

Family holiday and professional communication

An English survival-kit

Term paper

English for Specific Contexts
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Content

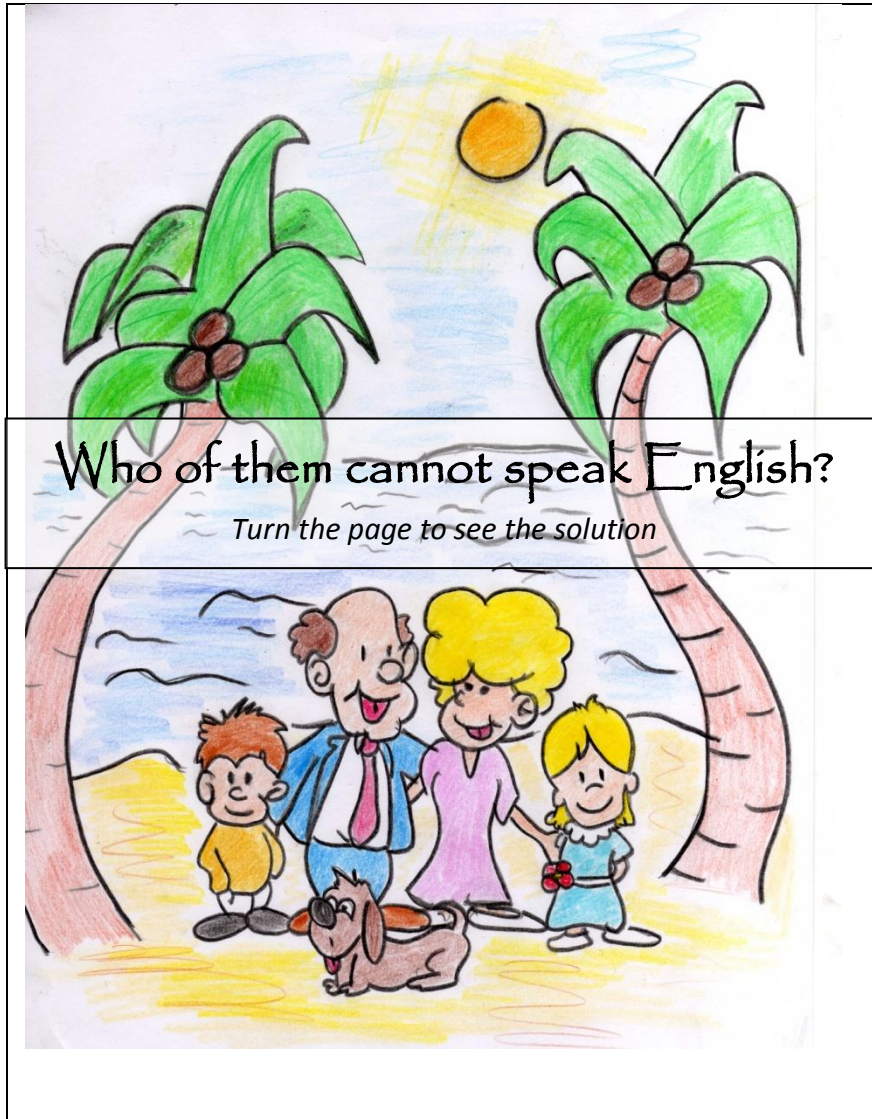
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1. Advertisement

frontside



backside

Solution: It's Jimmy – the dog.

- You plan to go on a holiday abroad?
- You usually have to use hands and feet language in order to get in touch with other people?
- You need a language other than German to talk with other people about your job?
- You want your children to make friends with other kids during your holiday?
- Well then...

...join this course:

Family holiday and professional communication

An English- survival-kit.

Is that your profile?

- ✓ It has been a long time since you used English extensively (e.g. in school)
- ✓ You do understand this ad but you would not be able to write it yourself?
- ✓ You can talk about familiar things.
- ✓ You understand talks and texts if they are about familiar topics
- ✓ Your children are on a beginner's to elementary level in English

Learn how to:

Get in touch with other people
Make small-talk at the hotel bar
Ask for and give information
Talk about your job
etc.

Got interested?

Then write an E-mail in which you tell me about the things you want to be able to do after this course:

**Margot Jeitler: m.jeitler@gmx.at
„When and where“ is up to you!!!**

2. Learner Analysis

The participants in this course are a family of five. Theresa and Herman, the parents, are owners of a café & confectionary in Pöllau in eastern Styria. Since they finished their professional education they have hardly ever had the need to use English – except for their stays abroad. Back then in school their level of proficiency might have been a profound A2 to B1 but now, after more than 25 years they seem to be at a weak A1 level in spoken interaction and production as well as in writing. Their listening and reading skills are developed to a weak A2 level.

Their main motivation for attending this course is a re-building of their speaking ability so that they will not rely on too much of “hands and feet language” during their next holiday. Here are some of the goals Theresa and Herman want to achieve:

They want to be able to...

- ... get in touch with non-German speaking tourists and make some small talk with them.
- ... ask for and understand information on various aspects of a stay abroad such as: timetables, sights, shopping, the way from one place to another, etc.
- ... fully understand the descriptions of dishes in a menu
- ... arrange to meet other tourists they have just got to know for e.g. a dinner or a sight-seeing trip
- ... consult a doctor in case of an illness, injury, etc.

In addition to these goals they also want to be able to talk about their job: about dishes, ingredients and ways of preparation as used in a confectionary. Furthermore, they also feel a need for learning how to talk to non-German speaking guests in their café & confectionary.

Lastly, Hermann and Theresa want their children to further practice speaking English, too. They hope they will be able to make friends with other children during the holiday abroad as well as to advance their language proficiency in a general sense. And these are their children:

Julia, 12, is just about to finish her second year in Hauptschule. She is assigned to the first “Leistungsgruppe” in English and likes this subject very much. By now she has achieved a stable A1 level in spoken production and interaction and a quite well developed A2 level in listening, reading and writing. She is the only one in her family who is into learning and studying English in the “classic” sense. Thus, she has the broadest knowledge of vocabulary and grammar and the most practice in all four skills among the members of the family. It might be that she takes the role of a tutor for her parents and her younger siblings during our journey into the world of English.

10-year-old Anna is going to leave grammar school for Hauptschule this autumn and Jan, 8 years old, attends the second class of grammar school.

In 2006 English was introduced into the Austrian grammar school curriculum as a compulsory subject in which the pupil’s performance is not assessed (“Verbindliche Übung”¹). So, English is not a terra incognita for Anna and Jan. Nevertheless, it is quite challenging to clearly define their level of language proficiency, because the curriculum is not oriented along the lines of the CEFR. There are only a few clues:

The purpose of this subject is to establish a first contact with the English language. It is intended to make the pupils get used to its sounds and its rules without actually making either of them an explicit topic in class. English is approached in a rather playful and “natural” manner. The topics of this subject are highly personalised ones, e.g. “me and my family”, “me and my environment”.

From this brief analysis the following conclusions can be drawn:

- The most important field of practice are the skills of spoken interaction and spoken production.
- Reading comprehension has to be trained, too, but this skill is subordinate to the speaking skill.
- “Writing” will most often be used as a mnemonic device.
- The most important objective is to build up a stock of vocabulary that enables the pupils to successfully communicate in the various situations they chose.
- The topics in this course will be approached mainly via the lexicon.
- Declarative grammatical knowledge (in the sense that the pupils recognise a bit of language as “grammar”) will hardly ever be an overt objective.

3. Course schedule

1 lesson = 90min

All categories linked to grammar are taken from Newby David (1989). *Grammar for Communication*. 2nd ed. Vienna: ÖBV.

Lesson	Topic	Main goal(s)	Comments on language bits
1	a) Classroom English b) “That’s me” Part 1 <i>Introducing oneself</i>	a) The pupils can communicate their needs as learners. b) i) The pupils can briefly introduce themselves. ii) They can talk about their family. iii) They can give a description of a typical day in their life.	a) e.g. “Can you help me?”; “What’s xy in English/ German?”; “What’s the English for xy?” b) corresponding vocab; <u>grammar</u> : notion of “general routines”; “wh-questions”: “Who”, “How”, “Where”
2	“That’s me” Part 2 <i>Likes and dislikes</i>	a) The pupils can talk about their likes and dislikes with regard to the fields of food, personal qualities and other aspects. b) The pupils can communicate the degrees to which they like/ do not like something.	a) word for liking and disliking; vocab linked to opinions; food (intro): e.g. bananas, ice cream, spinach...; personal qualities: e.g. friendly/ angry/honest/... people; other: e.g. school, work; → in fact, all the stereotypical stuff b) e.g. “very much”, “not at all” <u>grammar</u> : “present states” → Communicative Use [CU]: “giving opinions”; “wh-questions”: “What”, “How”

<p>3</p>	<p>“That’s me” Part 3 <i>Hobbies</i> → also reviews language of 2nd lesson</p>	<p>a) the pupils can use the English terms for various kinds of hobbies related to the fields of sports, music and arts and handicraft b) The pupils can ask politely for sports facilities, e.g. at a hotel</p>	<p>a) vocabulary related to the mentioned fields (most common hobbies, no exotics) b) vocab for sports facilities + <u>grammar</u>: “wh-questions”: “Where” -> Polite questions! “Activities and nouns”: general statements, opinions, likes and preferences</p>
<p>4</p>	<p>“What’s going on?” <i>Describing a scene</i> → also reviews some of the hobbies</p>	<p>a) the pupils can describe the rooms in a house + furniture b) the pupils can describe what people are doing d) The pupils can catch someone’s attention in order to tell him/her what is going on</p>	<p>a) corresponding vocab b) some more action verbs b) “attention catchers”: Look! Listen! Attention!... <u>grammar</u>: “there is/ are”; “Activities as actions”; “Present Activities” → CU: “describing something”</p>
<p>5</p>	<p>“May I ask you a question?” Part 1 <i>Ways and Places</i></p>	<p>a) the pupils know the basic infrastructure of a village/ town b) the pupils can ask for the way from A to B c) the pupils can give a description of a way d) the pupils comprehend a timetable</p>	<p>a) main square, park, alley, supermarket, pharmacy, hospital, etc. b) see grammar c) vocab related to describing a way i) by referring to street names and other landmarks i) by foot, iii) by public transport system d) time-vocab <u>grammar</u>: “Positions and Locations”: relevant prepositions and adverbs ; “Present Events” → CU: “describing a process” “Arranged activities”; polite “wh-questions”</p>
<p>6</p>	<p>“May I ask you a question?” Part 2 <i>sights and souvenir shops</i> → also reviews language from the last lesson</p>	<p>a) The pupils are able to ask for recommendations for a sight-seeing trip b) the pupils can book a sight-seeing tour c) the pupils are able to understand basic information in a tourist’s guide or a guided tour d) souvenir shop: the pupils can shop (around) in English</p>	<p>a) vocab on sights: museum, tower, statue, etc. c) bare basics no doctoral theses! e.g. ancient, Renaissance; d) shopping language <u>grammar</u>: a) a last lesson b) “Past States” → CU: “Descriptions” ; “Past Events” + Passive (e.g. The Akropolis was built in...)</p>
<p>7</p>	<p>“Let’s go on a hiking tour!” <i>arranging a meeting with other people</i></p>	<p>The pupils are able to arrange a meeting with other tourists and to discuss about what they want to do</p>	<p>i) this lesson revises the language of “likes/ dislikes”, “hobbies”, “time”, “places/ directions” and “sights” ii) further vocab on: “giving opinions” and “presenting an</p>

			argument" + "agreeing/disagreeing" <u>grammar</u> : "wh"-questions, "Present States" → CU: "giving opinions"; "Activities as Nouns"
8	"Help!" <i>consulting a doctor</i>	a) The pupils can use the English words for parts of the body b) The pupils can give a detailed description of their condition c) The pupils can tell a doctor for how long they have been in this condition d) The pupils understand the doctor's advices and prescriptions	a) "body-language" ☺ b) illnesses, injuries, pains d) typical advices + kinds of medicine <u>grammar</u> : "Duration"; "Recentness"
9	At the restaurant	a) the pupils understand the description of meals in a menu b) the pupils can make polite orders	a) dishes; meat and vegetables; basic ways of preparation (e.g. "fried") b) polite orders <u>grammar</u> : "Possibility: Facts" → CU: "Requests"; "softeners", e.g. certain modal verbs
10	"Sweeties!" Part 1 <i>Fruits and spices</i>	a) the pupils know the English words for a broad variety of fruits and spices and can divide them up into categories such as "stone fruit", "citron fruit", "berry" etc. b) the pupils understand a fairly simple recipe c) the pupils can speak about a recipe for a fruit salad d) the pupils know some basic kitchen utensils and can give a description about what each utensil is needed for	a) corresponding vocab b) + c) "preparation"-vocab: to stone, to peel, to chop, to cut, to squeeze, etc.; "structuring"-vocab d) corresponding vocab <u>grammar</u> : "Present events" → CU: "Describing a process"; adverbs of manner and place
11	"Sweeties!" Part 2 <i>recipes and kitchen utensils</i>		
12	"Sweeties!" Part 3 <i>Confectionary & bakery: desserts, ingredients and utensils</i>	a) the pupils know the English names of the most common desserts b) the pupils also know their ingredients (in English) c) the pupils know the kitchen utensils used in confectionary and bakery	a) e.g. Black Forest Cake b) vocab for the most frequently used ingredients used in confectionary and bakery c) corresponding vocab
13	"Sweeties!" Part 4 <i>Baking a cake – ways of preparation</i>	a) the pupils can understand fairly complex instructions in a recipe b) the pupils can describe fairly complex recipes	a) +b) vocab for preparation, e.g. "to fold in", "to air", "to ice"
14	"Can I help you?" <i>Talking to guests</i>	a) the pupils are able serve their guests in English b) the pupils can explain the	

		dishes sold in their confectionary in an easily comprehensible way	
15	As delays will surely occur, I reserve this lesson for whatever is then left to do.		

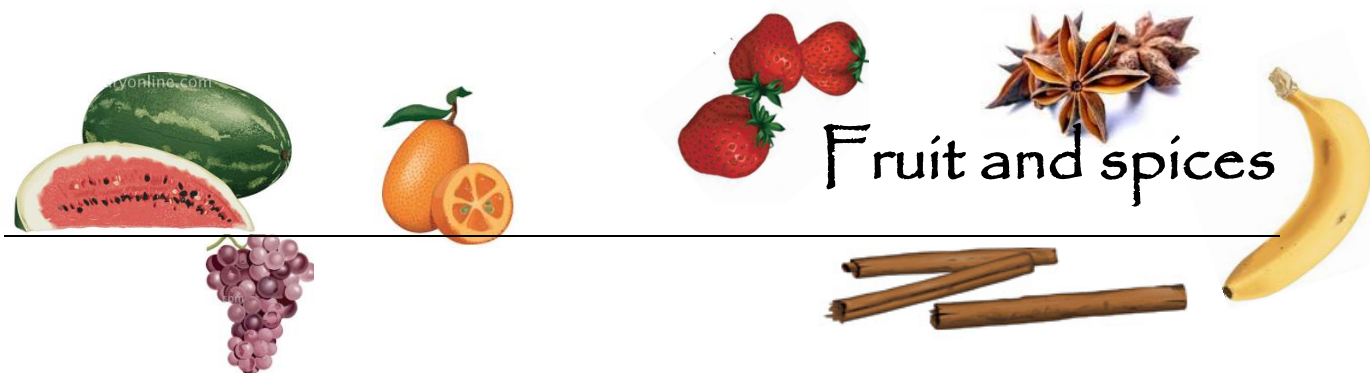
4. Two lessons

For this part of the paper I decided to design material for lesson 10 and 11. They are the first two parts in the “Sweeties!” and they both are unified under the heading “Fruits and Spices”. Therefore I shall not discuss them separately.

Both lessons together consist of seven parts, where the first lesson covers the block A to D and the second lesson will be about the parts E to G. All activities are designed for either group or pair work, except for one.

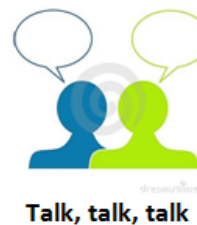
activity	objective	expected degree of mastery/ problems
A	<ul style="list-style-type: none"> Given a set of flash cards on fruit and spices the pupils will be able to identify the fruits and spices and to connect their mental idea of these with the English terms. Given the beginnings of each question (Do you have...?) on the flashcards, the pupils will repeat this phrase over and over again and in doing so will be able to internalise it as a “tool” you use when asking for possession. Given some terms by means of which shapes can be described the pupils will be able to correctly apply them to the card game. 	<p>100%</p> <p>possible problems: pronunciation</p>
B	<ul style="list-style-type: none"> Given a list with the categories “similar to German” and “not similar to German” the pupils will be able to divide the fruits/spices up into these categories and in doing so will a) recognise the terms that they are already familiar to (except for slight differences in pronunciation) and the ones that are alien to them. 	<p>100%</p> <p>possible problems: pronunciation</p>
C	<ul style="list-style-type: none"> Playing a memory game on fruits and spices the pupils will be able to use the terms (and will – hopefully – slowly but surely hook them in their brains) 	<p>70%</p> <p>possible problems: pupils have not yet internalised all the new words</p>
D	<ul style="list-style-type: none"> Given a recipe of a fruit salad with a picture riddle the pupils will be able to a) recognise the layout of a recipe and b) be able to relate the steps given in the instruction to the right image – and in doing so will be able to develop an idea of the meaning of 	<p>80%</p> <p>possible problems: pupils do not know the meaning of quite a lot of words related to</p>

	the vocabulary used in the instruction	food preparation
D – follow up	<ul style="list-style-type: none"> Given a list of linking devices (the meaning of which will be explained to the pupils) the pupils will be able to rewrite the recipe by using the devices correctly. Given this task the pupils will implicitly receive an idea of cohesion 	100% possible problems: -
E	<ul style="list-style-type: none"> Given another recipe of a fruit salad that is cut into five pieces and having worked through task D the pupils will be able to arrange the pieces into the right sequence (every text card has some clues in it, either language- or layout-wise) 	75% possible problems: perhaps the sequence in which the fourth card are to be arranged
E – 2	<ul style="list-style-type: none"> Given some sentences arranged in false order and beforehand a list that shows the use of adverbs and the right sentence order, the pupils will be able to correctly re-arrange the given sentences. 	100% possible problems: -
E – 3	<ul style="list-style-type: none"> Given a mind map with already fixed categories (plus having all the other task in their mental rucksack [as well as on paper...]) the pupils will be able to correctly match a) the fruits with the appropriate/ possible way of preparation and b) some other preparatory works with the way in which they can be done. 	100% possible problems: too less free space...
F	<ul style="list-style-type: none"> Given an “Ingredients box” out of which the pupils have to pick at least six ingredients plus some clues concerning the structure of a recipe the pupils will be able to utilise their knowledge of fruits and ways of preparation in order to “design” a new fruit salad recipe and to tell this to their fellow colleagues. 	100% possible problems: -
G – 1	<ul style="list-style-type: none"> Given a list of kitchen utensils plus pictures illustrating the vocab, the pupils will be able to define what the utensils are used for (they know them from their every day life anyway) and to decide which of them they need in order to make a fruit salad and which not. 	80% possible problems: the students might lack to vocabulary to describe the use of some utensils
G – 2	<ul style="list-style-type: none"> Having done exercise G – 1 and being temporarily blinded with a pair of black-coloured goggles, the pupils will be able to recognise a kitchen utensil they are given solely by sensing its surface and give the correct English term for it. 	100% (due to the instruction for the exercise, a turn is finished only when the correct word has been used); possible problems: pupils might not know all terms yet
G – 3	<ul style="list-style-type: none"> Given a Pairs-Game on kitchen utensils the pupils will be able to tell what each one of them is used for. 	100% possible problems: -
overall	<ul style="list-style-type: none"> Being forced to repeat and revise the vocabulary bits over and over again the pupils will be able to internalise the new language bits to apply them to new situations (receptively and productively) 	90%



[A] Card Game²

- in groups of five
- take the packet of „Fruits and Spices – Flash Cards“
- each player gets five cards
- put the remaining cards on the table
- the game works like this:



player A asks player B: *“Do you have a tropic fruit?”*

player B (doesn't have a tropic fruit): *“No.”* → player A has to pick one card from the pile

or

player B (has a tropic fruit): *“Yes, I have a tropic fruit.”*

player A: *“Do you have a horned melon?”*

player B (does not have a horned melon): *“No.”* → player A has to pick one card from the pile

or

player B (has a horned melon): *“Yes, I have one.”* → now player A may take B's card and lay it down

- take turns clockwise
- winner is the one who has the most couples at the end of the game (=when no cards are left)

Tip

Here are some things you might wish to ask for:

you have a...	ry on fruit on nes fruit he fruit pical fruit te	?	it a....	nd are angular ngular cent-shaped	□ shape ☾	? ?
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Before you start playing

² idea adapted from: Lanternfish ESL (2007). „Health and Sickness Cards“ [Online].
http://bogglesworldesl.com/health_flashcards.htm [2011-06-20].

[C] Memory

- in pairs or groups of three

Take the memory cards “Fruits and Spices”. Each couple in this game is made up by a card showing a picture and a card giving the name of the fruit/ spice.

- play “Memory” with those cards (I’m sure you know the rules of this game)
- while you are playing: please say the name of your fruit/spice loudly

[D] Fruit salad

Taken from: Heindler Dagmar et al.(2000). *Your Ticket to English Two. Coursebook.* 2nd ed. Vienna: ÖBV. p.49.

For a fruit salad you will need the following:

- | | | |
|--------------------------|-----------|-------------|
| ½ cup of peanuts | 2 apples | ½ kg grapes |
| 1 cup of sunflower seeds | 2 bananas | ¼ kg plums |
| 4 tablespoons of honey | 2 peaches | knife |
| ½ cup of raisins | 1 orange | spoons |
| ½ cup of coconut flakes | 1 lemon | big bowl |

Read the instructions and fill in the numbers 2-8.

1. Wash the fruit carefully.

2. Peel the oranges, bananas, and apples.

3. Slice all the fruit thinly.

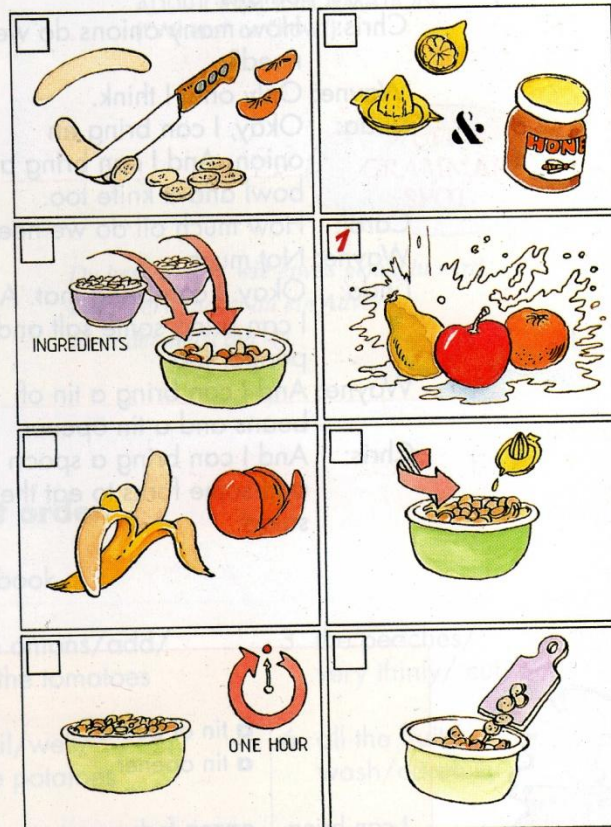
4. Put the fruit in the bowl.

5. Squeeze the lemon and mix the juice with the honey.

6. Add the rest of the ingredients.

7. Add the lemon juice and stir well.

8. Leave it for one hour.



Follow up:

Rewrite the instruction. Use the following words:

After that – Finally – Next – Then - First

[E] More fruit salad

Read the cards through and put them into the right order. Then discuss your solution with a partner and give reasons for your solution. As soon as you know that you solved this task rightly, glue the cards onto this page in the correct order.

This recipe makes enough to serve 10 to 12 people.

Ingredients

6 peaches	110g sugar
300 g strawberries	1 lime
200g seedless green grapes	120 ml water
200 g seedless red grapes	grated zest of one orange
150 g honey melon	250 ml whipping cream
50 g cherries	4 tbs icing sugar
3 bananas	

Method

- Wash the peaches, strawberries and grapes carefully.
- Peel the peaches, stone them and chop them into bite-size pieces.
- First cut the strawberries into half and then slice them thinly.
- Cut the grapes in half, too.

- Use a melon baller to scoop balls out of the honey melon.
- Stone the cherries and cut them in two.
- Peel the bananas and slice them thinly
- Put all the fruit in a big bowl.

- Pour the water into another bowl and add the sugar.
- Squeeze the lime and add the juice to the water.
- Whisk this mixture until the sugar is dissolved.
- Pour the dressing over the fruit, add the grated orange zests and stir it

Before you serve it:

- Pour the whipping cream into a bowl and add the icing sugar.
- Beat it until the cream becomes stiff.
- Spoon a bit of the whipped cream onto each portion of the fruit salad.
- If you want, you could use a small twig of a mint for decoration.

Thinking about words (idea taken and adapted from: ibid. p.51)



Peel	the peaches.		
Pit	the cherries.		
Slice	the bananas	thinly.	} "How?"
Stir	the fruit	gently.	
Spoon	the whipped cream	onto the salad.	} "Where?"
Pour	the water	into a bowl.	
ACTIVITY	OBJECT OF ACTIVITY	ADDITIONAL INFORMATION	

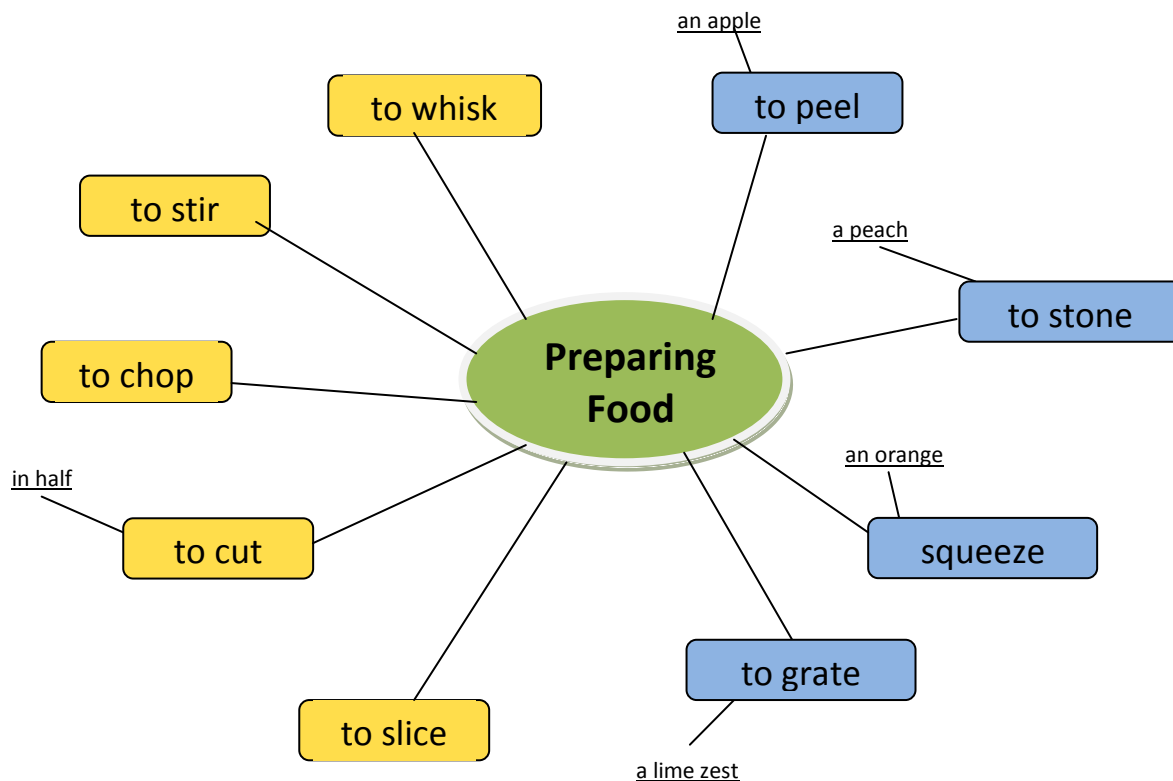
2. Put the words into the correct order (idea taken and adapted from: ibid.)

Write down the sentences.

- a) wash/ carefully/ the apples b) the sugar/ add/ to the water
- c) gently/ the fruit/ stir d) the strawberries/ thinly/ slice
- e) pour/ over the fruit/ the lime juice f) into a bowl/ the grapes/ put

3. Complete the mind-map

- add fruits to the blue boxes (see: your notes or our flash cards)
- add fruits and "How-words" to the orange boxes (see: the recipes)
- Can you add any other kinds of food? (Tipp: think of what we did in our "restaurant-session")



[F] Your own fruit salad

Comment: the pupils will be given an "Ingredients-box" in which there are cards showing fruits and other ingredients (e.g. sugar, honey).

- in pairs or groups of three
- Each one of you pick at least six cards from the "Ingredients-box."
- Briefly think of what you could do with these ingredients and in which order you want to prepare them.
- Then tell your recipe to your partners
- As soon as you have finished, hide your ingredients cards and ask your partners to revise your recipe only out of memory. Do they get everything right?
- Take turns in telling recipes to each other until every one of you has made up at least two fruit salads.

Please make sure you do not sound like a cookbook ... → Tipp: use the "I-form"

*First I wash.... the apples.
Then I peel... the peaches.
Next I
After that I... ...
Afterwards I
Then I... ...
Finally I... ...let it chill for an hour/ half an hour/ 5 minutes/...*

[G] Useful tools



apple corer



balloon whisk



cherry stoner



colander



cooking spoon



grater



hand mixer



kitchen knife



kitchen scale



ladle



melon baller



measuring jug



peeler



spatula



itrus fruit) squeezer



tin opener



zester

1. What the tools are good for

Have a look at our recipes again. Decide for which step in the preparation of a fruit salad you could use the tools and note it down in the list below. Write an "X" next to the tools that you do not need.

- apple corer *You use it to core apples.*
- balloon whisk
- cherry stoner
- colander
- cooking spoon
- grater
- hand mixer
- kitchen knife
- kitchen scale *You use it to measure weight.*
- ladle
- melon baller
- measuring jug
- peeler
- spatula
- (citrus fruit) squeezer
- tin opener
- zester

2. Feeling Vocab

- Work in pairs or groups of three.
- Go into your kitchen and search for the above listed utensils – except for the knife!
- Player A puts on the goggles with the black glasses so that he/she cannot see anything any longer.
- Player B hands him/her a utensil.
- A has to say which utensil he/she was given.
- As soon as A has said the correct English word you switch the roles.
- Now B puts on the goggles and A hands him/her a kitchen tool.
- etc.
- Go on in that way until everyone of you has guessed five to six tools.

3. Pairs

- work in pairs
- take the "Pairs"-Game on kitchen utensils, read the instruction carefully and play it