobs. Talk about transferable skills (e.g. working well in a team, communicating effectively, problem solving, being adaptable and well organised) and how these skills can be sought after by employers in various fields.

ESOL

Recognise that ESOL learners may have come from a skilled background. Play each audio clip at least twice, pausing where necessary to check understanding. Able readers may benefit from seeing a transcript afterwards. For discussing previous employment, practise sentences with 'I used to', 'I had to' and others with past tense verbs. Help learners write a few sentences about past jobs.

Follow up and extension

Ask learners to think of interests and abilities they have. How can these be used in various jobs? The Follow up page may help with ideas. Blank spaces have been left for other ideas. This information will be particularly helpful if learners need to fill in form ES2 – *Helping you back to work*.

	M7–8	E1–2	E3–L1
Speaking and listening		SLd/E1.1 SLd/E2.2	SLd/E3.2 SLd/L1.2



Which job is for me?

Focus



Scaffolder
Mechanic
IT technician
Doctor's receptionist



Which job is for me?

Task

Cut out the cards. Match them to the jobs.

driver	shop assistant
firefighter	cleaner
office worker	builder



I like: <ul style="list-style-type: none"> ■ helping people ■ talking ■ cooking and cleaning 	I like: <ul style="list-style-type: none"> ■ physical work ■ working on different projects ■ making things 	I like: <ul style="list-style-type: none"> ■ to feel I am making a difference ■ working different hours ■ excitement
I am good at: <ul style="list-style-type: none"> ■ listening ■ being patient 	I am good at: <ul style="list-style-type: none"> ■ working with my hands 	I am good at: <ul style="list-style-type: none"> ■ dealing with a crisis ■ problem solving
I am good at: <ul style="list-style-type: none"> ■ working indoors ■ being part of a team ■ reading and writing 	I am good at: <ul style="list-style-type: none"> ■ travelling ■ my own company ■ being independent 	I am good at: <ul style="list-style-type: none"> ■ meeting people ■ organising ■ tidying
I am good at: <ul style="list-style-type: none"> ■ organising ■ IT skills 	I am good at: <ul style="list-style-type: none"> ■ driving ■ finding my way around 	I am good at: <ul style="list-style-type: none"> ■ handling money ■ selling

Which job is for me?

Follow up

This page will help you to highlight your interests and abilities when applying for a job.

1 Interests – what do you like to do? Tick all that apply.

<input type="checkbox"/> Work in a team	<input type="checkbox"/> Work regular hours	<input type="checkbox"/> Make things
<input type="checkbox"/> Work on my own	<input type="checkbox"/> Work shifts	<input type="checkbox"/> Work indoors
<input type="checkbox"/> Do practical work	<input type="checkbox"/> Talk to people	<input type="checkbox"/> Work outdoors
<input type="checkbox"/> Use my mind	<input type="checkbox"/> Help people	<input type="checkbox"/> Meet new people
<input type="checkbox"/> Travel	<input type="checkbox"/> Do different projects	<input type="checkbox"/> Excitement
<input type="checkbox"/> Work in one place	<input type="checkbox"/> Do the same things	<input type="checkbox"/> Tidy up
<input type="checkbox"/> Organise things	<input type="checkbox"/> Use computers	<input type="checkbox"/> Work to deadlines
<input type="checkbox"/> Organise people	<input type="checkbox"/> Feel that I'm making a difference	<input type="checkbox"/> Challenges
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

2 Choose three of the activities you like.

On the back of this page, write in sentences why you like them.

e.g. *I like practical work because I like working with my hands, especially fixing up cars.*

3 Abilities – what are you good at?

<input type="checkbox"/> Listening	<input type="checkbox"/> Being patient	<input type="checkbox"/> Selling
<input type="checkbox"/> Organising	<input type="checkbox"/> Working independently	<input type="checkbox"/> Talking
<input type="checkbox"/> IT skills	<input type="checkbox"/> Driving	<input type="checkbox"/> Problem solving
<input type="checkbox"/> Handling money	<input type="checkbox"/> Finding my way around	<input type="checkbox"/> Other _____

4 Choose two of the activities you are good at.

Write in sentences how you have become good at these things.

e.g. *I am good at driving and passed my driving test first time.*

PAGES 2:18–2:20

Showing your best side

Vocabulary

CV, positive, deal with, enthusiasm, motivation, patient, achieve, suggest, responsible

Resources

two examples of CVs (content is unimportant) one crumpled, badly handwritten with rubbing out, torn corner, creases in paper, etc., one good, neatly typed, clean paper, etc.; other examples of good CVs

- When returning to work after absence, learners need to be able to present their previous experience and reasons for absence in a positive way to maximise their chances of employment.
- On these pages learners will construct simple and compound sentences and judge the level of detail to include in their writing.

All Talk about it

Discuss with learners what gives a good impression when meeting someone for a job – not being late, being organised, looking tidy, not swearing. *Can you give a good impression over the telephone?* (speaking clearly, knowing what you want to say, etc.) *Can you give a good impression in your writing?* Show the good/bad example CVs and discuss their presentation.

E1–2 Construct sentences

Look at the Focus page together. Talk about how you can give a good impression by what you say as well as how you say it. Go through the extract, looking at and talking about the call-outs. *What skills do you think are needed to become a bus driver? Do you think Jimmy would make a good driver? How would Jimmy list his skills?* List some of Jimmy's skills on a board with simple sentences ('I can drive. I can find my way around. I can deal with people's questions. I can handle money. I like helping old people. I am trustworthy. I can handle responsibility.').

Concentrate on writing the sentences starting with a capital letter, ending with a full stop. Combine some of the sentences with 'and', e.g. 'I can drive and find my way around' to give a better flow to the writing.

Look at the Task page and read out some of the sentence starters. Explain how they are all positive starters. Match up the starters with appropriate endings. Dyslexic learners would benefit from saying the sentences out loud to make sure they sound

correct. Ask learners to think up one or two sentences about themselves using the starter phrases. Help learners to write these down using correct punctuation and spelling.

E3–L1 Level of detail

Look at the Focus page and discuss. Talk about the level of detail, e.g. it is short and succinct but gets across many good positive ideas. How would Jimmy list his skills? In pairs, ask learners to read through the CV and pick out three skills, e.g. 'I can drive', 'I am good with people', 'I can navigate'. Remind learners to write as Jimmy would, using 'I' rather than 'He'. Feed back to the group and make a list.

Write in complete sentences

Talk about writing positive sentences and look at the starter phrases on the Task page. Discuss how the starter phrases are grouped (management, achievements). In pairs ask learners to read through the phrases on the right and write in appropriate 'starters' to complete them. Share the starter phrases chosen. *Could more than one starter phrase be used? How does this change the meaning of the sentence?*

Ask learners to choose one starter phrase from each section and write a sentence about themselves in a positive way. These can be turned into paragraphs to expand on ideas. Help learners to judge the amount of detail needed.

ESOL

Assist learners to say and write sentences describing their own skills: 'I can speak four languages', etc. Point out that after 'enjoy' and 'like' we use verb + ing: 'I enjoy travelling', etc., but after a verb + 'to' the verb does not end in 'ing', e.g. 'I learned to repair televisions'.

Follow up and extension

A writing frame is provided for learners to complete a statement of their achievements, experience, skills and aspirations. Ask learners to use some of the positive phrases discussed. Guidelines can be added to the page for learners who have related handwriting/organisation problems. Use the information in a job application and send it off. Good luck!

	M7–8	E1–2	E3–L1
Writing		Ws/E1.1,2 Ws/E2.1,3	Ws/E3.1 Wt/L1.2

Showing your best side

Focus



Hi, I'm Jimmy.

Can stay in one job for a long time.

Had experience of different cultures.

My experience

I was in the army for **4** years and travelled to lots of different countries.

When I left the army I worked as a community **volunteer**, helping with gardening for old people.

Can handle money and deal with the public.

Then I worked in a newsagents shop part-time, sorting the newspapers and **servicing customers**.

My last job was as a **van driver** for 6 months, delivering parcels all over Birmingham.

Gives his own free time; can be caring and patient.

Can work independently and find his way around.

Has had responsibility.

My achievements

I **learnt to drive** in the army and hold a valid licence.

I was promoted to **corporal in the army**.

Can drive.

Useful skills in any job.

My skills

People I have worked with say that I am a good **team member** and am well **organised**. I am also good at **solving problems**, especially getting things to work.

My ambitions

I enjoy travelling and would like to get my **PSV licence** and one day drive coaches all over Europe.

Shows enthusiasm and motivation.

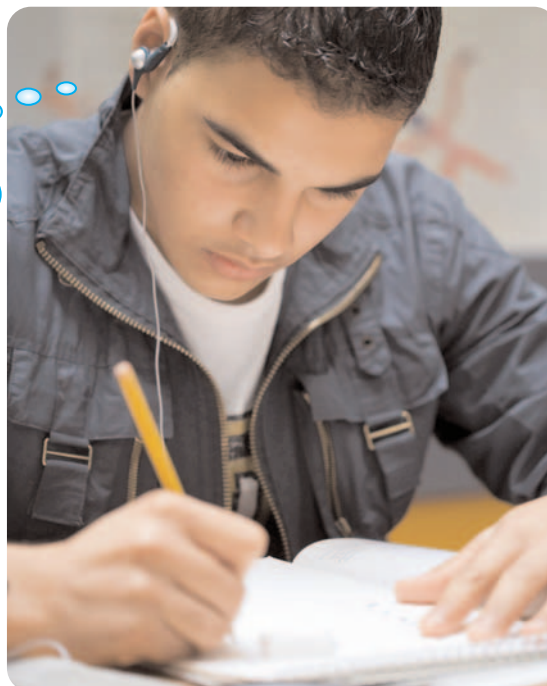
Showing your best side

Task

Choose a phrase from the left to start each sentence on the right.

I enjoyed working as part of a team.

Be positive!



I led

I was responsible for

I managed

I was chosen to

I was asked to

I dealt with

I developed

I set up

I improved

I prepared

I suggested

I learnt to

I was successful

I achieved

I enjoyed

... train new members of staff.

... working as part of a team.

... customers on a daily basis.

... go on a health and safety course.

Showing your best side

Follow up

Personal profile

This page will help you prepare for a job application.

Personal details

Name _____

Age _____ Gender _____

Experience

Achievements

Skills

Ambitions

Other (you can add hobbies, sports or any interests)

Now use this information to write a job application and send it off. Good luck!



PAGES 2:21–2:23

5

Preparing for an interview

Vocabulary

interview, trustworthy, reliable, honest, overhear, team, image

Resources

video camera and playback facilities, interview training video (optional), selection of newspaper job advertisements

- Interviews are most successful when the candidate prepares by considering what questions may arise and practises answering the questions. An advertisement or job description can give the interviewee clues as to what questions will be asked at interview.
- Learners will practise speaking clearly and responding to a range of questions related to job interviews.

All Talk about it

Talk about job interviews. Draw on learners' own experiences of going for interviews. *Have you had any funny experiences?* Play audio track 5, first clip, as a light-hearted way to start the discussion. *How could you prevent this from happening?* (visiting the place before the interview, checking the bus timetable)

E1–2 Speak clearly and respond to straightforward questions

Look at the Focus page together (it may be easier to cut out the individual pictures and talk about them one at a time). *What do you need to think about when preparing for an interview?* Talk about the importance of first impressions. *How can you give a good impression?* Go through the pictures, relating to learners' own experiences where possible.

What type of questions have you been asked at interviews? Read out the questions on the Task page. Role-model answering one of the questions. Highlight speaking clearly and using eye contact. Talk about how to sit to look attentive and interested. Practise phrases to ask for clarification of questions. In pairs, ask learners to practise answering one or two of the questions. Use role-play – interview someone to be the teacher of the class. Learners can observe and comment on the performance of both the interviewer and interviewee.

E3–L1 Respond to a range of questions

Look at the Focus page together and discuss what learners need to consider when going for an interview. *What do the interviewers need to consider? Do they need to prepare?* Listen to audio track 5, second clip. Talk about the points made. Why should interviewers ask everyone the same questions? How could they check that what is written on the application is true? In pairs, role-play interview situations. Practise the questions from the Task page as well as more open-ended questions, e.g. 'Tell us a bit about yourself'. Talk about giving feedback (e.g. smiling, nodding, 'I see', 'yes I understand'), body language, keeping answers brief with not too much detail. It may be useful to video the interview situations for learners to watch themselves (not others) or use a training video to pick up good and bad points. Make a list of do's and don'ts for interview situations.

Look at some newspaper job ads. Help learners to guess likely questions that may be asked at an interview.

ESOL

Practise joining phrases together with 'because' to make sentences. Write up a few starter phrases, e.g. 'I know I'm good at serving customers because ...' for learners to match with a few 'reasons' first, before they make their own statements. Give ample time for improving spoken practice of questions/answers.

Follow up and extension

Learners can use the questionnaire to ask friends or work colleagues to give them some positive feedback on the image they convey. Make some photocopies. Ask learners to write their own name at the top of the questionnaire. They should only give it to people who will make positive, encouraging statements. If learners agree, share the responses. Discuss how the comments affect self-esteem.

	M7–8	E1–2	E3–L1
Speaking and listening		SLC/E1.1,4 SLlr/E2.6	SLlr/E3.6 SLlr/L1.6

5

Preparing for an interview

Focus

How will you prepare?



What image will you give?



What will you say?



What do you want to ask?



Where is the interview?



What time do you need to be there?



How will you get there?

You are not the only one who has to prepare for an interview.



What might they ask?

What are they looking for?

How would you answer the questions?

Preparing for an interview

Task

Draw on your personal experience to answer some of the following questions.

What have you done that shows that you are a good time-keeper?	What experience have you had that proves you can organise your time to complete tasks?
What do you think is your best skill and why?	How do we know you are honest and trustworthy? (reliable)
Why do you want this job?	If you were in the pub tonight and overheard someone talking about you, what three words would you like to hear them say?
In this job you will have to work in a team. What have you done that shows you can be a good team member?	Is there anything you would like to ask us about the job?

Preparing for an interview

Follow up



By completing this page you will become more aware of what other people see as your best qualities. This will help you to be confident and to create a good impression at an interview.

People judge you by what you do and how you do it.
What is your image?



Ask different people who know you well to complete the following question sheet.

Try to choose people that you know for different reasons – friend, workmate, neighbour, etc.

Please complete this question sheet stating my best qualities.

Your name _____

Is a good friend because _____

Is good to work with because _____

Her/His best quality is _____



PAGES 2:24–2:26

Declaring convictions and circumstances

Vocabulary

conviction, spent, declaration, positive, negative, theft, financial hardship, disclose, partner, regular, leader, independently, opportunity

Resources

NACRO 'Sorting Yourself Out guide' would be useful for reference, www.nacro.org.uk for advice and OSLU – The Offenders' Learning and Skills Unit at www.dfes.gov.uk/offenderlearning/.

- In some cases convictions have to be declared when applying for a job. These pages help a learner to write positive statements to explain their circumstances and support their letter of application. For up-to-date information on the introduction of Basic Disclosures, please contact Nacro's Resettlement Plus Helpline or speak to the Probation Service. Non-specialists should talk to Probation staff for advice on this subject.
- Learners look at how language is used to promote a positive image and how writing can be structured according to audience.

All Talk about it

'You do not have to disclose a record unless you are asked about it. Unless it is exempt from the *Rehabilitation of Offenders Act 1974*, you do not have to disclose your record if it is "spent" under the Act.' (extract from the *Sorting Yourself Out* guide, NACRO 2003) Talk about how learners can, even if they have to disclose their criminal record, present themselves in the right way to give them the best chance of getting a job. Employers need to be reassured that their potential employees are not a risk but explanations must not sound like excuses.

E1–2 Fitness for purpose

Talk about negative and positive statements. List on a board some positive phrases, e.g. 'I like', 'I am good at', 'I look forward to', 'I can', etc. Compare to some negative phrases, e.g. 'I can't', 'I didn't like', 'I never...'. Learners must be aware that changing sentences can change their meaning and that the statements must still be truthful.

Talk about spending time on application forms, paying attention to detail, presentation, addressing the job specification, etc.

Look at the Focus page together. Read the sentences one at a time and use the call-outs to explain and discuss the purpose of each statement.

E3–L1 Purpose, context and audience

Read through the Focus page excerpts and call-outs together. Discuss how, although disclosing a conviction, the writer provides reassurance.

Look at the Task page. Help learners to match the negative to the positive statements. Talk about spending time on application forms as above and planning and drafting phrases and statements. Disclosing a conviction need not take over a job application, interview or covering letter. Encourage learners to show that they can and want to do the job.

ESOL

Check that learners understand idiomatic phrases like 'turned things around', 'settled down', 'regular employment'; also that 'which' refers back to the previous thing mentioned in the same sentence. Underline 'however' and 'since' and give other examples of these words used in sentences: learners to find equivalent meanings in their own languages.

Follow up and extension

Use the Follow up page to encourage learners to practise writing their own circumstances in positive ways. Extend this by asking learners to write a full paragraph in preparation for a job application.

Talk about where learners can get further advice, e.g. Resettlement Plus helpline on 0800 0181 259, NACRO and OSLU.

	M7–8	E1–2	E3–L1
Writing		Wt/E1.1 Wt/E2.1	Wt/E3.1 Wt/L1.1

Declaring convictions and circumstances

Focus

with the company I only lost two days through sickness.

This points out that the conviction is old.

I have, however, convictions for theft which are now more than five years old. They arose from financial hardship at the time, which no longer applies. The convictions are 'spent' under the *Rehabilitation of Offenders Act 1974* but I am aware that I have to disclose them for this job application. Since this troubled period in my life, I have turned things around. I met my partner soon after my last conviction and settled down. We now have two children.

Here the status of the conviction is made clear.

Here the writer is saying that he was having problems at the time – not now though!

It is clear that the writer has too much to lose to risk getting into trouble.

The writer has improved his life.

I have been in more or less regular employment since the last conviction.

The writer finishes this part of the letter with a positive statement that shows he is reliable.

As my application makes clear I have a good work record and hope you will ...

Declaring convictions and circumstances

Task



Sometimes the way we say something can make us sound as if we are making excuses or being negative. You need to convince an employer that you are not a risk and would make a good worker. You need to sound positive.

Match a positive statement in a box to a negative statement in the list.

I accept that I was responsible for ...

I can work independently.

I understood that it wasn't important.

I look forward to cooperating in a team.

I don't want to get into trouble again.

It wasn't my fault.

I've never had the opportunity to work in a team.

I like being on my own.

I love shopping.

I didn't think it mattered.

I don't like being told what to do.

I'm not very good at reading and writing.

I've turned my life around.

I'm good with money.

I'm a good leader.

I'm working on improving my language skills.

**But remember
you must tell
the truth!**

Declaring convictions and circumstances

Follow up

An employer needs to be sure you are not a risk. You need to reassure them that what you did, or what happened to you, is a thing of the past. You must tell the truth.

Answer the following questions by **ticking the correct box**. Then **write a statement** for each of the questions you have answered **yes** to.

Is your record old?	NO YES <input checked="" type="checkbox"/>	<i>I have convictions for _____ which are now more than _____ years old.</i>
Was the crime committed a long time ago?	NO YES	
Were you found guilty when you were young and are now an adult with responsibilities?	NO YES	
Do you have too much to lose by getting into trouble again?	NO YES	
Did you commit the crime because you were having problems at the time and the problems are now sorted out?	NO YES	
Is the record relevant to the job?	NO YES	
Did you own up or plead guilty to the crime?	NO YES	
Does the crime sound more serious than it actually was?	NO YES	

PAGES 2:27–2:29

Managing yourself

Vocabulary:

clarification, tidy up, stow, scaffold, ladder, responsible

Resources

five counters/coins for each player, scissors

- When starting a new job many questions come to mind – *What time do I start? What do I do for lunch? Do I have to wear any special clothing?* On these pages learners consider what they will need to know in a new job situation and how they will manage themselves.
- Learners will develop their awareness of time and practise their speaking and listening skills by answering and clarifying questions.

All Talk about it

Discuss ‘first days’ on jobs. Draw on learners’ own experiences of starting jobs. *How did you feel? Nervous? Excited? Did it seem a bit confusing? How long did it take to make friends?*

M7–8 Ask questions

Continue discussion about starting a job. Focus on how the learner would get information. Ask some basic questions: *How would you find the toilets? What would you say? What would you say when you first arrive?* Read out some of the Task page cards and discuss. To support learners suggest some answers and ask learners to say which they think is best. Discuss what needs to be taken if working all day (money, packed lunch). Use some of the questions from the Follow up page to help prepare learners for their first day. Talk about the necessity of wearing uniforms or safety gear for some jobs.

E1–2 Respond to questions

Look at the Focus page together. Explain that this game is played like ‘Tic, tac, toe’.

Play as a group game, in two teams to help with reading the questions. Follow the instructions, placing counters on the times in the squares. Discuss the questions and situations. Relate back to learners’ own experiences. These questions rely on more than yes/no answers so help learners to expand on their answers by prompts (e.g. *How did you ...? Where was ...?* etc.). Encourage learners to speak clearly so that others can hear. New jobs often involve being asked to do new things, so talk about how learners

could ask for clarification when being asked to do something of which they are unsure (e.g. ‘Does that mean ...?’ ‘Do you want me to ...?’ ‘What if ...?’ ‘I’m not sure I understand ...’).

E3–L1 Respond to a range of questions

Cut up the question cards from the Task page and place face down in front of pairs of learners. Ask learners to take turns taking a card, placing their counter in the matching square on the Focus page, and answering the question. Encourage learners to expand on their answers and think up different solutions. After the game discuss the questions and answers with others in the group. Talk about what you need to know or find out before starting a job.

ESOL

While playing the game, encourage learners also to practise what they would say in each situation. Check that learners are aware that intonation often rises at the end of questions and model questions for them to hear and practise. Develop one or two of the situations as short role-plays.

Follow up and extension

Ask learners to use the questions on the Follow up page to prepare themselves for their first day at a job. Perhaps ask some past learners/colleagues/workers to come in and talk to learners about their first day on the job. This could be used as a question and answer session with the Follow up page questions used as prompts.

	M7–8	E1–2	E3–L1
Speaking and listening	SLc/M7.1 SLc/M8.1	SLd/E1.1 SLlr/E2.6	SLlr/E3.6 SLlr/L1.6
Measures and shape		MSS1/E1.2 MSS1/E2.4	

Managing yourself

Focus

Stick, stack, stow game



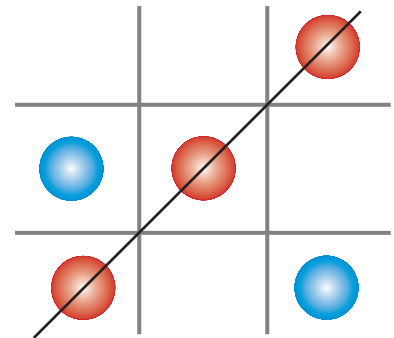
Managing yourself

Task

Stick, stack, stow game cards

Cut up the cards, shuffle them and place them face down.

In pairs, take turns to pick a card and place your counter on the matching time on the board. Discuss and answer the question. Continue picking cards, placing counters and answering questions until all nine counters have been used or a player gets three counters in a row.



The bus was late.
What would you do?



You arrive at work and everyone seems busy.
What would you do?



You have been left to do something you can't do.
What would you do?



It's your break time and you are really hungry but no one else has stopped working.
What would you do?



Break time is over but no one is going back to work.
What would you do?



You are concerned that you are being asked to do something dangerous.
What would you do?



You have been asked to tidy up but you don't know where things are stowed.
What would you do?



It is past your finish time but no one is stopping work. You will miss your bus if you don't leave.
What will you do?



You've been left behind on the scaffold to tidy up and someone has gone off with the ladder. What would you do?

Managing yourself

Follow up

Find out the answers to these questions to make your first day at work a bit easier.

Before I go	
What time do I need to wake up?	
What do I need to wear?	
What food and drink do I need to take with me?	
How much money do I need?	
What time do I start work?	
What time do I need to arrive at work?	
How long will the journey take?	
So what time will I need to leave home?	
Do I need to do anything before I start work? (Protective clothing/hygiene, etc.)	
When I am there	
Who do I report to?	
Who tells me what to do?	
Who do I go to for help?	
Who is responsible for my health and safety?	
What time are my breaks? How long are they for?	
What time do I finish?	
What time will I get home?	

PAGES 2:30–2:32

Working as a team

Vocabulary

co-operation, communicate, collaboration, body language, square, circle, triangle, oblong, rectangle, arrow, upside down, upwards, downwards

Resources

paper, pencils

- A good team member is proactive and uses good communication skills. They take responsibility for their part in a team's success or failure. Use the group activities on these pages as a basis for discussion and an opportunity for learners to gain more understanding of themselves working in a team.
- On these pages learners will practise speaking clearly, listening for detail, solving problems and following instructions.

All Talk about it

Ask learners to tell you about a time they worked in a team. *Did you find it easy? Did you all co-operate? Do you prefer to work on your own or with others? Why?*

During the following tasks the dyslexic learner may struggle to sequence and/or remember verbal instructions. He/she may have additional problems with orientation and signal words. Extra support may be necessary. Learners may benefit from observing several times before having a go themselves.

E1–2 Count

Warm up – Circle count. The dyslexic learner may need support with instructions for practical games. Ask learners to sit in a circle. The aim is to count to the total number in the group. No other words can be spoken. One person says '1', anyone can say '2' except the person directly to the right or left of speaker number 1. If more than one person tries to say the next number, start again. Try to get everyone in the group to say a number once. Have a number line available for support of number order. Encourage learners to listen carefully and use body language and hand signals to speak and co-operate as a group to complete the task. Discuss the activity.

Speak clearly, listen carefully

Paired drawing, with one learner as the talker and one the drawer. Give the talker one of the Focus page designs. They must keep this secret. The talker describes the design to the drawer, using words and hand signals. Reverse the roles. Explain the need to speak clearly and listen closely to detail.

Co-operate, take turns, discuss

The Team squares game gives learners a chance to demonstrate how well they collaborate. Observers and the teacher can see the effect individuals have in a team activity that demands collaboration.

Play the Team squares game in small groups. Read out the rules. Ensure learners understand. Give a signal for learners to open the envelopes. Extra people can be observers. This task will take about 20 minutes. Allow at least the same amount of time for discussion afterwards.

E3–L1 Communicate and listen for detail

Do the warm-up activity then small group drawing – in groups of three, one is the drawer with their back to the other two, one the talker, one the viewer. Give the viewers one of the designs from the Focus page. They must keep this secret. Viewers communicate the design non-verbally to the talkers, by gesturing, hand signals and drawing the shapes in the air. Talkers may ask questions but viewers can only answer by using body language. Talkers describe the design verbally to the drawers. They cannot use hand signals. Drawers can only draw and listen. Viewers are allowed to see the drawer's drawing. Can the group reproduce the original design? Swop roles so all play each role. Talk about the game. *How did you feel as the viewer? As a talker, how difficult was it not to use your hands to explain? As a drawer did you want more information?*

Problem solving

Play Team squares as above but give observers the questions at the foot of the Task page and ask them to make notes. Discuss all the activities at length. *What makes a good group member? List the qualities on a board.*

ESOL

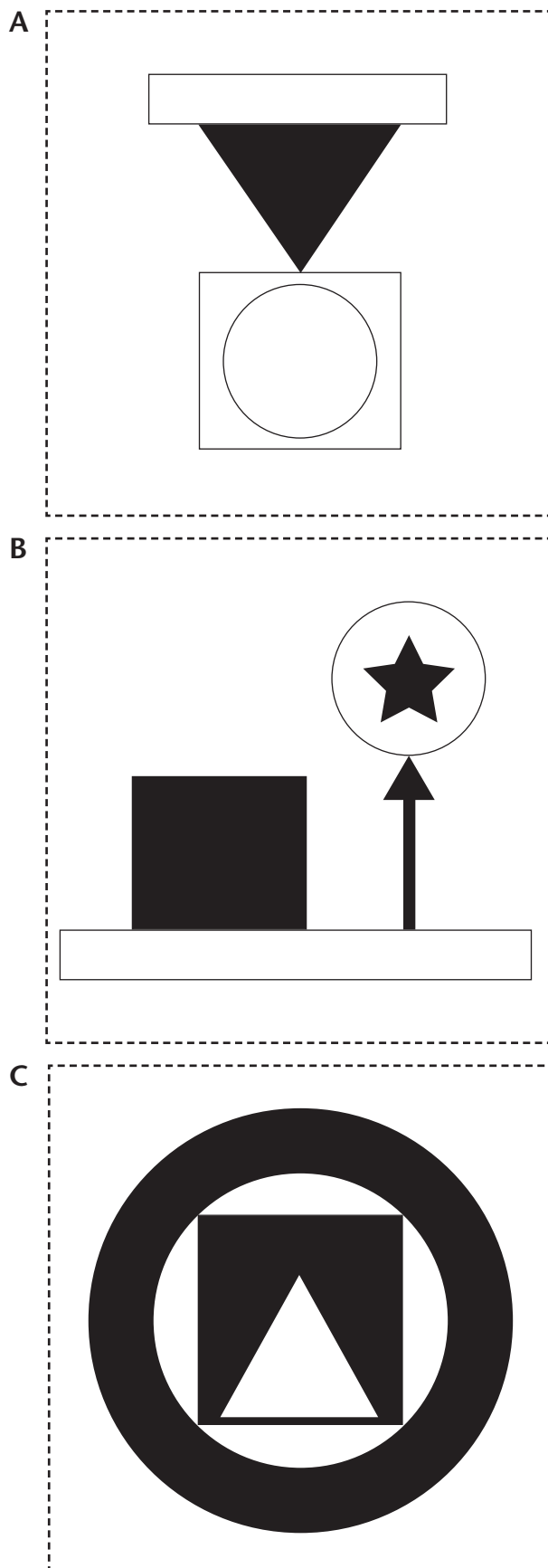
Check that learners know the names of shapes on the Focus page and can describe their position. They may need practice in asking questions to clarify position, e.g. 'Is it above/below/to the left/right?' etc. Encourage them to record new vocabulary and phrases in personal glossaries.

Follow up and extension

The observation sheet will be useful for learners analysing how people contribute and act in team situations. Discuss the results.

	M7–8	E1–2	E3–L1
Number		N1/E1.1; N1/E2.1	
Measures and shape		MSS2/E1.1,2 MSS2/E2.1,3	MSS2/E3.1 MSS2/L1.1
Speaking and listening		SLlr/E1.2,3 SLc/E1.1 SLlr/E2.2,4 SLc/E2.3	SLlr/E3.2 SLc/E3.3 SLlr/L1.2 SLc/L1.3

Working as a team

Focus

Cut out squares A, B and C to use for communication exercises.

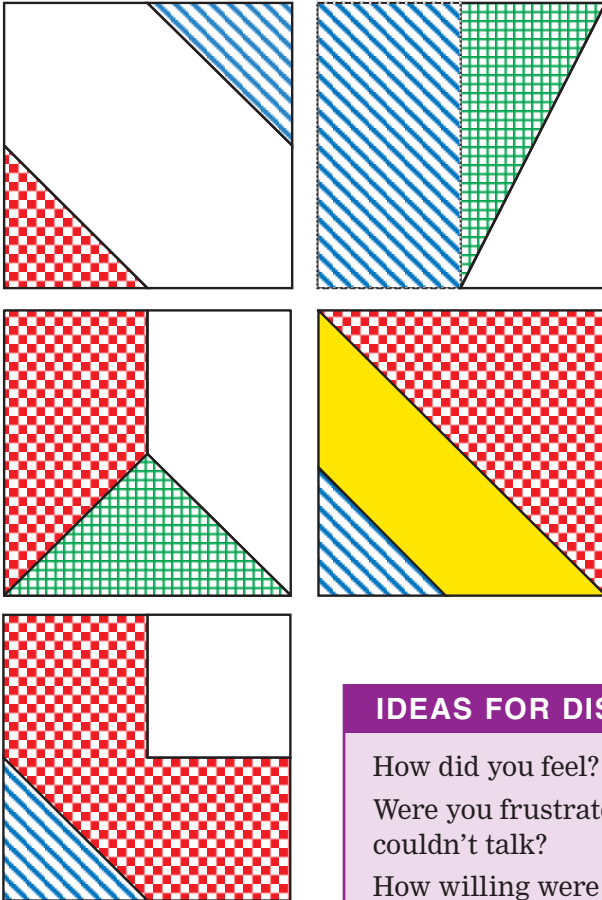


Working as a team

Task

Team squares

Photocopy and enlarge the squares. Cut out each square and cut each square into parts. (Keep a copy of template for the solution.) Use 5 envelopes. Put only pieces of the same design into each envelope. One envelope will only have one yellow piece.



TO PLAY

Players form groups of 5. Hand out the five envelopes, one to each player in the group. Players open the envelopes only when the signal is given. The aim of the group is to make five squares of equal size. The task is not completed until everyone in the group has a perfect square in front of them.

RULES

No talking.
No communicating by pointing, smiles, hand signals, gestures, etc.
No one can take a piece from another person.
No placing pieces in the middle.
You **can** give pieces to others.

IDEAS FOR DISCUSSION

How did you feel?

Were you frustrated that you couldn't talk?

How willing were members to give away pieces?

How did the player holding only one piece feel?

Did anyone else notice that one envelope had only one piece?

How did you feel when someone had completed their square?

How did you feel if you finished your square first?

For observers

Were some people more interested in getting than giving?

When did the group start working together?

Did some sit back when they finished their square and not participate?

Did any one person dominate or did everyone participate equally?

Working as a team

Follow up

Good team members are aware of what everyone in the team is doing. Watching team activities closely helps you to see how different people react and behave. You can see what kind of team member they are and how they contribute to the team effort.

Watch a team activity. It could be sport, a meeting or a work group. Note with a tick when you see someone doing one of the following:

Listens (leans forward, nods head, agrees). <i>This is important because it makes you feel part of the team, your ideas are appreciated.</i>				
Supports another team member's ideas, encouraging them. <i>This is important because it keeps all team members involved.</i>				
Asks questions of different team members. <i>This helps to make team members feel they can express their thoughts and ideas.</i>				
Gives way to someone else's ideas or needs. <i>This encourages and aids cooperation and collaboration (working together).</i>				

Now answer these questions. Use the back of the page for further writing if needed.

Which happened most?	Listening	Supporting	Asking questions	Giving way
Which happened least?	Listening	Supporting	Asking questions	Giving way
Did one person lead the group or did members take turns?				
Did some members actively listen but not join in?				
What did members do to make sure all took part?				
What was the main thing that you think made the team work well together?				

Audio

PAGE 2:1

Finding courses and training

2

- Receptionist:** Endleigh College, how can we help you?
- Joe:** I want to know what courses you have that I can join.
- Receptionist:** Is there something in particular you want to do?
- Joe:** I'm not sure really.
- Receptionist:** Do you want to do something for leisure or for employment?
- Joe:** To help with getting a job.
- Receptionist:** It's best if you can come in and talk to someone. If not, I could send you a list of our skills courses.
- Joe:** I'd like a list please.
- Receptionist:** Fine. I'll need your name and address then please?
- Joe:** Joe Flanagan, Flat 2a, The Central House, High Street.
- Receptionist:** And the post code?
- Joe:** Oh, I'm sorry I don't know it, I've only just moved in.
- Receptionist:** OK, not to worry, so that's a list of skills courses. Is there anything else I can help you with today?
- Joe:** No thanks, that's all thank you.
- Receptionist:** Goodbye then, Mr Flanagan.
- Joe:** Thanks. Goodbye.

3

- Receptionist:** Hello, can I help you?
- Mia:** Is that the Community Centre?
- Receptionist:** Yes.
- Mia:** I want to speak to someone about reading skills courses.
- Receptionist:** I'll put you through to the Skills for Life department.
- Rose:** Hello, Rose Soprano speaking, how can I help you?
- Mia:** I've just moved into the area and want to sign up for a reading skills course.

- Rose:** That's great, what's your name?
- Mia:** Mia.
- Rose:** Have you done any courses before, Mia?
- Mia:** Yes. I was in a hostel and they did an assessment and I started a Key Skills course but now I'm living in my own place, but I want to continue with what I was doing.
- Rose:** Do you know what course you were doing?
- Mia:** I'm not sure but I do have some papers from the course and I think that says.
- Rose:** Well I'm sure we can help you. Would you be able to come in to talk about it and then we can fill in an application form while you're here?
- Mia:** Yes, that would be really helpful. Will I have to pay for the course?
- Rose:** It can be free to some people, it depends on your age and circumstances. We can sort that out when you come in. It would help if you could bring anything that tells us about what you have done so far – and think about what you want to get out of the course. Then we can see how best we can help you.
- Mia:** That sounds helpful.
- Rose:** When can you come in? How about tomorrow?
- Mia:** I can come in the afternoon.
- Rose:** Three o'clock?
- Mia:** OK.
- Rose:** Come to the main entrance and you'll see the reception desk. Just ask for me, Rose Soprano, and they'll give me a call.
- Mia:** Thank you.
- Rose:** I look forward to meeting you, Mia. Goodbye.
- Mia:** Thank you, goodbye.

PAGE 2:15

Which job is for me?

4

Clip 1

I couldn't stand being inside. If I'm not working I'm playing football or out on my bike. The money's not bad, but I just love the exercise. I've always been good at climbing and used to build dens and tree houses all the time when I was a kid. You have to be good with heights and very fit so not everyone can do it and I like that.

Clip 2

I like anything with wheels, bikes, cars, I even used to drive a lorry.

When I was younger I used to race cars at the local track. I have noticed a change in the amount of traffic on the roads now, though. Lots more than when I first started to drive.

It's not so enjoyable and I think more dangerous. That's why I went on a course in prison and started to learn a new job.

Clip 3

I've always been very precise. My mum said I'd play for ages with my toys, always lining them up and keeping them clean. Even then I liked being on my own. Now I love my flat and I'm always reorganising the rooms. I can spend ages getting things just right. When my brother got a computer I got really hooked on it but he wouldn't let me use it. So when I had my Jobcentre Interview they suggested a computer course and now I've got the skills to do this job.

Clip 4

I'm relaxed about most things, you could say laid back – but not lazy. I'm quiet but that's because I listen to what people have to say. You shouldn't judge people because you never know the whole story. I like to be organised but I guess that comes from being a mum. You have to make sure everything is done and everyone in the house is ready on time. At work I help to make sure everyone keeps their appointments and I look after visitors and answer the phone.

PAGE 2:21

Preparing for an interview

5

Clip 1

Well this actually happened. I was quite young and remember going for an interview once. I think it was for a job as a filing clerk – I've worked all over London in factories and offices. To get there I needed to catch a bus and a tube. I just missed a bus and had to wait ages for the next one, then the tube was really crowded. Finally, I arrived, got out of the tube station and the building I wanted was across this big main road. Well the traffic was really heavy and the road was so busy I couldn't cross it ... so I went home! I suppose that isn't a very good example of what to do, is it?

Clip 2

Male: We need to agree on what we want to find out and then to be fair we should ask everyone the same questions.

Female 2: Well I think it is important not to frighten them. We want to make them as relaxed as possible.

Male: I want to know what experience they have had that will help them to do the job.

Female 1: We need to make sure that they are going to be reliable and trustworthy.

Female 2: Will they be a good team member? It is really important that they fit in.

Female 1: We need to check that what they have said in their applications is true: have they really got the skills they say they have?

Answers

PAGE 2:25

Declaring convictions and circumstances

I accept that I was responsible for ... / It wasn't my fault.

I can work independently. / I like being on my own.

I understood that it wasn't important. / I didn't think it mattered.

I look forward to cooperating in a team. / I've never had the opportunity to work in a team.

I've turned my life around. / I don't want to get into trouble again.

I'm good with money. / I love shopping.

I'm a good leader. / I don't like being told what to do.

I'm working on improving my language skills. / I'm not very good at reading and writing.