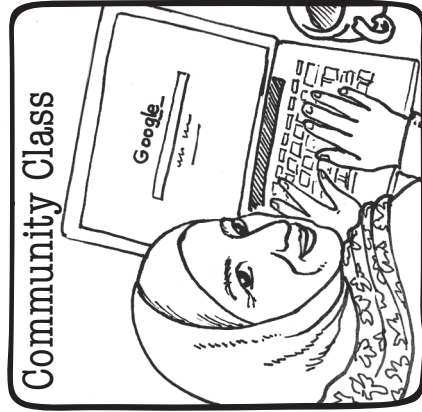
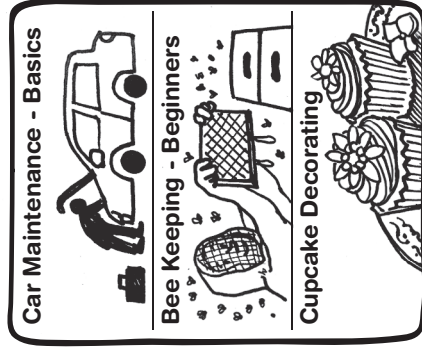


Joining In



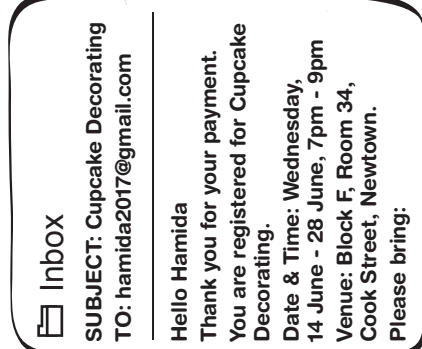
Community Class



Car Maintenance - Basics

Bee Keeping - Beginners

Cupcake Decorating



Inbox

SUBJECT: Cupcake Decorating
TO: hamida2017@gmail.com

Hello Hamida

Thank you for your payment.
You are registered for Cupcake Decorating.

Date & Time: Wednesday,
14 June - 28 June, 7pm - 9pm
Venue: Block F, Room 34,
Cook Street, Newtown.

Please bring:



WEDNESDAY

Is this right?



Community Gardens

NOTICES

Come Grow With us!

First Sunday of every month. Contact us for more.



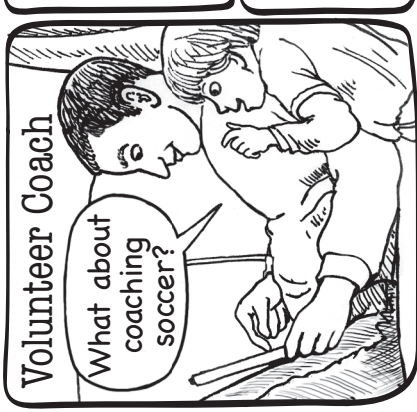
SUNDAY



Hello, I'm Jenny, the organiser.

Hello, my name is Mai Lin

Welcome Mai Lin, thank you for coming!



Volunteer Coach

What about coaching soccer?



seekvolunteer

For people who seek to do more

Little Dribblers football/soccer referees and coaches

Time Required

Saturdays or Sundays

Good for

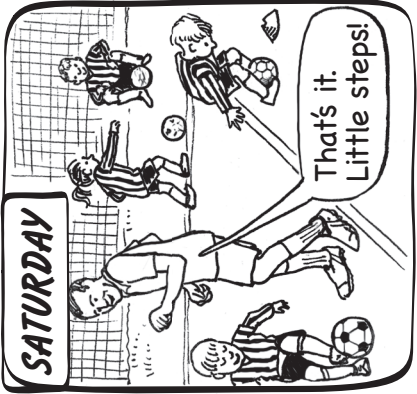
Interested in Sport

Volunteers with limited English

Interested?

To let the organisation know you're interested, we'll forward your details to them. After that, they'll take it from there.

Express Interest



SATURDAY

That's it. Little steps!



Joining in – 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 you look at the picture sequence

Ask your learner for ideas on how to join in with the local community. What opportunities were there in your learner's home country? What did your learner do? Brainstorm some opportunities in NZ. Have you or your learner ever taken part in these activities?

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 pictures (Lower level), or brainstorm words with the learner (Higher level).

Questions stories (See pages 12-13 for suggested questions)

Ask a series of questions relating to the pictures. The learner's answers can guide them to describe what is happening in each picture. You could then compare the learner's version with the original text.

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

Jumbled descriptions – reading

Cut up the text on page 14 into strips. Each strip relates to one of the pictures. Jumble up the strips.

Look at the pictures and ask the learner(s) to match the appropriate sentence to the right picture.

Point of view:

Write a description for each picture from one person's point of view (eg the tutor at the class, or Jenny the organiser, or the children in the game).

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.

You can make this into a writing exercise; and provide help by giving them the vocabulary list on page 10. They can then compare what they wrote to the text on page 11.

Gapped text:

Gap out some words in the text on page 11 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)

Hamida wants to do something new in the _____. It is a good way to _____ some new people. She decides to _____ a community class. She _____ online for a community class in her local area. There are three community _____ starting soon - Car maintenance - Basics, Bee Keeping - Beginners, and Cupcake Decorating. She decides on _____ Decorating.

- or "grammar" words: e.g. prepositions

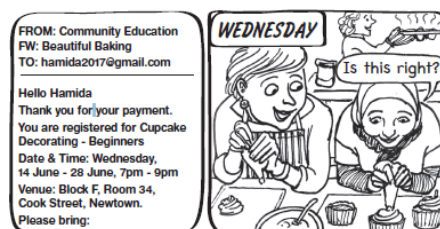
Hamida wants to do something new _____ the community. It is a good way _____ meet some new people. She decides _____ try a community class. She searches online _____ a community class _____ her local area. There are three community classes starting soon - Car maintenance - Basics, Bee Keeping - Beginners, and Cupcake Decorating. She decides _____ Cupcake Decorating.

- or articles

Hamida wants to do something new in _____ community. It is a good way to meet _____ new people. She decides to try _____ community class. She searches online for _____ community class in her local area.

Listening practice: True/false

Say some sentences about the pictures, some true, some false: e.g. *The cupcake decorating class is on Thursday* (False); *Hamida is decorating a cupcake* (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, the class isn't on Thursday, it's on Wednesday.*

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.

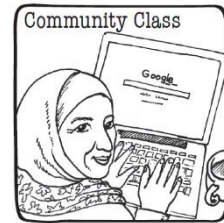
Extension activities

Internet searching

Your learner may not be very confident with using the internet.

You could:

1. Show them how a Google search works
2. Show them how to use Google Images
3. Explore Google Translate
4. Help them set up an email address (eg gmail, hotmail) and practice writing emails to each other



Community Classes

Get a brochure from your nearest community centre (these examples came from [Wellington High School Community Education Centre](#))



Look through and see if there are any classes that might interest your learner; find out that is involved, when it takes place, what it costs, how to register.

As well as formal classes, Community centres also often have social groups (eg crafts, Mahjong, Bridge), playgroups and low cost exercise classes

Gardening

Find out where your nearest community garden is and take your learner to see it. As you walk around, talk about what you can see.

Garden to plate



If your learner like gardening there is another English Language Partners [sequence story on gardening](#).

Reading practice using a community class site or brochure

Write some questions and get your learner to scan through to find the answers, for example:

- *You would like to learn to look after your own car. Find a course.*
- *You want to learn to draw but have never tried before. What is the best course?*
- *You would like to learn to make your own bread. How long is the course?*
- *You have never decorated cakes before. How much is the basic course?*
- *You can crochet sweaters but would like to decorate buttons. Find a course. How much is it?*

CRAFT

Bone Carving	8 weeks	\$185.00
Bookbinding for Fun	1 day	\$85.00
Cartonnage – Kimono Covered Boxes	½ day	\$95.00
Embroidered Crochet Buttons	2.5 hours	\$40.00
Harakeke Workshop	1 day	\$110.00
Jewellery Making 1 - Beginners	3 weeks	\$165.00
Jewellery Making 2 - Creative Chains	1 day	\$150.00
Jewellery Making 3 - Stone Setting	1 day	\$150.00
Lampshade Making	½ day	\$70.00
Leadlighting / Stained Glass	8 weeks	\$170.00

BAKING

<u>Breadmaking from Scratch</u>	1 day	\$110.00
Cake Decorating - Christmas Cakes and Cupcakes	1 day	\$115.00
Cake Decorating - The Basics	1 day	\$125.00
Cake Decorating Next Step - Decorating with Fondant	1 day	\$115.00
Cake Decorating Next Step - Gateaux Style Cakes	1 day	\$115.00
Christmas Treats	1 day	\$110.00

Form filling

Practise filling in forms for community classes

Cake Decorating - The Basics

Saturday, 12 August 2017 9:30 AM (NZST)
Wellington High School (DELW-026)

Remove item

(New attendee)

Clear details

First name *	Last name *
<input type="text"/>	<input type="text"/>
Email *	Home phone *
<input type="text"/>	<input type="text"/>
Work phone	Mobile phone
<input type="text"/>	<input type="text"/>
Gender *	Age group *
<div>Please select...</div>	<div>Please select...</div>
Ethnicity	Newsletter
<div>Please select...</div>	<input type="checkbox"/> I would like to receive information about future courses

...for SEEK volunteer positions:

Express interest for Special Olympics Papakura Football Coach

To apply for volunteer positions you must be resident in New Zealand
This position is in Auckland, New Zealand.

* First name

* Last name

* Email

* Email confirmation

☐ Require Notification

Gender

☐ Male
 ☐ Female

* Postcode

Contact Number

Skills and Qualifications

Please list any skills or qualifications you have that might be relevant to this volunteering position. (Max. 500 characters)

Please list any skills or qualifications you have that might be relevant to this volunteering position. (Max. 500 characters)

☐ Store these details for next time on this computer

Send

or cancel

Special Olympics Papakura Football Coach
 for **Special Olympics New Zealand** - Sport

Special Olympics Papakura club is looking for a new football coach. Someone to inspire, teach, lead and role model what it means to play as a team and achieve. Could this be you?

Sport

Long Term

Auckland

Baking

If your learner is interested in the cake baking pictures, you might like to try making cupcakes together.



Chelsea Sugar has some good recipes – eg for [Vanilla Cupcakes with Buttercream Icing](#), which have a written-out recipe and accompanying video.

- Read the recipe
- Clarify vocabulary
- Explain measurements (cup, tsp, tbsp. etc)
- Watch the video and describe what is happening
- Try making it yourselves.
- Evaluate the recipe and talk about the results
- Write another recipe for a cake from your learner's country

There is also a [lesson on recipes](#) on the ELP website

Volunteering

There are three more ELP sequence stories about volunteering:

[Volunteering in a charity shop](#)

[A street collection](#)

[Parent helps on school trip](#)

It is also worth going on to [SEEK volunteering](#) to see what opportunities and events are available in your area. You can narrow your search to take into account your learner's particular interests and strengths.

Joining in

Find out what other opportunities are there in your community for your learner to meet others:

- [Meetup](#)
- Playgroups, Playcentre or other children's activities
- Coffee groups
- The local school's parent association
- [Neighbourly](#)
- [Newcomers network](#)

Sports vocabulary

If your learner is interested in developing language around sports, ESL flow has a [variety of worksheets](#) you can access

You could also go to a sports match or practice of your learner's choice (or watch one on TV or YouTube) and talk about what you see – the venue, clothes, equipment, rules and a description of play.

Sports coaching

SportNZ has some excellent [resources on coaching](#), particularly a very comprehensive downloadable booklet "[Getting started in coaching](#)" with some great questions you can discuss with your learner before you read.

- *What is the role of a coach?*
- *Why do people play sport? Why do people not play sport? Why do people coach?*
- *What makes an effective coach?*
- *What is fair play?*
- *How can you modify a sport for children?*
- *How can you communicate most effectively with the athletes you are coaching? What about their parents?*
- *What skills should you teach athletes in your chosen sport?*
- *What is the best way to introduce new skills?*
- *What is the best way to give feedback to your athletes? What is the difference between effective and ineffective feedback?*
- *How can you reduce the risk of injuries in your training? What do you do if an injury occurs (also see the St John's ambulance web page for example of first aid approaches)*
- *What do you need to do to plan a season?*
- *What do you need to do to plan a session? What are the stages of a typical session?*
- *How can you organise your players to ensure maximum learning?*

It is a good introduction to New Zealand educational culture and expectations as well.

Giving instructions

Find something that your learner is an expert on. It can be as simple as making a cup of tea

Brainstorm how to give instructions.

You will need to teach

- Sequence words: *First(ly)... Then... Next... After that... Finally...*
- Language for giving basic instructions: *You put some cold water in a kettle and boil it.*
- Language for giving extra information: *You don't need to... I don't worry if... I you don't have to....*

Explore language for checking if you have understood:

- *Can you explain this bit again?*
- *I'm not sure if I have understood how to...*
- *So you put cold water in the kettle...?*
- *Am I doing this right?*
- *I don't get how to...*

The British Council has an excellent [lesson on instructions in a workplace setting](#) with useful everyday expressions, a listening exercise and a worksheet.

Listening to instructions



Follow up resources in your ELP library

New words for new migrants - AUT

- p116-119 Sports and hobbies
- p.66-7 Cooking and recipes

Listening To New Zealand - Post beginner

- 5A Making an Inquiry at a Polytechnic
- 6D Sharing a Recipe
- 8B Sports Round-up

Listening to New Zealand Intermediate

- 3A how to make Gazpacho Soup (giving informal instructions)
- 4A Course Enquiry
- 4B Hospitality Class
- 4D Too old to learn – discussing night classes

Joining in – 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.

Target Vocabulary (see page 2 for instructions)

join in, community class, google, search, online, look up, local area, car maintenance, basics, bee keeping, beginners, cupcake decorating, online, email, payment, register (for), receive, confirm, venue, bring, tutor, do (something) right, decorate, ice a cake, icing, piping bag, chat, classmate, have a good time,

notice, notice board, gardening, community gardens, contact, organiser, find out, set off (for), packed lunch, gumboots, gloves, gardener, organiser, tidy up, dig, plant, wheelbarrow, vegetables, compost, help out

website, seek, volunteer, coach, referee, football, soccer, local, available, require, be interested in, organisation, forward, details, express interest (in), click on, take it from there, dribble (the ball), referee / play a match, cheer from the sidelines

Basic Story

Community Class

Hamida wants to do something new in the community. It is a good way to meet some new people. She decides to try a community class. She searches online for a community class in her local area. There are three community classes starting soon - Car maintenance - Basics, Bee Keeping - Beginners, and Cupcake Decorating. She decides on Cupcake Decorating. She registers and pays for the class online. She receives an email confirming her place in the class. The email tells her where and when the class is, and what to bring. On Wednesday June 14th, she goes to the venue at 7pm. She meets the tutor and decorates some cupcakes. She checks with the tutor that she is doing it right. After decorating the cupcakes, the class drink tea and eat cakes together. Hamida chats to her classmates and has a good time.

Community Gardens

Mai Lin is at the library. She is looking at the notice board. She sees a notice about gardening on the first Sunday of every month. She likes gardening and decides to contact the organiser to find out more information. On the first Sunday in September, she sets off for the Community Gardens. She takes a packed lunch, her gumboots and her gardening gloves. When she arrives, she meets Jenny, the organiser. She joins in with the other gardeners and they work hard to tidy up the Community Gardens and plant some vegetables. She enjoys working with the other gardeners and has a good time.

Volunteer Coach

Sebastien wants to do something new in the community. He looks on the SEEK website for volunteer roles. He sees that a local children's soccer team needs coaches and referees. He likes football and is available on the weekends. He lets the organisation know that he is interested by clicking on "*Express Interest*". The following Saturday, Sebastien starts coaching the one of the "Little Dribblers" soccer teams. Then he referees a match. He is pleased that he is joining in his local community.

Questions for *Question Stories* (see page 2 for instructions)

Community Class

Pic 1 What is Hamida doing?

Pic 2 What classes has she found?

What do you think you do in the Car Maintenance class?

What do you think you do in the Bee Keeping class?

What do you think you do in the Cupcake Decorating class?

Pic 3 What can you see in the picture?

What is Hamida's email address?

What class has she registered for?

What date does the class start?

What date does the class finish?

What day is the class on?

What time is the class?

Where is the class?

Pic 4 What day is it?

What is Hamida doing?

What is she using?

Who is she talking to?

Pic 5 How many people can you see in the picture?

What are they doing?

What are they eating?

What are they drinking?

How do they feel?

Community Gardens

Pic 1 What is Mai Lin doing?

Which notice is Mai Lin interested in?

Pic 2 What date is circled on the calendar?

Why?

What is Mai Lin going to do on that date?

Pic 3 What day is it?
 What date is it?
 Where is Mai Lin going?
 What is she wearing? Why?
 What is she taking with her? Why?

Pic 4 Who is Mai Lin talking to?
 Why is she welcoming Mai Lin?
 How does Mai Lin feel? Why?

Pic 5 How many people can you see?
 Where are they?
 What are they doing?

Volunteer Coach

Pic 1 Who is in the picture?
 What are they doing?
 What is Sebastien thinking about doing?

Pic 2 What website are they on?
 What is the advertisement for?
 What does the soccer team need?
 When do you have to be available?
 What kind of people should apply?

Pic 3 If you are interested, what should you do?
 What happens after you have expressed your interest?

Pic 4 What day is it?
 What is Sebastien doing?
 How many children can you see?
 What are they doing?
 How does Sebastien feel? Why?

Pic 5 What is Sebastien doing?
 What are the children doing?
 What are their parents doing?

Descriptions for *Jumbled descriptions* (see page 2)
Photocopy and cut up.

Hamida is searching for a community class online.
Hamida finds 3 classes - Car Maintenance, Bee Keeping and Cupcake Decorating
Hamida receives an email confirming her place in the class
Hamida is decorating a cupcake.
Hamida is drinking tea and eating cupcakes with her classmates.
Mai Lin is looking at the notice board at the library.
Mai Lin circles the first Sunday in September.
Mai Lin goes to the Community Gardens.
Mai Lin meets Jenny, the organiser.
Mai Lin helps out in the Community Gardens.
Sebastien is thinking about coaching soccer.
Sebastien reads an advertisement on <i>SEEK VOLUNTEER</i> for soccer coaches and referees
If you are interested in the advertisement, you should choose: <i>"Express Interest"</i> .
Sebastien is coaching a children's soccer team.
Sebastien is refereeing a children's soccer match.