She’s great! She started last week, and she’s loving it.

How about Ahmed?

Good thanks. Lovely day out there!

On Monday he ate through one apple... but he was still hungry.

How is Raquel?

Is she enjoying school?

How are you going to practise English this week?

Tomorrow I’m helping at my daughter’s school. We’re going to make Pan de Yuca.

Learning vocabulary

asparagus...

Reading

Bridget Jones’s Diary by Helen Fielding

Following instructions – yoga class

Stretch your arms out wide, fingers pointed, chest open, eyes looking towards your left hand.

Listening to the news

Coming Law Changes to Control Petrol Prices

At the supermarket

Hello. How’s your day going?

Good thanks. Lovely day out there!

At playgroup

How’s Raquel? Is she enjoying school?

She’s great! She started last week, and she’s loving it. How about Ahmed?

Reading to children

On Monday he ate through one apple... but he was still hungry.

Parent helper

www.englishlanguage.org.nz TEACH ENGLISH – TUTOR RESOURCES
Learning English outside your lessons – ideas for using the sequence story

Note for Tutors: Activities referred to in Ideas for using the sequence story are related to the suggested Vocabulary and text which you can find on page 10 of this document.

Warm up
Before using this sequence story, have a discussion about times your learner practises or uses English outside the lessons. Write down ‘Practising English’ and brainstorm vocabulary around the topic.

Focus on key vocabulary (See page 10 for suggested vocabulary)
Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (lower level), or brainstorm words with the learner (higher level).

Question stories (See page 11 for suggested questions)
Ask a series of questions relating to the sequence. The learner’s answers can guide them to retell or write the story of sequence. You could then compare the learner’s version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled pictures (speaking)
Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story (use the text on page 2 decide on the right order). This allows for good recycling of vocabulary.

Sort the pictures
Cut up the pictures and ask your learner to sort them into three categories:
- Things I do
- Things I don’t do
- Things I would like to do

You can also ask your learner to make sentences using adverbs of frequency:
- I often study vocabulary
- I write a journal every day
- I go to playgroup twice a week

Jumbled sentences – reading (see page 13 for photocopiable sentences)
Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.
Adapt the story: to extend more advanced learners
After working with the basic version of the text on page 2, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text. You can also change the story to the past, add some details, and use more complicated sentence structures:

Last Thursday Catalina had her weekly lesson with her home tutor. They started off by looking at a brochure and learning some new vocabulary. Then they read through Catalina’s journal entries and worked on improving sentence structure. Her home tutor asked how she was going to practise English outside her English lessons, so Catalina explained her plans for using English in the coming week.

Point of view:
Rewrite the text from one person’s point of view (for Catalina or her tutor). Writing it from the tutor’s point of view is good for practising reported speech: “She told me that she was going to watch TV.”

Gapped text (use the text on page 10)
Gap out some words in the text after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner’s needs, you can focus on particular words: e.g.

- **content words** from the target vocabulary in the picture (this helps with revision)

  At home, she ________ television while she has a ________. She listens to the people on the TV show carefully and tries to ________ what they say. She writes about what she is going to do the ________ day in her ________. On the bus, she looks at ________ and learns new vocabulary. She reads a book in English. It is a ________ reader so it is easy for her to read.

- **“grammar” words** e.g. prepositions and conjunctions

  At home, she watches television ________ she has a snack. She listens ________ the people ________ the TV show carefully and tries ________ understand what they say. She writes ________ what she is going to do the following day ________ her journal. ________ the bus, she looks ________ flashcards and learns new vocabulary. She reads a book in English. It is a graded reader ________ it is easy ________ her ________ read.

- **articles**

  At home, she watches television while she has ____ snack. She listens to ____ people on ____ TV show carefully and tries to understand what they say. She writes about what she is going to do ____ following day in her journal. On ____ bus, she looks at flashcards and learns new vocabulary. She reads ____ book in English. It is ____ graded reader so it is easy for her to read.
**Kim’s game (speaking or writing class game)**
The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

**Listening practice: True/false**

Say some sentences about the pictures, some true, some false: e.g.  
- Catalina’s daughter is reading a book. (False)
- Catalina is having a snack (True)

There are three possible activities here:
- The learner simply says true for the true ones and false for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it’s a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says true for the true ones and corrects the false ones: e.g. No, she isn’t reading a book, she’s playing with a toy plane.

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

**Dialogues**

- Imagine the conversation next week between the tutor and Catalina. Write a short dialogue about the learning activities that Catalina did during the week.
Extension activities

*Following are ideas that you can suggest to your learner to do outside the lessons. The more a learner interacts and studies, the quicker they will learn.*

**Interacting in the real world**

- Talk to the neighbour – talk about the weather, ask about the weekend or a holiday, compliment their garden.

- Make small talk at the bus stop or the supermarket checkout – open the conversation by complimenting someone on what they are wearing. “I like your scarf”.

- Go to a conversation class and make friends with someone who speaks a different language from you. Have conversations in English after class. Churches and community centres often have conversation classes.

- Ask for something in a shop, or ask where something is at the supermarket.

- Go out to a coffee, a walk or a picnic with your tutor. Join another tutor/learner pair and go out together.

- Phone the tutor and confirm the next lesson, or talk about their day.

- Join a playgroup, Playcentre or go to Wriggle and Rhyme or another children’s activity at the library.

- Find where you can do your hobby – join a club, group, Meetup or a class.

- Coach a sport.

- Interact with your children or grandchildren – ask them how their day has gone; or play games in English – *I spy, twenty questions or Guess who.*

- Help your children with homework – either at home or go to a homework club at the library.

- As well as helping in your child’s class, you can volunteer with the school’s fundraising arm – PTA. There are lots of fundraising activities in most schools and they always need helpers. Working alongside someone is a great way to improve your English.

- Volunteer with a charity – eg in a charity shop.
Improving speaking and listening

- Watch TV – eg Shortland Street (also available on TVNZ on Demand). Shortland street writers have a good ear for natural dialogue and informal Kiwi language. You can use the captions if necessary. Identify fixed and semi-fixed phrases, short responses and practise them. Fixed phrases usually contain between three and seven words and include items like: to be honest - in a moment - on the other hand – game over.

- Watch YouTube. Choose short clips and really pay attention. Pause and repeat what you hear. Make notes of any words or expressions that you don’t understand. Check these in a dictionary or with a tutor. Many YouTube videos have captions – listen to the difference between written and spoken language.

- Read out loud – eg from a graded reader. If the text has a corresponding audio recording, try reading along with the audio, copying as closely as possible. Listen carefully to yourself. Which sounds are you finding difficult to say? Ask your tutor to help you with these.

- Join a class where instructions are given in English (local libraries and community centres often have adult education classes). Alternatively find a YouTube tutorial on something you want to learn in English.

- Watch TED talks or podcasts. Many of these have transcripts and some may have translations into the learner’s native language. Watch the talk, read the English transcript, read the translation, watch again. Find some vocabulary that you would like to learn.

- 'Soliloquise', i.e. comment in English in your mind silently:
  - as you are doing things (as if you were speaking to an imaginary friend by your side)
  - as you watch people doing something
  - as you see any object around

  Practice new expressions or vocabulary out loud in the shower (it’s a good time to do this because you are alone and no one is listening!)

- Sing along to English songs at home, or while you’re driving. The lyrics to pop songs are often conversational, so you can learn lots of common expressions by listening to them. It’s often easier remember words when used together with music. Here are some songs specifically composed for learners to get started with. Don’t forget that your centre will have a copy of ELP’s Song Talk for you to borrow.
Improving your reading and writing

- Keep a daily journal. Write for 5 minutes every day. Write about your daily life, something interesting that you saw that day, a film that you watched, what your children said after school, your goals, your English learning - anything. If you want, you can show your tutor. (Tutors - respond first to the content before correcting/improving. It's important to respect the act of communicating)

- Join the library and borrow a graded reader (found under adult literacy). More ideas for using graded readers in the Library sequence story on the ELP website.

- Find some literacy readers online – there are some great ones here from Bow Valley College in Canada. They come in seven different levels, are aimed at migrants and cover adult themes and vocabulary. You can read and listen at the same time by clicking on the Audio Book button.

- Read the news in English – you can start with the free local paper, as the language is often simpler than national newspapers.

- Read through a brochure for a shop you are interested in. Find some new words to learn

- Set your phone, Facebook, Instagram to English.

- If you have children, get them to read their school readers to you. Practice reading library books to them. Ask your tutor to help you prepare.

- Write emails and texts to your tutor in English. Confirm arrangements, describe what you have been doing that day, ask a question.

- Find an online forum in English on something you are interested in (eg soccer; knitting and crochet). Read other contributions. Contribute to the forum.

- Find a short text online (eg from Breaking News English). Read it. Gap out some words you might have trouble with (eg articles, prepositions, content words). Fill in the gaps (better if you do it next day). Check how you did against the original.

- Spelling: Put words you have trouble spelling on slips of paper into a box. Pick five out every day. Use the Look Say Cover Write Check method to learn each word. Look for patterns – -ation, -able, ee.
Learning and practising vocabulary

• Have a good general attitude towards vocabulary. Notice and note down new words and expressions. ‘Fish for language’ by going through life with an open eye and attentive ear. Show them to your tutor every week.

• Make your own word box or flip cards. Use one slip of paper per word, with the English (preferably in a sentence) on one side and a translation on the other. Test yourself with the cards, sort them into categories, play games with them, make up crazy stories using them.

• Find a good basic vocabulary word list, which are sorted according to subject areas. Here is an example from ESL Lab. Learn/revise five - seven words per day regularly. In your mind, try to lock the particular word onto the image of an object (e.g. a cold - think of a person sneezing in winter).

• Try some self-correcting quizzes on the internet for example here.

Online self-study resources

• In the sequence story Catalina is shown looking at ESL News, a local NZ resource.

• Breaking news English – a fantastic database of news articles available at 7 different levels and read at 5 speeds. Accompanying activities include many worksheets that could be done for self-study; answers are provided at the end.

• Ello English has listening activities in natural English, with scripts.

• BBC Learn English – Self access courses at levels from Lower intermediate to Advanced, news, English in a Minute (short explanations), English my Way (aimed at migrants), English at Work (an animated series) and much more.

• VOA Learn English – videos and other resources at various levels from Voice of America.

• English Club Learn English – self-access on all the subskills of English, as well as more specialised content such as English for work, English for business, quizzes, games. There is also a chat room

• Some more ideas from these sequence stories on the ELP website
  - Joining in
  - The Library
  - Volunteering Charity Shop
  - Volunteering street collector
  - Volunteer parent helper
Recipes

There is a recipe (with no voiceover) for Pan de Yuca on Youtube.

- Show a picture of the finished rolls. Predict the ingredients.

- Watch the video with your learner. Pause at the ingredients (0.05). Try to name them, then play the written list to check.

- Predict what will happen next – how will she make the pan de yuca?

- Watch the rest of the video to check your predictions

- Pause at various steps and describe the recipe eg add the eggs, combine the ingredients, mix with your hands, take pieces of dough and roll into balls.

- Compare your recipe with the written one and check for any tips or extra instructions that were not clear from the video.

An alternative is to start with the written recipe. Cut it into strips. The learner arranges the strips in a logical order, and then checks with the video

Then try making the recipe in your lessons. Pan de Yuca rolls are very easy and very delicious eaten straight out of the oven (they don’t keep).
Learning English outside your lessons – Suggested vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to Ideas for using the sequence story on page 2 of this document.

Key Vocabulary (See page 2 for instructions)

home tutor, practise, situation, brochure, on sale, TV show, write, journal, recipe, flashcards, learn, vocabulary, read, title, author, graded reader, follow instructions, yoga class, website, listen, news, chat, groceries, checkout operator, supermarket, playgroup, story, parent helper.
NOTE: pan de yuca is an Ecuadorian/Colombian bread roll made with cassava or tapioca flour and cheese.

Basic Story for Lower Levels

Catalina is having a lesson with her home tutor. They are talking about a brochure. They are then going to look at Catalina’s journal. Her home tutor asks: “How are you going to practise English this week?” Catalina talks about the different situations where she can practise English outside her English lessons

At home, she watches television while she has a snack. She listens to the people on the TV show carefully and tries to understand what they say. She writes about what she is going to do the following day in her journal. On the bus, she looks at flashcards and learns new vocabulary. She reads a book in English. It is a graded reader so it is easy for her to read. When she goes to her yoga class, she follows the teacher’s instructions. She visits the ESL news website, and reads and listens to the news. When she buys her groceries at the supermarket, she chats with the checkout operator. At playgroup, she chats with another mother. She reads stories to her children at the library and at home. She helps out at her daughter’s school. She teaches the school children how to make Pan de Yuca.

Catalina has practised English in a lot of situations this week. There are so many ways to practise English outside of lessons!
**Questions for “Question stories” (See page 2 for instructions)**

**Pic 1**
How many people are in the picture?
What are they doing?
What is Catalina holding?
What do you think they are talking about?
What do you talk about with your home tutor?

**Pic 2**
How is Catalina practising English in this picture?
What is her daughter doing?
Do you think Catalina understands everything she hears on the TV?
Do you watch television?
Do you think it helps you learn English?

**Pic 3**
How is Catalina practising English in this picture?
What is she going to do tomorrow?
How does she know how to make Pan de Yuca?
Do you write a journal?

**Pic 4**
Who is in the picture?
Where are they?
How is Catalina practising English in this picture?
What is her son doing?
Where do you think they are going?
How do you learn vocabulary?

**Pic 5**
How is Catalina practising English in this picture?
What is the title of the book?
Who is the author?
Have you heard of this book?
Do you ever read graded readers?

**Pic 6**
Where is Catalina?
What is she doing?
How is Catalina practising English in this picture?
Do you go to a class like this?
Do you have to follow instructions in your everyday life?

**Pic 7**
What is Catalina doing?
What is the website she is looking at?
What is the news story about?
How do you think looking at this website helps her English?
Have you ever looked at this website?
**Pic 8**  
Where is Catalina?  
What is she doing?  
Who is she talking to?  
What are they talking about?  
Do you ever talk to people at the supermarket?  

**Pic 9**  
Where is Catalina?  
Who else is in the picture?  
What are the children doing?  
How is Catalina practising English in this picture?  
Who do you chat with?  

**Pic 10**  
Who is in the picture?  
What is Catalina doing?  
How do you think this helps her English?  
Do you read stories to your children?  

**Pic 11**  
Where is Catalina?  
Who else is in the picture?  
What are they doing?  
How do they feel?  
How is Catalina practising English in this picture?  
Have you ever been a parent helper at your children’s school? If so, what did you do?
<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalina’s home tutor asks her how she is going to practice English this week.</td>
</tr>
<tr>
<td>Catalina is watching a show on TV.</td>
</tr>
<tr>
<td>Catalina is writing in her journal.</td>
</tr>
<tr>
<td>Catalina is using flashcards to learn vocabulary.</td>
</tr>
<tr>
<td>Catalina is reading a book.</td>
</tr>
<tr>
<td>Catalina is following instructions while she does yoga.</td>
</tr>
<tr>
<td>Catalina is reading and listening to the news.</td>
</tr>
<tr>
<td>Catalina is chatting to the checkout operator at the supermarket.</td>
</tr>
<tr>
<td>Catalina is chatting to another mum at playgroup.</td>
</tr>
<tr>
<td>Catalina is reading her son a story.</td>
</tr>
<tr>
<td>Catalina is helping at her daughter’s school.</td>
</tr>
</tbody>
</table>