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Introduction

There are many approaches to deciding on the focus of a teaching session or group of sessions. This resource was developed to give tutors working with adult ESOL learners in the one-to-one situation, ideas about how to develop teaching sessions based around topics. The topic may be a subject, like *The weather*, or a purpose, like *Finding a job*.

Tutors decide to focus on a particular topic for many reasons: the learner has requested it; the tutor thinks it is important for some reason; something has happened in the learner's life or in their community, or in the world, to make the topic relevant at this stage of learning; something has turned up in a teaching session to suggest that it would be useful to work on a topic.

What is the next step?

Tutoring Tips begins this booklet, with some general ideas about ways of using the suggested resources:

- a written text;
- a pre-recorded listening source, radio, TV or web-based material;
- a tape recorder to produce a resource;
- communication strategies in any oral exchange, face-to-face or on the phone;
- role plays;
- games;
- language collected by the learner.

The rest of the booklet looks at 28 different topics grouped under five sections.

- **Section 1: Sharing our lives and cultures**
- **Section 2: Getting things done**
- **Section 3: Children's lives**
- **Section 4: Holidays in New Zealand**
- **Section 5: Work in New Zealand**

For each topic there are two pages, a reference page for the tutor and the actual worksheet page for the learner and tutor.

The **tutor reference** page starts with **Teaching the Topic**.

- Ideas about why the topic is important and what kinds of interactions might take place around the topic.

It then focuses on aspects of planning a session.

- What **resources** can help to focus on a topic or introduce language?
- What **activities** in a teaching session can practise the kinds of interaction that might occur around this topic. Activities include role play suggestions, many discussions of cultural differences and conversations comparing customs, systems and expectations.
- What **language** needs to be taught or reinforced for this topic? For example, vocabulary, grammar, phrases for particular language functions.

The rest of the tutor reference page focuses on **Using the Worksheet**.

- How can we use the worksheet effectively? What are the main learning points and what else may be learnt?

The **worksheet page** is the worksheet or activity. Many can be photocopied and given to the learner. The worksheets give a focus for teaching sessions. They demonstrate a variety of different activities. Tutors may wish to adapt or update the worksheets to suit their own learners, or to use the activity style for a different topic.

These **worksheets** have been sourced from English Language Partners centres throughout New Zealand.

Many worksheets focus on authentic material that is used in our everyday lives. (For example, a bill, a school camp list, a birth notice.) Other worksheets help learners practise interactions and language structures that they may want to carry out in their communities. (For example, meet the new neighbours, talk to a receptionist.)

Please note that we have not indicated language levels. All learners are individuals and the tutor will have an idea of whether the worksheet is suitable for their learner. Worksheets may need to be adapted to different levels. Some may need more than one session to fully exploit the language involved.

Remember

- Suggested activities are just that – suggestions. The tutor, and perhaps the learner, will choose what will suit best, for learner language level, needs or circumstances.
- Don't feel it is necessary to cover all the activities. Choose what seems relevant, comfortable and helpful. Some role plays may call for knowledge the tutor does not have (for example, teacher interviews). In this case, ask someone to help with these if necessary.
- Some vocabulary will be more useful at different (higher) levels – the examples may include words the tutor feels are too difficult or not necessary for their learner.
- When developing worksheets, use appropriate graphics. Many used in the worksheets here have been downloaded from free graphics websites, like clipart.