

# Skills Through English for Public Servants

## TRAINER'S NOTES

**Skills Through English for Public Servants** – STEPS – is designed for government and non-government staff working with disadvantaged communities in the North and East of Sri Lanka. It is a content-and-language integrated course which helps participants improve their critical thinking, communication skills and English language while learning more about good governance and development.

STEPS provides core materials for approximately 100 hours of study. It is divided into 54 sessions in four units. Each unit is based on a major governance and development theme.

- Unit 1 - **The economy**
- Unit 2 - **Conflict**
- Unit 3 - **Society and development**
- Unit 4 - **The environment**

The **critical thinking component** provides practice in organising information, analysing, prioritising, evaluating, problem solving and decision making. The **communication skills component** develops capacity in team work, networking, presentation skills, interpersonal skills and active listening. The **English language component** accommodates the learning needs of most Sri Lankan professionals. Reading, listening, speaking and vocabulary are developed at an intermediate level, while writing and grammar activities target a pre-intermediate level. The **methodology** is participatory, task based and learner centred. The sessions follow a guided discovery approach.

The **Trainer's notes** provide comprehensive plans for each session, including an overview, notes on preparation and timing, and step-by-step instructions for how to conduct the session. Background information and answer keys are included to brief the trainer on context and content.

The **Trainer's resources** contain tapescripts, printable materials, photos and illustrations for all the classroom activities. Listening materials on audio CD and film material on DVD are also included.

The **Participant's workbook** is not a stand-alone textbook but contains all the worksheets plus the reading and listening texts needed to carry out the tasks. As the course progresses, it provides learners with both a record of the course and a reference tool for the future.



Ministry of Nation  
Building and Estate  
Infrastructure  
Development





# STEPS

Skills Through English for Public Servants

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# Session 1.1 Introductions

## Learner objectives

By the end of this session participants will be able to:

- name other participants in the group
- explain the aims of the course
- describe how they will be assessed during the course.

## Time

90 minutes

## Session overview

A	Getting to know you	30 minutes
B	Course aims	15 minutes
C	Course schedule and assessment	45 minutes

## Resources

Resource 1.1A	Aims of the STEPS course (OHT or A4/A3 poster)
Resource 1.1B	What STEPS stands for (A4/A3 poster)
Resource 1.1C	Hours, days and weeks (A4/A3 poster)
Resource 1.1D	Timetable for weeks 1 and 2 (A4/A3 poster)
Resource 1.1E	Timetable: for weeks 3 and 4 (A4/A3 poster)
Resource 1.1F	Consolidation sessions (A4/A3 poster)
Resource 1.1G	Tutorials (A4/A3 poster)
Resource 1.1H	Assessment of skills development (A4/A3 poster)
Resource 1.1I	Assessment of participation and effort (A4/A3 poster)
Resource 1.1J	Files (A4/A3 poster)
Resource 1.1K	Certificates and attendance letter (A4/A3 poster)

Note: A3 posters can be printed at A3 size from the CD.

## Worksheets

Worksheet 1.1A	Getting to know you
Worksheet 1.1B	Questions about the STEPS course
Worksheet 1.1C	Skills through English for Public Servants

## Preparation

Prepare the following word flashcards for Part B step 1:

In one colour:

English language skills	Critical thinking skills	Knowledge
-------------------------	--------------------------	-----------

In a different colour:

reading	organising information	economy
writing	analysing	conflict
listening	prioritising	development
spoken production	problem-solving	environment
spoken interaction	evaluating	governance
decision-making		

## Part A **Getting to know you**

30 minutes

**Step 1**  
5 minutes

Welcome the participants. Explain that you will spend the first 20 minutes getting to know each other. Participants turn to **worksheet 1.1A** (Getting to know you). In pairs, they read the worksheet and practise forming *wh-* questions to find the necessary information.

**Step 2**  
10 minutes

Elicit and drill the questions. Elicit questions that you could ask to get further information.

Demonstrate the activity by moving around the room asking participants *Where are you from?* until someone responds *From Trincomalee*. Ask for name and further details and record on the worksheet. Demonstrate that you now move on to the next question. Stress that you cannot write down someone's name twice and therefore, if someone has already given an affirmative response, you should not ask them another question.

**Step 3**  
10 minutes

Invite participants to stand and mill around the room asking questions. Set participants a time limit of 10 minutes to try to find names to match as many questions as possible.

**Step 4**  
5 minutes

Conclude the activity by eliciting responses to some of the questions from the whole class.

## Part B **Course aims**

15 minutes

**Step 1**  
15 minutes

Display **Resource 1.1A**. Explain that the aim of the STEPS course is to improve participants' performance in their job and that STEPS has three main ways to do this:

- by developing English language skills
- by developing critical thinking skills
- by increasing knowledge and understanding of governance and development.

Display the three sub-aims flashcards on the pinboard as the headings for three columns (see below). Hand out the remaining flashcards to participants at random and have them pin the cards to the board under the appropriate heading.

### **Pinboard display**

English language skills	Critical thinking skills	Knowledge
reading	organising information	economy
writing	analysing	conflict
listening	prioritising	development
spoken production	problem-solving	the environment
spoken interaction	evaluating	governance
	decision-making	

Check that participants understand the terms, especially *analysing* (studying the parts of something in order to understand or explain it), *evaluating* (judging the



value of something) and the difference between *spoken production* and *interaction* (interaction is two-way).

Explain how the course integrates the development of the three areas. For example:

*In Unit 1, the course looks at globalisation. It presents the vocabulary that is needed to talk about the issues. Participants discuss the affects of globalisation on Sri Lanka and write about the advantages and disadvantages.*

*In Unit 2, the course looks at conflict in the workplace. Participants read and listen to case studies, examine the causes of conflict and look at possible solutions. The language input is phrases for communicating more effectively with people.*

## Part C Course schedule and assessment

### 45 minutes

#### Step 1 10 minutes

Divide participants into groups of four.

Participants turn to **worksheet 1.1B**. Check participants understand the words *assess*, *assessment* and *stand for*. Instruct participants to work through the questions as a group to see if they can answer any of them.

While participants read the questions display **resources 1.1B–K** around the room.

#### Step 2 15 minutes

Explain that participants can check their answers and get missing information from the posters around the room. Ask them to look at the titles of the posters and decide which poster(s) they need to look at to find the right information.

Explain that they will have only 10 minutes to get all the information, so they should divide up the questions between the members of the group, read different posters and then share the answers. E.g. participant A checks answers 1–4, participant B answers 5–8 and so on.

#### Step 3 15 minutes

Feed back as a whole class. Points to highlight are listed in the feedback below.

---

### Answers

- 1 Skills through English for Public Servants. Also elicit the general meaning of the word *step* and draw out the analogy of a step leading to progress upwards.
- 2 120 hours.
- 3 6 hours.
- 4 9.00 a.m.
- 5 5.00 p.m.
- 6 Two: one in the morning between sessions and one in the afternoon.
- 7 12.30 p.m. to 1.30 p.m.
- 8 Consolidation.
- 9 Any two of the following:
  - study using English language reference books
  - read and listen to English story books
  - listen to cassettes and CDs to improve listening and pronunciation skills
  - work on writing assignments.

Explain that participants must keep a record of their studying.

10 Tutorials.

You meet your trainer for 10 minutes individually.

At this point, explain the purpose of the tutorials:

- to assess participants' progress in the course
- to deal with any problems or difficulties
- to monitor participants' study skills development by checking their files and work
- to advise participants about what and how to study.

Also explain that while participants are waiting for their tutorial they will be set review exercises of that week's work.

11 By trainers during the sessions and tutorials. Explain that trainers will be observing participants throughout.

12 As above.

13 Through six written assignments. Two of these are timed (on the first and last days of the course). For the other assignments, the trainers will mark the first draft and highlight errors. Participants then produce a second draft. A grade will be given for the second draft only.

14 Everyone who passes the course will get a certificate. To pass the course you need to get a grade 2, 3, or 4 and attend all the sessions. Anyone who needs to miss a session or day must apply for leave from their respective departments, and inform their trainers in advance.

15 A final grade will be given for effort and participation.

16 It is evidence of your organisation skills and a record of your work. It should be shown to your head of department after the course. Files will be given out in the first consolidation session.

17 A letter with information about the course, your grade and your attendance.

---

**Step 4**  
**5 minutes**

Invite questions from participants.

Draw participants' attention to the information in **worksheet 1.1C**.

# Session Free trade

## 1.10

### Learner objectives

By the end of the session participants will be able to:

- identify countable and uncountable nouns
- read for gist and detail
- explain the concept of free trade and trade barriers faced by developing countries.

### Time

90 minutes

### Session overview

A The trade game	50 minutes
B Reading	20 minutes
C Language focus	10 minutes
D Speaking	10 minutes

### Resources

Resource 1.10A	Grouping: list A (OHT)
Resource 1.10B	Grouping: list B (OHT)
Resource 1.10C	Country and nationality cards (cut-ups, 1 card per participant)
Resource 1.10D	Trade cards 1 (cut ups, 1 card per group)
Resource 1.10E	Trade cards 2 (cut-ups, 1 card per group)

### Worksheets

Worksheet 1.10A	Free Trade: worksheet
Worksheet 1.10B	Free Trade (reading text)

### Background reading

*Eight Broken Promises: Why the WTO isn't working for the world's poor*

[www.oxfam.org/en/policy/briefingpapers/bp0110\\_8\\_Broken\\_Promises](http://www.oxfam.org/en/policy/briefingpapers/bp0110_8_Broken_Promises)

*10 Common misunderstandings about the WTO*

[www.wto.org/english/thewto\\_e/whatis\\_e/10mis\\_e/10m00\\_e.htm](http://www.wto.org/english/thewto_e/whatis_e/10mis_e/10m00_e.htm)

### Context

This session aims to raise participants' awareness of free trade and of some of the mechanisms that countries use to protect their economies against its effects.

Under the rules of free trade, prices on the global market are determined only by supply and demand and not affected by any other costs or government policies. Developed nations and the World Trade Organisation (WTO) promote free trade. Development loans from organisations such as the World Bank are often given on condition that the beneficiary country adheres strictly to the rules of free trade.

While developing countries are forced to adhere to the rules of free trade, developed countries continue to practise protectionism (i.e. restricting free trade) when it is of benefit to their economies. The most common examples of protectionism are:

- subsidies – money given by governments to local producers in order to keep production costs low
- quota systems – applying limits on the number of goods imported into a country
- tariffs – taxes paid on imported goods at the port of entry.

Because of the influence and power that they wield, developed nations are able to flout the principles of free trade, while developing nations (especially those subject to loan agreements) are not. Activities in this session give participants a flavour of international trade inequalities between developing and developed countries

## Part A The trade game

50 minutes

### Step 1 10 minutes

Participants work in teams of five. Give each team a sheet of poster paper and a marker pen. Display **resource 1.10A**. Explain that the teams must discuss the list of items and group them. They can make any number of groups of up to five items and can use any criteria for grouping. When they have finished, they copy their lists onto the poster paper and be prepared to justify the groups to the rest of the class. They will be awarded points for their work.

Set a time limit of 5 minutes. After 4 minutes, tell the teams that they should start to copy their lists onto the poster paper.

Teams take turns to explain their groupings. Any grouping is acceptable as long as the team can justify it. Award points:

- 1 point for each group that is clearly justified
- 2 bonus points for grouping all the words
- a minus point for each word that is not in a group
- extra points for creative grouping, under four groups, good team work, etc.

Display **resource 1.10B**. Explain that you have divided the list of words into two groups. Ask teams if they can identify the groups (*countable and uncountable nouns*). Award bonus points to any team that correctly identifies the groups. Announce a winner.

Note: If a team has already grouped the words into countable and uncountable nouns, use that team's list to introduce countable and uncountable nouns.

### Step 2 5 minutes

Participants imagine that the words in **resource 1.10A** are a shopping list and ask about prices. Elicit the questions:

*How much does (uncountable noun) cost?*

*How much does a (singular countable noun) cost?*

*How much do (plural noun) cost?*

Language link –  
present simple  
question forms  
were introduced  
in Session 1.4

Drill using **resource 1.10A**.

Explain that participants will use these questions in the next activity.

### Step 3 5 minutes

Give each participant a card from **resource 1.10C**. (Note: Resource 1.10C is for 20 people. For larger or smaller groups, duplicate or remove cards as necessary)

Participants move around and find their partner by matching the word card and the phonemic script. They then make groups by matching countries and nationalities. Participants sit down in their new groups. Draw attention to the use of stress markers with phonemic stress and explain that this is how stress is marked in a dictionary. Drill the names of the countries and the nationalities.

This activity is  
designed to get  
participants into  
5 groups. It can  
be omitted if  
time is short.

### Step 4 10 minutes

Explain that participants now take on the role of traders. They set up a table to represent their country (Italy, Vietnam, UK, USA and Sri Lanka). Have each group say the name of their country and write each name in a table on the board as a row heading (see Final boardwork in step 5 below.)

Each group nominates one person to be the country's trade representative. This person stays at their table/country to provide information to visiting traders. Give each table the relevant card from **resource 1.10D**. Elicit the list of things

they need to buy so that participants realise they all have the same shopping list. Write the list of things as column headings in the table on the board.

Explain that the aim is to find the items at the cheapest price. Elicit the questions they will ask:

*How much does sugar/tea/cotton/a pair of shoes cost?*

*How much do motorbikes/shoes cost?*

The other members of the group (the traders) should be assigned a country each to visit to find out the cost of the goods from the trade representatives.

Once they have all the information, traders report back to their country and discuss which country they will buy from. As feedback, ask one group to report all the prices for tea, another group the prices for sugar and so on. Write up the costs in the table on the board. Establish which countries they will buy their goods from and why. Circle the groups' answers.

---

### Answers

Tea from Sri Lanka.

Shoes from Vietnam.

Sugar from Vietnam.

Cotton from Sri Lanka.

Motorbikes from the USA.

---

Ask the following questions:

*How is your economy doing?*

*How do you feel about it?*

*How does the public feel?*

Groups report back.

### Step 5 10 minutes

Explain that you have just received news of important trade meetings in each country. As a result of the meetings, some changes have been made to the cost of goods. Distribute new cards from **resource 1.10E** to the respective country groups. Countries should adjust their prices accordingly. The trade representative should come to the board, put a line through the original cost (ensuring it is still legible) and write in the new cost. The traders now reconsider who they will buy their goods from.

### Final boardwork

	Tea	Shoes	Sugar	Cotton	Motorbikes
<b>Sri Lanka</b>	\$0.05	\$2		<del>\$0.13</del> \$0.18	
<b>Vietnam</b>	\$0.16	<del>\$4</del> \$2	\$0.27		
<b>USA</b>		\$3	\$0.30	<del>\$0.26</del> \$0.16	\$60
<b>UK</b>			<del>\$0.42</del> \$0.24		\$100
<b>Italy</b>		<del>\$3.80</del> \$1.80	\$0.40		\$70

### Step 6 10 minutes

Ask each country who they will now buy from and why. Have each group explain why they adjusted their prices.

Ask each country:

*How is your economy doing now?*

*How do you feel about it?*

*How does the public feel?*

Elicit from the participants that the UK and USA were subsidising their own manufacturers and imposing a tariff on the goods from Vietnam and Sri Lanka.

Write the words *subsidy* (n), *subsidise* (v) and *impose a tariff* on the board.

Ask participants why developed nations were able to impose these measures, while the developed nations were not. Explain that the developed countries have power and influence and are therefore able to flout the principles of free trade, while developing nations, especially those subject to loan agreements, can not.

## Part B Reading

20 minutes

Step 1  
5 minutes

Pre-teach the words *uncertainty*, *according to* and *manufacture*. Elicit the verbs that collocate with the following nouns:

- *agreement* (to sign/make/break)
- *rule* (to make/break)
- *job* (to get/lose).

Participants complete Reading activity A on **worksheet 1.10A**.

---

### Answer

Uncertainties for the shoe industry in Vietnam

---

Step 2  
15 minutes

Participants complete Reading activity B. Feed back.

---

### Answers

- 1 True
  - 2 False
  - 3 True
  - 4 True
  - 5 False
  - 6 False
- 

## Part C Language focus

10 minutes

Step 1  
10 minutes

Participants complete Language focus activity A on **worksheet 1.10A**.

Highlight the structures *to accuse someone of doing something* and *to deny doing something*.

Participants use the verbs in activity A to make true sentences about the text (Language focus activity B).



## Part D Speaking

10 minutes

Step 1  
10 minutes

Participants discuss the questions in the Speaking activity on **worksheet 1.10A**.

---

### *Possible answers*

- 1 Production costs are cheap in Vietnam because of low overheads, especially wages and raw materials.
- 2 Italy has its own shoe industry, so it wants to protect that industry from competition from Vietnam.
- 3 The UK doesn't have a shoe industry and does not want to increase the prices of shoes for its consumers.
- 4 Possible arguments supporting the EU decision: Yes, the EU has the right to protect its own industries. I think Vietnam is selling shoes below cost price.

Possible arguments against the EU decision: No, I don't think Vietnam is selling below cost price. The EU should accept that Vietnam can produce more cheaply. The EU is breaking free trade rules.

---



# Session 1.11 Globalisation and Sri Lankan industries

## Learner objectives

By the end of this session participants will be able to:

- use brainstorming as a technique to generate ideas
- organise and prioritise ideas in preparation for writing
- write a paragraph outline for a discursive text.

## Time

90 minutes

## Session overview

A Brainstorming and organising ideas	60 minutes
B Outlining and writing	30 minutes

## Resources

Resource 1.11 Signposts (cut-ups, 1 set per pair)

## Preparation

Prepare the following word flashcards for Part A step 1:

fishing industry      tourism industry      textile industry      tea industry

## Context

The focus of this session is the writing process. Participants work in groups to brainstorm ideas, then develop and edit a draft.

## Part A Brainstorming and organising ideas

60 minutes

Step 1  
5 minutes

Give an outline of the session to participants.

Step 2  
20 minutes

Pin one flashcard on each of the four walls of the room. Ask the participants:

*Which is the most important industry for Sri Lanka?*

Participants stand by the card which corresponds to their answer. Allow 3 minutes only for them to discuss and justify their answer (whole class discussion). Repeat the process with the following questions:

*Which is the most important industry for the Northern/Eastern Province?*

*Which industry has benefited most from globalisation?*

*Which industry has benefited least from globalisation?*

Step 3  
25 minutes

Explain that participants are going to write two paragraphs, one describing the positive effects of globalisation on an industry, the other describing the negative effects. Ask participants to choose an industry to write about.

Elicit the following steps and write on the board:

- brainstorm
- organise ideas
- write an outline
- write the paragraphs

Advantages and disadvantages of globalisation links, Sessions 1.7–1.10

proof read

Elicit different ways to take notes. Participants choose the method they prefer, and use it to brainstorm and record ideas for the positive and negative effects of globalisation. Participants should work in pairs (though they may work individually if they are the only one to have chosen a certain industry). Set a time limit of 10 minutes. Have participants exchange their ideas with another pair and add any extra points to their notes.

Refer to Session 1.6, ways of note-taking

Step 4  
10 minutes

Refer participants to the list on the board and establish that the next stage is organising ideas. Participants rank their ideas and then prioritise by choosing the two most important positive effects and the two most important negative effects. Set a time limit of 8 minutes.

## Part B Writing 30 minutes

Step 1  
10 minutes

Review the paragraph outline from Session 1.9. Participants prepare outlines for their paragraphs.

Refer to Session 1.9, paragraph outline and signposts

Step 2  
10 minutes

Review signposts using cut-ups from **resource 1.11**. Participants work in pairs to organise the signposts into a logical sequence.

---

### Answers

- One of the main arguments is that ...
  - A second argument is that ...
  - Another benefit is that ...
  - A final argument for ... is that ...
  - One disadvantage is that ...
  - A second factor is that ...
  - Another argument against ... is that ...
  - A final disadvantage is that ...
- 

Elicit other words that can be used as a substitute for *argument* and discuss if the meaning is positive (e.g. *benefit*), negative (e.g. *problem*) or neutral (e.g. *factor*).

In pairs, participants use the signposts to express some of the positive and negative effects of globalisation on their chosen industry.

Step 3  
10 minutes

Participants start to write their paragraphs. Explain that participants should use the consolidation session to finish writing the paragraphs and that they must hand in the paragraphs at the end of the consolidation session. Refer back to the list of steps in the writing process on the board (Part A, step 3).

Remind participants about the need to proof-read. Elicit the need to proof-read for spelling and punctuation as well as for grammar.

# Session 1.12 Changing world, changing roles

## Learner objectives

By the end of the session participants will be able to:

- identify main arguments from a reasoned opinion in spoken form
- relate information from a listening text to another person
- discuss exploitation in the workplace using key vocabulary
- write a checklist to avoid sexual discrimination in the workplace.

## Time

120 minutes

## Session overview

A Pre-listening	35 minutes
B Jigsaw listening	60 minutes
C Speaking	25 minutes

## Resources

Resource 1.12A	A traditional view (A4/A3 poster)
Resource 1.12B	A modern role (A4/A3 poster)
Resource 1.12C	Women and the economy (cut-ups, 1 set per pair)
Resource 1.12D	Vocabulary practice (cut-ups, 1 set per pair)
Resource 1.12E	Discussion sentences (A4/A3 poster)
Resource 1.12F	Tapescripts 1.12A and 1.12B

## Worksheets

Worksheet 1.12A	Women and the economy: A
Worksheet 1.12B	Women and the economy: B
Worksheet 1.12C	Women and the economy (continued)

## Preparation

Before the session, arrange to use another classroom if possible or a space outside the classroom.

Display **resource 1.12E** as either an A3 poster or A4 posters around the room. Have another A4 printout of the resource for a group to discuss out of the room.

## Background reading

*Gender Training Manual, Gender Based Policy Approaches Enhancement Project of Sri Lanka*, Institute of Development Administration

*Gender Dimensions of Poverty in Sri Lanka*, Sepali Kottegoda, CEPA, 2004

Caroline Sweetman in *Gender Development and Poverty*, Oxfam, 2002

[www.bbc.co.uk/radio4/womanshour/2002\\_49\\_tues\\_03.shtml](http://www.bbc.co.uk/radio4/womanshour/2002_49_tues_03.shtml)

## Context

This session covers how globalisation has affected women in particular. The positive arguments are that women have far more opportunities to work. They can earn a living, contributing both to the national economy (there is a larger workforce and a bigger skills pool) and the family economy (women have been shown to put more of their earnings into the family than men). Also, through working, women become more financially independent and get a bigger social circle, and therefore a bigger support network. This is the basis of the empowerment argument.

The negative arguments predominantly relate to exploitation. There are often few, if any, labour laws in developing countries and multinational organisations have been accused of disregard for the welfare of their employees. Sweatshops in the clothing industry are possibly the best known examples. People (usually women) work in cramped and dangerous conditions for extremely long hours and for very low salaries. In many cultures, sexual harassment is rife and women who go out to work can find themselves in vulnerable positions with male colleagues and male bosses. Another factor is that women who work outside the home still have to perform household chores and carry out childcare responsibilities, often with little or no help from their spouse. This leaves women with very little free time indeed.

## Part A Pre-listening

### 35 minutes

Step 1  
5 minutes

Display **resource 1.12A**. Participants describe the picture. Display **resource 1.12B**. Participants describe the picture and discuss the differences between the two photographs. Elicit that one shows the traditional view of a housewife and mother, whereas the other shows a modern working/businesswoman.

Explain that in this session participants will learn some new vocabulary, listen to an opinion about the effects of globalisation on women, and discuss women's roles.

Step 2  
10 minutes

Distribute vocabulary cards (not definition cards at this point) from **resource 1.12C**. Participants work in pairs to try and define each term.

Step 3  
5 minutes

Distribute the definition cards. In pairs, participants match them to the vocabulary cards.

Sexual harassment is often confused with sexual abuse. Sexual harassment is unwanted attention, often in the workplace and usually by men on women. For example, male colleagues touching female colleagues when it isn't necessary, or making derogatory comments. Rape and sexual behaviour with children are sexual abuse. A term used in Sri Lanka for sexual harassment is *Eve-teasing*. This could be used to explain sexual harassment.

Step 4  
10 minutes

Drill the vocabulary, emphasising the stressed syllables.

wages – /'weɪdʒɪz/

dependent – /dɪ'pendənt/

discrimination – /dɪskrɪ'mɪ'neɪʃn/

sexual harassment – /'sekʃəl hə'ræsmənt/

exploitation – /eksplɔɪ'teɪʃn/

dignity – /'dɪgnəti/

empowerment – /ɪm'paʊəmənt/

sweatshops – /'swetʃɒps/

Step 5  
5 minutes

Distribute cards from **resource 1.12D**. Participants work in pairs. Participants take turns to turn over a card and read the complete sentence using one of the words from step 4.

Exploitation and empowerment are not included as they come up at the end of the listening.

### Answers

I don't have any money left this month but I'll get my wages on Friday.



I want to have some money of my own. I don't want to be *dependent* on my husband. I don't like asking him for money all the time.

I want to become a manager but my boss thinks that only men can be managers. That's *discrimination*.

My manager keeps asking me to go to dinner with him. Also he keeps touching me. That's *sexual harassment*.

I'm very happy these days because I have a job. I have enough money to support my family. I don't have to ask anyone for help. I have my *dignity*.

Note: Participants may answer '*empowerment*' rather than *dignity*. We cannot say *empowerment* here because of the use of *my* beforehand

I work in the garment industry. I work with about 40 other women in a very small factory. It's really noisy and I have no space. It's also really dark. My eyes get very tired. It's a *sweatshop*.

---

## Part B Jigsaw listening

### 60 minutes

#### Step 1 5 minutes

Divide participants into two groups, A and B. Send group B out of the room to discuss the questions on **resource 1.12E**. Remind participants to use the language for giving opinions, agreeing and disagreeing from earlier sessions. Tell them they have 15 minutes.

Follow steps 2 and 3 with group A using **worksheet 1.12A**. After 15 minutes, swap the groups and repeat steps 2 and 3 with group B using **worksheet 1.12B**.

#### Step 2 5 minutes x 2

Participants read the introduction. Ask:

- Is she going to talk about positive or negative ideas?*  
(worksheet 1.12A – positive; worksheet 1.12B – negative)
- How many points is she going to mention? (3)*

Participants listen to the recording (group A listen to a recording of tapescript A and group B listen to a recording of tapescript B (**resource 1.12G**)). They identify words from the vocabulary activity in Part A which were mentioned.

---

### Answers

Worksheet 1.12 A

- wages, dependent, dignity

Worksheet 1.12 B

- discrimination, sexual harassment, sweatshops
- 

#### Step 3 10 minutes x 2

Participants listen again and take notes to complete the relevant column of the table on their worksheets. Participants compare their answers and listen again to check. Feed back as a group.

---

### Answers

Worksheet 1.12A

- 1 Wages mean women are not dependent on fathers or husbands, so they have dignity.
- 2 Women spend money on the family, e.g. education.
- 3 Women with jobs can meet women from different backgrounds.

The language of expressing opinions, agreeing and disagreeing was introduced in Session 1.7.

## Worksheet 1.12B

- 1 Discrimination, e.g. lower salaries for the same job.
  - 2 Very bad working conditions, e.g. crowded, dangerous sweatshops.
  - 3 Sexual harassment, e.g. male security guards searching female employees for fun.
- 

### Step 4 15 minutes

Bring group A back into the classroom.

Participants work in pairs with one person from group A and one from group B. Elicit that the two groups have different information and that they should share the information. Instruct participants not to look at their partner's notes but to exchange information by speaking and listening only.

[Link to Session 1.6, note-taking.](#)

Participants discuss which of the opinions from the listening they agree with and why. Feed in extra questions to those who finish earlier:

*Are the arguments true for your region?*

*Which arguments are true only for women and which can also be true for men?*

### Step 5 5 minutes

Participants do Vocabulary activity A on **Worksheet 1.12C** without looking back at their notes or at the vocabulary list.

[These are the same sentences as in Part A step 4.](#)

---

#### Answer key

- 1 wages
  - 2 dependent
  - 3 discrimination
  - 4 sexual harassment
  - 5 dignity
  - 6 sweatshop
- 

### Step 6 5 minutes

Participants complete Vocabulary activity B by identifying the two words from Part A step 1 that are not used, and using them to rename the columns in **worksheet 1.12A/B** Listening activity B.

---

#### Answers

Positive – Empowerment

Negative – Exploitation

---

## Part 3 25 minutes

### Step 1 10 minutes

Elicit and write on the board phrases for asking for an opinion, such as:

What do you think (about ...)?

What's your opinion?

How do you feel about ...?

Explain that you will be listening for these phrases.

Regroup participants into groups of four.

[Review the phrases from Session 1.7 for giving opinions, agreeing and disagreeing.](#)

On the board write:

Women and men can both do the same jobs.

Participants discuss their ideas in their groups.

**Step 2**  
**15 minutes**

Participants work in their groups to discuss the questions in the Speaking activity on **worksheet 1.12C**. Encourage participants to be specific when answering question 3.

Feed back on question 3 as a class and write some ideas about how to avoid discrimination on the board as they come up.

---

### **Possible answers**

- Women's groups
  - Rules against sexual harassment
  - Reporting procedures
  - Employ disciplinary action in sexual harassment cases
  - Support groups/counselling
  - Offering training opportunities/seminar places to all staff
  - Allocating a fixed number of places on training courses/seminars to women
  - Equal promotion opportunities, working hours, facilities, penalties and salaries
- 

**Resource 1.12E** can be used for extra speaking practice if there is enough time – group participants together and they find out what people said when they were outside.



# Session Microfinance

## 1.13

### Learner objectives

By the end of the session participants will be able to:

- identify detail in a reading text
- contrast past and present situation using *still* and *not ... anymore*.

### Time

90 minutes

### Session overview

A Pre-reading	15 minutes
B Reading	45 minutes
C Contrasting past and present	30 minutes

### Resources

Resource 1.13A	Loan statistic charts (cut-ups, 1 set per pair)
Resource 1.13B	Loan statistics statements (cut-ups, 1 set per pair)
Resource 1.13C	Contrasting past and present (OHT)

### Worksheets

Worksheet 1.13A	Case study
Worksheet 1.13B	Microfinance

### Background reading

[www.gdrc.org/icm/inspire/womenbank.html](http://www.gdrc.org/icm/inspire/womenbank.html)  
[www.gdrc.org/icm/wind/wind-slanka.html](http://www.gdrc.org/icm/wind/wind-slanka.html)

### Context

This session focuses on village credit schemes. Many people in Sri Lanka do not have a bank account or the capacity to save; they survive on a day-to-day basis. There are various methods of getting money when it is needed. Pawn brokers are common in Sri Lanka. People take their belongings to the pawn broker, exchange them for cash and buy them back later (at an increased rate) when they can afford to. If they can't retrieve their belongings within a certain time, the pawn broker is entitled to sell them to recover his costs/make a profit. Pawn brokers do not normally pay face value for goods that people take to them, so the customer always makes a loss.

Another ready way to get cash is through money lenders. There are many independent money lenders in all communities in Sri Lanka. They charge a high rate of interest (sometimes as high as 20%). Also, money lenders usually demand physical collateral which the poor do not have.

Credit schemes are another option. They may be supported by rural banks, community-based organisations (CBOs), or non-government organisations (NGOs). They are run by and for local communities. People in the community are trained to manage the books and run the scheme, making decisions about the distribution of loans. People within the community usually have to pay a small fee to join and contribute a regular fixed amount of savings. The rate of interest is much lower than the money lenders'. As each loan is repaid, the money is redistributed as loans to others, thereby multiplying the impact.

The idea of providing credit to the poor as a tool for increasing their income and thereby reducing poverty is not new. What is new in microfinance, is the range of innovative methods for providing the credit (e.g., the usage of social collateral such as group guarantee instead of physical collateral, progressive lending approach, peer pressure and peer monitoring), mobilisation of savings from the poor and linking credit provision to savings.

The vast majority of the loans go to women because studies have shown that women are more likely to reinvest their earnings in their businesses and improve their families' living

conditions and nutrition. As families cross the poverty line and micro-businesses expand, their communities benefit. Jobs are created, knowledge is shared, civic participation increases, and women are seen as valuable members of their families and communities. Statistics used in this session are from the Women's Bank of Sri Lanka.

## Part A Pre-reading

15 minutes

- Step 1**  
2 minutes Explain that in this session participants will be working on a case study. They will practise ways to describe changes in their situations.
- Step 2**  
5 minutes Distribute one set of charts (**resource 1.13A**) to each pair. Participants describe the charts to their partners.
- Step 3**  
8 minutes Distribute 10 statements about the graphs (**resource 1.13B**). Inform participants that there is one correct statement for each chart. Participants match statements to graphs. Do not focus on vocabulary at this stage but answer any questions that come up.

Refer to  
describing  
charts in  
Session 1.4.

---

### Answers

Reasons for taking out a loan – More people take loans to build a house than to help their business.

Female heads of households in Sri Lanka – There is a higher percentage of female-headed households in the Northern and Eastern Provinces than in other rural areas in Sri Lanka.

Gender demographic in Sri Lanka – There are more women than men in Sri Lanka.

Urban/rural demographic in Sri Lanka – More people live in rural areas than in urban areas.

Number of women's groups and members over the first 6 years – The number of members of women's groups increased by over 3000 in the first 6 years.

---

## Part B Reading

45 minutes

- Step 1**  
5 minutes Participants turn to **worksheet 1.13B** and discuss the questions in the Pre-reading task. Give an example, such as:

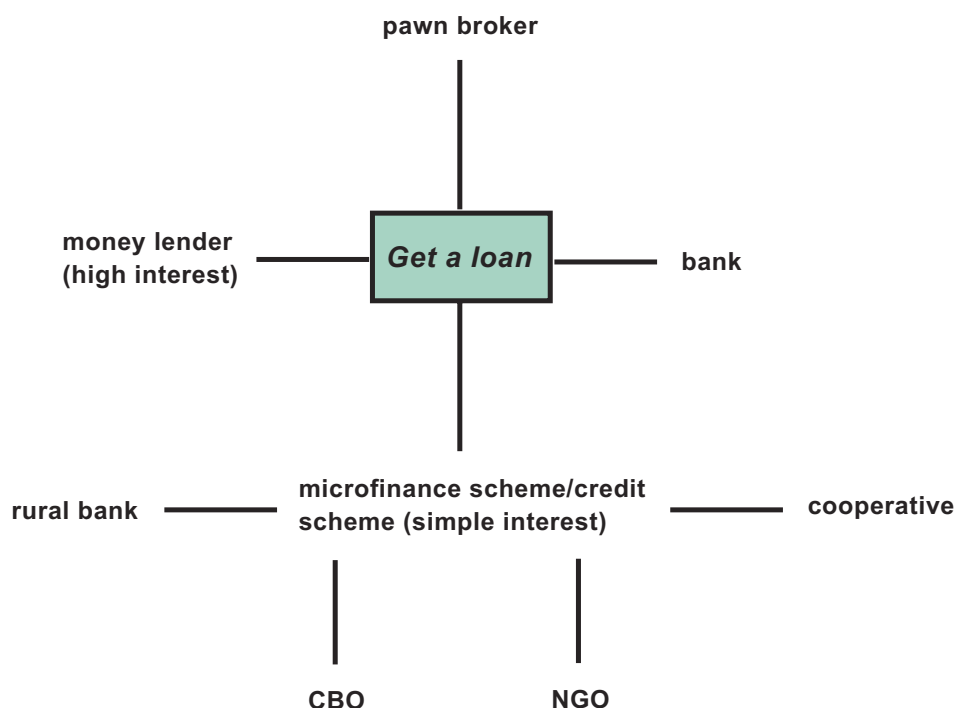
*You have spent all your money and you don't get paid for another 2 weeks.  
What can you do?*

Elicit key vocabulary:

*to pawn, a pawn broker, a money lender, to pay interest, to borrow, etc .*

Participants might come up with some of the ideas in the mind map opposite, which shows possible sources of finance.





**Step 2**  
25 minutes Participants read Part 1 of the case study on **worksheet 1.13A** and work in pairs to complete Reading 1 activities A, B, C and D on **worksheet 1.13B**.

---

### Possible answers

- A 15: Sushila left school at 15/when she was 15 years old.  
5: Her husband died 5 years ago.  
20: She borrows money at 20% interest rate.
- B Repay: Sushila repays the money she borrows with 20% interest.  
Make: On a good day she makes enough money to feed her children.  
Save: She tries to save money to buy school books or medicine.  
Earn: On a bad day she only earns enough to repay the money lender.
- C Dignity: She has no dignity. Sometimes she doesn't have enough money to feed her children; she has to pawn her possessions to get money to feed them.  
Exploitation: The money lender exploits her situation.  
Dependent: She is dependent on the money lender.  
Empowerment: She feels helpless. She is not empowered.
- D She's a widow; she has a fairly low level of education (left school at 15); she has 5 children; she has to borrow money to run her business selling roti.
- 

**Step 3**  
5 minutes In pairs, participants discuss solutions to Sushila's economic situation (Reading 2 activity A). This is a prediction exercise in preparation for reading Part 2 of the case study

**Step 4**  
10 minutes Participants read Part 2 of the case study (**worksheet 1.13A**) and compare it with their predictions. They complete activities C and D in Reading 2 on **worksheet 1.13B**.

Discuss responses to activity D. Compare ideas with answers to Reading 1 activity C. Stress the importance of access to credit at reasonable rates in order to enable women to become economically active and productive. This empowers them and gives them dignity.

## Part C **Contrasting the past and the present**

30 minutes

### Step 1 10 minutes

Ask how Sushila feels now. Write the following sentence from the text on the board:

Now she can buy enough food for her family.

Check understanding of the use of *now* (i.e. to show contrast with the past). Use **resource 1.13C** to highlight this contrast.

Use the resource to elicit more sentences about Sushila and her family, e.g.

*Now she has control of her life.*

*Now she has dignity.*

*Now she has new friends.*

Write the following sentence from the text on the board:

Sushila doesn't feel helpless anymore.

Check concept. Ask: *Does Sushila feel helpless now?* (No). *Did she feel helpless before?* (Yes). Highlight structure *not ... anymore* to show change. Drill.

Use the table to elicit more examples about Sushila, e.g.

*She doesn't borrow from the money lender anymore.*

*She isn't exploited anymore.*

*She doesn't worry about paying for medicine anymore.*

*Her children aren't hungry anymore.*

Draw participants' attention to things in Sushila's life that haven't changed.

Write the following sentences on the board:

Sushila still sells roti.

Life is still difficult.

Check concept. Ask: *Does Sushila sell roti now?* (Yes). *Did she sell roti before?* (Yes). Highlight structure, paying particular attention to the position of *still* in relation to the verb. Drill.

Elicit another example about Sushila, e.g.

*She still works hard.*

Elicit rules for the use of *now*, *not ... anymore* and *still*.

### Step 2 15 minutes

Participants complete the language focus activities on **worksheet 1.13B**.

### Step 3 5 minutes

Conclude the session by pointing out the link between development at family level and community level. Explain that credit schemes lift not only the family but the whole community out of poverty because, as families cross the poverty line and micro-businesses expand, their communities benefit (e.g. jobs are created, knowledge is shared, civic participation increases, and women are recognised as valuable members of their families and communities).

# Session 1.14 Who gets the loan?

## Learner objectives

By the end of the session participants will be able to:

- express reason using infinitive of purpose
- give an opinion, express agreement and disagreement.

## Time

90 minutes

## Session overview

A Language focus	30 minutes
B Reading	20 minutes
C Speaking	25 minutes
D Writing	15 minutes

## Resources

Resource 1.14A	Reasons for getting a loan (OHT)
Resource 1.14B	Loan chart (OHT)
Resource 1.14C	Who gets the loan? (OHT)

## Worksheets

Worksheet 1.14A	Microfinance
Worksheet 1.14B	Who gets the loan?

## Context

This session follows on from Session 1.13. Participants have the chance to practise using all the phrases they have learnt so far for agreeing and disagreeing, giving and asking for opinions. The discussion activity (Who gets the loan?) involves participants preparing to argue their opinions before cross grouping to conduct the discussion. This preparation gives them the language and the ideas to be able to argue their case.

## Part A Language focus

30 minutes

Step 1  
2 minutes

Write on the board:

This session still is about credit schemes.

You need still worksheet 1.13A.

Participants correct the mistakes.

Review *still* from  
Session 1.13

---

## Answers

This session is still about credit schemes.

You still need worksheet 1.13A.

---

Step 2  
8 minutes

Display **Resource 1.14A**. Participants work with a partner to rank the reasons for getting a loan in order from 1 (most common) to 7 (least common).

Check answers using **Resource 1.14B**.

---

### Answers

For housing	1
For income generation	2
To settle debts	3
For festivals and health	4
For education/To retrieve pawnd items	equal 5
To buy gold	7

---

**Step 3**  
10 minutes

Participants complete Language focus activity A on **worksheet 1.14A** (referring to **worksheet 1.13A**). Participants find target language in the text. Feed back on board in two different colours:

Reading text  
from Session  
1.13

---

### Answers

- 1 *borrow money from* someone
  - 2 *pay* someone *back*
  - 3 *get* something *back*
  - 4 *lend* someone money
  - 5 *repay* a loan
- 

Drill the phrases and elicit / teach the meaning.

*pay for* – you don't get the money back as you give money in exchange for a product or service

*borrow from* – people borrow books from the mobile library or money from someone (they take something and give it back later).

*pay back / repay* – give the money you borrowed back to someone.

*get back* – you get things back from the pawn broker when you pay for them.

*lend* – the opposite of borrow; give someone something which you expect to get back later.

**Step 4**  
5 minutes

Participants complete Language focus activity B. Make sure that participants realise that they need to use both words for phrasal verbs.

---

### Answers

- 1 repay
- 2 borrow from
- 3 lend
- 4 get back
- 5 pay back

Common mistakes might include:

- repay me back
  - lend me back
  - borrow money my brother.
-

**Step 5**  
**5 minutes** Participants study the two sentences in Language focus activity C. Feed back as a group and elicit the meaning of *earn*.

*To earn = to get money for work that you do*

Elicit words that collocate with the verb *to earn*, for example

<i>to earn</i>	<i>a salary</i>
	<i>Rs. 40 000</i>
	<i>a living</i>

## **Part B** **20 minutes** **Reading**

**Step 1**  
**10 minutes** Participants read each of the applications on **worksheet 1.14B** to find out why each person wants a loan (Reading activity A).

Refer to **resource 1.14A**. Elicit that these are the main reasons why people want loans. Elicit the difference between *for* and *to*:

*for* + noun

*to* + verb (bare infinitive)

Write on the board:

When we give reasons for something, we use *for* + *nouns* but we use *to* + *verbs*.

**Step 2**  
**10 minutes** Participants complete Reading activity B. Explain that they need to use *to* + verb.

Feed back using **resource 1.14C**.

## **Part C** **25 minutes** **Speaking**

**Step 1**  
**10 minutes** Arrange participants into groups of three or four. Participants study **worksheet 1.14B** and choose the two best candidates for a loan. They explain their decision. They also explain why they did not choose the other candidates.

**Step 2**  
**15 minutes** Regroup participants into new groups of four. They compare their ideas and argue with reasons that they disagree with. This is an opportunity for them to use the language for giving opinions, agreeing and disagreeing and asking other people for their opinions.

Review language of agreeing / disagreeing and giving an opinion from Sessions 1.7 and 1.12. Refer participants to worksheet 1.7A if necessary.

## **Part D** **15 minutes** **Writing**

**Step 1**  
**5 minutes** Whole class feedback. Groups explain who they chose and why. Write some of the criteria used on the board. Some examples might be:

Ability to repay the loan – income

Age

Urgency

Size of family

Amount of money offered (the loan might not be enough for the project)

Health

- Step 2** Participants write a list of criteria they could use to decide who gets a loan.  
**5 minutes** Encourage participants to be specific, e.g. list indicators of ability to repay such as income, job security, amount borrowed, family status (independent salary or reliant on husband's income), etc.
- Step 3** Conclude the session by briefly reviewing the content of the Unit 1.  
**5 minutes**



# Session 1.2 Indicators of economic development

## Learner objectives

By the end of this session participants will be able to:

- describe indicators of economic development
- describe the information given in an English–English dictionary
- identify key points in an information text
- describe facts using the present simple tense.

## Time

90 minutes

## Session overview

A Speaking: Economic indicators	40 minutes
B Language focus: Present simple	25 minutes
C Reading: The Chinese economy	25 minutes

## Resources

Resource 1.2A	Vocabulary recording (OHT)
Resource 1.2B	The Sri Lankan economy (cut-ups, 1 set per pair)
Resource 1.2C	The Sri Lankan economy (OHT)

## Worksheets

Worksheet 1.2A	The Chinese economy: worksheet
Worksheet 1.2B	The Chinese economy: reading text

## Context

This session is an introduction to the topic of the economy and looks at economic indicators. Economic indicators are used to assess how economically developed a country is. They can give a sense of how wealthy a country's people are and how they actually earn that wealth. Indicators include gross domestic product (GDP), balance of payments, vehicles per 1000 people, telephones per 1000 people and percentage of people employed in agriculture. However, indicators of economic development may indicate a false sense of development that ignores the quality of life within a country. For this reason, it is important to consider not only indicators of economic development but also indicators of social or human development as measured by the human development index (HDI). The HDI focuses on human well-being rather than income and takes into account factors such as life expectancy, access to water, education and medical facilities and political participation. The HDI shows that low levels of economic development do not necessarily correlate with low human development. For example, compared to its GDP, Sri Lanka has a relatively high level of human development. On the other hand, Saudi Arabia has a GDP that is approximately 10 times higher than Sri Lanka (\$10 462 per capita compared to \$1033 per capita), yet according to the 2006 Human Development Report, their HDI value is very similar (0.772 and 0.751 respectively). However, it should be noted that due to the ongoing conflict in Sri Lanka, levels of social development differ widely in different areas of the country.

This session focuses on indicators of economic development. In Unit 3, participants will look more closely at indicators of human or social development.

## Part A Speaking: Economic indicators

40 minutes

### Step 1 3 minutes

Introduce the topic of the economy. Check understanding of the word *economy*. Explain that in this session participants will be looking at economic indicators.

Note: in this context *economy* means the relationship between production, trade and the supply of money in a particular country or region.

### Step 2 12 minutes

Elicit indicators of personal wealth. Record ideas on the board under the heading **Indicators of personal wealth**.

In groups, participants brainstorm indicators of a nation's wealth. Elicit the ideas from the class and write them on the board under the heading **Indicators of a nation's wealth**.

---

#### Possible answers

Indicators of personal wealth	Indicators of a nation's wealth
bank balance	DP (gross domestic product)
income/salary	balance of trade/balance of payments
property	GNP (gross national product)
possessions	% population employed in agriculture
stocks and shares	power consumption
investments	number of vehicles (per 1000 people)
land	number of telephones (per 1000 people)

---

#### Notes on indicators of a nation's wealth

GDP is the economic value of all the goods and services produced and provided by a country during the course of one year. GDP is usually presented as a per capita amount (that is, divided by the number of people in the country). In order to compare with other countries, it is often presented in purchasing power parity (PPP) terms in US dollars and not in actual amounts.

The balance of trade is the net export of goods and services – that is, the difference between amounts exported and amounts imported. Agricultural goods tend to be of low value and so earn a country very little revenue.

GNP includes remittance payments from nationals working overseas, which is particularly high for Sri Lanka as many nationals work in the Middle East.

Industry creates wealth for a nation; developed countries have more people working in industry and fewer people in agriculture (UK has only 2% of the workforce employed in agriculture compared to 38% in Sri Lanka and 72% in Vietnam).

Efficient transport is essential for complex, fast-moving economies (the UK has around 400 vehicles per 1000 people compared to China which has around 8 per 1000 people).

Telephones are an essential means of communication for individuals and businesses in developed countries. Power consumption is related to industry.

**Step 3**  
**25 minutes**

Elicit the information that can be obtained from an English–English dictionary. Explain that during tutorials, trainers will be looking for evidence that participants have been recording and learning new vocabulary.

Display **resource 1.2A** and explain that this is a model for recording new vocabulary. Participants study **resource 1.2A** and decide what information goes in the gaps.

---

**Answers**

<b>Word:</b> GDP  /dʒiːdiːpiː/	<b>Definition:</b> the total value of all goods and services produced in a country in one year (but not including income received from nationals working abroad).
<b>Word class:</b> noun	
<b>Example sentence:</b> Sri Lanka’s GDP increased slightly in 2006.	

Highlight that learning new vocabulary involves understanding:

- the meaning of a word
- how to say it
- how to spell it
- how to use it.

Draw this table on the board.

Word	Word class	Pronunciation	Definition	Example sentence
export				
remittance				
approximately				
annually				
textiles				
garment				
sector				
consumption				
energy				

Participants work in pairs and look up the word *export*. Elicit that it can be a noun or a verb. Highlight how this is displayed in the dictionary. Elicit a definition and example sentence and fill in the table on the board.

Participants copy the table with the completed example into their notebooks.

Divide the class into four groups. Give each group two words from the table. They find each word in an English–English dictionary and fill in the appropriate rows in the table. Set a strict time limit of 5 minutes.

Monitor the groups. Check that they can pronounce *annually* correctly and that they understand the use of *garment*. If necessary, point out that *garment* is much more formal than *clothes* and is used mostly in the context of *the garment industry*. Highlight how this information is shown in the dictionary.

Cross-group the participants. Groups share information to complete the table. This activity can be completed during the consolidation session if necessary.

Explain that in the consolidation sessions on day 2 and day 3 there will be more work on grammar terms, dictionary work and phonetics.

## Part B 25 minutes

### Language focus: Present simple

**Step 1**  
5 minutes Explain that in this section participants will look at some economic facts about Sri Lanka.

Distribute cut-up sentences (**resource 1.2B**). Participants work in pairs to match the sentence parts.

**Step 2**  
10 minutes Elicit the correct sentences from the participants. Elicit the clues used to match the sentence parts. These should include:

- use of capital letters and full stops to identify the beginning and end of each sentence
- general knowledge (matching correct figures)
- knowledge of grammar rules.

Briefly discuss the use of capital letters for first word in the sentence and names of countries.

Display **resource 1.2C**. Establish that the present simple is used to describe facts. Highlight the use of the third person *s*.

**Step 3**  
10 minutes Participants work in pairs to make more true sentences about the Sri Lankan economy. Monitor closely and correct use of the present simple tense.

Capitalisation and punctuation will be looked at more closely in Session 1.3.

## Part C 25 minutes

### Reading: The Chinese economy

**Step 1**  
10 minutes Explain that participants are going to read a short text on the Chinese economy. Participants turn to **worksheet 1.2A**. In pairs, participants discuss their answers to the pre-reading task.

Participants read the text (**worksheet 1.2B**) to check their answers. Set a 5-minute time limit. Participants compare their answers in pairs.

---

#### Answers

- |   |  |   |
|---|--|---|
| 1 | China's economy is the biggest in the world.                                       | F |
| 2 | About 50% of the population works in agriculture.                                  | T |
| 3 | Electrical goods are China's biggest export.                                       | T |
| 4 | Most of China's energy comes from nuclear power.                                   | F |
| 5 | The difference between income in the cities and the countryside is getting bigger. | T |
- 

**Step 2**  
15 minutes Participants read the text once through to check their answers. They then read it a second time to complete the reading activities on **worksheet 1.2A**.

---

## Answers

### Activity A

- Paragraph A: Introduction
- Paragraph B: Agriculture
- Paragraph C: Industry
- Paragraph D: Energy
- Paragraph E: Problems

### Activity B

- 2 To describe the economy of China.

### Activity C

- 1 C
- 2 D
- 3 A
- 4 E
- 5 F
- 6 B

### Activity D

- The economic situation is improving because per capita income is increasing.
  - The economic situation is getting worse because the gap between urban and rural incomes is increasing and unemployment is increasing. Also some areas have not benefited from economic development. The negative impact on the environment may have a negative impact on economic development in the future.
- 

When checking answers to Activity A, highlight the use of topic sentences in each paragraph and how the other sentences relate to or support the topic sentence.

In activity C, monitor closely and focus correction on the use of the present simple tense.



# Session 1.3 Describing economies (1)

## Learner objectives

By the end of this session participants will be able to:

- describe facts using the present simple
- explain basic rules for capitalisation and punctuation
- identify topic and supporting sentences in a reading text
- use common adjective + noun collocations to talk about the economy.

## Time

120 minutes

## Session overview

A	Language focus: Present simple negative	40 minutes
B	Writing: Capitalisation and punctuation	15 minutes
C	Reading: The Thai economy	50 minutes
D	Vocabulary: Collocations	15 minutes

## Resources

Resource 1.3A	The Thai economy (OHT)
Resource 1.3B	Topic sentences (OHT)
Resource 1.3C	The Thai economy (cut-ups, 1 set per pair)
Resource 1.3D	A4 picture flashcards (illustrated on pages 19–20 below)

## Worksheets

Worksheet 1.3A	Capitalisation and punctuation
Worksheet 1.3B	The Thai economy: reading text
Worksheet 1.3C	The Thai economy: worksheet

## Preparation

Prepare sentence cards for the 'truth' and 'lie' sentences in Part A steps 1 and 2.

Print resource 1.3D from the CD or prepare the following picture flashcards for Part A step 2:

tennis	football	cricket
badminton	swimming	cooking
jogging	shopping	singing
sewing	reading	

## Part A Language focus: Present simple negative

40 minutes

**Step 1** 2 minutes Briefly give an overview of the session.

**Step 2** 10 minutes Explain that you are going to talk a little about yourself so that participants can get to know you, but in the information are two 'lies'.

Note: Make sure that one lie is in a sentence that uses the verb *to be* and the other in a sentence that uses the verb *to like* (e.g. *I'm married to a Chinese man / I don't like football*). This is to allow contrast of the negative forms as well as set up a drill.

Participants listen and identify the 'lies'. Display on the board.

Language link –  
Session 1.2,  
present simple

Elicit the corresponding 'truth' sentences and display on the board.

**Lie**

I'm married to a Chinese man.

I don't like football.

**Truth**

I'm not married to a Chinese man.

I like football.

Introduce the terms *affirmative* and *negative* and reorganise the sentences under these two headings.

**Affirmative**

I'm married to a Chinese man.

I like football.

**Negative**

I'm not married to a Chinese man.

I don't like football.

Highlight use of the verb *to be* + *adjective* in the first example. Highlight the *subject* + *verb* + *object* structure in the second example.

Highlight first person affirmative form of the present simple and compare with third person form (e.g. *Sri Lanka exports tea*).

Contrast negative form of the verb *to be* with the use of the auxiliary verb in the negative of the verb *to like*. Highlight and drill contracted forms.

Drill around the classroom starting with the model sentence *I like/don't like (football)* with participants giving a true response. When participants are comfortable with this, introduce new cues using the **picture flashcards** (e.g. cricket / swimming / jogging / sewing / reading / cooking).

**Step 3**  
8 minutes

Introduce the third person affirmative and negative by giving information about someone else in your family (e.g. *My husband is from Thailand / He likes cooking / My sister lives in South Africa / My mother doesn't like flying (so I don't think she'll come to visit)*. etc.).

Display sentences under the appropriate heading (**Affirmative** or **Negative**) on the board. Elicit third person affirmative and negative forms. Highlight form and pronunciation. Chorus drill.

Use the flashcards to create a drill (e.g. about a family member) to practise the third person singular affirmative and negative forms.

**Step 4**  
15 minutes

Participants prepare to talk about themselves to a partner. They should include 6–8 pieces of information, one of which is a 'lie'. They may write notes to use as prompts but should not write full sentences. Set a time limit of 3 minutes.

Participants work in pairs. They take turns to talk about themselves. The partner must try to identify the 'lie'.

Monitor and note common errors using the present simple (affirmative and negative).

**Step 5**  
5 minutes

Discuss and correct common errors using the present simple in whole class work arrangement.

## **Part B Writing: Capitalisation and punctuation** 15 minutes

**Step 1**  
5 minutes

Write the following on the board:

the main Exports from sri lanka are Garments Tea and Rubber products



Participants identify the number of mistakes in the sentence (9). Participants check first with a partner and then as whole class.

Note: At this stage participants do not identify the mistakes – only how many there are.

Elicit and correct the mistakes:

The main exports from Sri Lanka are garments, tea and rubber products.

Use this example to elicit rules for capitalisation (*first word of sentence*, *geographical names*), commas (*for lists*) and full stops. Discuss the importance of using correct punctuation

**Step 2**  
5 minutes

Participants turn to **worksheet 1.3A**. Participants work in pairs to identify the punctuation and capitalisation mistakes in the text.

**Step 3**  
5 minutes

Participants check answers against the second paragraph on **worksheet 1.2B**.

Elicit more rules of punctuation and capitalisation to add to the list in step 1 (e.g. *capital letters for certain abbreviations (e.g. GDP)*).

**Part C**  
50 minutes

## Reading: The Thai economy

**Step 1**  
5 minutes

Explain that economic activity is usually broken down into three main sectors, agriculture, industry and services. Write these as three headings on the board.

Agriculture    Industry    Services

Dictate a list of economic activities and have participants write them under the correct heading, as shown below.

Agriculture	Industry	Services
fishing	construction	banking
forestry	mining (e.g. gems)	tourism
farming	manufacturing	trade
		telecommunications

**Step 2**  
10 minutes

Display the first paragraph of the reading text (**resource 1.3A**). Explain that this is the introduction to the text. Check vocabulary. Participants predict the content of the text (i.e. *agriculture, industry, services*).

Display the topic sentences for paragraphs 2 and 3 (**resource 1.3B**). Review the purpose of a topic sentence. In pairs, participants predict the information they expect to find in each paragraph.

**Skills link –**  
Session 1.2,  
topic sentences

---

### Possible answers

- 1 Today, agriculture contributes 10% of GDP in Thailand but still employs 49% of the labour force.
    - number of farmers / main crops / exports
  - 2 Thailand has a healthy industrial sector.
    - number of people or % of workforce involved in industry / main industries / contribution to the economy
  - 3 The services sector makes up 45% of GDP and employs 37% of the labour force.
    - % of GDP/ type of services / tourism
-

Encourage participants to predict how the text might conclude (e.g. *problems / looking at the future*, etc.). Display the topic sentence for the final paragraph. Participants predict content.

---

### Possible answers

- 4 The Thai economy has grown fast over the last 30 years but now faces several challenges.
- unemployment / inflation / poverty / tsunami / political instability / environmental protection
- 

**Step 2**  
5 minutes Explain that the participants are going to be given the supporting sentences for each of the topic sentences. They have to match these sentences to the topic sentence. Distribute cut-up sentences (**resource 1.3C**).

Elicit the topic sentences. Participants work in pairs to match the supporting sentences to the correct topic sentence.

For the weaker pairs, explain that the agriculture paragraph has three sentences, the industry paragraph has three sentences, the services paragraph has three sentences and the challenges paragraph has five sentences,

**Step 3**  
10 minutes Participants order the sentences within each paragraph.

Monitor and discuss the clues that help establish the order: subject matter, logical order, referencing devices (*this*), discourse markers that show addition (*also, furthermore*), contrast (*however*) and order (*finally*).

Participants turn to **worksheet 1.3B** and check their order.

Summarise by emphasising that a good paragraph has a topic sentence and supporting sentences and the information within the paragraph is logically organised.

**Step 4**  
20 minutes Participants read the text again and complete the Reading activities on **worksheet 1.3C**. Answers to Reading activity A are in the text; activities B and C rely on participants' own knowledge.

## Part D Vocabulary: Collocations

15 minutes

**Step 1**  
5 minutes Participants complete vocabulary activity A on **worksheet 1.3C**.

Explain that these are adjective + noun collocations. A collocation is the name for two words that are commonly used together. For example, we say *a high price* (not *a big price*). It is important to learn words that collocate together.

Other collocations could be verb + noun (e.g. *to face a challenge*, *to face difficulties*) or verb + adverb (e.g. *to increase rapidly* as in *China's energy consumption is increasing rapidly* or *to affect severely* as in *drought has severely affected the agricultural sector in Thailand*).

In this activity, participants focus on adjective + noun collocations; possible answers are given in the examples in step 2.

**Step 2**  
5 minutes Demonstrate vocabulary forks as a means of recording collocations using the examples given by the participants as shown in the following example.

economic	development
social	
human	
rural	
urban	
personal	
professional	

Elicit examples for *price*, e.g.

a	high	price
a	low	
a	fair	

Participants complete vocabulary activity B on **worksheet 1.3C**.

### Possible answers

- 1 Sector: industrial / services / agricultural (other possibilities include tourism sector).
- 2 Growth: rapid (other possibilities include slow growth).
- 3 Main: activity / crops / exports.

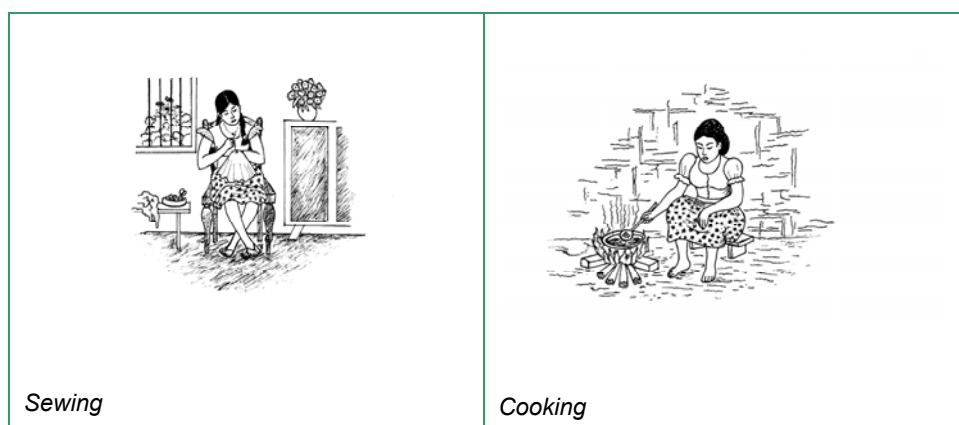
**Step 3**  
5 minutes


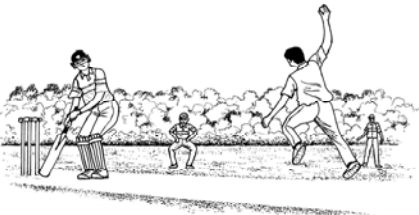






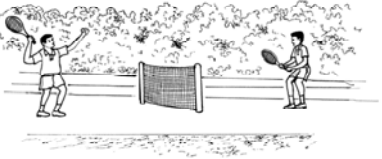
Review the session. Conclude by reminding participants of the importance of keeping a vocabulary record.

The controlled writing activity on **worksheet 1.3C** can be set for completion during the consolidation session.

### Picture flash cards

This set of 11 flashcards (resource 1.3D) is available from the CD as a set of A4 black-and-white prints without captions.



 <p><i>Badminton</i></p>	 <p><i>Cricket</i></p>
 <p><i>Football</i></p>	 <p><i>Jogging</i></p>
 <p><i>Reading</i></p>	 <p><i>Shopping</i></p>
 <p><i>Singing</i></p>	 <p><i>Swimming</i></p>
 <p><i>Tennis</i></p>	

## Session 1.4 Describing economies (2)

### Learner objectives

By the end of this session participants will be able to:

- ask questions and give short answers using the present simple
- use numbers, fractions and percentages to describe economic activity.

### Time

90 minutes

### Session overview

A Language focus: Present simple questions and short answers	30 minutes
B Fractions, decimals and percentages	60 minutes

### Resources

Resource 1.4A	Numbers (OHT)
Resource 1.4B	Fractions, decimals and percentages (OHT)
Resource 1.4C	The Chinese economy (1) (A4/A3 poster)
Resource 1.4D	The Chinese economy (2) (A4/A3 poster)
Resource 1.4E	The Thai economy (1) (A4/A3 poster)
Resource 1.4F	The Thai economy (2) (A4/A3 poster)
Resource 1.4G	The Sri Lankan economy (1) (A4/A3 poster)
Resource 1.4H	The Sri Lankan economy (2) (A4/A3 poster)

Note: A3 posters can be printed at A3 size from the CD.

Picture flashcards from Session 1.3.

### Worksheets

Worksheet 1.4A	Numbers A (participant A)
Worksheet 1.4B	Numbers B (participant B)
Worksheet 1.4C	Fractions, decimals and percentages
Worksheet 1.4D	Comparing economies

## Part A Language focus: Present simple questions and short answers

30 minutes

### Step 1 15 minutes

Tell participants that you are going to start the day with a memory test. They must listen carefully and try to remember people's responses to the question you ask.

Show a flashcard of badminton and elicit a true response from each participant (e.g. *I like ...* or *I don't like ...*). Move quickly around the class until everyone has responded.

Now explain that you are going to check participants' memory skills. Point to the flashcard and turn to one of the participants and say *Tell me about Jaseer / Puvi / Sri / Thevaki*, etc. Elicit responses *(S)he likes ...* or *(S)he doesn't like ...*. Move quickly around the group. After six or seven responses, change the question to *Does Puvi / Thevaki like ...?* Elicit responses *Yes, she does* or *No, she doesn't*.

Write the question and short answer on the board. Highlight form and pronunciation, especially weak form (e.g. /dəz/). Drill.

Continue drilling around the class eliciting short answers. If participants are coping well with the switch between *he* and *she* and affirmative and negative responses, change to first person and elicit short responses *Yes, I do / No, I don't*.

Elicit question form *Do you like ...?* and write question and short answer forms on the board. Highlight form and pronunciation, especially elision (e.g. *D'ya like ...?*). Drill.

**Step 2**  
**10 minutes** Divide participants into four groups. Give each group two of the flashcards from Session 1.3 Part A step 2. One person in the group takes the cards and asks the other group members *Do you like ...?* After 2 minutes, groups change cards. Someone else in the group takes a turn asking the questions. Again, after 2 minutes change cards. Repeat until the cards have circulated around all four groups.

**Step 3**  
**5 minutes** Conclude this part by summarising the grammar rules for *yes / no* questions and short answers in the present simple.

## **Part B Fractions, decimals and percentages**

**60 minutes**

**Step 1**  
**10 minutes** Explain to participants that for the rest of the session you are going to look at describing numbers and quantities.

Display **resource 1.4A** showing the numbers only. Elicit how to say the numbers, highlighting the position and pronunciation of *and* (e.g. *one hundred and seventy-five*). Drill.

Highlight the difference between 17 and 70, 14 and 40, etc.

Participants practise saying the numbers in pairs.

**Step 2**  
**15 minutes** In each pair, identify participant A and participant B. Participant A dictates the list of numbers in **worksheet 1.4A** to participant B. When they have finished, they compare numbers. Check as whole class. Participant B then dictates the list of numbers in **worksheet 1.4B** to participant A. When they have finished they compare numbers before checking as whole class.

**Step 3**  
**10 minutes** Participants study the pie charts in **worksheet 1.4C** and fill in the percentages, fractions and decimals.

Check answers using **resource 1.4B**. Elicit the answers to complete the grid. Highlight the use of *point* when describing decimals, indefinite article with fractions (i.e. *a third*, *a half* and not *one-third*), and the use of *percent* and not *percentage*.

Drill decimals, percentages and fractions.

---

### **Answers**

Row 1 a third, 0.33, 33%

Row 2 a half, 0.5, 50%

Row 3 a fifth, 0.2, 20%

Row 4 a quarter, 0.25, 25%

Row 5 two-thirds, 0.66 (or 0.67), 66.6% or (66.7%)

---

**Step 4**  
**15 minutes**

Participants read the statements in **worksheet 1.4D** (activity A). While participants are reading, display **resources 1.4C–H** (charts of Chinese, Thai and Sri Lankan economies) around the room.

Check vocabulary. Participants move around the room reading the charts and deciding if the statements are true or false. They correct the false statements.

Feed back in whole class.

---

**Answers**

- 1 False. About a fifth of the population of China is below the age of 15.
  - 2 False. Agriculture makes up only 12% of the GDP.
  - 3 True.
  - 4 True.
  - 5 True.
  - 6 False. More than 90% of Thailand's electricity comes from fossil fuels.
  - 7 True.
  - 8 False. In Sri Lanka, industry contributes 27% to GDP compared to 48% in China and 45% in Thailand.
  - 9 True.
- 

**Step 5**  
**10 minutes**

Participants work in small groups to discuss the questions in activity B (**worksheet 1.4D**). Feed back in whole class.

---

**Possible answers**

- 1 The under-15 population is low because of China's one-child policy. The population of China is rapidly aging, which creates a huge burden on the economy.
  - 2 Fossil fuels will eventually run out. Burning coal pollutes the environment. China is dependent on imports of oil from other countries – there are problems of conflict in Middle East, the Gulf War, etc.
  - 3 The other sources of power are likely to be solar, wind, wave, biofuels, etc.
  - 4 The main activities are tourism, telecommunications, banking. Threats to the services sector are the ongoing conflict and competition with India and China.
-





# Session 1.5 Note-taking

## Learner objectives

By the end of this session participants will be able to:

- gain information by making questions using the present simple tense
- evaluate different styles of note-taking.

## Time

90 minutes

## Session overview

A	Wh- questions in the present simple	50 minutes
B	Note-taking	40 minutes

## Resources

Resource 1.5A	Match the question and answer (cut-ups, one card per person)
Resource 1.5B	Ask the right question: List A (A4/A3 poster)
Resource 1.5C	Ask the right question: List B (A4/A3 poster)
Resource 1.5D	Symbols for note-taking (OHT)

Note: A3 posters can be printed at A3 size from the CD.

## Worksheets

Worksheet 1.5A	Using symbols
Worksheet 1.5B	Note-taking – mind maps
Worksheet 1.5C	Note-taking – tables
Worksheet 1.5D	Note-taking – lists

## Context

The first part of this session practises question forms and question words. The second part looks at different styles of note-taking. Note-taking is then practised in Session 1.6.

## Part A Wh- questions in the present simple 50 minutes

### Step 1 5 minutes

Give a brief overview of the session.

Divide the class into two groups, A and B. Give each participant in group A a question card from **resource 1.5A**. Give each participant in group B an answer card. Allow participants 30 seconds to memorise what is on their card. Then demonstrate the activity: participants mill around the room: those in group A ask their question and those in group B give their answer. Participants can say only what is on their cards. They decide if the answer matches the question. When the question and answer match, participants sit down with their partner.

### Step 2 5 minutes

Elicit some of the questions and answers and write them on the board like this.

What is the capital of Thailand?	Bangkok.
Why are you tired?	I couldn't sleep last night.
How long does the STEPS course last?	Four weeks.
How much do you weigh?	About 54 kilos.

Elicit the tense. Review present simple question forms. Contrast present simple question forms with the verb *to be* with the use of the auxiliary (*does/do*) for other verbs. Drill questions.

Language link –  
Session 1.4,  
present simple  
questions

**Step 3**  
**10 minutes**

Write an answer on the board, for example *Mahela Jayawardene*. Elicit the question *Who is captain of the national cricket team?* Elicit other questions that would give the same answer, for example *What is the name of the captain of the national cricket team?*

Discuss the use of question words: *who* = the captain = person, *what* = name = thing. Repeat the process with other answers, again eliciting alternative questions. Discuss the use of question words, especially *how much*, *how many*, *how long*, etc.

**Step 4**  
**15 minutes**

Explain that participants are going to play a game called *Ask the right question*. In each pair, identify participant A and participant B. Participant B turns their back to the board. Participant A sits facing the board. Demonstrate the activity by writing the following words on the board:

Seven

China

One hour

Ask a question to elicit the first word or phrase on the list from participant B (e.g. *How many days are there in a week?*). When the correct answer is given, cross it off and move on to the next question.

Display the list of words on **resource 1.5B** on the board. Continue the activity with participant A asking the questions and participant B answering. Set a time limit of 5 minutes.

Monitor the activity and note common errors forming present simple questions and using question words.

**Step 5**  
**15 minutes**

Deal with common errors in whole class work arrangement. Then have participants A and B change roles so that A is sitting with their back to the board. Display the list of words on **resource 1.5C**. Repeat the activity with participant B asking questions. Again monitor and record errors using question forms and question words and deal with them in a whole class work arrangement after the activity,

**Part B**  
**40 minutes**

## Note-taking

**Step 1**  
**15 minutes**

Participants turn to **worksheet 1.5A**. Explain that the notes in activity A are based on the reading text on the Chinese economy (**worksheet 1.2B**). Elicit/introduce the word *symbol*. Elicit the kind of words that are left out of notes (i.e. the ‘grammar’ words like articles and prepositions whereas the main ‘content’ words like nouns and verbs are left in.).

Participants work in threes to make complete sentences from the notes (activity A). Feed back orally.

---

### Answers

- China’s population is 1.3 billion, the largest in the world.
- China has the fastest growing economy in the world, therefore the energy consumption will / is expected to / is likely to double over the next 15 years.
- Many state-owned enterprises have closed / closed down because they don’t make a profit. This has led to an increase in unemployment.

- The negative effect of industry on the environment is a concern.
  - China is now using more oil and gas and renewable sources of energy.
- 

Discuss what the symbols mean (activity B). Display **resource 1.5D**. Invite participants to add to the list.

**Step 2**  
10 minutes

Divide participants into three groups. The first group studies **worksheet 1.5B**, the second group **worksheet 1.5C** and the third group **worksheet 1.5D**.

Ask participants to complete the notes by filling in the missing information. They can refer to **worksheet 1.2B** for help. Monitor the groups and explain that:

- **worksheet 1.5B** needs labels on the 4 main branches from the central box
- **worksheet 1.5C** needs headings for the 4 columns
- **worksheet 1.5D** needs headings for the 4 lists.

---

### Answers

In each case the labels/headings are:

- industry
  - economic challenges/problems
  - agriculture
  - energy.
- 

**Step 3**  
10 minutes

Participants discuss the advantages and disadvantages of the example of note-taking they have just looked at.

Cross-group participants so that each new group has one person who studied **worksheet 1.5B**, one who studied **1.5C** and one who studied **1.5D**. Participants take turns to explain what they like about their style to the other groups.

**Step 4**  
5 minutes

As a whole class, summarise the positive aspects of each style.

---

### Answers

- Mind map: visual; easy to see points anywhere; can see connections clearly; can see main points (branches); can add to any part easily.  
Table: neat; linear; clear categories (columns); see number of sub-points easily; logical; easy to find information quickly, can match opposing arguments easily.  
List: easy to see categories (headings); can see number of sub-points easily; good for those who think in a linear way.
- 

Point out that there is no ‘best method’. Note-taking is a personal thing and participants should try out different styles and use what works best for them.

Explain that in the next session participants will practise making notes on a mind map and in a table.



# Session 1.6

## Winners and losers in economic development

### Learner objectives

By the end of this session participants will be able to:

- identify specific information in a listening text
- begin to use mind maps, lists and tables to record notes
- use *there is / there are* for description
- describe some of the impacts of economic development on different social groups.

### Time

120 minutes

### Session overview

A	Listening and note-taking	60 minutes
B	Who gains from economic development?	60 minutes

### Resources

Resource 1.6A	Investing overseas (OHT)
Resource 1.6B	Economic development and health (OHT)
Resource 1.6C	Tapescript 1.6

### Worksheets

Worksheet 1.6A	Starting a business overseas
Worksheet 1.6B	Winners and losers in economic development (Group 1)
Worksheet 1.6C	Winners and losers in economic development (Group 2)
Worksheet 1.6D	Winners and losers in economic development (Group 3)
Worksheet 1.6E	Development indicators

### Context

Part A of this session explores the advantages and disadvantages of setting up business in a foreign country. For foreign companies, investing in developing countries is attractive, but there are a number of risks. The low cost of production is not enough to attract investment. To encourage foreign investment, developing countries need to provide incentives.

Part B draws together ideas explored in Sessions 1.2, 1.3, 1.4 and 1.5. It looks at economic development and concludes that while some sections of society gain, others do not or may even be negatively impacted by development. Therefore, human development indicators as well as economic indicators are necessary to measure a country's development.

## Part A Listening and note-taking

60 minutes

### Step 1 5 minutes

Introduce the listening task. Explain the context (a conversation between two people in a business situation). Write the following questions on the board.

What is the relationship between the two people?

Where do you think they are?

Play **tape 1.6** up to the first pause (pauses are marked on **resource 1.6C**) then ask participants to answer the questions written on the board.

**Step 2**  
**10 minutes** Participants work in pairs to discuss the difficulties and the advantages associated with setting up a business in India. Participants note their ideas in a table. Elicit some ideas as a whole class; then, after a few examples, participants continue in pairs.

Use this opportunity to pre-teach the words *complicated*, *tax breaks*, *infrastructure* and *efficient*.

**Step 3**  
**10 minutes** Participants listen to the tape from the first pause to the end. They tick any items in their table that they hear mentioned on the tape.

**Step 4**  
**10 minutes** Participants turn to **worksheet 1.6A**. Play the tape from the first pause again. Participants listen and fill in the missing information on the mind map. Pause the tape where indicated on **resource 1.6C** to allow participants time to make notes. Note: Participants should start at the top right-hand side of the mind map and proceed clockwise.

Participants work with a partner to complete their notes.

Play the tape again. Stop at relevant points and elicit the answers. Check answers using **resource 1.6A**.

**Step 5**  
**15 minutes** Participants take on the role of Paul, the business manager. They must weigh up the advantages and disadvantages of investing in Chennai and make a recommendation to Mrs Peterson.

Use the mind map to elicit some arguments, such as the following.

- Arguments for: *There's a port. There are a lot of young engineers.*
- Arguments against: *There are a lot of forms to fill in.*

Highlight the use, form and pronunciation of *There's ... / there are ...*

Participants work in small groups to prepare arguments either for or against investing in Chennai, using *there is / there are* as appropriate.

Elicit recommendations from each group with supporting reasons.

**Step 6**  
**10 minutes** In pairs, participants construct a table listing advantages and disadvantages for foreign companies of starting a business in Sri Lanka. Pairs join to make groups of four and share ideas.

## **Part B** **Who gains from economic development?** **60 minutes**

**Step 1**  
**5 minutes** Elicit the benefits of economic growth, for example it allows for increased government spending on health and education, increases income and improves standard of living, increases job opportunities, etc. Record ideas on the board in a mind map.

Explain that although economic growth is usually considered to be positive, it also has negative impacts. Elicit the examples from the text on the Chinese economy (**worksheet 1.2B**):

*negative impact on environment, rising unemployment,  
widening gap between urban and rural incomes*

Clearly not everyone benefits equally.

Participants look next at how economic growth impacts different social groups.

**Step 2**  
10 minutes

Pre-teach the words *risk*, *afford*, *infectious disease*, *stress*, *respiratory infections*. Check that participants understand the meaning of skilled and unskilled workers (participants are probably unfamiliar with these terms but may know the terms *white-collar worker* and *blue-collar worker*).

Display **resource 1.6B**. Participants read the paragraph and predict some of the arguments that will follow. Have participants look at the table in worksheet 1.6E and make notes of the arguments in the first row in the appropriate column. Monitor carefully for correct completion of the table.

**Step 3**  
10 minutes

Divide the class into three groups and assign each group **worksheet 1.6B, 1.6C or 1.6D**. Explain that each group will read some information about the impacts of economic development on health and social care. Elicit that they should read the whole paragraph first to get the gist. They discuss questions 1 and 2. They then read the text again to identify the important information and make notes in the first row of the table on **worksheet 1.6E** (Reading activity B).

Monitor groups closely and make sure that everyone makes notes.

**Step 4**  
10 minutes

Cross-group participants to make new groups of three (with one person each from the original groups). Explain that for Reading activity C, they must work only from their notes on **worksheet 1.6E** and not look at the reading texts again. Participants report on their readings and listen and add to their notes.

Monitor closely, making sure that participants record the main points.

### Possible answers

Indicators of economic growth	Urban elite (e.g. factory owners, business people, managers, etc.)	Urban dwellers		Rural dwellers (e.g. farmers, fishermen, small traders, etc.)
		skilled and semi-skilled workers	unskilled workers, unemployed	
<b>Improved health and social care</b>	Can access modern hospitals with new technology.  Better nutrition though may adopt unhealthy habits of the west (e.g. increased alcohol, fats, etc.) leading to new health diseases.  Many talented doctors and nurses leave the country for further training in developed countries but many never return.	Can access modern hospitals with new technology.  Higher wages means they can afford better housing and better nutrition.	Can access quality treatment (if they can afford the medicines).  There are more job opportunities but this means longer working hours, more pollution and occupational diseases and accidents, exposure to harmful dust, chemicals and noise.  Overcrowding due to migrant workers moving from countryside; poor housing; leads to increased mental stress and spread of infectious diseases.	The biggest health problems of the poor are not 'cured' by biomedical interventions.  Hospitals are always built in urban areas, so access is difficult for rural people.  Separation of families as workers migrate to urban centres; females may be left vulnerable.
<b>Improved transportation services</b>	Easier to ship goods and raw materials.	Increased incomes means they can afford cars; more mobile, improved quality of life.	Cheap buses mean easy access to work and more work options.  More traffic leads to more noise and air pollution resulting in lower quality of life.	Easier to get goods to and from market.  More cars and traffic on the roads results in increases in deaths from traffic accidents.  Agricultural land taken to build roads.

**Step 5**  
**10 minutes** In their groups of three, participants discuss speaking activity A on **worksheets 1.6B, 1.6C and 1.6D** and make notes in the second row of the table. Monitor and record good ideas for feedback as whole class.

Note: Step 5 can be left out if time is short or if participants found the previous activity very difficult.

**Step 6**  
**5 minutes** Ask participants to draw a circle around all the positive impacts of development they have noted. Now have them draw a square around all the negative impacts.

Ask which columns have most positive impacts and therefore which people have most to gain from economic development (*columns 2 and 3a – urban elite, skilled and semiskilled workers*).

Ask which columns have most negative impacts (*columns 3b and 4 – unskilled workers, rural dwellers*).

Conclude by pointing out that economic development in developing countries disproportionately favours the middle class and the very rich. In fact, not only do the poorest 60% of the population *not* benefit from economic development, they may actually be negatively impacted by it.

**Step 7**  
**8 minutes** As a whole class, discuss the question from speaking activity B.

---

### **Possible answers**

Strengthen local governance to ensure effective political representation for all groups.

Improve conditions and encourage union representation for unskilled and casual labourers.

Facilitate wider access to healthcare schemes.

Conduct impact assessments for development projects that look at social, economic, environmental and political impact.

---

Introduce the idea of sustainable development; that is, development which attempts to minimise the negative impacts by considering the needs of both the environment and future generations of people. It aims to preserve Earth's resources, while at the same time helping people in developing countries to improve their living standards and quality of life.

**Step 8**  
**2 minutes** Conclude the session by reminding participants of the economic indicators that were discussed in Session 1.2. Explain that to assess a country's development, it is necessary to look at economic indicators *and* also at human development indicators such as health (infant mortality, life expectancy, number of doctors, etc.) and education (primary enrolment, etc.). These indicators are explored in more depth in Unit 3.



# Session 1.7 Globalisation and the individual

## Learner objectives

By the end of this session participants will be able to:

- identify the main ideas in a listening text
- explain some of the affects of globalisation on the individual
- express opinions
- express agreement and disagreement.

## Time

90 minutes

## Session overview

A Affects of globalisation	75 minutes
B Giving opinions	15 minutes

## Resources

Resource 1.7A	Warmer (cut-ups, 1 card per participant)
Resource 1.7B	Discussion statements (OHT)
Resource 1.7C	Tapescript 1.7A
Resource 1.7D	Tapescript 1.7B

## Worksheets

Worksheet 1.7	Globalisation
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## Preparation

Prepare word flashcards: *agree*, *disagree* and ? for Part B step 1.

## Context

This session introduces the concept of globalisation. It explores the effect of globalisation on the economy, culture and the environment. It introduces the language of polite agreement and disagreement.

## Part A Affects of globalisation 75 minutes

### Step 1 8 minutes

This warmer is planned for 16 participants. Give each participant a card from **resource 1.7A** (a word, word class, pronunciation or definition). Participants move around the room to find their group (i.e. they match word + word class + pronunciation + definition). They sit down in their group. Check the meaning of *globalisation*.

Remind participants of the importance of recording and learning new vocabulary.

For larger groups, write the word *globalisation* on the board. Check the meaning. Participants work in pairs or threes to write down as many words of three letters or more from the word *globalisation* as they can. Set a 2-minute time limit. The group with the most correct words is the winner.

### Step 2 2 minutes

Give an overview of the session.

### Step 3 10 minutes

Participants work in groups of four or five and discuss the pre-listening question on **worksheet 1.7**. Set a time limit of 5 minutes.

Note: this is a prediction exercise to prepare for the listening activity. The affects of globalisation should not be discussed in depth at this stage.

Elicit some ideas and record on the board. Record the effects relating to the environment in one column, culture in another, and economics in another but do not give the columns a heading or name at this stage.

---

### Possible answers

pollution	music	jobs
loss of wildlife	food	cost of goods
	clothes	better roads
	behaviour (e.g. manners)	higher incomes
	films	

---

Participants look at the three columns on the board and suggest headings. Elicit *environment*, *economy* and *culture*.

**Step 4**  
10 minutes Participants listen to **tape 1.7A** and complete Listening activity A on **worksheet 1.7**. Check answers. Elicit key words that helped participants get the right answer. This is important as it shows participants that they don't have to understand everything in order to get the answer.

Record new words on the board.

**Step 5**  
5 minutes Participants listen to **tape 1.7A** again and complete Listening activity B. Again, check answers and elicit key words that gave the answer. Add new words to the list on the board.

---

### Answers

**Table 1**

	culture	economics	environment
1		✓	
2	✓		
3		✓	
4			✓
5	✓ <sup>1</sup>	✓ <sup>1</sup>	
6		✓ <sup>2</sup>	✓ <sup>2</sup>

**Table 2**

positive	negative
✓	
	✓
✓	
	✓
	✓
✓ <sup>2</sup>	✓ <sup>2</sup>

Note<sup>1</sup>: Dialogue 5 is about food. However, participants could justify ticking economics because foreign restaurants are mentioned and this brings to mind multinational companies like McDonalds and Pizza Hut.

Note<sup>2</sup>: Dialogue 6 mentions the positive impact of tourism on the economy but the negative impact of tourism on wildlife.

---

**Step 6**  
15 minutes Participants listen to **tape 1.7B** and complete Listening activity C.

## Answers

**Table 3**

	Agree	Disagree
Speaker 1B		✓
Speaker 2B	✓	
Speaker 3B		✓
Speaker 4B	✓	
Speaker 5B		✓
Speaker 6B	✓	

**Step 7** 10 minutes Participants listen to **tape 1.7B** again and complete Listening activity D.

**Step 8** 10 minutes Participants copy the language for expressing opinions, agreement and disagreement from the tapescript into the table (Post listening activity) on **worksheet 1.7**.

## Answers

Function	Phrase
Giving an opinion	I think ...
	I feel ...
	In my opinion ...
Agreeing	Absolutely!
	I agree.
	I think you're right.
Disagreeing	Maybe, but ...
	Yes, but ...
	I don't agree.

Discuss the expressions in the table. Encourage participants to add to the lists. Highlight degrees of formality (e.g. *in my opinion* is more formal than *I think* / *I feel*), strength of agreement or disagreement (e.g. *Absolutely!* compared to *I think you're right*), and how disagreement is made more polite by the use of *Maybe, but ...* and *Yes, but ...*.

**Step 8** 5 minutes Participants work with a partner. They practise using the expressions in the table to discuss the following question, which you might like to write on the board:

In what ways has Sri Lankan culture changed over the past 10 years?

Give your opinion about clothes, food, manners, music, film, etc.

Monitor closely for correct use of the language of opinions, agreeing and disagreeing.

## Part B Giving opinions

15 minutes

### Step 1 12 minutes

Display the cards *agree*, *disagree* and ? on different sides of the room.

Display the first statement on **resource 1.7B**. Give the participants a moment to think about the statement and then ask them to stand under the card that reflects their opinion. Explain that they are going to discuss the statement and they may change groups at any time during the discussion.

Elicit an opinion from someone in the *agree* or *disagree* group to start the discussion. Elicit agreement/disagreement from other participants. Stop the discussion at different times and ask if anyone wants to change groups. When the discussion has ended, count the number of people in each group and record next to the statement.

Repeat the activity with the second and third statements.

### Step 2 3 minutes

Briefly review the session. Remind participants to record new vocabulary.

# Session 1.8 Globalisation: : advantages and disadvantages (1)

## Learner objectives

By the end of the session participants will be able to:

- read a discursive text for gist and for specific information
- compare different items using comparative adjectives.

## Time

90 minutes

## Session overview

A Pre-reading	20 minutes
B Reading	25 minutes
C Language focus	45 minutes

## Resources

Resource 1.8A	Globalisation topics (cut-ups, 1 card per group)
Resource 1.8B	Reading quickly (OHT)

## Worksheets

Worksheet 1.8A	Globalisation: worksheet 1
Worksheet 1.8B	Globalisation: reading text

## Preparation

Prepare word flashcards of the following words for Part C step 5:

expensive	big	hot
beautiful	noisy	clean
dirty	healthy	cold
modern	traditional	boring
interesting	hard	easy
unhealthy	colourful	entertaining
rich	dangerous	

## Background reading

*A Fair Globalisation – Creating Opportunities for All*, World Commission on the Social Dimension of Globalisation, ILO, 2004

*Globalisation and Multinational Corporations in South Asia*, Arjun Bhardwaj and Delwar Hossain, Regional Centre for Strategic Studies, 2001

*Globalisation – Tame it or Scrap it?*, Greg Buckman, Greg Buckman, 2004

[www.bbc.co.uk/schools/gcsebitesize/geography/economic/globalisationrev5.shtml](http://www.bbc.co.uk/schools/gcsebitesize/geography/economic/globalisationrev5.shtml)

## Context

This session looks at the pros and cons of globalisation. Pro arguments include that it is easier to import and export products and, therefore, it leads to a wider market for manufacturers. Exporting products brings foreign money into a country and the GDP increases. Foreign companies starting operations in developing countries bring investment by providing jobs and using local products. Advantages for the multinationals are that they can produce cheap goods with low overheads, giving bigger profits when the goods are sold in the west. Alternatively, they may choose to sell the products very cheaply in the west, bringing an advantage to consumers in those countries.

The main argument against globalisation is that it creates greater disparity between rich and poor. This can happen at all levels. Countries which are open to free trade progress faster than countries with restrictions in place. Within countries, cities which attract

international trade progress while rural areas do not. This can be seen in India where the country has made huge economic progress due to international growth in the cities, but people in the countryside are living in abject poverty. The individual wealth gap increases as well. Those with skills and an education have a much better chance of benefiting from the increased market that comes with globalisation, whereas the unskilled labourers are less likely to get work with international organisations. Generally, those who can take advantage of the open markets can do very well, while those who cannot are left behind.

In Sri Lanka, globalisation has led to an increase in wealth mainly in Colombo where most of the internationals are based. This has led to a disparity in wealth between Colombo and other areas, in particular the Northern and Eastern Provinces where the conflict is a deterrent to multinational companies (MNCs) wanting to set up.

## Part A Pre-reading

20 minutes

### Step 1 2 minutes

Explain that in this session participants will read a text about globalisation and work on the language of comparatives. In the next session, they will look at the organisation of the text and the arguments in more detail.

### Step 2 10 minutes

Warmer: divide the class into six groups. Give each group a flip chart sheet, a marker pen and some blu-tack. Stick a blank piece of flip-chart paper on the board. Tell them that you will demonstrate the activity. Take the 'Local companies which don't export' card from **resource 1.8A**, look at it but don't show the card to the participants. Ask if they can see what is on the card (they should say *no*). Explain that the card shows your topic. Take a pen and write the words below on the flip chart as quickly as you can.

Arpico  
Nawaloka Trading  
Abans  
S-lon  
Siddhalepa  
John Keells

Participants guess the topic. If they guess correctly, show them the card.

Give each group a card from **resource 1.8A**. Participants have 2 minutes to write as many examples as they can of their topic on their flip-chart sheet. Point out that they must *not* write the topic on the sheet.

Participants move around the class and try to guess the topics. Feed back as a group.

### Possible answers

- Multinational companies: Coca-Cola, Nike, Nokia, Canon, Walls, Carlsberg
- Developed countries: USA, UK, Germany, Australia, France, Japan
- Developing countries: Sri Lanka, India, China, Vietnam, Bangladesh
- Local companies which export: Dilmah, Mas, Elephant, Hayleys
- Skilled workers: doctors, engineers, technicians, teachers, mechanics
- Unskilled workers: labourers, farm workers, three-wheeler drivers, servants

### Step 3 8 minutes

Participants turn to **worksheet 1.8A**. They complete Pre-reading activity A

As a class, discuss the positive and negative effects that globalisation has had on each group (Pre-reading activity B). For example:

- developed countries – goods are cheaper, bigger market
- developing countries – more job opportunities, more reliance on foreign investors
- multinational companies – cheap labour
- local companies which export – cheap transportation
- local companies which don't export – cannot compete with larger companies
- skilled workers – training and job opportunities
- unskilled workers – fewer job opportunities.

Pros and cons of globalisation are discussed in more detail in Session 1.9

## Part B Reading

25 minutes

Step 1  
5 minutes

Explain that participants are going to read a text very quickly.

Instruct them to read the questions in Reading activity A on **worksheet 1.8A** first so they know what information to look for. When they have read the questions, display **resource 1.8B** as an OHT. Participants answer the questions as quickly as possible (this could even be a race or turn the OHT off after 30 seconds). Feed back as a group.

Public servants in the Northern and Eastern Provinces need to deal with long documents in English. Reading quickly for gist is, therefore, an important skill.

---

### Answers

- 1 Nike
  - 2 Coca-cola
  - 3 CNN
  - 4 UK
  - 5 Economics
- 

Explain that the text they have just read is an introduction to an essay. Ask what they think the essay is about (*the advantages and disadvantages of globalisation on (the economy of) developing countries*). Identify the sentence that gives this information (i.e. the last sentence).

Briefly discuss the importance of a good introduction.

Step 2  
10 minutes

Direct participants to Reading activity B on **worksheet 1.8A**. Participants scan the main text section to find the sentences and fill in the missing words.

---

### Answers

- 1 quicker, more efficient
- 2 poorer
- 3 richer
- 4 bigger
- 5 wealthier, poorer

Step 3  
10 minutes

Participants complete Reading activity C (reading comprehension questions). They identify key words in the questions before finding the answers in the text.

---

### Answers

- 1 China, India and Vietnam.
  - 2 Products (you could elicit examples, e.g. raw materials, machinery, packaging).
  - 3 They need services and skilled workers.
  - 4 They have a large budget; economies of scale.
  - 5 They can't afford to as it costs money to set up for export, do the paperwork, get licences, get approved (you could elicit that they have to meet international standards).
- 

## Part C Language focus

45 minutes

**Step 1**  
5 minutes

Explain that the content of the text will be used in the next session but for now participants will focus on grammar.

Refer participants back to Reading activity B. As a class, elicit the adjective for each of the comparative adjectives in the gap-fill exercise and write them on the board.

quicker – quick	more efficient – efficient
poorer – poor	richer – rich
bigger – big	wealthier – wealthy
poorer – poor	

Use these adjectives to complete Language focus activity A **worksheet 1.8A**. Introduce the term *syllables* to talk about short adjectives (*1 syllable*) and long adjectives (*2+ syllables*).

---

### Answers

Type of adjective	Rule
short adjective	<ul style="list-style-type: none"><li>• add <i>-er</i> to make the comparative</li><li>• short adjectives with short vowel sounds (/ɪ/ /e/ /ʌ/ /ʊ/ /æ/) double the consonant (e.g. <i>big – bigger</i>)</li></ul>
long adjective (2+ syllables)	<ul style="list-style-type: none"><li>• use <i>more</i> to make the comparative</li></ul>
long adjective ending in -y	<ul style="list-style-type: none"><li>• change -y to <i>-ier</i></li></ul>

---

**Step 2**  
10 minutes

Participants complete Language focus activity B. Feed back to class.

---

### Answers

- 1 bigger
  - 2 more efficient
  - 3 quicker
  - 4 poorer
  - 5 richer / wealthier
-



**Step 3**  
**5 minutes**

Participants complete the analysis questions in Language focus activity C. Feed back as a group.

---

**Answers**

- 1
    - Colombo and Trincomalee
    - the infrastructure in the economic zone and the infrastructure in other parts of the city
    - buses and trains
    - people in rural areas and people in cities
    - people in cities and people in rural areas
  - 2 Comparative form of adjective / *than*
  - 3 The verb *to be*
- 

**Step 4**  
**10 minutes**

Participants complete Language focus activity D.

---

**Answers**

- 1 are
  - 2 are
  - 3 more
  - 4 than
  - 5 more
  - 6 than
- 

**Step 5**  
**5 minutes**

Hold up the prepared word flash cards. Participants shout out the comparative form of each adjective. Drill.

Give one card to each participant. They hold the card so everyone can see it. Instruct participants to mingle and make pairs. They have to make a sentence using the comparative form of the adjective on the card that their partner is holding.

**Step 6**  
**10 minutes**

Refer participants back to the posters from Part A step 2. Participants complete Language focus activity E by writing sentences comparing a multinational company and a local company, a developed country and a developing country, a skilled job and an unskilled job,. They compare their answers with a partner and express agreement or disagreement.

**Refer back to Session 1.7 for agree / disagree phrases.**



# Session 1.9 Globalisation: advantages and disadvantages (2)

## Learner objectives

By the end of the session participants will be able to:

- plan and write a paragraph in favour of or against a topic
- use signposts in a paragraph to guide the reader.

## Time

120 minutes

## Session overview

A Pre-reading	35 minutes
B Text analysis	30 minutes
C Writing	40 minutes
D Speaking	15 minutes

## Resources

Resource 1.9A	Globalisation pros and cons (cut-ups, 1 set per pair or group of three)
Resource 1.9B	Flashcards of notes (1 set)
Resource 1.9C	Paragraph outline (OHT)
Resource 1.9D	Signposts (OHT)
Resource 1.9E	Speaking cards (cut-ups, 4 sets)

## Worksheets

Worksheet 1.9A	Globalisation: worksheet 2
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## Context

This session focuses on the organisation of the text on worksheet 1.8B. Although the text used is an essay, the focus is at paragraph level; the main objective of participants is to write a well-organised paragraph as a group. Ultimately, participants will use a similar paragraph structure to write paragraphs for a report.

## Part A Pre-reading 35 minutes

### Step 1 2 minutes

Explain that participants are going to work on the text on **worksheet 1.8B** and by the end of the session they will write a paragraph as a group.

Text from  
worksheet 1.8B

### Step 2 13 minutes

Pre-teach *put pressure on someone, attract attention, compete with*.

Warmer: give participants one of the cards from **resource 1.9A** each. They position themselves into two groups – pros (advantages) and cons (disadvantages). They tell the other people in the group what's on their card to check that they're in the right place.

### Step 3 15 minutes

Participants work in pairs. Distribute a full set of cards from **resource 1.9A** to each pair. They sort the cards into advantages and disadvantages and identify opposing arguments.

Note: Participants do not have to write anything down at this point.

## Answers

Advantages (pros)	Disadvantages (cons)
Countries have a higher national income.	There is a bigger difference between rich and poor countries.
There is more employment in the towns.	There is less employment in the countryside.
It is easier to work abroad.	There is a bigger difference between people who can travel and people who cannot.
Multinational companies can put pressure on governments to respect human rights.	Multinational companies can put pressure on governments to give them trade benefits.
Multinational companies attract world attention which encourages governments to follow international standards.	Multinational companies could leave in times of crisis.
Multinational companies train people in new skills.	Skilled people have more job opportunities but unskilled people have fewer.
Multinational companies invest in communities.	Multinational companies can put local companies out of business.
Local companies can export goods.	Local companies which do not export goods cannot compete with larger competitors.
Multinational companies raise quality standards.	Small companies cannot maintain quality standards.

**Step 4**  
5 minutes

**Resource 1.9B** represents the advantages and disadvantages above in note form. Hold up advantages cards one by one. As participants read out the advantages in full, display each on the left hand side of the board. Distribute disadvantage cards to participants one by one. Participant holds up the card, others say the full disadvantage and instruct him or her where to put the card. The disadvantage card should be placed opposite its counter-argument.

**Review of note-taking symbols from Session 1.6**

## Answers

↑ national income	↑ diff between rich & poor countries
↑ employment in towns	↓ employment in countryside
work abroad easier	↑ diff between people who can/can't travel
MNCs pressure gov'ts to respect human rights.	MNCs pressure gov'ts to give trade benefits
MNCs → world attention → countries follow internat'l standards	MNCs may leave in times of crisis
MNCs train in new skills	↑ job opp <sup>s</sup> for skilled workers, ↓ for unskilled workers
MNCs invest in communities	MNCs → local comp <sup>s</sup> out of business
local comp <sup>s</sup> can export goods	local comp <sup>s</sup> can't compete with larger competitors
MNCs ↑ quality standards	small comp <sup>s</sup> can't maintain quality standards

Note: Displaying the arguments in two vertical columns avoids lengthy feedback, promotes a way of organising ideas clearly and reviews note-taking.

## Part B Text analysis

30 minutes

Step 1  
10 minutes

Participants identify which arguments are in the text on **worksheet 1.8B** and where they are. Move the cards (**resource 1.9B**) around on the board to show the paragraph layout below.

### Para 2

↑ national income
MNCs invest in communities
MNCs train in new skills
local comp <sup>s</sup> can export goods

### Para 3

↑ diff between rich & poor countries
MNCs → local comp <sup>s</sup> out of business
↑ job opp <sup>s</sup> for skilled workers, ↓ for unskilled workers
local comp <sup>s</sup> can't compete with larger competitors

Note: Having the cards in this layout demonstrates the organisation of the main ideas. Opposing ideas are in the same position in the opposing paragraph. Also, it should be noted that there are four main ideas in each paragraph, so not all of the ideas are included.

Step 2  
5 minutes

Use **resource 1.9C** to highlight the paragraph outline. Participants record the following outline of the paragraph in their notebooks:

- Topic sentence
- Argument 1 + explanation
- Argument 2 + explanation
- Argument 3 + explanation
- Argument 4 + explanation

Step 3  
5 minutes

Participants complete the activity on **worksheet 1.9A** (matching the evidence to the arguments for paragraph 3 of the text).

### Answers

Topic sentence: As well as the positive aspects of globalisation there are some negative ones.

- |   |   |   |
|---|---|---|
| 1 | ↑ diff between rich & poor countries                          | • developed countries import cheap products → richer                              |
| 2 | MNCs → local comp <sup>s</sup> out of business                | • MNCs sell products more cheaply   |
| 3 | ↑ diff between skilled and unskilled workers                  | • no work for MNC = no training opp <sup>s</sup> = no employment opp <sup>s</sup> |
| 4 | local comp <sup>s</sup> can't compete with larger competitors | • can't afford to export  |

Step 4  
10 minutes

Elicit the phrases that are used to introduce each idea. Display **resource 1.9D**. Explain that we call these terms *signposts*. Elicit that signposts are used on roads to show people the way. They are used in writing to show the reader the way.

Allow participants time to write the signposts down.

Participants work in pairs. They use their notes in **worksheet 1.9A** to explain the disadvantages of globalisation (Text analysis activity B).

## Part C Writing

40 minutes

### Step 1 15 minutes

Divide the class into two groups, A and B. Give each pair in group A an advantage card from **resource 1.9A** that was not in the text. Give each pair in group B a disadvantage card that was not in the text. Participants write one or two sentences to explain their argument. For example:

Group A, Pair 1

↑employment in towns: Multinational companies often open businesses in towns.

People go to the towns to find work.

Group A, Pair 2

MNCs ↑quality standards:

Multinational companies operate to international standards and produce high quality goods.

Local companies must raise their quality to compete.

Note: At this stage, everyone should write. Monitor and make sure that participants only write one or two sentences.

### Step 2 20 minutes

Pairs with advantages join with another pair with advantages to make a group of four. Pairs with disadvantages do likewise. Each new group nominates a secretary to write. Participants combine their sentences to write a paragraph starting with a topic sentence and using the signposts identified in Part B step 4. *Do not mix advantages and disadvantages.*

---

#### Possible answer (using examples from step 1)

There are many arguments in favour of globalisation. One of the main arguments is that employment increases in towns. Multinational companies often open businesses in towns. People go to the towns to find work. Another argument is that multinational companies raise quality standards. They operate to international standards and produce high quality goods. Local companies must raise their quality to compete.

---

### Step 3 5 minutes

If there is time, swap paragraphs between groups. Groups comment on the explanations and the use of signposts.

Note: Checking for clarity and organisation is good training in editing and proof-reading.

## Part D Speaking

15 minutes

### Step 1 15 minutes

Review language for giving opinions and agreeing/disagreeing.

Participants discuss the questions in the Speaking activity on **worksheet 1.9A**. Give the speaking cards (**resource 1.9E**) to groups who finish early as extra discussion questions.

Language of agreeing and disagreeing from Session 1.7

## Session 2.1 What is conflict?

### Learner objectives

By the end of this session participants will be able to:

- describe possible situations using *maybe* and *perhaps*
- identify positive and negative aspects of conflict.

### Time

90 minutes

### Session overview

A What is conflict?	35 minutes
B Are conflicts good or bad?	45 minutes
C Conclusion	10 minutes

### Resources

Resource 2.1A	Photo of two people arguing (A4/A3 poster)
Resource 2.1B	Tapescripts 1.2A and 2.1B

### Worksheets

Worksheet 2.1	Conflict
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### Context

This session introduces the topic for Unit 2: conflict. Conflict is a normal, natural and inevitable part of human life – at work, at home and in all our relationships with others. It can be a negative or a positive force – it is the way that we deal with the situation that will turn it into something destructive or an opportunity for growth. The key to the approach taken in conflict transformation is the capacity to envision conflict as having the potential for constructive change. This idea is explored in this first session of Unit 2. Other behaviours and attitudes required to resolve conflicts are the willingness to engage in the process of mutually searching for a solution that meets the needs of those involved and the communication and problem-solving skills that are necessary to find a win-win situation. These are explored in later sessions in the unit.

## Part A What is conflict? 35 minutes

### Step 1 10 minutes

Introduce the topic *conflict*. Check meaning of the word and give an overview of the session.

Participants individually write five words or phrases they associate with *conflict*. Set a time limit of 2 minutes (Vocabulary activity A on **worksheet 2.1**).

Participants discuss their list with a partner (Vocabulary activity B) and their reasons for choosing them. They add new words to their list. Pairs then join with another pair to make a group of four (Vocabulary activity C). Again they share and add to their list of words and phrases.

Explain that you will return to these word lists at the end of the session.

### Step 2 10 minutes

Write on the board:

children  
work

love match  
development

money  
community

Participants discuss the connection with conflict. If participants find it difficult to think of ideas, remind them of some of the issues discussed in Unit 1 which have potential for conflict (e.g. changing role of women in the home and the workplace; women taking paid jobs outside the home; economic development versus social development, etc.).

Monitor the discussions. Draw on participants' ideas to conclude that conflict not only relates to armed conflict, it is everywhere – in the family, workplace and community.

**Step 3**  
**15 minutes** In their groups of four, participants discuss the questions in the Speaking activity on **worksheet 2.1**:

- 1 What kind of conflict do you experience in your life?
- 2 Do you think that children today experience more or less conflict than you did as a child? Why/why not?
- 3 Why do we have conflicts?

Set a time limit of 10 minutes. Monitor group discussions and make a note of good points raised. If necessary, ask guiding questions to encourage participants to think of conflict in a broad context and not just armed conflict.

As a whole class, invite groups to reiterate their good points. When the opportunity allows it, reinforce the idea that conflict is a natural part of life: conflict is everywhere (in the family, workplace and community) and is a normal part of every relationship (husband/wife, mother/daughter, employer/employee, neighbour/neighbour, etc.). Conflict is especially apparent where change is involved – generally people are reluctant to accept change and therefore tend to oppose it.

## **Part B** **Are conflicts good or bad?** **45 minutes**

**Step 1**  
**5 minutes** Display **resource 2.1A** (photo of two people having an argument).

Elicit where the people are and what is happening as well as possible reasons for the disagreement. Elicit/introduce the use of *maybe* and *perhaps* to describe possibilities, for example:

*Maybe they are in a factory/office.*

*Perhaps the man is angry. Perhaps he has too much work.*

---

### **Possible answers**

- Maybe/perhaps the employee is lazy.
  - Maybe/perhaps they disagree about work.
  - Maybe/perhaps the employee is angry because he is not promoted.
  - Maybe/perhaps the man wants a holiday, etc.
- 

**Step 2**  
**5 minutes** Establish that the employee in the photo feels that he has too much work. In groups, participants list possible reasons for this.



---

### Possible answers

- Perhaps/maybe the company doesn't have enough staff.
  - Perhaps/maybe the man doesn't earn much.
  - Perhaps/maybe he doesn't have a clear job description
- 

#### Step 3 10 minutes

Divide the class into two groups, A and B. Group A brainstorms possible positive outcomes from the conflict situation, and Group B brainstorms possible negative outcomes.

---

### Possible answers

#### Negative outcomes

- The man argues with the manager.
- The manager fires the employee.
- He argues with his colleagues.
- The man doesn't care about his work anymore.
- The man/employee resigns.

#### Positive outcomes

- The man/employee gets more pay.
  - The man/employee gets promoted.
  - The manager hires more workers.
  - The manager revises the man's job description.
- 

Display **resource 2.1A** (photo) on the board. On the left of the photo, write the heading *Negative*, and on the right, write the heading *Positive*. Elicit and record suggestions in note form.

#### Step 4 20 minutes

Participants listen to **tape 1.2A**. They identify the outcomes of the conflict and compare to their list on the board.

Participants then listen to **tape 1.2B** and again compare the outcomes to the list on the board.

In pairs, participants discuss in what ways the outcomes of the conflict were positive or negative for (a) the manager and (b) the employee in the first listening (**tape 2.1A**) in the second listening (**tape 2.1B**).

Elicit ideas from the group. Establish that in the first listening, the outcomes are negative for *both* the manager and employee. They both 'lose' (the order isn't sent, the employee quits the job) whereas in the second listening, they find a solution that satisfies them both (the order is finished, the employer considers hiring more staff, etc.) so they both 'win'. This is often called a 'win-win' or 'no-lose' situation.

Ask what would happen if the manager offered only overtime to solve the problem?

---

### Answer

It would solve the immediate problem but not the long-term issues. By looking at the job description and hiring more staff, the manager is engaging in constructive change to avoid the problem recurring).

---

Stress that conflict is neither positive nor negative. It is the way we *deal* with the situation that will turn it into something destructive or an opportunity for growth. In fact, positive things often arise out of conflict.

**Step 6**  
5 minutes

Remind participants that conflict is a natural part of life. Conflict is everywhere – it is a normal part of life and of every relationship. Make an analogy between water and conflict. Elicit examples of when water is a good force and when it is a bad force.

If time is short,  
this step may be  
omitted.

---

#### **Possible answers**

##### **Good**

- drinking
- fishing
- swimming
- hydro-electric power
- irrigating crops

##### **Bad**

- erosion
  - drowning
  - tsunami
  - floods
- 

Like water, conflict can be a destroyer, resulting in negative outcomes, or a creator, an opportunity to create something new. It is the way that we deal with the situation that determines the consequences, as in the listening activity.

**Part C**  
10 minutes

## **Conclusion**

**Step 1**  
10 minutes

Participants return to their original groups as in Part A, step 1 and revisit the words and phrases that they wrote down. They identify the words as negative or positive. (It is probable that most of the words and phrases that participants wrote down initially were negative). Encourage groups to add new words to their list in light of the discussion, for example:

- *opportunities for change*
- *new ideas*
- *improvements*
- *solutions*
- *natural part of life/relationships*
- *inevitable*
- *questioning authority.*

## Session 2.10 Consolidation: effects of conflict

### Learner objectives

By the end of this session participants will be able to:

- consolidate their ideas about the effects of armed conflict
- express opinions and speak at length on a topic
- use visual media – films and posters – for conflict sensitivity.

### Time

90 minutes

### Session overview

A	Designing an anti-war film	35 minutes
B	Film: <i>The Slipper</i>	55 minutes

### Resources

Resource 2.10	Pairwork cards (cut-ups, 1 card per participant)
DVD	<i>The Slipper</i>

### Worksheets

Worksheet 2.10A	Film outline
Worksheet 2.10B	<i>The Slipper</i> Points for discussion

### Context

This session draws together ideas about victims of conflict and extends the concept of victims to cover 'truth', 'democracy', 'values' and 'communities' which are also destroyed by militarisation and armed conflict. Instead of getting participants to respond in terms of what they can do through their work as public servants, the session asks participants to respond on a more emotional level, and to view films and posters as vehicles for conflict sensitivity in terms of campaigning for empathy and understanding, as a pre-cursor to action.

*The Slipper* is a 10-minute film produced in 2003 by ScriptNetSL as part of a series of films which visualise the effects of conflict in Sri Lanka with the specific intention of generating discussion for conflict transformation. It is in Tamil with English subtitles, making it suitable for a mixed-language audience. It is not important that English is not spoken. The film serves as a vehicle to stimulate discussion in English, not to teach English-listening comprehension. (The English subtitles work as reading comprehension for Sinhala-speaking participants.) Viewers, especially those who have not lived in conflict affected areas of Sri Lanka, may find the content disturbing, so it is important for the trainer to anticipate emotional responses and to facilitate participants' reaction to the film with sensitivity and in an unbiased way. Immediately after the film is played, trainers should not expect participants to start speaking. Instead, quiet time should be provided, so that participants have a chance to reflect and digest the images before 'returning to the classroom'.

In terms of language focus, the session is designed to get participants to talk at length – consolidating their ideas and what they have learned in Sessions 2.7, 2.8 and 2.9. As such, the trainer should focus on participants' ability to put together structures already taught on the course, as in a production, or free practice, stage. Anticipated language items are *should*, *could* and *why don't we ...* for making suggestions and the language of expressing opinions. In addition, participants get the opportunity to use the criteria for designing posters with good visual impact, as introduced in Session 2.9.

## Part A **Designing an anti-war film**

35 minutes

Step 1  
15 minutes

Hand out pairwork cards at random (**resource 2.10**). Participants find their partner – the other person with the same card – and sit down together. Tell them the words on the cards represent ‘victims of conflict’ (women, children, soldiers, parents) and ‘casualties of war’ (the truth, democracy, development, communities, and values).

In their pairs, participants discuss how the particular ‘victim’ or ‘casualty’ on their card suffers because of armed conflict. Monitor and make a note of good points that they raise. As a whole class, get pairs to reiterate these good points.

---

### Possible answers

- Session 2.7 covered the idea of **development** as a casualty of military spending, Session 2.8 covered the issue of child soldiers (**children**) and the **communities** they affect as victims of conflict, and Session 2.9 covered the issue of IDPs as victims of conflict, with **women** IDPs in camps as particularly disempowered.
- Destruction of **communities** is a central focus in ethnic conflicts.
- Wherever children are victims of conflict, so then are **parents**.
- **Truth, democracy** and **values** become casualties of militarisation; this results in the break down of the rule of law, loss of human and civil rights, loss of freedom of speech and the prevalence of propaganda in the media.
- **Soldiers** – not just child soldiers – are victims of conflict. Poverty, unemployment and lack of education provide motivation for joining the armed forces. It is important for peace and reconciliation that we empathise with soldiers and the police even though this may at times be hard.

Content link  
Sessions 2.7,  
2.8, 2.9

Step 2  
20 minutes

Put participants into four groups. Tell them they have been commissioned to make a short anti-war film that focuses on a particular group of victims of conflict, for example, child soldiers. The purpose of the film is to motivate audiences to speak out against armed conflict in order to stop the number of war victims increasing. In their groups, participants brainstorm:

- which victims of war they will focus on
- who their intended audience will be
- which aspect of the conflict they will address
- what their key message will be.

Encourage them to use the language of suggestion:

*I think we should ..., we could ... and why don't we ...?*

Monitor participant's use of these phrases to complement the language focus of Session 2.11.

Participants fill in Column 1 **worksheet 2.10A** with their group's ideas.

Language link,  
making  
suggestions  
Session 2.11

## Part B **The Slipper**

55 minutes

Step 1  
15 minutes

Tell participants they will now watch a short film with a similar purpose to the one they have just designed. Show the film. While watching, participants compare their approach and content with the film maker's approach and

content. Allow participants time to sit in silence immediately after the film to give them space to react emotionally as necessary.

**Step 2**  
10 minutes

Participants fill in Column 2 of **worksheet 2.10A** quietly on their own to provide time and space for personal reactions, as mentioned above.

When they are ready, in their groups, participants discuss similarities and differences in approach and content, comparing their film to *The Slipper*.

Only use the suggested answers below as necessary to motivate group discussion, not as a teacher-led activity with the whole class.

Many of the ideas overlap with what might come up in the discussion in Step 3, based on the questions in **worksheet 2.10B**, so use the ideas judiciously and save some of the points under 'Key messages' to feed in later.

Language link  
similarities and  
differences,  
Session 2.9

---

### Possible answers

Target audience:

- Sri Lankans who do not live in the conflict areas of the North or East and who are not aware of the daily problems of land mines or landmine victims
- people who need to rethink the war rhetoric of the press and focus instead on the suffering and poverty brought about by war
- children in conflict areas who need to learn about staying on the known path/staying out of un-cleared mine fields
- arms dealers or countries/firms who manufacture landmines.

Area/aspect of the Sri Lankan armed conflict:

- resettlement of civilians in conflict-affected areas which have not been cleared of landmines
- the effects of conflict on children who are more helpless and innocent than adults.

Victims of conflict/casualty of war highlighted:

- children, landmine victims, parents of landmine victims, the poor.

Key messages:

- Innocent children and daily life of the most fundamental kind is destroyed by war. We should stop fighting before we destroy the future of more children.
  - Landmines/weapons/military spending cause the worst kind of traumatic, long-lasting damage.
  - The cycle of war, poverty, lack of development, child disability, 'lost futures' and the impact on psychological well being, medical costs, earnings, family dependency, marriage prospects, etc.
- 

**Step 3**  
15 minutes

Participants stay in their four groups. Assign a different question to each group and get them to discuss their question in detail. Participants all write notes summarising the main points of their group's discussion in the appropriate space on the **worksheet 2.10B**, so that they can report to other groups in the next step.

**Step 4**  
15 minutes

Cross-group the participants into four new groups, each new group containing a representative of each of the questions discussed. Participants take it in turns to share their first group's ideas. (It is not necessary for the remaining group members to make notes).

Monitor the discussions ensuring that less dominant participants also get a chance to speak. Note how participants express opinions. Keep a note of

common errors to feed into error correction activities in the afternoon's consolidation session.

## Session 2.11 Positive solutions

### Learner objectives

By the end of the session participants will be able to:

- avoid causing offence through using positive language to express negative ideas
- identify strategies and solutions to deal with common workplace problems.

### Time

90 minutes

### Session overview

A Vocabulary	15 minutes
B Language focus	40 minutes
C Speaking	35 minutes

### Resources

Resource 2.11A Adjective pairs (OHT or A4/A3 poster)

Resource 2.11B Tapescripts 2.11A, 2.11B and 2.11C

2 sets of adjective flashcards

Note: A3 posters can be printed at A3 size from the CD.

### Worksheets

Worksheet 2.11A Positive descriptions

Worksheet 2.11B Conflict situations

### Preparation

Part A step 1, prepare two sets of word flashcards:

bad, angry, clear, unprofessional, impatient, lazy, unsuccessful, impolite, polite, interesting, unhealthy, unfriendly;

### Context

The five scenarios in the speaking section are situations which could involve people in local government. The challenge for the participants is to resolve them without making the situation worse. There is a tendency to either say there's nothing we can do, or ask someone to come back another day in the hope that someone else will deal with the problem or the person will give up and go away. This kind of solution is not a real solution and needs to be strongly discouraged.

Instruct the participants to put themselves in the other person's shoes and think about a solution they would feel comfortable with. If there really is nothing they can do, encourage them to give advice about other options. If they have a visitor with a difficult problem, get them to find out the answer to their problem or make an appointment for the visitor to come back and see the person responsible. Encourage investigation of the problem and answers that involve consultation. Also, encourage participants to be transparent – not to hide anything from the people involved.

Whether they are communicating with clients/customers, or other government employees, public servants can use positive language to project a helpful, positive image rather than a destructive negative one. In this way, conflict may be avoided or, where it arises, conflict resolution made easier.

## Part A Vocabulary

15 minutes

Step 1  
10 minutes

Divide participants into two teams. Spread each set of flashcards out on a table to the side of each team. Display **resource 2.11A**. Say one of the adjectives.

One person from each team runs to their table, picks up the opposite flashcard and sticks it to the board next to the correct adjective. The first person who puts the correct word in the right place gets a point for their team.

### Answers

Adjective	Opposite
good	bad
calm	angry
confusing	clear
professional	unprofessional
patient	impatient
hard-working	lazy
successful	unsuccessful
polite	impolite
rude	polite
boring	interesting
healthy	unhealthy
friendly	unfriendly

Allow time for participants to copy the list of opposites onto **worksheet 2.11A** (Vocabulary activity A).

### Step 2 5 minutes

Highlight the use of prefixes *im-* and *un-* to form opposites. *Im-* is used with adjectives starting with *m-* or *p-*. However, it is not used with all of those adjectives, e.g. *professional*, *unprofessional*.

Participants decide whether the adjectives are positive or negative (Vocabulary activity B).

### Answers

Adjective	+ / –	Opposite	+ / –
good	+	bad	–
calm	+	angry	–
confusing	–	clear	+
professional	+	unprofessional	–
patient	+	impatient	–
hard-working	+	lazy	–
successful	+	unsuccessful	–
polite	+	impolite	–
rude	–	polite	+
boring	–	interesting	+
healthy	+	unhealthy	–
friendly	+	unfriendly	–



## Part B Language focus

40 minutes

### Step 1 5 minutes

Participants listen to each pair of phrases on **tape 2.11A** (Language focus activity A) and identify which sounds more positive.

---

### Answers

For all examples, the second phrase is more positive than the first.

---

Elicit why the second phrase is more positive.

*The speaker uses more positive words and positive intonation.*

Stress the use of negative vocabulary in the first phrase and positive vocabulary in the second and use of intonation.

Elicit the structure and write it on the board:

Subject + negative verb + very + positive adjective

Play **tape 2.11B**. Drill the phrases, paying attention to the intonation.

### Step 2 5 minutes

Participants discuss the questions in Language focus activity B. Feed back as a whole class. Elicit that when people use positive language, they are more likely to elicit cooperation rather than argument or confrontation.

### Step 3 10 minutes

Participants look at the table in Language focus activity C and write more positive ways of saying each negative phrase.

---

### Answers

That's unhealthy.	That isn't very healthy.
That idea's really confusing.	That idea isn't very clear.
I felt angry.	I didn't feel very calm.
She's lazy	She isn't very hard-working
That was bad.	That wasn't very good.
John was unprofessional.	John wasn't very professional.
You're unfriendly.	You're not very friendly.

### Step 4 10 minutes

Divide the class into four groups. Allocate each group one of the statements in Language focus activity D. Participants read out the statements and then say them in a more positive way.

---

### Answers

- 1 John wasn't very professional in there. He wasn't very patient and he wasn't very polite. I wasn't very calm.
- 2 Francis isn't very hard-working. His work isn't very good and he always gets things wrong. I don't think he's very clever.
- 3 I've just got this report from the purchasing department. It isn't very clear and it isn't very interesting. I don't know what to do with it.
- 4 The project wasn't very successful. The people we hired weren't very professional and the contractors weren't very cheap. We need to do better next time.

In their groups, participants then discuss possible reasons behind the problem and possible ways to make the situation better (Language focus activity E).  
Feed back as a class.

**Step 5**  
**10 minutes** Participants listen to tape **2.11C** and identify phrases used for making suggestions (Language focus activity F). Feed back and drill.

Whole class feedback on Language focus activity F: participants feed back using the advice language.

## **Part C Speaking** **35 minutes**

**Step 1**  
**20 minutes** Regroup participants. Allocate each group one of the situations on **worksheet 2.11B**. Groups discuss the situations and decide what the conflict is about and how best to resolve it (Speaking activity A). Write on the board:

Who is the conflict between?

What is the conflict about?

How can the conflict be resolved?

Note: The third question is the most important and the challenge is to solve the problem without creating further conflict.

Monitor closely. When a group resolves the conflict satisfactorily, allocate them a new situation.

**Step 2**  
**5 minutes** Feed back as a class.

**Governance  
issues –  
transparency  
and consultation**

---

### **Answers**

Some suggested resolutions:

- 1 Agree to pay for the damage in instalments.
  - 2 Ask for an explanation of what's wrong. Ask for training from your boss. Ask for regular feedback on your performance.
  - 3 Talk to an outside representative. Ask for an investigation.
  - 4 Explain the things that you *can* do, such as accept payments in instalments. Explain that paying tax is a legal requirement. Show them the regulations and show them how the figure was arrived at. If this is unsuccessful, arrange for them to meet your superior.
  - 5 Give them compensation or rehouse them.
- 

**Step 3**  
**10 minutes** In pairs, participants roleplay one (or more than one) of the scenarios on **worksheet 2.11B** (Speaking activity B). Either they choose or the trainer allocates a situation. Remind them that whether they are communicating with clients/customers or other government employees, they should use positive language to project a helpful, positive image rather than a destructive negative one. Encourage them to use the language of suggestions from Part B.

# Session 2.12 Conflict resolution

## Learner objectives

By the end of the session participants will be able to:

- listen for specific information
- read for specific information
- demonstrate an understanding of conflict resolution through taking part in a mediation scenario.

## Time

120 minutes

## Session overview

A Listening 1	40 minutes
B Reading	35 minutes
C Listening 2	30 minutes
D Speaking	15 minutes

## Resources

Resource 2.12A	Colour photo of garden (A4/A3 poster)
Resource 2.12B	Jaysh's conflict (2 copies)
Resource 2.12C	Which strategy? (OHT)
Resource 2.12D	Tapescripts 2.12A, 2.12B

Note: A3 posters can be printed at A3 size from the CD.

## Worksheets

Worksheet 2.12	Conflict resolution
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## Context

In this session, we look at three case studies; the first involves a dispute between a citizen and the local council, the second a dispute between neighbours, and the third is the final chapter in the Patrick and Fernando saga. Previously, Fernando complained about Patrick's treatment of him to a newspaper and Patrick complained to Chandra about Fernando's performance at work. In this session, the real reasons for Fernando's mistakes become clear.

The main points to draw from this session are the three strategies for conflict resolution.

- **Negotiation:** the different parties in conflict can talk to each other about their problems and solve the problems between themselves (case study 2).
- **Mediation:** involves an impartial third person. The mediator can reason with both parties and help them to discuss the issues without getting emotional (case study 3).
- **Arbitration:** the people in conflict take turns to present their arguments to a neutral panel. The arbitrators make a decision, sometimes including costs (case study 1).

## Part A Listening 1

40 minutes

Step 1  
15 minutes

Display **Resource 2.12A**. In groups, participants have one minute to write as many words as they can from the picture. The group with the most correctly spelled words wins the game. Elicit *tree, house, garden*.

Write on the board:

Home owner

Local council

[Link to Session 2.1: maybe and perhaps](#)

Explain that a conflict is related to the picture. In groups, participants predict the conflict. Remind them to use *maybe* and *perhaps* to express possibility.

Feed back as a class.

---

### Answers

Possible conflicts:

- Maybe the tree is old and dangerous.
  - Maybe there is a dispute over who owns the land.
  - Perhaps the Council wants to build on the land.
  - Perhaps the home owner wants to open a small shop/stall on the street outside the property.
- 

#### Step 2 10 minutes

Explain that participants will listen to a conflict situation. Play the first part of **tape 2.12A**. Ask:

*Who is involved in the conflict? (The Divisional Secretary and Mrs Balendra)*

*Who is the speaker? (A member of a panel)*

Play the second part of **tape 2.12A**. Ask participants:

*What is the cause of the conflict? (A tree which was blocking out light and also had roots growing under a neighbour's building.)*

Play the third part of **tape 2.12A**. Ask participants:

*Who else got involved? (The local councillor)*

Ask participants:]

*What decision do you think the panel will come to?*

Play the final part of the recording. Participants check their ideas. Elicit the meaning of *compensation*.

#### Step 3 10 minutes

Play **tape 2.12A** again. Participants mark the sentences in Listening 1 activity A on **worksheet 2.12** as true or false. Play the recording again. Participants check their answers.

---

### Answers

- 1 False (the tree was blocking the *light*).
  - 2 True.
  - 3 False (Mrs Balendra's *neighbour* saw people from the council cutting down the tree).
  - 4 False (Mrs Balendra spoke to her local councillor *after* she spoke to the Divisional Secretary).
  - 5 True.
  - 6 False (The council had to pay Rs. 20 000 to Mrs Balendra).
- 

#### Step 4 5 minutes

Working with the whole class, elicit who was involved in the discussion.

*Mrs Balendra (a home owner), the Divisional Secretary (a council employee), the local councillor and the panel.*

Elicit the steps to resolution (Listening 1 activity B).

*Mrs Balendra first discussed the matter with the Divisional Secretary.*

*Then she went to her local councillor.*

*After that, the case went to a panel.*

*It was resolved in Mrs Balendra's favour. The council had to pay compensation and costs.*

## Part B Reading

35 minutes

Step 1  
10 minutes

In groups, participants discuss possible conflict situations between two neighbours (Pre-reading activity on **worksheet 2.12**).

Step 2  
10 minutes

Running dictation: display two copies of **resource 2.12B**, one at either end of the room. Pair participants and allocate one as writer and one as runner. Demonstrate the activity by writing on the board:

We're going to have a race.

Run to the board, read the sentence, run to a writer and tell him/her the sentence. He/she writes it down.

Rules:

- The runner must not write.
- The runner can return to the board as many times as necessary.
- Runners and writers must swap roles when the trainer claps his or her hands.
- The first pair to write the whole paragraph wins the race.

Participants have the race.

Step 3  
5 minutes

Elicit techniques for reading quickly:

*Not speaking out loud, not using a finger or pen to follow the words, ignoring unknown vocabulary.*

Allow participants 2 minutes to read the text of case study 2 (Reading activity A). After 2 minutes, participants cover the text and discuss whether any of their ideas from the pre-reading activity were mentioned.

Step 4  
10 minutes

Participants answer the questions in Reading activity B. Feed back as a class.

---

### Answers

- 1 The cause of the conflict was that the builders were going into Jaysh's garden and Jaysh was worried about the builders seeing his wife.
  - 2 Jaysh, his neighbour and the builders.
  - 3 Jaysh and his neighbour sorted the problem out between themselves. Jaysh agreed to let the neighbour have access to his water supply and the neighbour agreed to provide a hosepipe. There was a compromise.
-

## Part C Listening 2

30 minutes

Step 1  
10 minutes

Write on the board:

Patrick and Fernando

[Link back to Sessions 2.5 and 2.6](#)

In groups, participants undertake the pre-listening activity on **worksheet 2.12**.  
Feed back as a whole class asking participants to justify their opinions.

---

### Answers

- Fernando bought pans instead of fans
- Fernando didn't get three quotes
- Fernando didn't test electrical products
- Fernando bought goods from his uncle's shop
- Fernando complained about Patrick to a journalist.

Participants (we hope) will say Fernando was most at fault.

---

Step 2  
5 minutes

Play **tape 2.12B**. Participants listen for the reasons for Fernando's mistakes (Listening 2 activity A).

---

### Answers

Pan/fan is a misunderstanding. Other mistakes due to lack of training.

---

Ask participants who used the more polite language (*Fernando*). His language was softer and less confrontational than Patrick's.

Step 3  
5 minutes

Play the **tape 2.12B** again. Participants answer the questions in Listening 2 activity B on **worksheet 2.12**.

---

### Answers

- 1 The purchasing department should use written purchase requisitions and train its staff in the future.
  - 2 Patrick apologised for not providing training.
  - 3 Fernando apologised for speaking to the journalist.
  - 4 Chandra resolved the conflict by talking to both of them.
  - 5 Patrick.
- 

Step 4  
5 minutes

Elicit how each conflict was solved. Feed back with **Resource 2.12C**.  
Participants decide which strategy was used for each case study and which should be done first.

[Link to consolidation exercises](#)

---

### Answers

Case study 1: arbitration (negotiation and mediation through the local councillor had failed).

Case study 2: negotiation.

Case study 3: mediation.

Always try negotiation first, then mediation, then arbitration.

---

- Step 5**  
**5 minutes** Ask participants to think of examples of disputes from their own work situations that have been or might be resolved through negotiation, mediation and arbitration.

## **Part D Speaking**

**15 minutes**

- Step 1**  
**10 minutes** Divide the class into groups of three. One person in each group takes the role of Chandra, one the role of Patrick and one the role of Fernando. Groups roleplay the conflict resolution scenario but using their own language.
- Step 2**  
**5 minutes** Feed back by asking 'Patrick' and 'Fernando' how the meeting went. Do they feel that they got a fair hearing?





# Session 2.13

## Conflict prevention

### Learner objectives

By the end of the session participants will be able to:

- explain the role of communication and coordination in minimising or preventing conflict
- use *can* and *can't* to express ability.

### Time

90 minutes

### Session overview

A Reading	30 minutes
B Listening and language focus	25 minutes
C Speaking	35 minutes

### Resources

Resource 2.13A	Letter to the Divisional Secretary (5 copies on card, cut into jigsaw pieces)
Resource 2.13B	Madhukarai (1 copy per group)
Resource 2.13C	Role-cards (1 set per four participants)
Resource 2.13D	Tapescript 2.13

### Worksheets

Worksheet 2.13A	Conflict prevention
Worksheet 2.13B	Letter to the Divisional Secretary

### Preparation

Part A step 1: cut each copy of **resource 2.13A** into 3–5 different-shaped pieces to make a jigsaw. Ensure that there is one piece for each participant (e.g. if there are 20 participants in the group, cut each letter into 4 pieces. If there are 16 participants, cut 4 letters into 3 pieces and 1 letter into 4 pieces, etc.).

### Context

This session looks at the importance of communication and coordination in avoiding conflict. Specifically, it makes the point that conflict will be lessened when there is coordination between all three tiers of government (central, provincial and local) and non-government organisations (NGOs); and when there is full participation of the communities involved.

The roles and responsibilities of the different government departments and NGOs are complex and ambiguous. Neither trainers nor participants are expected to know the parameters of these roles and responsibilities. Participants' knowledge about this area will vary a great deal. The extent to which the trainer highlights the complexities of the current situation should depend on the previous knowledge and experience of the group.

There are a number of agents involved in development and reconstruction work in the Northern and Eastern provinces. Government structures are particularly complex because of the parallel structures of local, provincial and central government. The 13<sup>th</sup> amendment to the Sri Lankan constitution introduced the provincial system of government, and brought local government under the purview of the provincial government. Certain functions were devolved to the provinces, certain other key functions remained centrally controlled and a number of functions are shared.

There is a direct line of control from the Central Ministry of Public Administration and Home Affairs, through the District Secretariat to the Divisional Secretariat and the Grama Niladhari (central government official at village level), *which totally bypasses the provincial administration*. A parallel structure through the provincial ministries to the local government institutions also exists. The local government institution is either a Municipal Council (for areas with a population of over 30 000), an Urban Council (if the population

is 10 000 to 30 000) or a Pradeshiya Sabha (population under 10 000). The division of responsibility between the central and provincial/local authorities at local level is blurred, with *de facto* power tending to lie with the central government institutions.

In addition, NGOs, INGOs and International Organisations also offer assistance. Some of these have been working for many years in Sri Lanka to respond to the effects of the conflict, others began operating after the Asian tsunami of December 2004. Lack of coordination and bypassing of the local government structures by NGOs after the tsunami has brought the issue of coordination at local level to the fore.

## Part A Reading

30 minutes

**Step 1**  
10 minutes Give an overview of the session.

Distribute one cut-up piece of **resource 2.13A** to each participant. Instruct participants that they should form a group with the participants who have the other pieces of their letter.

**Step 2**  
20 minutes Participants answer the comprehension questions in the Reading activity on **worksheet 2.13A** (they have a copy of the letter as **worksheet 2.13B**). Set a time limit of 6 minutes. Monitor for correct answers.

---

### Answers

- 1 V Gunasekara, MRDO president
  - 2 Community Centre
  - 3 2 hours
  - 4 The provision of services for Madhukarai
  - 5 Attend the meeting himself, invite other staff members, inform how many people will attend from his department
  - 6 A community-based organisation (CBO)
  - 7 (Expect the participants to know more than you do about who is involved here.)  
Ensure that participants give at least one representative of central government, provincial government and local government, particularly:  
Grama Niladhari (GN) – central government  
Rural Development Officer (RDO) – provincial government  
Chair of Pradeshiya Sabha (PS) – local government
- 

As a whole class, elicit the meaning of provision of services (*providing basic services*) and a few examples (*water, education, transport facilities*).

Elicit who the service providers are (*government departments – local, provincial and central – and non-governmental organisations – local, national and international*).

Discuss the role of CBOs (to help the people in the community identify their needs; empower the people to meet their own needs; mobilise the people to support each other; lobby for the services they are entitled to).

## Part B Listening and language focus

25 minutes

**Step 1**  
10 minutes Distribute a copy of **resource 2.13B** to each group and explain that this is a newly resettled village. All the houses have been completed but many basic services are still lacking. Have participants imagine they are the inhabitants of

the village. Ask *What services do you need?* Elicit the key areas of need and draw a table on a piece of poster paper on the board, like this:

Education	Health	Communications	Infrastructure	Commerce

Assign each group one of the areas. Groups brainstorm the needs within their area. Set a time limit of 5 minutes. One person in each group copies the ideas of their group onto the table on the board.

**Step 2**  
10 minutes

Explain that participants are going to listen to some people talking about the provision of services in the village. Participants listen to **tape 2.13** and answer the questions in Listening activity A.

---

### Answers

- 1 Four
  - 2 Pre-school education
  - 3 Representatives from the village, the central government (e.g. the Grama Niladhari), the provincial government (the education department) and an INGO.
- 

Play the tape again. Participants answer the questions in Listening activity B. They check their answers with a partner.

---

### Answers

- 1 The central government can't help (because it's not responsible for pre-school education).
  - 2 The provincial department of education can pay the teachers but can't pay to build a pre-school.
  - 3 The INGO can provide the materials to build the pre-school if the villagers provide the labour.
- 

**Step 3**  
5 minutes

Elicit and write on the board the following sentences about the provincial department of education:

They can pay for teachers.

They can't pay for a building.

Check the meaning, use and pronunciation of *can* and *can't*. Use stress markers to highlight stress. (Note: in the first sentence *can* is weak – /kən/.)

*They can **pay** for **teachers**.*

*They **can't** pay for a **building**.*

Drill using the following prompts:

- books, furniture, computers, blackboards, playground equipment, etc.

Highlight the use of the *if* clause to negotiate (but avoid discussion of conditionals at this stage), for example:

***We can provide the materials, if the villagers provide the labour.***

Drill using the following prompts:

- wood/nails, cement/tools.

Pay attention to stress and intonation.

## Part C Speaking

35 minutes

### Step 1 10 minutes

Divide participants into four groups, A–D. Ensure that the service provision table from Part B, step 1 is visible on the board. Distribute each participant in group A with role-card A, group B with role-card B, etc. (**resource 2.13C**).

Participants discuss their roles. Group A (the CBO president) identifies the priorities of the village while groups B–D decide which services their department or organisation can/can't provide for the village.

### Step 2 15 minutes

Cross-group participants so that there is at least one representative from each group A–D in the new groups. Participants act out the service provision meeting in Madhukharai. The objective of the meeting is to decide who will provide what. Remind participants of the language of giving and asking for opinions, agreeing and disagreeing, and interrupting politely.

**Link to Sessions 1.7 and 1.12 (giving opinions, agreeing and disagreeing) and Session 2.3 (interrupting).**

Set a time limit of 10 minutes for the meeting. Instruct the CBO president in each group to start the meeting by welcoming the participants and asking each person to introduce themselves. They should keep a simple record of the decisions reached so that they can report back at the end of the meeting.

Monitor groups and make notes of common errors for participants to work on during consolidation sessions.

### Step 3 10 minutes

The CBO president of each group reports back to the whole class.

Draw the conclusion that by engaging in a process of consultation and coordination, conflict can be avoided.

## Session 2.14 Formal letters

### Learner objectives

By the end of the session participants will be able to:

- write a letter following standard letter-writing conventions
- use language appropriate to formal letter-writing.

### Time

90 minutes

### Session overview

A	Conventions of letter writing	40 minutes
B	Language focus	20 minutes
C	Preparing to write	30 minutes

### Resources

Resource 2.14      Jumbled sentences

### Worksheets

Worksheet 2.14A	Writing formal letters
Worksheet 2.14B	Letter to the Divisional Secretary
Worksheet 2.14C	The Sri Lankan Public Service: Conventions for official correspondence

### Context

This session explores conventions for writing a formal letter, using the letter from Session 2.13 as a model.

Sri Lankan public servants deal with a considerable number of letters in English both in correspondence with central government institutions and international organisations. The conventions of Sri Lankan English correspondence differ slightly from British English correspondence and the Sri Lankan public service also has its own particular conventions. This session raises participants' awareness of these differences in order to enable them to choose the appropriate style, depending on their audience.

Sri Lankan English tends to be much more formal than standard modern British English. Unlike British English, which has modernised and changed over time, Sri Lankan English has evolved much more slowly and still preserves many features common to, say, the British English spoken in the UK in the 1940s to 1950s. One of the reasons for this is that until the 1950s, English-medium education was very common in Sri Lanka, but was then abolished in favour of mother-tongue education. As a result, the English language was preserved by the older generation and was immune from modernising influences.

A recent resurgence in English-medium education, even in state schools in the provinces, and the influence of globalisation will no doubt bring Sri Lankan English back into the mainstream.

## Part A Conventions of letter writing 40 minutes

### Step 1 5 minutes

Give a brief outline of the session.

Quickly check passive knowledge of the key vocabulary by having participants look at **worksheet 2.14B** and identify the following:

- signature, subject, recipient's address, sender's address, salutation, date.

### Step 2 10 minutes

Participants complete Text analysis activity A on **worksheet 2.14A**.

---

## Answers

- 1 B
- 4 G
- 7 C
- 2 F
- 5 H
- 8 A
- 3 D
- 6 I
- 9 H

The two mistakes are:

- number 4 – You sign off with *Yours faithfully* if you do not know the name of the person you are writing to. You sign off with *Yours sincerely* if you know the name of the person.
  - number 8 – You write only your address in the top right-hand corner.
- 

**Step 2**  
10 minutes

Participants complete Text analysis activities B and C. They check their answers in pairs.

---

## Answers

Text analysis activity B

- 1 ~~Use~~/Do not use commas at the end of the line in the addresses.
- 2 ~~Indent~~/Do not indent the first line of a new paragraph.
- 3 Leave/~~Do not~~ leave a space between paragraphs.
- 4 ~~Use~~/Do not use contractions or short forms.

Text analysis activity C

- 1 purpose
  - 2 essential/necessary
  - 3 logical
  - 4 action
- 

**Step 3**  
15 minutes

Participants discuss the questions in Text analysis activity D.

Note: Participants are probably already very familiar with the conventions used in official writing in the Public Service. However, if they are not, refer them to **worksheet 2.14C** and have them make a comparison with the model in **worksheet 2.14B**.

Feed back as a whole class. Make the point that the style of writing you choose depends on your reader (i.e. the addressee). Letters within the public service would follow a different style from letters for an external audience.

**Part B**  
20 minutes

## Language focus

**Step 1**  
5 minutes

Participants complete the Language focus activity on **worksheet 2.14A**. Briefly discuss the importance of using the correct style in formal letters.

---

### Answers

- 1 The purpose of the meeting is to ...
  - 2 We would like to invite representatives ...
  - 3 I would be grateful if you could inform me ...
- 

#### Step 2 15 minutes

Group participants into teams of four. Display **Resource 2.14**. In teams, participants rearrange the words to make useful letter-writing phrases. The first team to rearrange all the sentences correctly wins.

---

### Answers

- 1 I look forward to meeting you.
  - 2 I am writing to thank you for your invitation.
  - 3 I would like to invite you to our monthly meeting.
  - 4 I would be grateful if you could send me your annual report.
  - 5 If you require further information please telephone our office on 0124 364829.
- 

## Part C Preparing to write

### 30 minutes

#### Step 1 10 minutes

In groups, participants develop criteria for a good formal letter. Elicit ideas from groups and make a poster.

---

### Answers

Criteria should include:

- correct layout
  - use of conventions
  - simple and clear/logical/well organised
  - inclusion of all the necessary information
  - appropriate style
  - correct spelling/punctuation/grammar/use of vocabulary.
- 

#### Step 2 5 minutes

Explain that in order to write a good letter it is necessary to follow a process. The first stage of the process is to make a plan. Elicit a skeleton plan for the invitation letter in **worksheet 2.14B** and make notes on the board.

---

### Answers

Suggested plan:

- |               |   |
|---------------|---|
| • Paragraph 1 | reason for writing  |
| • Paragraph 2 | details about the meeting (purpose, venue, time)  |
| • Paragraph 3 | action to be taken (come to the meeting, invite RDO and local authorities, inform the number of people attending) |
| • Paragraph 4 | Closing statement   |
-

**Step 2**  
**10 minutes** Explain to participants that they are going to write a reply to the letter in **worksheet 2.14B** (Writing activity on **worksheet 2.14A**). Set the scene: they are not able to attend the meeting but have asked two or three other people from their department to attend. They must write a letter explaining this.

Instruct participants to make a plan for their letter. Monitor and assist individually.

**Step 3**  
**5 minutes** Elicit the next steps in the writing process (*prepare a first draft, check for errors, peer correction and feedback, second draft*).

Ensure that participants realise that the writing task is an assessed task. Set deadlines for submission of the task. Participants can finish the writing in the consolidation.



## Session 2.2 Conflict at home

### Learner objectives

By the end of this session participants will be able to:

- recount an event using the past simple and appropriate time expressions.

### Time

90 minutes

### Session overview

A The past simple	45 minutes
B Time expressions	25 minutes
C Speaking – giving an account	20 minutes

### Resources

Flashcards /d//t//ɪd/ (1 set)  
Plain paper, A5 size (3 sheets per participant)

### Worksheets

Worksheet 2.2 Conflict at home

### Preparation

Prepare flashcards for Part A step 4: /d//t//ɪd/ (1 set)

## Part A The past simple 45 minutes

### Step 1 5 minutes

Play 20 questions. Explain that you are thinking of something in the house (the TV). Participants must ask *yes/no* questions to guess what you are thinking about. If they can find the answer by asking 20 questions or less, they win.

Review of  
present simple  
question forms

Explain the importance of (1) listening to each other's questions and (2) narrowing the questions from the general to the specific in order to find the answer using only 20 questions.

Participants take turns to ask a question. Only respond to grammatically correct questions.

### Step 2 10 minutes

Explain that the TV is the source of many family arguments. Briefly elicit other sources of family arguments from participants.

Participants work in pairs to complete Reading activities A and B in **worksheet 2.2**.

### Answers

- The argument happened last week.
- The argument was between Sarath and his son.
- Sarath and his son had an argument over which television channel to watch.

### Step 3 5 minutes

In pairs, participants complete Language focus activities A and B using **worksheet 2.2**.

---

## Answers

Last week I *came* home from a hard day's work. I *had* dinner with my family and we *chatted* about the day. **After dinner**, I *went* to the living room. It *was* 7 o'clock so I *switched* on the television to watch the news. **Ten minutes later** my eldest son *came* in and *changed* the channel to a sports channel. I *took* the remote control and *turned* the channel back to the news again. **Then** my son *complained* and *said* he *wanted* to watch the cricket.

Regular verbs	Irregular verbs
chatted	came
switched	had
changed	took
turned	had
complained	went
wanted	said

Discuss the use of the past simple tense. Highlight *-ed* ending of regular verbs. Elicit infinitive of irregular verbs. Highlight past simple of the verb *to be*.

**Step 4**  
**10 minutes**

Explain that although regular verb endings are spelt *-ed* they have different pronunciation. Read out the following three verbs and elicit the final sounds:

*changed* /d/      *switched* /t/      *wanted* /ɪd/

Place the flashcards /d/ /t/ /ɪd/ on the board. Distribute plain paper to the participants and have them copy the flashcards.

Read out some past tense verbs. Participants listen and hold up the correct flashcard.

When participants can correctly identify the final sounds, have them record the verbs in the table on **worksheet 2.2** (Language focus activity C) as you dictate.

---

## Answers

/d/	/t/	/ɪd/
showed	asked	waited
tried	walked	started
planned	liked	chatted
believed	stopped	
used	switched	

Note: It should be sufficient to explain that the pronunciation of the *-ed* ending is affected by the sound that comes before it. For example, it is difficult to make the sound /d/ after /p/ (as in *stopped*) so we use the sound /t/ which is close to it. It is probably not useful to give the rules at this stage. However, those who want the rules should be able to deduce them from the table in Language activity C:

- *-ed* is pronounced /ɪd/ after the sounds /t/ and /d/.
- *-ed* is pronounced /t/ after the sounds /s/ /k/ /p/ /f/ /tʃ/ /ʃ/ and /θ/.
- *-ed* is pronounced /d/ after all other sounds.

**Step 5**  
**5 minutes**

Check spelling of the words in the table on **worksheet 2.2**. Elicit spelling rules.  
Participants complete Language focus activity D.

---

**Answers**

- 1 When a verb ends in -e, you just add -d, e.g. *believe/believed*.
  - 2 When a verb ends with a stressed vowel and a single consonant, you double the consonant, e.g. *plan/planned, stop/stopped*.
  - 3 When a verb ends in *consonant + y*, you change the -y into -i, e.g. *try/tried*.
- 

**Step 6**  
**10 minutes**

Elicit how Sarath, the father in the story, felt (*angry, annoyed*, etc.). Ask why he felt like this. Elicit the sentences:

*He wanted to watch the news. He didn't want to watch the cricket.*

Highlight the past simple negative form: *did not (didn't) + infinitive*.

Have participants make sentences using the following cues:

*son/watch/news      His son didn't want to watch the news.*

*Sarath/watch/cricket      Sarath didn't want to watch (the) cricket.*

*son/ask permission/  
change channels      His son didn't ask permission to change channels.*

Contrast with the negative form of the verb *to be* in the past simple:

*It was 7 o'clock. The news was on the television. The son wasn't in the room.*

Read out the following sentences about the text. If the sentence is true, participants repeat it. If the sentence is false, the participants must correct it:

Trainer: *Last week Sarath had an argument with his daughter.*

Participants: *Last week Sarath didn't have an argument with his daughter.*

Trainer: *He had an argument with his wife.*

Participants: *He didn't have an argument with his wife.*

Trainer: *He had an argument with his son.*

Participants: *He had an argument with his son.*

Trainer: *He had dinner alone. Etc.*

Other cues:

*He had dinner with his family.*

*After dinner he went to the bedroom.*

*After dinner he went to the living room.*

*He wanted to watch the cricket.*

*He wanted to watch the news.*

*His son wanted to watch the cricket.*

*His son asked permission to change channels.*

*They had an argument.*

## Part B Time expressions

25 minutes

Step 1  
10 minutes

Elicit when the argument happened (i.e. *last week*). Write the following sentence on the board:

Sarath and his son had an argument last week.

Elicit the verb, subject and object of the sentence. Highlight past simple of the verb *to have*. Elicit the time reference. Point out that the past simple tense requires a time reference.

Language link –  
Session 1.2,  
sentence  
structure

Elicit further examples of past time references with *last*. Write a vocabulary fork on the board as follows:

last	night
	week
	month
	year
	Sunday

Participants work in pairs to make true sentences about something they did last night/week/month/year/Sunday. Monitor for correct use of past simple.

Step 2  
10 minutes

Write the prepositions *in*, *on* and *at* on the board. Read a time reference from the table below. Participants repeat the time reference with the correct preposition, for example

Trainer *the evening*

Participants *in the evening*

Trainer *midnight*

Participants *at midnight*. Etc.

Other possible time references:

In	On	At
the evening	Saturday morning	midnight
September	Independence Day	the weekend
1998	Tuesday	10.15
the summer	12 <sup>th</sup> June	lunchtime
the morning	Poya days	Christmas
the rainy season	National Day	night

Step 3  
5 minutes

In pairs, participants complete Language focus activity E. Monitor and provide assistance where necessary. Check the rules as a whole group.

### Answers

We use *in* with months, seasons, years and times of the day (but *at night*).

We use *on* with days of the week, dates and special days. Also *the weekend* (AE).

We use *at* with times, festivals and *the weekend* (BE).

## **Part C Speaking: Giving an account**

**20 minutes**

### **Step 1** **15 minutes**

Participants shut their eyes and think of a recent personal experience of conflict. It could be in the workplace, in the family or in the community. They recall who was involved in the conflict, the sequence of events and the outcomes.

Write the following guiding questions on the board:

When was it?

Who was involved in the conflict?

How did it start?

What happened next?

What were the outcomes of the conflict? Were there any positive outcomes?

When they have had time to think of something, ask them to turn to their neighbour and tell them about it. Remind participants to make use of the time sequencers introduced in Part A, step 3.

Monitor and record common errors for correction in the next step. Also listen for good examples of positive outcomes of conflict.

After 8–10 minutes, stop the discussions. Comment briefly on some of the positive outcomes described.

### **Step 2** **5 minutes**

Correct common errors recorded in Part C step 1; for example, by writing sentences on the board and having participants work in pairs to identify and correct errors.



# Session 2.3 Migration

## Learner objectives

By the end of this session participants will be able to:

- identify detail in a listening text
- take part in a debate by expressing agreement and disagreement, and interrupting politely.

## Time

120 minutes

## Session overview

A Listening	40 minutes
B Language focus	35 minutes
C Speaking	45 minutes

## Resources

Resource 2.3A	Interrupting phrases (cut-ups, 1 set per pair)
Resource 2.3B	Interrupting cards (cut-ups, 1 set per pair)
Resource 2.3C	Tapescript 2.3

## Worksheets

Worksheet 2.3	Migration
---------------	-----------

## Context

This session focuses on migration (predominantly international migration). Migration is very common in Sri Lanka with people leaving the country for work, study and security. Conflict is both a cause of migration (armed conflict) and a result of migration (family conflict). The discussion in the last part of the session links back to the economy (Unit 1), as migrants send money back to their home country, thus improving the economy, but skilled people leave to work abroad ('brain drain'), making economic sustainability and development more difficult.

## Part A Listening

Step 1  
5 minutes

Write on the board:

/maɪ'greɪʃn/

Ask participants to explain what migration is (movement from one place to another – in this case of people). Ask how migration is related to conflict (e.g. positive – people can start a new life; negative – it can cause family conflict). Ask why people migrate and write ideas on the board. Ask participants what the main reasons for migration are in their region.

If you can, introduce the term 'internally displaced persons' (IDPs) to describe people who have to migrate on a temporary basis because of armed conflict or natural disaster.

## Possible answers

for employment	to flee conflict	for health/medical treatment
for education/research	to get married	to experience a new culture

Note: Tourism isn't migration because it is a short-term movement.

**Step 2**  
**5 minutes** Participants work with a partner and discuss the questions in the Pre-listening activity on **worksheet 2.3A**.

**Step 3**  
**10 minutes** Tell participants they are going to listen to two people giving a talk about their experiences of migration. They will listen to Mrs Veraratna and Gerald (write the names on the board). Explain the context – both speakers are giving a talk to other members of their social club about their experiences of migration. As they listen to **tape 2.3** the first time, participants complete Listening activity A.

---

### Answers

- 1 Mrs Veraratna's daughter and Gerald.
  - 2 Mrs Veraratna's daughter went to the UK and Gerald went to Qatar.
  - 3 Both were positive and negative. Mrs Veraratna's daughter found it hard at first, she was homesick, but now she has lots of friends and a good job. Gerald had a job with long hours and a low salary because of a problem with his visa but later he was able to change jobs and had fun when his friends stayed with him.
- 

Participants listen and check ideas. (Note: Don't do feedback at this stage as it might negate some of the next step.)

**Step 4**  
**10 minutes** Participants attempt to complete Listening activity B. In pairs, they complete as much of the table as they can from memory.

Listen again to the tape to check and fill in any gaps.

Feed back as whole class. At each stage, ask who the sentence relates to (answers in brackets in the table below) to check comprehension.

---

### Answers

Topic	1 Mrs V	2 G
A director in the International Department (Mrs V's daughter)	✓	
Spent three years in Qatar (Gerald)		✓
To be company for a sister (Gerald)		✓
Job wasn't very interesting (Mrs V's daughter in Sri Lanka)	✓	
Salary was low (Mrs V's daughter in SL and Gerald in Qatar)	✓	✓
It's not possible to change jobs after you have the visa (Gerald talking about the situation in Qatar)		✓
Really homesick (Mrs V's daughter)	✓	

---

**Step 5**  
**10 minutes** Divide the class into two groups. One group uses the information in column 1 in the table to retell Mrs Veraratna's story, the other group uses the information in column 2 to retell Gerald's story. They can use their own ideas as well as the information in the table. (Note: This is preparation for Part B step 3).

[Link to recounting past events \(past simple and sequencers\) in Session 2.2](#)



## Part B Language focus

35 minutes

**Step 1**  
5 minutes

Distribute one set of cut-up words from **resource 2.3A** to each pair. Participants order the words into four phrases for interrupting politely. Encourage them to look for clues in the use of capital letters, commas and question marks.

**Step 2**  
10 minutes

Play **tape 2.3** again, stopping after each phrase marked in bold on **resource 2.3C** for participants to check their answers. Drill the phrases as they come up, paying special attention to intonation to convey politeness.

Give participants time to complete Language focus activity A on **worksheet 2.3**.

---

### Answers

- 1 Sorry, but ...
  - 2 Sorry to interrupt you, but ...
  - 3 Can I say something here?
  - 4 Excuse me for interrupting, but ...
- 

Point out that the phrases are used in formal situations to interrupt a speaker and that intonation is very important in order to be polite.

**Step 3**  
20 minutes

Note: The following activity should be demonstrated first by the trainers or by a trainer with a strong participant.

Regroup participants so that someone who practised Mrs Veraratna's story in Part 1 step 5 is working with someone who practised Gerald's story. One person in the pair takes the role of Gerald and the other person takes the role of a journalist. Distribute one set of cards from **resource 2.3B** to the journalist in each pair. Gerald tells his story; the journalist turns over a card and uses the phrase to interrupt and ask a question. Gerald answers and continues. The journalist takes another phrase card and interrupts again with another question. Explain that participants can invent their own details. Then swap roles so the participant playing the role of the journalist takes on the role of Mrs Veraratna and the participant playing the role of Gerald takes on the role of the journalist.

After each person has had a go at speaking and interrupting, take the cards back, change partners and do the activity again, this time without using the prompts.

## Part C Speaking

45 minutes

**Step 1**  
15 minutes

Participants prepare to debate the pros and cons of migration. Half the class think of positive aspects of migration and half think of negative aspects. Encourage them to brainstorm the following areas:

- individual
- family
- community
- country.

Participants work in groups to prepare their arguments. Arguments might include the following points.

#### Negative

- Individual: often low social status, exploitation, discrimination
- Family: splits family, young children may be brought up by grandparents, elderly may lose carers
- Community: young people leave to work or study overseas
- Country: brain drain, 'key' workers are missing

#### Positive

- Individual: opportunity to experience another culture and learn another language
- Family: increased earnings results in more opportunities
- Community: people returning from overseas have more spending power
- Country: remittances contribute to GDP; increased spending power aids economy

Briefly have participants predict opposing arguments.

#### Step 2 5 minutes

Briefly review the language for giving opinions, agreeing and disagreeing from unit 1 by eliciting responses to one or more of the following statements:

*People can earn more money abroad.*

*Women with young children should not go abroad to work*

[Link to language of opinions in Sessions 1.7 and 1.12](#)

#### Step 3 15 minutes

Regroup participants into groups of four with two people arguing the positive aspects and two arguing the negative aspects of migration.

As groups are talking, make a note of good arguments to use in the whole class discussion that follows. Listen especially for arguments relating to the loss of skilled workers, the economy and exploitation.

#### Step 4 10 minutes

Invite participants to share their good points in a whole group discussion. Use the opportunity to feed in/review key vocabulary such as *brain drain*, *remittances* and *exploitation*. Ask what can be done about the loss of skilled workers (e.g. provide incentives for them to return to Sri Lanka) and how people can be encouraged to stay (e.g. offering benefits such as healthcare plans and pension schemes). Ask participants what people planning to go abroad can do to minimise the risk of exploitation (e.g. research the situation first by contacting people in the country that you are planning to visit and not getting jobs through agencies in Sri Lanka as these have been known to mislead people, leading to them being stuck in labouring jobs, etc.).

## Session 2.4 Conflict in the workplace (1)

### Learner objectives

By the end of the session participants will be able to:

- identify cause and effect in a text
- ask questions about a past situation using past simple regular and irregular verbs.

### Time

90 minutes

### Session overview

A Pre-reading	15 minutes
B Reading	40 minutes
C Language focus	20 minutes
D Speaking	15 minutes

### Resources

Resource 2.4A	Cause and effect flow chart (OHT)
Resource 2.4B	Past simple questions (OHT)
Resource 2.4C	Speaking prompts (OHT)
Resource 2.4D	Tapescript 2.4

### Worksheets

Worksheet 2.4A	Conflict in the workplace (1)
Worksheet 2.4B	Conflict in the workplace: text
Worksheet 2.4C	Conflict in the workplace (2)

### Context

This is the first in a series of sessions on conflict in the workplace. This session focuses on conflict between an organisation and its staff rather than between colleagues. In the session, participants identify cause and effect, something that comes up again later in the unit. Participants work to develop their reading skills as well as practise use of the past simple tense. They differentiate between regular and irregular verbs in the past and practise using questions in spoken language.

## Part A Pre-reading 15 minutes

### Step 1 8 minutes

Write on the board:

Brayton Electricals

Ask:

*What is this?*

*What kind of company is it?*

*What do they do?*

Participants work with a partner to answer questions 1–3 in the pre-reading activity on **worksheet 2.4A**. Feed back on the board as full sentences. Elicit *around*, *about* and *approximately* and make sure that the correct preposition is used with the year.

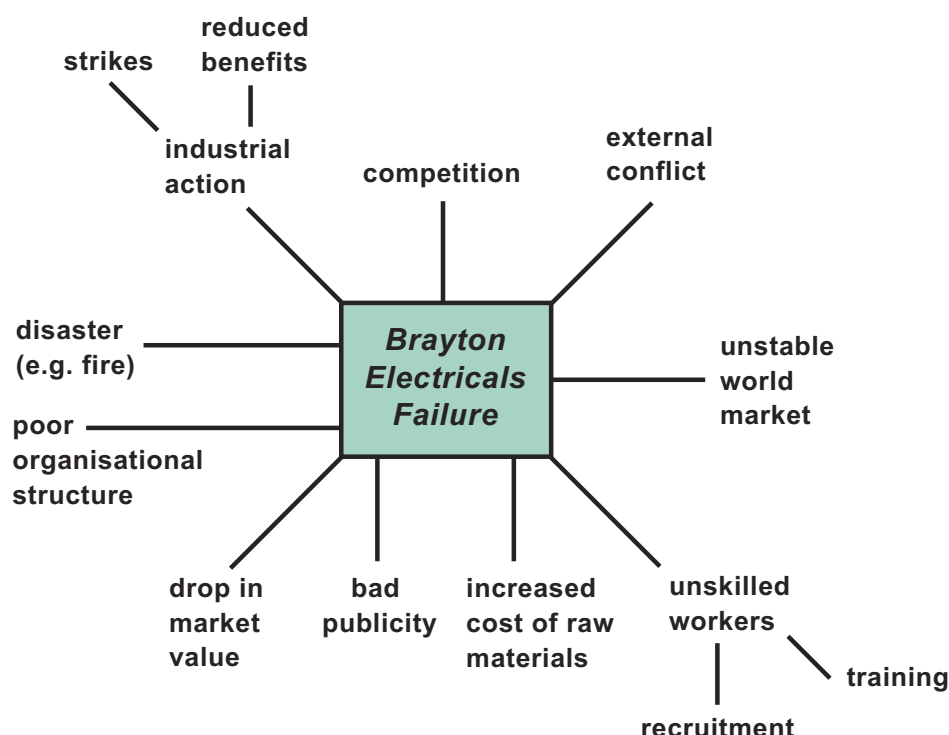
[Link to numbers and describing charts in Session 1.4](#)

## Answers

- |   |   |  |                              |
|---|---|--|------------------------------|
| 1 | The company made                              | around<br>approximately<br>about   | 225 million dollars in 1996. |
| 2 | The company                                   | lost approximately 200 million dollars in 2005.<br>made a loss of about 200 million dollars in 2005. |                              |
| 3 | The company started to have problems in 1999. |  |                              |

### Step 2 7 minutes

In groups, participants discuss reasons why a company might have problems. Elicit ideas from the group and develop an organigram on the board. The organigram might look like this.



## Part B Reading 40 minutes

### Step 1 5 minutes

Participants read the interview on **worksheet 2.4B**. Allow participants two minutes to read the text and check the ideas they brainstormed in Part A. After 2 minutes, they put the paper aside and discuss the causes of Brayton Electricals' failure with a partner.

As a class, tick the factors on the board which apply to this case (industrial action, competition, bad publicity).

### Step 2 10 minutes

Participants find the vocabulary from Reading activity B in the text on **worksheet 2.4B**. This is the first time they have done this kind of activity. Go through the example as a class first.

---

### Answers

- |   |                      |                   |
|---|----------------------|-------------------|
| 1 | incentive scheme (n) | /ɪn'sentɪv skɪm/  |
| 2 | discrimination (n)   | /dɪskrɪmɪ'neɪʃən/ |
| 3 | in-fighting (n)      | /'ɪnfɑɪtɪŋ/       |
| 4 | breakaway (adj)      | /'breɪkəweɪ/      |
- 

**Step 3**  
**10 minutes** Participants answer the comprehension questions in Reading activity C. Feed back as a class.

---

### Answers

- 1 To encourage people to work hard (and to bring in extra profits).
  - 2 People in the same branches were doing well.
  - 3 Because people refused to work together.
  - 4 They said Brayton Electricals were bad employers (and they promoted the breakaway company).
  - 5 No. There are only a few branches left.
- 

**Step 4**  
**15 minutes** Refer participants to the cause and effect flowchart in Reading activity D. Fill in the first step of the flowchart as a class. Identify that the introduction of the incentive scheme is one event (or main idea) and elicit explanation of the event (from paragraph A). Participants complete the flow chart by identifying more 'events'. Feed back on the flowchart using **resource 2.4A**.

Link to  
organisation of  
ideas – Sessions  
1.9, 1.11

## Part C Language focus

**20 minutes**

**Step 1**  
**3 minutes** Read out the words below. Participants race to find the verbs in the text.  
*speak / decide / have / meet / become / feel / make / begin*

Link with past  
simple in  
Session 2.2.

Elicit that the verbs in the text are in the past simple.

**Step 2**  
**7 minutes** Direct participants to the questions in the text. Ask which tense they are in (*past simple*) and how you can tell (*the auxiliary 'did'*).

Use **resource 2.4B** to identify question structure in the past. Ask:

*Which questions can we answer yes or no to? (questions 2 and 5).*

Ask participants:

*How do we make questions in the past?*

Preparation for  
past simple  
practice in  
Session 2.5

Elicit and write on the board:

Yes/No questions: *Did + subject + bare infinitive (verb 1)*

Wh- questions: *Question word + did + subject + bare infinitive*

Elicit *wh-* question words (*what, where, how, why, who, whose, when, which*).

Participants complete the rule in Language focus activity B on **worksheet 2.4C**.

Link to question  
words in  
Session 1.5

**Step 3**  
**10 minutes** Participants work in pairs to do Language focus activity C. They complete the questions using the correct question word and structure.

---

## Answers

- Speaker 1: *Why did you leave* Brayton Electricals? (leave)
- Speaker 2: Because I wasn't happy with the management. There was discrimination against people in small branches.
- Speaker 1: *What did* the management *do*? (do)
- Speaker 2: They introduced an incentive scheme but it was impossible for me to get a bonus because our branch was too small. We didn't have the resources.
- Speaker 1: *How did you feel* about that? (feel)
- Speaker 2: I was angry because I didn't get the same benefits as other staff, so I complained. And then they moved me to a different branch.
- Speaker 1: *Where did* they *move* you to? (move)
- Speaker 2: A branch in a city that was a long way from my house.
- Speaker 1: *How long did it take* you to get to work? (take)
- Speaker 2: Over two hours. I didn't see my children because they were in bed when I got home.
- Speaker 1: *Did you have* another job afterwards? (have)
- Speaker 2: Yes. Some of my friends started a breakaway company and I decided to join them.
- 

Participants listen to **tape 2.4** and check their answers. Play the recording a second time, pausing after each question to drill.

## Part D Speaking

15 minutes

### Step 1 15 minutes

Put participants into pairs. One person takes the role of interviewer and the other person takes the role of employee. They interview each other using the dialogue in Language focus activity C.

Display **resource 2.4C**. Participants cover the text and interview each other again using the questions on the OHT as prompts. Monitor for use of question words and question forms.

Cover half of the OHT. Participants interview each other again, remembering the questions. Monitor for use of question words and question forms.

## Session 2.5 Conflict in the workplace (2)

### Learner objectives

By the end of the session participants will be able to:

- listen for specific information
- get information about past events by asking questions
- differentiate between /p/ and /f/
- predict possible causes of conflict between two colleagues.

### Time

90 minutes

### Session overview

A Listening	20 minutes
B Language focus	15 minutes
C Pronunciation	25 minutes
D Speaking	30 minutes

### Resources

Resource 2.5A Tapescript 2.5A (parts 1 and 2)

Resource 2.5B Tapescripts 2.5B and 2.5C

Two sets of different coloured cards (enough for participants to have one of each colour)

### Worksheets

Worksheet 2.5A Patrick and Fernando: their stories

Worksheet 2.5B Timeline for Patrick (1)

Worksheet 2.5C Timeline for Patrick (2)

Worksheet 2.5D Timeline for Fernando (group A)

Worksheet 2.5E Timeline for Fernando (group B)

### Context

This session is the first in the saga of Patrick and Fernando which continues through this unit. The session sets the scene by highlighting their relationship as colleagues in the same office and the differences in approach and knowledge of procedure.

Patrick is a new expatriate manager in a fictional NGO (FLO). He is very procedure-oriented and assumes that everyone else is too. Fernando works in the same department but (as we find out later) is not aware of the procedures. He does his best to do a good job but, as he is unaware of the procedures, doesn't follow them.

There is a pronunciation focus in this session as misunderstanding of spoken instructions is one of Fernando's problems. The distinction between the /p/ and /f/ phonemes is difficult for Tamil speakers and can cause confusion.

The other mistakes that Fernando makes are not testing electrical equipment, buying things from his uncle's shop and failing to get three quotes before making a purchase (a requirement in many organisations' purchasing/procurement procedures in order to find the most competitive price). These mistakes are touched on in this session and are dealt with in Session 2.6.

Initially it looks like Fernando is in the wrong. Ultimately, though, in Session 2.12, we find out that it is Patrick's failure to provide training that is the real problem. Do not give that away in this session as it will be detrimental to Session 2.12.

The main point to come out of this and the following session is that misunderstanding can cause (potentially serious) conflict in the workplace. Clear communication is essential to avoid these misunderstandings.

## Part 1 Listening

20 minutes

Step 1  
10 minutes

Write on the board:

FLO

Tell the participants that FLO is an organisation. It is a different kind of organisation from Brayton Electricals. Elicit similar kinds of organisations and establish that FLO is a non-government organisation (NGO) whereas Brayton Electronics is a private company.

Explain that participants are going to listen to two people talking about their jobs. Participants read the questions about Patrick in Listening activity A on **worksheet 2.5A**. Play the first part of **tape 2.5A** (Patrick's story) twice. Participants share their ideas before going through the answers as a class.

---

### Answers

- 1 b
  - 2 a
  - 3 b
  - 4 c
  - 5 c
- 

Step 2  
5 minutes

Participants read the statements in Listening activity B about Fernando before they listen to the tape. Play the second part of **tape 2.5A** (Fernando's story) twice. Participants share their ideas before going through the answers as a class.

---

### Answers

- 1 T
  - 2 F (a stationery shop)
  - 3 T
  - 4 F (more cheaply than the bigger stores)
- 

Step 3  
5 minutes

Participants answer questions 1 and 2 in Listening activity C before they listen to the whole thing again. Play both parts of **tape 2.5A** again. Participants discuss their ideas in groups before a whole class feedback.

---

### Answers

- 1 They're colleagues – Patrick is the manager and Fernando is a purchasing officer.
  - 2 No. They have different ideas about the procedures. Patrick is concerned about quality, whereas Fernando is concerned about cost.
- 

Participants discuss question 3. Encourage positive outcomes (e.g. better deals – good quality and good price) as well as negative ones.



## Part 2 Language focus

15 minutes

Step 2  
5 minutes

Participants study the timeline on **worksheet 2.5B**. Ask:

*What happened first? What happened last?*

Participants point to the events on the chart.

Pre-teach *to tell someone off* = *to scold someone*. For example, you catch your young brother drawing on the wall. What do you say? Elicit that the verbs on the timeline need to be in the past simple tense.

[Link to past simple in Session 2.2](#)

Step 2  
10 minutes

Participants decide which verb goes where on the timeline and add them using the past tense (Language focus activity A). Participants listen to **tape 2.5B** twice to check (Language focus activity B). Nominate participants to give feedback using full sentences from the timeline.

[Link to irregular past verbs in Session 2.2](#)

---

### Answers

- 1 Patrick *began* working for FLO.
  - 2 FLO *made* Patrick responsible for purchasing.
  - 3 Patrick *met* Fernando for the first time.
  - 4 Patrick *sent* Fernando out to buy some fans.
  - 5 Patrick *asked* Fernando to get some filing cabinets.
  - 6 Patrick *gave* Fernando the job of buying some printers for the office.
  - 7 Patrick *said* he needed some pens.
  - 8 Patrick *told* Fernando off.
- 

## Part 3 Pronunciation

25 minutes

Step 1  
5 minutes

Introduce the sounds /p/ and /f/. Drill discreet phonemes. Show the position of the lips together to make the sound /p/ and the top teeth on the bottom lip to make the sound /f/. You could also demonstrate the difference by holding a piece of light paper in front of your mouth. The sound /p/ makes the paper move noticeably, whereas the sound /f/ does not.

Participants study the minimal pairs in Pronunciation activity A on **worksheet 2.5C**. Drill. Give each participant two different coloured cards – say yellow and blue. When they hear a word with the sound /p/, they raise the yellow card. When they hear the sound /f/, they raise the blue card. Go through the words in order, raising your cards to demonstrate.

Step 2  
5 minutes

Cover your mouth and say a word at random. Participants raise the appropriate coloured card (depending on whether the sound was /p/ or /f/).

Participants do the same in pairs/groups.

Step 3  
7 minutes

Participants read the sentences in Pronunciation activity B. Elicit which of the words is possible. Explain that all of the words are possible and why.

Note: Participants might be confused over ‘Could you get me a coffee, please?’ as they expect ‘a cup of coffee’.

Play **tape 2.5C**. Participants identify the words that the speaker said (Pronunciation activity B).

---

### Answers

- 1 Could you get me a *coffee* please?
  - 2 Excuse me. How do I get to the *port*?
  - 3 Those *four* people look very hungry.
- 

Play the cassette again and drill the sentences.

**Step 4**  
8 minutes

After listening to **tape 2.5B** again, participants underline the /p/ sounds and circle the /f/ sounds on the timeline on **worksheet 2.5B**. Feed back by replaying **tape 2.5B** and asking participants to raise the coloured cards whenever they hear the sound (Pronunciation activity C). Elicit the relation to spelling.

(Note: There are no words with *ph*-). Point out that the letters *ph*- are pronounced /f/, e.g. photograph, phone, phonetic chart.

Participants practise the sentences, focussing on those sounds (Pronunciation activity D).

## Part 4 Speaking

30 minutes

**Step 1**  
3 minutes

Information gap. Write on the board:

Fernando ? on 12<sup>th</sup> January.  
Fernando bought ? in February.

Elicit the questions to find the missing information:

*What did Fernando do on 12 January?*  
*What did Fernando buy in February?*

Elicit that we use *in* with months and *on* with dates.

**Step 2**  
10 minutes

Divide the class into two groups, A and B, one on each side of the room. One group uses **worksheet 2.5D** and the other **worksheet 2.5E**. Participants work with people in the same group to work out the questions they need to ask (Speaking activity A). Each group needs to write four questions.

[Link to past time references in Session 2.2](#)

[Link to question forms in the present in Session 1.5 and in the past in Session 2.2](#)

---

### Answers

Worksheet 2.5D

- 1 What did Fernando do on 12 January?
- 2 Who did Fernando meet (for the first time) on 21 January?
- 3 What did Fernando buy in April?
- 4 What did Fernando know in May?

Worksheet 2.5E

- 1 Where did FLO send Fernando on 20 January?
- 2 What did Fernando buy in February?
- 3 Where did Fernando get some filing cabinets from in March?
- 4 What did Fernando do on 1 June?

**Step 3**  
**7 minutes**

Divide class into pairs with one person from group A working with one from group B. Participants ask their partner their questions to get the missing information to complete the timeline.

---

**Answers**

Group A questions

- |   |   |   |
|---|---|---|
| 1 | What did Fernando do on 12 January?                       | He began working for FLO                  |
| 2 | Who did Fernando meet (for the first time) on 21 January? | He met Patrick.                           |
| 3 | What did Fernando buy in April?                           | He bought some printers.                  |
| 4 | What did Fernando know in May?                            | He knew that his family's shop sold pens. |

Group B questions

- |   |  |                                   |
|---|--|-----------------------------------|
| 1 | Where did FLO send Fernando on 20 January?                 | To the purchasing department.     |
| 2 | What did Fernando buy in February?                         | He bought some pans.              |
| 3 | Where did Fernando get some filing cabinets from in March? | From one of his contacts.         |
| 4 | What did Fernando do on 1 June?                            | He wrote a letter of resignation. |
- 

**Step 4**  
**10 minutes**

Participants compare Patrick's and Fernando's timelines and look for differences in the information. They then discuss the questions in Speaking activity C

Ask participants *What do you think will happen next?* Explain that the story will continue in the next session.



## Session 2.6 Whose side of the story?

### Learner objectives

By the end of the session participants will be able to:

- list the features of a biased newspaper report
- read for detail
- describe cause and effect using *because*, *so*, *therefore* and *that's why* appropriately.

### Time

120 minutes

### Session overview

A Warmer	20 minutes
B Reading	55 minutes
C Listening	20 minutes
D Language focus	25 minutes

### Resources

Resource 2.6A      Vocabulary (OHT)  
Resource 2.6B      Tapescript 2.6  
Pre-prepared flashcards and small blank cards

### Worksheets

Worksheet 2.6A      Some new words  
Worksheet 2.6B      A journalist's report  
Worksheet 2.6C      Whose side of the story?

### Preparation

For Part C step 3 and Part D step 1:

Large cards with text:

Patrick was annoyed. (x4)  
Fernando bought pans. (x4)  
Fernando didn't get three quotes.  
Fernando didn't test the printer.  
Fernando bought the stationery from his uncle's shop.

Small blank cards and small cards with text:

because  
so  
That's why  
Therefore

### Context

This session continues the story of Patrick and Fernando from Session 2.5. We look at how the media can colour events and readers' views by selective and biased reporting.

The session includes a general discussion about the Sri Lankan press. Trainers should be aware that Lakehouse publishers (Associated Newspapers of Ceylon) are state run. Lakehouse publishes in all three languages (*Daily News* and *Sunday Observer* in English; *Dinamina* and *Silumina* in Sinhala; and *Dinakaran* in Tamil). The English and Sinhala Lakehouse publications have the highest circulation in their fields). The highest circulation Tamil newspaper is *Virekesari*, published by Express newspapers.

Readers need to be aware of potential partiality by the journalists, editors or publishing house of the newspapers they read and that there are always two sides to every story.

## Part A Warmer

20 minutes

### Step 1 20 minutes

Put participants into four teams (A, B, C and D) and draw up a scoreboard. Display **Resource 2.6A**. Tell the group that you will read a definition and they have to identify the word from the list displayed. They can only say the word when it is their team's turn. If they say the word out of turn, they lose a point.

Play the game: read a definition from the list below to team A; if they say the correct word, they get 1 point, and then it is team B's turn. If team A are wrong, team B get a chance to answer the question and so on. For the last two words, anyone can put up their hand if they can give a definition of the word. Ask the first person to put up their hand to define the word. If they are correct, award their team a point. The winning team is the one with the most points.

After the game, draw attention to **worksheet 2.6A**. Encourage participants to write example sentences for the new vocabulary in the consolidation session.

Refer to  
vocabulary  
recording,  
Session 1.2

Word	Pronunciation	Definition
annoyed (adj.)	/ə'noɪd/	angry
commission (n)	/kə'mɪʃən/	the money the 'middleman' makes when they arrange a sale or deal
creation (n)	/kri'eɪʃən/	the act of making something
destruction (n)	/dɪs'trʌkʃən/	the act of destroying something
livelihood (n)	/'laɪvliːhʊd/	your job or thing that provides the money you need to live
to mishear (v)	/mɪs'hɪə/	to hear something incorrectly
a procedure (n)	/prə'si:dʒə/	a way of doing things
to purchase (v)	/'pɜ:tʃəs/	to buy
a quote (n)	/kwəʊt/	an estimate or price
to quote (v)	/kwəʊt/	to say or write exactly what someone else has said or written
resignation (adj)	/rezɪg'neɪʃən/	the letter you write when you leave a job is a _____ letter
scared (adj.)	/skeəd/	afraid, frightened
stationery (n)	/'steɪʃənri/	pens, papers, pencils are all examples of this
to terrorise (v)	/'terəraɪz/	to make people afraid, usually by using or threatening violence

## Part B Reading

55 minutes

### Step 1 10 minutes

Pre-reading task: Participants look at **worksheet 2.6B**. Ask participants where they expect to see this kind of text to elicit *in a newspaper*. Participants discuss the pre-reading questions (Pre-reading activity, **worksheet 2.6C**) with a partner.

**Step 2**  
15 minutes

Feed back as a whole class. Points to draw out of the discussion are:

- being aware of the publishing group and its political affiliations enables us to notice partiality (e.g. Lakehouse publishers are state-run).
- freedom of the press is a key characteristic of a democratic society.
- the role of the press in a democratic society is to present the facts about matters of public interest and stimulate debate about current issues. Censorship in the press means the public does not have full access to the facts and therefore is unable to make informed decisions about such issues.

Trainer may feed in:  
partial/impartial,  
biased/unbiased,  
or one-sided  
at this point.

Link to  
transparency  
and good  
governance

**Step 3**  
15 minutes

Ask participants to scan the text in **worksheet 2.6B** to look for any names they recognise (Fernando and Patrick). Refer back to **Session 2.5**.

Link to Session  
2.5

Participants read the text and answer the questions in Reading activity A on **worksheet 2.6C**. Feed back as a whole class.

---

### Answers

- 1 He is scared of his boss.
  - 2 Yes.
  - 3 He comes to work on time and completes his tasks.
- 

**Step 4**  
15 minutes

Check understanding of the word *quote* (Part A, step 1). Elicit definitions when it is a noun and when it is a verb.

Participants discuss the questions in Reading activity B (**worksheet 2.6C**) in pairs. Feed back as a whole class.

---

### Answers

- 1 *Another* implies that this is one in a series of incidents involving INGOs and locals.
- 2 *Terrorised* makes the situation sound very serious. It sensationalises the issue.
- 3 The journalist quotes Fernando.
- 4 The journalist has probably not spoken to Patrick. The implication is that the journalist does not want to present Patrick's side of the story.
- 5 The staff and readers of the *District News*.
- 6 The use of *we* involves the reader directly in the incident. The aim is to make the reader feel personally affected and, therefore, on Fernando's side.
- 7 No, we have not heard Patrick's side of the story, nor an impartial observer's.
- 8 To use bad publicity to put pressure on the INGO to treat its local staff better because the journalist/the paper is anti-INGOs.

The word  
*terrorise* may  
need further  
explanation. It  
may be familiar  
but not properly  
understood.

## Part C Listening

20 minutes

**Step 1**  
5 minutes

Explain to participants that they are going to hear a conversation between Patrick and Chandra, who is the director of FLO. Ask the gist question:

*Why does Chandra want to talk to Patrick?*

Play the tape up to the stopping point indicated on the tapescript (**resource 2.6B**). Feed back for the answer:

*Because Fernando has handed in his resignation.*

**Step 2**  
10 minutes

Direct participants to Listening activity A on **worksheet 2.6C**. Participants try to complete column 1 from what they can remember in Session 2.5. Play the rest of the tape once for participants to check and complete column 1. Feed back. Play tape a second time for participants to complete column 2.

[Link to Session 2.5](#)

### Answers

	What did Patrick ask Fernando to buy?	Why was Patrick annoyed?
1	Fans	Fernando bought pans.
2	A filing cabinet	Fernando didn't get three quotes.
3	Printer	Fernando didn't test the printer.
4	Stationery	Fernando bought the stationery from his uncle's shop.

**Step 3**  
5 minutes

Feed back on answers for column 2 using flashcards as a board display:

Patrick was annoyed	because	Fernando bought pans.
		Fernando didn't get three quotes.
		Fernando didn't test the printer.
		Fernando bought the stationery from his uncle's shop.

Elicit/explain that the word *because* is used to give a reason and that it links together two clauses within one sentence.

## Part D Language focus

25 minutes

**Step 1**  
15 minutes

Use flashcards to present *because*, *so*, *that's why*, *therefore* as a board display:

Patrick was annoyed	because	Fernando bought pans.	S/W
Fernando bought pans,	so	Patrick was annoyed.	S/W
Fernando bought pans.	That's why	Patrick was annoyed.	S
Fernando bought pans.	Therefore,	Patrick was annoyed.	W

Build up the display gradually. Elicit the order and have the participants use additional small blank cards to adjust punctuation. Highlight which connectors link two clauses within one sentence and which link across two sentences. Have participants identify which linking words are used mostly in spoken English (S), which in written (W) and which in both (S/W).

Allow time for participants to record the display.

**Step 2**  
10 minutes

Participants write parallel sentences about items 2–4 (in column 1 of Listening activity) – that is, they write three sentences for each item using *so*, *that's why* and *therefore*, as in the board display in part D step 1 above.. Participants check answers with a partner.



## Session 2.7 Armed conflict and development

### Learner objectives

By the end of this session participants will be able to:

- listen and read for detailed information
- ask questions in the past simple using subject and object questions
- explain links between poverty, armed conflict, development and good governance.

### Time

90 minutes

### Session overview

A Vocabulary and speaking: Armed conflict	40 minutes
B Listening: Armed conflict and development	10 minutes
C Language focus: Subject-oriented questions	40 minutes

### Resources

Resource 2.7A	King Hussein 1 quote (OHT)
Resource 2.7B	Answers given (cut-ups, 4 cards)
Resource 2.7C	Tapescript 2.7

### Worksheets

Worksheet 2.7A	Armed conflict and military spending
Worksheet 2.7B	Military spending: text

### Context

This session introduces the topic of armed conflict and provides an introduction to the subsequent sessions on the effects of armed conflict on children and IDPs. It links back to the unit on the economy, and forward to the unit on human development.

Wars today are mostly concentrated in the poorest countries. Poverty is part of the cycle that creates and perpetuates violent conflict – and violent conflict feeds back to reinforce poverty. However, low incomes alone do not explain armed conflict. Deprivation, inequality, social discrimination, corruption and misrule are all more likely to drive people to arms. In a quarter of the roughly 50 wars and armed conflicts active in 2001, resource exploitation played a key role (e.g. diamonds in Angola and Sierra Leone). A poor country with weak infrastructure, few options for making money and possessing significant 'lootable' resources is four times more likely to experience war than a similar country without them.

The listening activity and second reading activity make links between military spending and (lack of) human development. It concludes by making a link between military spending and good governance.

## Part A Vocabulary and speaking: armed conflict 40 minutes

Step 1  
5 minutes

Display **resource 2.7A**. Elicit/teach unknown vocabulary. Participants discuss the quote with a partner and attempt to fill the gaps. Check answers.

Language link to Sessions 1.7 and 1.9: giving opinions, agreeing and disagreeing

---

### Answers

- 1 gun
  - 2 war
- 

Explain that in this session participants will look at the connection between armed conflict and development and that this will be followed by sessions looking at the effects of armed conflict on children and their families.

#### Step 2 5 minutes

Pre-teach/check the meaning of *weapons, arms, firearms, a gun, the military, civilians*. Point out that *arms* is used in the plural form in this context. Contrast *weapons of mass destruction* (e.g. nuclear and chemical weapons) with *small arms* (guns, rocket propelled grenades, etc.).

Elicit the word family, *arms* (noun), *armed* (adjective), *to arm/disarm* (verb).

Participants complete the Vocabulary activity on **worksheet 2.7A**.

---

### Answers

- 1 weapon
  - 2 firearm
  - 3 arms
  - 4 small arms
- 

#### Step 3 15 minutes

Explain that participants are going to complete a quiz. They have to discuss the questions and agree on the answer. Elicit that they will need to do this using the phrases they have studied before for asking for and giving opinions, agreeing and disagreeing.

Participants work in pairs and discuss the questions in Speaking activity A on **worksheet 2.7A**. Set a 10-minute time limit.

Participants compare their answers in small groups.

#### Step 4 5 minutes

Check answers as a whole class. Use the notes below to provide additional information for each answer.

---

### Answers

- 1 42.

Since the end of the Cold War (marked by the fall of the Berlin Wall in 1989) there have been more than 120 conflicts worldwide. The end of the Cold War marked a change in the types of conflict waged and how they were financed. Today, most conflicts are between people within the same country, not between countries. Reasons include feelings that problems are not being addressed, religion or ethnic origin, resources, etc.

- 2  $\frac{2}{3}$  (22 of the 32 countries).

Point out that the poorer the country, the more likely it is to suffer from violent conflict. Where development succeeds, countries become progressively safer from violent conflict, thus making subsequent development easier.

- 3 1 in 3.

An average of 22 billion US dollars a year is spent on arms by countries in Africa,

Asia, the Middle East and Latin America – a sum that would otherwise enable those countries to be on track to meet the Millennium Development Goals of achieving universal primary education, as well as targets for reducing infant and maternal mortality.

4 90%.

5 2 million.

A further 4 million children have become disabled. Nearly half of all refugees worldwide are under 18, and across the globe, an estimated 25 million children have been uprooted from their homes as a result of war.

6 300 000.

In addition to those who carry arms, or have done so in the past, a child soldier is any person under 18 years of age who is part of any kind of armed force or armed group in any capacity. This includes but is not limited to cooks, porters, messengers and anyone accompanying such groups as well as girls recruited for sexual purposes. The issue of child soldiers is explored in Session 2.8.

7 15.

The UN Convention on the Rights of the Child generally defines a child as any person under the age of 18, but was adopted in 1989 with the lower age of 15 as a minimum for recruitment and use in hostilities. (Part three of Article 38 states: 'Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18, parties shall endeavour to give priority to those who are oldest.'). However, in 2000, the UN General Assembly agreed an optional protocol that raised the minimum age from 15 to 18 years of age for all participation in hostilities, all **forced** recruitment or conscription, and all recruitment (i.e. including voluntary recruitment) by **non-state armed groups**. This treaty, called the Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict, came into force on 12 February 2002. Sri Lanka has ratified the protocol, making it legally binding to observe this law.

8 44%.

Even with rapid progress after peace, it can take a generation or more just to return to pre-war living standards. And again, the link between poverty and conflict is not a question of income or material hardship alone, but when deprivation is coupled with injustice and stark inequalities, history has shown that armed conflict, terrorism and other violence are not far behind.

#### Step 5 10 minutes

Participants discuss the questions in Speaking activity B.

Note: These questions are intended to encourage participants to engage with the information in the quiz. They also provide a link with the Listening activity about spending on arms and development.

Monitor the groups, feeding in vocabulary as required.

---

#### Possible answers

You can also refer to the additional information in the answer key above.

1 The more money that is spent on conflict, the less there is to spend on health and education. Education, access to water, and respect for diversity are powerful tools against conflict.

Where development fails, countries can become trapped in a vicious circle: war wrecks the economy, reinforcing poverty. Poverty in turn creates and perpetuates violent conflict. It should be stressed that low incomes alone do not explain armed conflict. Instead, deprivation, inequality and social discrimination are more likely to drive people to arms.

2 Before the end of the Cold War, wars were generally waged between countries and involved national armies engaging in conventional warfare using heavy equipment.

Since 1989, most wars have been between people in the same country (civil war) and civilians are therefore more likely to get caught up in the conflict. The massive increase in the use of small weapons, especially landmines, results in more deaths and injuries to the civilian population. However, according to the 2005 UNDP Human Development Report, many more people in these conflicts die from disease and malnutrition caused or increased by armed conflicts than from bombs, bullets and bayonets. This is because during conflict, food supplies and health facilities are disrupted, water supplies are damaged, refugees may be living in cramped shelter where disease is prevalent, etc.

- 3 Ideas might include increasing aid and targeting it better; increasing transparency and scrutiny of the revenue derived from natural resources; tracking natural commodities to keep the money away from rebel groups; improving post-conflict peace-keeping; disarming, demobilising and reintegrating former combatants.

## Part B **Listening: armed conflict and development**

10 minutes

**Step 1**  
5 minutes Participants read the statements in Listening activity A. Check vocabulary. Elicit/explain relevance of 2015 (*the deadline set by UN for achieving Millennium Development Goals*). Participants fill in the gaps.

**Step 2**  
5 minutes Play **tape 2.7**. Participants listen to check their answers (Listening activity B).

### Answers

- 1 12 million
- 2 \$1000 billion
- 3 \$760 billion
- 4 one-third

## Part C **Language focus: subject-oriented questions**

40 minutes

**Step 1**  
5 minutes Put the following two questions on the board. Elicit the answers and write them up.

- 1 Who spent the money? *The government*
- 2 What did the government buy? *Weapons*

Do a concept-check to briefly revise the normal way questions are formed in the simple past (the second question on the board) and then focus on subject-oriented questions (the first question on the board). Ask:

*In the first question, does 'Who' refer to the government or the weapons? (the government) So does 'Who' refer to the subject or the object? (the subject)*

*In the second question, does 'What' refer to the government or the weapons? (the weapons) So does 'What' refer to the subject or the object? (the object)*

Language link to  
Session 1.5:  
present simple  
questions;  
Session 2.4:  
past simple  
questions

*In the first question, when the question word refers to the subject, do we use 'did'?(No) Do we use the infinitive 'spend' or the past simple 'spent'?*  
(spent)

*In the second question, do we follow this rule when the question word, 'Who' or 'What' refers to the object? (No) What do we do? (Use 'Who/What did + subject + base form of the verb')*

*Which question type is more common? (the second one)*

*Can the question words 'When', 'Where', 'Why' ever refer to the subject as in question 1? (No)*

Note: At this level, and for this session, *Who* and *What* subject-oriented questions are practised. It is possible to form subject-oriented questions with *How much/many* (e.g. How many civilians died? How much killing went on? and with *Which things* (e.g. Which services suffer?), but practising these as well becomes too much for this session.

- Step 2** Divide participants into four groups and assign each group a different section of  
**10 minutes** the text to read on **worksheet 2.7B** (group 1, India and Pakistan; group 2, Nepal; group 3, China; group 4, Burma). Give each group the relevant exercise cut-up from **resource 2.7B**. Participants read their text and then formulate the questions that go with the text, using the verbs in brackets and the answers given to help them (Language focus activity A). Participants each keep a copy of the questions they have formulated by writing them down in their exercise books. Monitor and correct their questions for accuracy. Note that the answers given may prompt more than one correct question.

---

### **Possible answers**

#### India and Pakistan

- 1 Who increased their defence budget by nearly 4% / to \$4.2 billion in 2006?
- 2 Who increased their defence budget by nearly 8% / to \$22 billion in 2006?
- 3 Why did they increase their defence budgets?
- 4 How much of the region's defence spending do India and Pakistan account for?

#### Nepal

- 1 How much of the budget did the government of Nepal spend on defence in 2006?
- 2 How much did they/Nepal spend on agriculture (in 2006)?
- 3 What percentage of the population/people depends on farming?
- 4 Who controlled the country and the (defence) budget in 2006?

#### China

- 1 Who increased its defence budget to more than \$36 billion in 2006?
- 2 How much did they/China increase it by?
- 3 What happened in January 2007?
- 4 What causes international concern/other countries to worry about China?

#### Burma

- 1 Who controls the budget?
- 2 In the late 1990s, how much of the national budget did they/Burma's military government/the government spend on the army/on defence?
- 3 How much did they spend/admit to spending on health?
- 4 Who ranked them 190 out of 191 countries/at the bottom of the list for healthcare delivery?

- Step 3**  
**10 minutes** Cross-group participants. They take it in turns to get others in their new groups to read their section and answer the questions they have prepared.
- Step 4**  
**15 minutes** Participants discuss the four questions in Language focus activity B. Encourage them to draw on the answers to the questions they asked and answered through the Language focus activity A to justify their ideas. Conclude by drawing out the links between military spending, armed conflict, poverty, good governance and development.

---

### **Possible answers**

- 1 The more money that is spent on conflict, the less there is to spend on development.
  - 2 It is hard to justify military spending in any of these countries. In Burma the conflict is internal – military expenditure is used to control its own people. Burma has faced no credible external threat since World War II when the then British colony was a battleground between Japanese invaders and Allied forces. Therefore, the massive influx of new weaponry is unnecessary to deter foreign enemies. The government of Nepal has spent millions of dollars fighting a Maoist insurgency for the past decade, thus taking money away from much-needed rural development. The lack of rural development has in turn turned the people towards the Maoists, thus strengthening their movement. (After popular uprisings in 2006, the Maoists joined the government in 2007). India and Pakistan are locked in an arms race, fearing attack from each other. China continues to build up arms although it has not engaged in military conflict for two decades. (There is concern in the international community that China may be building up arms in preparation for an attack on Taiwan).
  - 3 In Sri Lanka, funds that should have been spent on welfare, health and education have been diverted to the ongoing war. As a result, approximately 22% of the population lives below the poverty line.
  - 4 Money comes from the Tamil diaspora in North America, Europe and Australia to fund one side while the US, India, Israel and Pakistan, among others, support the other. Indirectly, the conflict has been supported by foreign aid which has paid for relief, rehabilitation and development over the years, freeing up more state funds to be spent on the military. In addition, a great deal of Sri Lanka's foreign debt was written off after the tsunami, enabling the government to increase military spending.
- Possibly the only people to benefit from the conflict are the arms dealers and the corrupt politicians who make commission from the sales.
-

## Session 2.8 Armed conflict and children

### Learner objectives

By the end of this session participants will be able to:

- use prediction to aid comprehension of a listening text
- identify gist and details in an extended listening text
- ask questions using subject and object questions
- describe the challenges involved in reintegrating formerly abducted children and suggest action to facilitate the reintegration process.

### Time

90 minutes

### Session overview

A Vocabulary: Effects of armed conflict on children	20 minutes
B Listening: Child soldiers	50 minutes
C Speaking: Reintegration	20 minutes

### Resources

Resource 2.8          Tapescript 2.8

### Worksheets

Worksheet 2.8          Armed conflict and children

### Context

This session looks at the effects of armed conflict on children and especially the issue of child soldiers. Both sides of the armed conflict in Sri Lanka have been charged with child conscription by the international community.

There are an estimated 300 000 child soldiers in the world today. In addition to those who carry arms, or have done so in the past, a child soldier is any person under 18 years of age who is part of any kind of armed force or armed group in any capacity; for example, cooks, porters, messengers, etc. (See Session 2.7 regarding the age limits of 15 and 18 in this respect).

The ranks of child soldiers are often swelled by armies abducting or forcibly recruiting children. Other children are driven to 'volunteer' by poverty, abuse or discrimination, or to seek revenge for violence enacted against them or their families. If children become separated from their families, displaced from their homes or live in combat areas, they are more likely to become child soldiers – often armies are the only places children can find shelter, food and 'protection'. Furthermore, children may 'volunteer' in response to cultural, social and political pressures, unaware of the dangers and abuses they will be subjected to.

The session explores measures to help former child soldiers reintegrate with their families and communities. Responsibility for this task rests with the Department of Probation and Childcare in the Ministry of Social Welfare. However, there are currently few government programmes that address the needs of this special group. Some work has been carried out by INGOs and UNICEF though this has been very limited. UNICEF's work includes monitoring the use of child soldiers and developing better child protection to prevent more children being pulled into armed service.

Current plans for programmes to aid the reintegration of former child soldiers include setting up community-based programmes such as children's clubs, the provision of catch-up classes and vocational skills training, and using children as advocates to lobby against the use of child soldiers through, for example, child parliamentary groups.

## Part A Vocabulary: Effects of armed conflict on children

20 minutes

**Step 1**  
3 minutes Explain that in this session participants will explore the effects of armed conflict on children. They will listen to a radio interview about the problem of child soldiers and discuss how to help reintegrate these children into the community.

**Step 2**  
17 minutes Participants work in groups of three to complete the Vocabulary activity on **worksheet 2.8**. Monitor groups and feed in further vocabulary as required. Make notes of common problems with meaning, pronunciation and use of vocabulary and deal with them as a whole class.

There is no answer key for this activity as participants will talk about the effects of armed conflict from their own experience. The trainer should focus on correct use of the vocabulary while remaining sensitive to this fact.

Note: Avoid in-depth discussion of the passive voice at this stage by treating *to be orphaned*, *to be abducted* and *to be traumatised* as verb patterns or phrases.

## Part B Listening: Child soldiers

50 minutes

**Step 1**  
15 minutes Introduce the listening activity. Explain that participants will listen to a recording of an interview with the director of an NGO called Children in Conflict. The director is being interviewed for a British radio programme about her work with child soldiers. It should be stressed that the speaker is talking about child soldiers around the world and not specifically in relation to Sri Lanka.

Participants work in pairs to predict the questions that the interviewer will ask about child soldiers (Pre-listening activity on **worksheet 2.8A**). Monitor pairs and ask guiding questions as necessary.

If necessary, review the rules for subject and object questions. Point out that questions in the present simple follow the same rules as for the past simple as presented in Session 2.7, for example:

*Why do children agree to serve in armed forces?*

*What happens to the children when the conflict is over?*

**Step 2**  
10 minutes Participants listen to the first part of the interview (**tape 2.8**), up to the first pause indicated on the tapescript (**resource 2.8**). They identify which of their questions were addressed (Listening activity A on **worksheet 2.8A**). Encourage participants to identify similarities between their questions and those on the tape, for example:

*How big is the problem of child soldiers?*

and

*How many child soldiers are there?*

Elicit any questions that the participants did not predict.

This activity practises subject/object questions which were introduced in the previous session.



---

## Answers

Questions asked are:

- How big is this problem (of child soldiers)?
  - Why would anybody use children in the military?
  - Why do children agree to serve?
  - Do you mean they're recruited by force?
  - Those who choose to join the army, do they really know what they're doing?
  - What do the children experience when they join the military?
  - Are girls involved too?
  - What happens to children who've been exposed to these terrible experiences?
- 

**Step 3**  
**10 minutes** Participants discuss the answers to the questions in pairs. Encourage participants to listen to the first part of the tape again to get the answers.

**Step 4**  
**15 minutes** Participants read the list of words in Listening activity B and check comprehension.

Play **tape 2.8** up to the second pause indicated on the tapescript (**resource 2.8**). Participants tick the problems that are discussed and note examples given.

---

## Answers

Problems discussed are:

- Rejection: they are feared because they've committed violence; young girls may have had sexual experiences so their families are ashamed of them.
  - Discrimination: they can't get job because they are not trusted.
  - Psychological effects: they've only known a life of war so 'normal' life isn't possible; they don't feel they 'belong' in 'normal' society.
  - Physical effects: they may be left with physical disabilities and therefore unable to earn living.
  - Unemployment: it's difficult to get a job because people fear them and don't trust them.
- 

As a whole class, briefly discuss if the problems are the same in Sri Lanka or different (Listening activity C). For example, ask if it is true that sexual abuse of girls is common in Sri Lanka.

## Part C Speaking: Reintegration

**20 minutes**

**Step 1**  
**15 minutes** Before listening to the final part of the tape, participants work in groups of four to discuss what action can be taken to reintegrate former child soldiers in the North and East (Speaking activity A). They should include action that is already being taken and discuss which department(s) within the Northern and Eastern Provincial Councils is/should be responsible. They make notes in the table in Listening activity A.

**Step 2**  
**5 minutes** Play the final part of the interview. Participants compare their ideas with those given on the tape.

---

## Answers

Activities mentioned in the interview include:

- catch-up education
  - vocational skills training
  - community meetings/discussions
  - counselling (individual and family)
  - community interaction through sports and other events.
-

## Session 2.9 Victims of conflict

### Learner objectives

By the end of this session participants will be able to:

- improve the visual impact of posters for presentations
- describe similarities and differences
- talk about victims of conflict.

### Time

120 minutes

### Session overview

A Using visuals in presentations	35 minutes
B Listening and language focus: Similarities and differences	35 minutes
C Speaking: Victims of conflict	50 minutes

### Resources

Resource 2.9            Tapescript 2.9  
Sets of blank flashcards and coloured pens  
Poster paper

### Worksheets

Worksheet 2.9A	Presentation skills
Worksheet 2.9B	Good and bad visuals for presentations
Worksheet 2.9C	ICRC and UNHCR: Similarities and differences
Worksheet 2.9D	Victims of conflict
Worksheet 2.9E	Tapescript 2.9

### Preparation

Display four posters around the room with the following headings written clearly in the same colour: **Organisation, Delivery, Visual aids, Body language**

### Context

The content of this session is based on internally displaced people (IDPs) as victims of conflict. Sri Lanka has a high number of victims of conflict. There are around 40 000 missing people from the JVP insurgency times in the 1980s and 1990s. Over 70 000 people have been killed in the conflict in the last 25 years. In the first quarter of 2007, there were around 400 000 IDPs living in camps in the north and primarily the east of Sri Lanka. Many IDPs in Sri Lanka are doubly displaced, in some areas displaced more than twice – by conflict, by the tsunami, by conflict again.

Cross-border refugees also exist in the Sri Lankan context even though this is normally more associated with conflicts in Africa. People escaping from the north and east have taken refuge in India – from Trincomalee alone, around 3000 left for Tamil Nadu in 2006. Some families try to pre-empt becoming victims of conflict and send their children to seek work abroad. The luckier ones find employment in the Middle East, Europe and North America, but many work illegally and become prone to exploitation and abuse of a different sort. These too are the victims of conflict.

Examples of IDP civilian camps in Trincomalee include the Clappenburg camp in China Bay, and Alles Garden camp in Uppuveli. As for the more acute examples of victims of conflict in Sri Lanka, human rights activists often refer to the Welikada Prison massacre in 1983 when over 30 Tamil, mainly political, prisoners were killed by Sinhalese inmates. Detention camps have also played a sinister role in the conflict and include the infamous Boossa Camp near Galle and Bindunuwara Camp near Bandarawela where a large number of young people held in detention were killed in a single incident in 1996.

IDPs receive support from a variety of international non-government organisations (INGOs) and this session includes a comparison of the work of the International Committee of the Red Cross (ICRC) and the United Nations High Commission for Refugees (UNHCR). ICRC has been in Sri Lanka for many years, advocating for political detainees and victims of conflict. UNHCR was phasing out during the ceasefire years – 2002 to 2004 – but became more active again after the tsunami and since then to assist IDPs in the renewed conflict. Government support for IDPs also exists but international organisations bear a great deal of the IDP costs. Some people argue that this stops the government from taking full responsibility for its own IDPs, and inadvertently prolongs the conflict.

The session also includes an introduction to presentation skills and the use of visuals, like posters, to enhance presentations. These skills are taken up again in Unit 3. The language focus is also relevant to presentation skills. It helps participants practise the function of describing similarities and differences and reviews spoken discourse markers for sequencing main points. At the end of the session, content, language and presentation skills are integrated when participants make their own presentations with posters, discussing similarities and differences of refugees and IDPs as victims of conflict.

## Part A Using visuals in presentations

35 minutes

### Step 1 15 minutes

Give a brief overview of the session.

Participants turn to **worksheet 2.9A**. Point out the four main presentation skills – *Organisation, Delivery, Visual aids, Body language* – and the sub-skills in the list that can be matched to them. Participants fill in the table.

Put participants into four groups and assign each group one of the four skill areas. Participants copy out onto individual flash cards the sub-skills in their column, using the same colour pen, clear handwriting, lower case letters (not capitals) and even spacing. Display four posters on pin boards around the room, one for each main presentation skill, all with clearly written headings (each with an initial capital letter), in the same colour and centred. Participants pin their flash cards on the correct poster.

### Answers

Organisation	Delivery	Visual aids	Body language
clear introduction	clear voice	good use of equipment	good facial expressions
main points stated clearly	relaxed and confident	relevant points visualised clearly*	good eye contact
use of signposts and connectors*	speed – not too fast or slow	reference made to visuals	good use of gestures
logically ordered ideas	good volume	consistent layout / format*	good posture
clear summing up	natural speech		good positioning

Point out that some of the sub-skills can belong under different headings (marked in the suggested answers above with an asterisk \*). For example, ‘relevant points visualised clearly’ can be categorised under Visual aids or under Organisation; ‘use of signposts and connectors’ can be categorised under Organisation or under Delivery.

Participants discuss in groups which presentation skills are easiest to improve and which are more difficult to improve. Explain that one of the objectives today is to improve the way they organise and use visuals for presentations.

**Step 2**  
10 minutes

Participants study the posters on **worksheet 2.9B**. In pairs, they discuss the good and bad points of the posters. Collect their opinions as a whole class.

### Possible answers

#### Poster A – Good points

- clear heading
- main points only
- clear margins and borders
- non-continuous text, bullet points
- consistent stems for each point
- ‘title case’ and mostly lower case
- neat and accurate
- logical order and progression
- easy to read and understand

#### Poster B – bad points

- unclear heading
- too much writing
- crowded lines, no margins
- continuous text, like a report
- inconsistent stems and parts of speech
- capitals make it difficult to read
- untidy; mistakes, wrong use of hyphens
- disorganised, illogical
- not easy to distinguish main points

**Step 3**  
10 minutes

Put the following substitution table on the board and do a quick concept check to review comparatives, *-er*, *more...* and irregulars like *better*.

Poster A	is	clearer more organised better	than	Poster B
----------	----	-------------------------------------	------	----------

Add the verb *has* to the table and put the example *fewer mistakes*.

Poster A	is	clearer more organised better	than	Poster B
	has	fewer mistakes		

Elicit other adjectives and noun phrases and get participants to expand the substitutions in column three, for example:

*neater, easier to read, more organised, more accurate*, etc. to go with the verb *be*

*better information, clearer handwriting*, etc. to go with the verb *have*.

In pairs, participants use the substitution table to practise making comparisons about the two posters.

**Part B**  
35 minutes

## Listening and language focus: Similarities and differences

**Step 1**  
5 minutes

Tell the participants they are about to listen to a presentation about ICRC and UNHCR, their similarities and differences. If possible, elicit what the acronyms

stand for. If they don't know, or they disagree among themselves on the wording, don't tell them; let them find out by listening to the tape. In groups of four or five, participants discuss what they know about the work of ICRC and UNHCR.

Participants turn to **worksheet 2.9C**. Participants brainstorm and fill in the table on the worksheet with any similarities and differences they know about the two organisations (Listening activity A). Get them to refer back to Poster A in **worksheet 2.9B** for ideas.

**Step 2**  
**10 minutes**

Play **tape 2.9** all the way through. Participants listen to the presentation and tick any similarities and differences in their table which they predicted correctly (Listening activity B). As much as possible, they also add any similarities or differences that are new. After the first listening, quickly check the meanings of the acronyms ICRC and UNHCR and elicit the numbers – three similarities and two differences, but don't go into details. Participants discuss, share and compare the points that they heard and noted down. If there is a lot of disagreement about what the three similarities and two differences are, play the tape again so that they work out for themselves what the answers are, rather than have you tell them.

---

### Answers

Similarities:

- both are (well-known) international organisations
- both are non-political
- both are (providers of) humanitarian aid.

Differences:

- UNHCR is UN, ICRC is not
  - UNHCR works with refugees, ICRC works with a wider range of people.
- 

**Step 3**  
**10 minutes**

Participants discuss the key concepts and vocabulary in Listening activity C in their groups. They explain and define vocabulary for each other according to what was said on the tape. If necessary, play parts of the tape again for them to hear the words being defined by the presenter.

**Step 4**  
**10 minutes**

Tell participants they are going to look at connectors for talking about similarities and differences, so that they can use these in future in their own presentations. Participants work with a partner and complete Language focus activities A and B on **worksheet 2.9C**. Play the last part of the tape again for participants to check their answers (Language focus activity C).

## Part C Speaking: Victims of conflict

**50 minutes**

**Step 1**  
**20 minutes**

Put participants into two (or four) groups. Distribute **worksheet 2.9D**. Group(s) 1 (and 3) compare cross-border refugees and IDPs, group(s) 2 (and 4) compare IDPs in camps and IDPs staying with relatives.

Participants start by thinking of an example from their own knowledge or experience to illustrate their topic. Then they discuss the similarities and differences of the two types of victims of conflict they have to compare. They

**Skills link to**  
**Session 1.7,**  
**giving opinions**

brainstorm and organise their ideas. For Speaking activity B, participants design a draft poster, using Poster A from **worksheet 2.9A** as their model. Monitor and check their draft posters. Make sure the organisation of ideas is clear, and that the word stems for the main points on their posters all follow the same part of speech.

While one or two participants from each group write out the poster neatly, the rest of the group choose a presenter and help him or her to prepare to present their ideas (Speaking activity C). They use the emboldened words in **worksheet 2.9E** (tapescript 2.9) as signposts to organise their presentation.

Language link –  
Session 1.9,  
signposting

Monitor to help them include connectors: for similarities – *both, and, also*; for differences – *However, but, while*.

Help participants to include signposts: *Let's start by looking at the similarities, Let's look at the differences, First, secondly, thirdly, finally, the first main point is ..., the second main point is ...*

You can also remind them to use comparatives *-er, more-, better ... than*

Monitor and check the main ideas they come up with. Work with each group to bring out the discussion points below, if they do not arise of their own accord. Feed in vocabulary, such as *displacement, dependency, disempowerment, food security, privacy, vulnerability*, as necessary.

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### Possible answers

#### Discussion points

##### 1 Cross-border refugees compared to IDPs

**Example:** People from Trincomalee fled to India in 2006 after unrest in Trincomalee town and the shelling of Muthur and Sampoor. Those who fled tended to be those who had most recently returned from India following the ceasefire in 2002. Those without the experience of going to India or with no connections there tended to move or be moved into camps.

**Similarities:** All are victims in that it is not their fault they are where they are; loss of home, possessions, family; displacement; dependency, disempowerment, vulnerability; living in camps including problems of food security, privacy (especially for women); not in control of whether they remain or return; transport and communications problems; psycho-social issues; institutionalisation, etc.

**Differences:** Cross border refugees: lack of legal status, asylum seekers, illegal immigrants. IDPs: attracting less international attention; less isolated/alienated but perhaps more vulnerable? More prone to abduction and forced recruitment.

##### 2 IDPs in camps compared to IDPs staying with relatives

**Example:** Directly after the December 2004 tsunami, there were over 800 000 displaced people, more than half of whom went inland to stay with relatives. Those with no-one to go to sought refuge in camps all around the Island – in schools, religious and community buildings, etc.

**Similarities:** Mainly as above.

**Differences:** IDPs staying with relatives: better food security, job opportunities, support structures, well being. Easier for governments to 'hide' real figures of IDPs staying with relatives – they attract less international attention

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#### Step 2 15 minutes

Presenters take turns to present their group's similarities and differences, using the poster they have made to emphasise the main points. Each group has only 5 minutes to present. While each presenter is speaking, the other members of

the same group sit at the back to observe and evaluate the presentation, using the checklist on **worksheet 2.9D**. The rest of the class are the audience. Observers fill in the checklist by ticking the columns ‘Good’ or ‘Can improve’ for each of the criteria, and then adding any comments in the third column.

At the end of the two (or four) presentations, provide feedback on the *content* of the presentations only, and emphasise what all victims of conflict have in common, rather than their differences. Do not give feedback on the presenter’s presentation skills.

**Step 3**  
**15 minutes**

Participants then go back into their groups and evaluate their presenter’s presentation skills, starting with comments from the presenter, and then using the checklist in **worksheet 2.9D** to add comments from the observers.

Monitor and make sure the feedback in each group focuses on the most important presentation skills. Help participants avoid any kind of accusatory feedback or too much focus on the one who delivered it. Encourage them to praise as well as to criticise. Get them to shift their criticism from ‘*You shouldn’t have done that*’ to action points for the future:

*Next time we should ...; We could try ...*

Encourage them all to take responsibility for the presentation – using *we* instead of *you* – because they planned it together.

Wrap up the session by summarising the main strengths and areas to improve in their presentation skills from what you and the observers observed. Limit your feedback to points that help the whole class improve their presentation skills.



# Session 3.1 The Millennium Development Goals

## Learner objectives

By the end of the session participants will be able to:

- explain the Millennium Development Goals (MDGs) and their relevance to Sri Lanka
- make predictions using *will*
- compare Sri Lanka specific goals to MDGs.

## Time

90 minutes

## Session overview

A Speaking: Development goals	65 minutes
B Vocabulary	25 minutes

## Resources

Resource 3.1A	Development warmer (cut-ups, 1 card per participant)
Resource 3.1B	Millennium Development Goals (OHT)

## Worksheets

Worksheet 3.1	The Millennium Development Goals
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## Background reading

UN Country report on Sri Lanka's achievements with regard to the MDGs:  
[www.mdg.lk/country\\_report](http://www.mdg.lk/country_report)

## Context

The Millennium Declaration was signed by 189 leaders, including 147 Heads of State and Government, in September 2000. The eight Millennium Development Goals (MDGs) come from that declaration. The aim of the goals is to reduce poverty worldwide. The hope is that by having a common framework, governments and organisations can focus on specific areas of need and coordinate better with one another.

The date set for the achievement of the goals is 2015. Each goal has a number of specified, measurable targets which should be met by that date. For each target, there are a number of indicators through which the achievement will be measured.

Worldwide progress towards meeting the goals has been slow and disappointing. Sri Lanka, however, seems to be making good progress and is on target to meet many of the goals. However, different groups within Sri Lankan society have very different levels of social and economic well-being, based on gender, rural/urban, region and ethnicity. National statistics hide these wide disparities. The fact that the MDGs fail to draw attention to this is one of their weaknesses.

This session aims to familiarise participants with the MDGs and consider how relevant they are to Sri Lanka.

## Part A Speaking: Development goals 65 minutes

### Step 1 15 minutes

Distribute **resource 3.1A** (one card per participant). Participants form groups of four by spelling the word *development*. Participants sit down in their new groups.

In groups, participants write a definition of development. Set a time limit of 3 minutes.

Distribute poster paper and marker pens. Groups write their definition on the poster and display.

Draw out similarities between the posters; for example, definitions that include the idea of creating something new, the idea of creating something bigger and better, the idea of improving society or the economy of a country, the idea of personal development or empowerment, the idea of improving the quality of life. Explain that it is development with the meaning of improving the economic situation, living standards and opportunities for people and countries that is explored in this session.

**Step 2**  
**15 minutes**

Introduce the idea of participants turning their own community into an ideal community. Encourage them to create a vision of what that community would be like. Elicit a few ideas, for example:

*Everyone will have a job.*

*Everyone will have enough food to eat.*

*Nobody will be hungry.*

Highlight the use of *will* for predicting the future.

In groups, participants brainstorm their ideas using the stem

*Everyone/nobody will ...*

Encourage participants to be visionary yet realistic. One person in the group records the ideas. Set a time limit of 5 minutes.

Groups rank their ideas and choose the eight highest development priorities in their community. They record them on a poster.

**Step 3**  
**10 minutes**

Display posters. Participants move around the room and read the posters. They identify similarities with their ideas as well as new ideas.

Briefly elicit the topics that are covered by the posters:

*health, education, human rights, participation, equality, etc.*

**Step 4**  
**10 minutes**

Explain that participants are going to discuss the Millennium Development Goals (MDGs) but that first they will do a quiz to see how much they know about them.

Participants complete the multiple-choice quiz on **worksheet 3.1**. Feed in the background information to the MDGs as you check answers to each question. Note: The amount of information given will depend on what participants already know about the MDGs.

---

### Answers

- 1 2000  
The MDGs are an agreed set of goals drawn from the actions and targets contained in the Millennium Declaration that was adopted in September 2000. The declaration covers issues of peace, security and development, including the environment, protection of vulnerable groups, human rights and governance. The declaration consolidated a set of inter-connected development goals into a global agenda. The purpose of the goals is to help governments and organisations focus on the areas of need. Although human rights is not among the goals, it cuts across all the goals.
- 2 UN member states  
The Millennium Declaration (and the subsequent MDGs) was adopted by 189 world leaders during the UN Millennium Summit in 2000. As a whole, the MDGS represent

a partnership between developed and developing countries ‘to create an environment – at national and global levels alike – which is conducive to development and the elimination of poverty’. It recognises that the MDGs can only be achieved if *all* actors work together and do their part. Poor countries have pledged to govern better, and invest in their people through healthcare and education. Rich countries have pledged to support them through aid, debt relief, and fairer trade.

- 3 2015  
The baseline for most of the MDG targets was set as 1990.
- 4 To reduce poverty.  
The Millennium Declaration committed to ‘free all men, women and children from the abject and dehumanizing conditions of extreme poverty’ by 2015. It should be noted that the declaration refers to *extreme* poverty and does not commit to eradicating poverty.
- 5 Eight  
The eight MDGs provide an integrated, goal-oriented framework for poverty reduction. They are the first set of goals shared by developing and developed countries alike. They address a variety of issues such as the promotion of education, maternal healthcare, gender equality, poverty reduction policies, child mortality, AIDS and other fatal diseases. The eight goals are general objectives (e.g. improve maternal health) whereas the 18 targets are specific aims (e.g. reduce maternal mortality by three-quarters).

**Step 5** Display the MDGs (**resource 3.1B**). Tell participants not to worry about new vocabulary at this stage. In pairs, they decide what area of development each goal focuses on.  
**15 minutes**

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### Answers

- |       |  |
|-------|--|
| MDG 1 | Poverty                                    |
| MDG 2 | Education                                  |
| MDG 3 | Equality                                   |
| MDG 4 | Health                                     |
| MDG 5 | Health                                     |
| MDG 6 | Health                                     |
| MDG 7 | Environment                                |
| MDG 8 | Cooperation / participation / consultation |
- 

Ask or write the following question on the board:

How do these goals relate to the development priorities you discussed earlier?

Groups refer back to their goals and identify similarities and differences with the MDGs.

As a whole group, discuss the reasons for the differences. Elicit/make the following points:

- 1 *The MDGs are general and do not focus on the specific needs of individual countries. Having a common global framework may help to focus organisations on the main issues (they fall within the mandates of several UN agencies and development agendas of many donors) but it can also detract from the specific needs of individual countries.*
- 2 *Different groups within Sri Lankan society have very different levels of social and economic well-being, based on gender, rural/urban, region and*

**Links to similarities and differences, Session 2.9**

*ethnicity. Therefore goals may not only differ between countries but within a country. (Disaggregated data confirm that social indicators vary enormously within the same country and that national indicators hide wide disparities).*

## Part B Vocabulary

25 minutes

Step 1  
10 minutes

Participants read the MDGs and underline the key verbs (Vocabulary activity A on **worksheet 3.1**). Participants categorise the words according to their meaning (Vocabulary activity B). Monitor.

### Answers

Column 1 (↑)	Column 2 (↓)	Column 3
to improve	to eradicate	to achieve
to develop	to reduce	to ensure
to promote	to combat	

Note: Participants may put *to achieve* in column 1 or column 3; encourage them to justify their decision.

Elicit words to add to each column, for example:

*to encourage, to cut, to expand, to remove, to reach, etc.*

Step 2  
10 minutes

Participants form groups of three or four. They discuss the questions in the Speaking activity on **worksheet 3.1**. Encourage them to make links with previous sessions: question 1 makes links with Unit 1 (trade) and question 2 links with Unit 2 (conflict and development).

Monitor and make notes of common errors, especially using the verbs in step 1 above and *will* for prediction.

### Possible answers

- 1 Goal 8 makes it possible to negotiate better terms of trade and more and improved international assistance for social development.
- 2 Constraints include lack of investment due to conflict, disruption of normal lives and displacement due to conflict, etc.

Step 3  
5 minutes

Deal with common errors in whole class; for example, by writing sentences on the board and having participants identify and correct errors.

# Session 3.10 Education and independent learning

## Learner objectives

By the end of the session participants will be able to:

- relate theories of teaching and learning to their own learning experiences
- describe common problems in the national education system.

## Time

90 minutes

## Session overview

A Approaches to teaching and learning	55 minutes
B Adopting new approaches	35 minutes

## Resources

Cards and marker pens

## Worksheets

Worksheet 3.10A	Approaches to teaching and learning
Worksheet 3.10B	Summary of approaches
Worksheet 3.10C	Adopting new approaches

## Context

In this session, participants consider Sri Lanka's educational needs in the light of their own educational experience at school, university, and this STEPS course. They analyse some of the problems in the Sri Lankan secondary education system by comparison to learning and teaching on STEPS and the approaches described in the worksheets.

The session makes participants aware of specific criteria that ensure quality in a national education system, thus giving them a scientific framework for evaluation. Information on different approaches to teaching and learning enables participants, as public servants, to talk responsibly about possibilities not yet represented in the Sri Lankan school system.

In Sri Lanka, curriculum, textbooks and exams are developed by the National Institute of Education (NIE), a separate institution from the Ministry of Education. Problems in the system include many teacher vacancies in remote or difficult areas, untrained (volunteer) teachers, and out-dated approaches (specifically the absence of a competency-based, learner-centred system). This means students do not become independent, self-motivated, initiative-taking users of the knowledge and skills they study.

Consider the teaching of English at primary and secondary school: despite World Bank funding, there is little quality assurance in the textbooks – they tend to be outdated and obscure in vocabulary, topics and attitude, even the newly developed ones. At the same time, the language curriculum is idiosyncratic, not based on high-frequency vocabulary or grammar, even though international corpuses are commonly available. English teaching starts in the early primary years, and the levels continue to build with each new school year, but there is little revision or recycling of structures or vocabulary. By Grade 6, the level is already too high for most learners, especially those in rural areas, so there is a high drop-out rate. In addition, recent moves towards English-medium teaching of maths and science are beyond the capacity of most teachers and students outside Colombo. Politicians, however, continue to parade Singapore and Malaysia as models of English-medium education, with little regard to past language policy, or the time, money, resources and teachers needed to follow such models.

This session uses 'loop input'. Participants carry out a number of participatory, learner-centred group tasks such as peer-teaching by discussion. In addition, they reflect on yesterday's independent learning activity. To strengthen the loop, it is important to ensure that all participants are active and to minimise the trainer's talking time.

## Part A Approaches to learning and teaching

55 minutes

### Step 1 5 minutes

Participants write down the name of a teacher they remember. They mill around the classroom exchanging teachers' names and explaining to each other why they remember that particular person. Every time the trainer claps, they must move on to a new partner and discuss again. On the last clap, participants sit down with the partner they are talking to. Ask for a show of hands – those who remembered a teacher for a positive reason and those who remembered a teacher for a negative reason. Conclude by summarising whether the overall feeling in the class is positive or negative about their past education. Tell participants the session is about looking at different approaches to teaching and learning and discussing which ones are appropriate in Sri Lanka.

### Step 2 15 minutes

Divide participants into five groups. Each group reads one of the texts on **worksheet 3.10A**. They read quickly for gist, then discuss and clarify understanding. Participants work with a partner or their whole group to summarise the approach they have read about and fill in the relevant 'Description' box in the table on **worksheet 3.10B** (activity A). They leave all the other boxes blank.

### Step 3 25 minutes

Cross-group the participants. Each member of the new groups has a few minutes to explain to the others the approach they have read about. The others take notes and fill in the boxes in the 'Description' column of **worksheet 3.10B**. Together, they then match the key words and phrases to the approaches and fill in the third column (activity B).

Participants discuss which approaches relate to their experience at school and university in the Sri Lankan system, and which ones relate to STEPS (activity C). Monitor and check answers by eliciting examples group by group (to avoid a negative loop of teacher-centred 'right answer' checking, do not feed back as a whole class).

### Answers

Approach	Description	Key words and phrases	At school	On STEPS
<b>Traditional</b>	lectures teacher-centred	chalk and talk learning by listening	✓	
<b>Behaviourism</b>	drilling habit forming repeating	passive process rote learning learning by copying	✓	(✓)
<b>Cognitive</b>	processing information applying rules	critical thinking learning by thinking		✓
<b>Participatory, learner-centred</b>	peer teaching pair and group discussion focus on the learner task-based	group work, independence learning by doing		✓
<b>Humanistic</b>	providing a positive environment affective factors	emotions learning by feeling good	(✓)	✓

**Step 4**  
**10 minutes**

Participants discuss their own positive and negative learning experiences of the approaches they have just read about (activity D). Monitor to check their understanding of the approaches. Encourage them to avoid a black-and-white standpoint such as ‘traditional is bad’ or ‘behaviourism is bad’ by pointing out the language drills on the STEPS course are behaviourist, while tutorials at university can be very task-based and learner-centred. Point out the need for an eclectic approach – not a pendulum swing from traditional to humanistic – but a way of teaching and learning that incorporates the best of all the approaches. Steer conversations towards the importance of greater learner independence and the need for self-development, in preparation for the next part of the session.

**Part B**  
**35 minutes**

## Adopting new approaches

**Step 1**  
**10 minutes**

Divide participants into groups of 4–5. Have them quantify the strategies they identified for working out the meaning of unknown words from context in the self-study activity that was set the previous day.

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### Answers

- Use the headline, title, captions and non-textual clues to work out the context.
  - Read the text all the way through without stopping. Ignore words you don't understand and keep going to the end.
  - Eliminate proper nouns so these are not confused with key vocabulary. Use your general knowledge to try and identify what those proper nouns are – people, places, vehicles, etc.
  - Look for unknown words which are repeated in the text and compare the contexts.
  - Get clues from context by examining 5–10 words on either side of the word in question; usually the clues will be there.
  - Use grammar clues – prefixes and suffixes – to identify what part of speech the word is.
  - Once you think you've worked out the meaning, test your hypothesis by using a synonym (in English or in mother tongue), placing it where the difficult word is, and seeing if it makes sense.
- 

**Step 2**  
**10 minutes**

In their groups, participants reflect on the learning process they have just been through in this session and elicit that it was participatory, learner-centred, task-based and that using the strategies they have just listed for working out the meaning of words from context is the cognitive approach.

**Step 3**  
**15 minutes**

In small groups, participants discuss the questions on **worksheet 3.10C**. Encourage groups to work through the first five questions fairly quickly and spend most of the time on the last question. Participants prioritise the most important changes they would like to introduce to improve the Sri Lankan education system. Distribute blank cards and pens. Participants choose two main improvements from their list and write them on the cards. They pin their cards on the board.

Sum up participants' ideas by grouping their cards – putting similar ideas together, and distinguishing between content/curriculum/textbook improvements and process/methodology/teacher improvements.

Conclude with the idea that we are responsible for our own learning, so even if the individual cannot change the education system, he or she can still learn

independently and take responsibility for his or her own educational development.

Awareness of the different educational approaches will help participants to understand the work of the Ministry of Education and the National Institute of Education better. It will also help them to become more effective autonomous learners.



## Session Health

### 3.11

#### Learner objectives

By the end of this session participants will be able to:

- use gerunds to make a noun phrase
- explain the responsibilities of the individual and of the state with regard to healthcare
- summarise a group discussion.

#### Time

90 minutes

#### Session overview

A Speaking: What is health?	30 minutes
B Language focus: The gerund	60 minutes

#### Resources

Resource 3.11A What is health? (OHT)  
Resource 3.11B Responsibility for health (OHT)  
Cards and marker pens

#### Worksheets

Worksheet 3.11 Population and health

#### Context

This session looks at the interpretation of health in the Millennium Development Goals (MDGs) and its relevance to Sri Lanka. Mental health is not addressed in the MDGs and, although Sri Lanka appears to be making good progress towards meeting the health-related MDGs, the effect of the ongoing conflict on the mental health of the population is not being addressed. The session also explores the extent to which responsibility for health lies with the individual and the extent to which it lies with the state.

The session practises the use of gerunds in noun phrases. It also looks at using consistent stems in tables.

### Part A Speaking: What is health?

#### 30 minutes

Step 1  
15 minutes

Give an overview of the session.

Ask participants:

*What does being healthy mean to you?*

Put cards and pens on each table and have everyone write down their own ideas. Have them stick their ideas up on the pinboard.

Sum up participants' ideas by grouping their cards with similar ideas together.

Step 2  
10 minutes

Display **resource 3.11A**. In pairs, participants discuss to what extent their ideas match the WHO definition.

Step 3  
5 minutes

Elicit the Millennium Development Goals related specifically to health:

*Goal 4: Reduce child mortality*

*Goal 5: Improve maternal health*

*Goal 6: Combat HIV/AIDS, malaria and other diseases*

Language link –  
Sessions 2.6 and  
3.8 comparing  
and contrasting

Discuss which definition of health is focussed on in the MDGS here (*health as the absence of disease or infirmity*). Establish that while Sri Lanka is on target to achieve the health-related MDGs, there has been a decline in health over the past decade in terms of mental health and social well-being.

## Part B Language focus: The gerund

60 minutes

### Step 1 10 minutes

Divide participants into three groups. Assign each group one of the health-related MDGs. Groups brainstorm actions or behaviours that lead to the achievement of the goals (**worksheet 3.11**, Speaking activity A, question 1).

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### Answers

Reduce child mortality by:

- breast-feeding
- vaccinations
- good nutrition
- access to health facilities
- access to trained health staff
- availability of reliable and modern equipment.

Improve maternal health by:

- reducing the number of children
- birth spacing
- access to trained midwives
- pre-natal and post-natal nutrition.

Combat HIV/AIDS, malaria and other diseases by:

- use of condoms
  - use of mosquito nets
  - destruction of mosquito breeding grounds
  - availability of drugs (e.g. for TB).
- 

Participants rank their four or five most important ideas (Speaking activity A, question 2).

Monitor the group discussions. Record an example from each group to use in the presentation of the gerund in the next step.

### Step 2 10 minutes

Elicit the gerund using examples from the brainstorming activity (e.g. ask how the activities lead to achieving the goal) to elicit, for example:

*Vaccinating babies and young children protects them from serious illnesses (like measles and TB).*

*Spacing births by at least two years improves a mother's health.*

*Using mosquito nets prevents mosquito bites.*

Highlight the form and use (i.e. using a verb as part of a noun phrase). Highlight that the gerund is followed by the singular form of the verb.

Elicit more examples from each group.

**Step 3**  
**5 minutes**

Take an example from step 2 above (e.g. *vaccinating babies and young children*) and ask who has responsibility for the action (the individual or the state, or if the responsibility is shared). Elicit ideas from the group, for example:

*The individual: Taking babies to the health centres for vaccinations.*

*The State: Providing vaccines, training staff to give the vaccines and educating the public about the importance of vaccinating young children.*

Display the blank table on **resource 3.11B** and demonstrate how to fill it in. Highlight the importance of using consistent stems for each point, for example:

**Skills link:**  
**Session 2.9**  
**using visuals in**  
**presentations**

Action	State responsibility	Individual responsibility
vaccinating babies and young children	providing vaccines training staff to give vaccines educating the public about the importance of vaccinating young children	taking babies and young children for vaccinations.

**Step 4**  
**10 minutes**

Participants return to their ranked list of ideas and decide who has responsibility for each action, the individual or the state, or if the responsibility is shared. They make notes in the table on **worksheet 3.11** (Speaking activity B).

Monitor to check correct use of the gerund and consistent use of stems in the table. Make sure that all participants make notes in the table so that they can report to other groups in the next step. Record common errors to deal with in the error-correction step.

**Step 5**  
**15 minutes**

Cross-group participants, with each new group containing a representative of each of the MDGs discussed. Groups discuss the following statements (written on the board):

What aspects of health are the responsibility of the individual?

What aspects of health are the responsibility of the state?

They use their notes from step 4 to make generalisations.

---

**Possible answers**

Responsibilities of the individual:

- avoiding bad health practices (like smoking and drinking alcohol)
- utilising health facilities
- using midwives to attend births
- keeping the environment clean.

Responsibilities of the state:

- providing policy
  - health education
  - health facilities
  - training health workers.
- 

Monitor groups. Encourage them to speak in general terms and not repeat the specific examples from step 4.

After 10 minutes, ask groups to draw a conclusion from their discussions to respond to the following statement:

*Responsibility for health lies with the individual.*

Encourage them to use the following words and phrases in their summary:

*behaviour, policy*

*health education, health/medical facilities, training and providing health workers.*

Monitor groups, recording examples of good conclusions to draw on in the feedback.

---

### **Possible answers**

Responsibility for health is shared between the individual and the state.

The individual is responsible for his or her own behaviours (e.g. smoking, exercise, unprotected sex, taking babies to be vaccinated, etc.)

The government's role is to put in place policies that support good health behaviours, to educate the public, to enable them to practise good health behaviours by making sure that the means are both available and affordable (e.g. mosquito nets, condoms) and to provide health facilities, staff and equipment to both prevent and treat sickness.

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### **Step 6** **10 minutes**

Compare conclusions from the different groups.

Deal with error correction.

Explain that in the next session, participants will look more closely at factors that influence health.

## Session 3.12 Health and the MDGs

### Learner objectives

By the end of this session participants will be able to:

- identify factors that influence health
- scan a text for specific information
- begin to use goals, targets and indicators to plan a health promotion programme.

### Time

120 minutes

### Session overview

A Speaking: Factors that influence health	40 minutes
B Reading: MDG targets and indicators	35 minutes
C Writing: Goals, targets and indicators	45 minutes

### Resources

Resource 3.12A Influences on health (OHT)

Resource 3.12B Facts for life (cut-ups, 1 card per group of 4–5 participants)

4 sheets of poster paper, one with each of the headings: **Environment, Lifestyle, Human biology and Health services.**

### Worksheets

Worksheet 3.12A Health MDGs

Worksheet 3.12B MDG targets and indicators

### Context

To decide what actions are needed to prevent disease and promote health, it is first necessary to identify influences on health. In particular, to distinguish causes about which little can be done from those that can be changed.

In Part A of the session, participants separate influences into four interrelated areas: those due to human biology, those due to behaviour or lifestyle, those that can be influenced by improved healthcare systems, and those determined by the environment.

Health status is a result of the interaction of genes, environment, exposure to infective agents and lifestyle. Some of the effects of genetic disease can be moderated through appropriate health services and through changes in diet and lifestyle.

The promotion of health and prevention of disease usually involve some changes in lifestyle or behaviour. Behaviours that promote health and prevent disease include: good nutrition, exercise, breastfeeding and birth-spacing; reduction of health-damaging behaviour such as smoking, bottle feeding and excessive alcohol consumption; use of health services such as antenatal, immunisation and family-planning programmes; recognition of early symptoms and prompt self-referral for treatment; completing the course of prescribed drugs; actions to improve the immediate environment.

In recent years, people have begun to ask, 'Do health services make people healthy?' In most countries, too much emphasis is put on treatment rather than prevention, urban health rather than rural health, and meeting the health needs of richer people rather than poorer people. The introduction of the concept of Primary Health Care by the World Health Assembly in 1978 was a direct result of the failure of curative hospital-based systems of healthcare. It was realised that most of the important health problems in the world can be dealt with by a combination of decentralised basic healthcare and prevention. It does not ignore the significant role that medicine can make to the improvement of health through the provision of treatment, immunisation and screening. However, health services should be *appropriate* – effective, affordable and acceptable to the communities.

According to WHO, almost a third of the global burden of disease can be attributed to environmental factors, especially climate. Disease, food production and access to

drinking water are influenced by temperature, rainfall, soil conditions and vegetation. Diseases such as diarrhoea and malaria have a higher incidence in the rainy season. Deserts, forests, swamps and coastal regions all affect the health of their communities.

In Parts B and C, participants compare the influences they have identified with targets and indicators specified in the Millennium Development Goals. They then develop goals, targets and indicators for a health programme aimed at improving child health.

## Part A Speaking: Factors that influence health 40 minutes

**Step 1**  
10 minutes Give an overview of the session.

Explain that in order to decide what actions are needed to prevent disease and promote health, it is necessary to identify influences on health. Elicit some ideas from the group. Participants brainstorm their ideas in groups of three.

**Step 2**  
15 minutes Display **resource 3.12A**. Explain that in 1974 the Canadian government produced an influential report (later known as the LaLonde report). It was the first report by a major industrialised nation to state that health is determined by more than just biological factors. It separated influences on health into four interrelated areas: those due to human biology, those due to behaviour or lifestyle, those that can be influenced by improved healthcare systems; and those that are determined by the environment. Elicit examples of each.

Display four posters with the headings **Human biology**, **Lifestyle**, **Environment** and **Health services** around the room. Distribute marker pens and invite participants to record their ideas on the appropriate poster, taking care not to repeat ideas that have already been recorded.

### Possible answers

Human biology	Lifestyle	Environment	Health services
<ul style="list-style-type: none"> <li>• age</li> <li>• genetic make-up</li> <li>• race</li> <li>• gender</li> </ul>	<ul style="list-style-type: none"> <li>• diet</li> <li>• education</li> <li>• social class</li> <li>• family</li> <li>• income</li> <li>• work</li> <li>• housing</li> <li>• religion</li> <li>• health beliefs</li> <li>• traditions</li> </ul>	<ul style="list-style-type: none"> <li>• pollution</li> <li>• climate</li> <li>• geography (e.g. coastal, forest)</li> <li>• soil conditions</li> <li>• exposure to hazards (e.g. flooding, drought)</li> <li>• access to clean water</li> <li>• conflict</li> </ul>	<ul style="list-style-type: none"> <li>• hospitals / health centres</li> <li>• vaccination programmes</li> <li>• medical staff</li> <li>• health policies</li> <li>• health promotion programmes</li> <li>• medical equipment</li> <li>• (availability of) drugs</li> </ul>

Invite participants to ask questions about or comment on the posters.

**Step 3**  
10 minutes In pairs, participants distinguish those factors about which very little can be done from those that we can change, giving reasons to support their opinions. Pairs join with another pair and compare ideas. Monitor and record interesting points for the feedback stage.

**Step 4**  
5 minutes Feed back as a whole class. Invite groups to share interesting points that arose during their discussions.

Conclude by making the point that while each of us has a different set of genes that determine the characteristics we inherit from our parents, most differences in health cannot be explained by genetic differences. They are a result of differences in the living conditions and communities in which a person grows up, especially inequalities in income, housing and living conditions, educational opportunities, geography and place of residence, access to health services and gender (different opportunities, expectations and roles of men and women). These inequalities in health pose a challenge for the public service. Facing up to this challenge involves redirecting services to meet the needs of those with the worst health and directly tackling the root causes of inequalities.

## Part B **Reading: MDG targets and indicators** 35 minutes

### Step 1 15 minutes

Elicit the MDGs related specifically to health and write them on the board:

Goal 4	Reduce child mortality
Goal 5	Improve maternal health
Goal 6	Combat HIV/AIDS, malaria and other diseases

Establish that *goals* are usually broad statements of what you hope to achieve. It is therefore necessary to set *specific targets* so that you know if the goal has been achieved. Explain that targets must be: specific (they must state *what* will be done); measurable (they must indicate *by how much* something will be done); realistic (they are *possible* to achieve); and time bound (they must indicate *by when* something will be done). The target for Goal 5 is a good example to write on the board:

Target	Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio.
--------	--

Explain the maternal mortality ratio (i.e. the number of women who die from any cause related to or aggravated by pregnancy or its management, during pregnancy and childbirth, per 100 000 live births).

Explain that it is necessary to provide evidence to show or indicate that the target has been reached. Therefore each target has one or more *indicators*. In the case of the target above, an obvious indicator is the maternal mortality ratio itself. It is important that the evidence is easy to collect. Elicit how information to calculate this ratio might be collected (e.g. *from data collected through vital statistics registrations, household surveys or hospital studies*). Note that this indicator is generally of unknown reliability, as are many other cause-specific mortality indicators, because of the difficulty in distinguishing deaths that are genuinely related to pregnancy from deaths that are not. Another indicator for this target is the proportion of births attended by skilled health personnel.

Content link:  
accountability

Participants turn to **worksheet 3.12A** and complete the table with the relevant goals, targets and indicators (Speaking activity A).

### Step 2 5 minutes

Participants turn to **worksheet 3.12B** and check their answers.

### Step 3 10 minutes

Point out that while only three out of the eight goals relate directly to health, half the targets and a third of the indicators are either directly or indirectly related to health. Have participants scan the table of MDG targets and indicators (**worksheet 3.12B**) and circle all the targets and indicators that relate to health (Reading activity A). Set a time limit of 5 minutes to encourage scanning.

Tell participants that there are 8 targets and 19 indicators related to health. Participants check their answers in pairs (Reading activity B).

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### Answers

Targets: 2, 5, 6, 7, 8, 10, 11, 17

Indicators: 4, 5, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 28, 29, 30, 31, 46

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**Step 4**  
**5 minutes**

In pairs, participants look back at their list of influences on health from Part A step 3 and identify which are covered by the MDGs. Establish that the significance of the MDGs lies in the linkages between them: together they provide a mutually reinforcing framework to improve overall human development. Elicit the conclusion that, *with the exception of conflict, the MDGs recognise and attempt to address the main influences on health.*

## Part C **Writing: goals, targets and indicators**

**45 minutes**

**Step 1**  
**20 minutes**

Refer participants back to the list of behaviours or lifestyle that they identified as influencing health in Part A. Explain that UNICEF, WHO and UNESCO have worked together to identify 13 key behaviours for improving child health. Their initiative is called ‘Facts for life’. Explain that for the remainder of this session and part of Session 3.14 participants will work in groups to develop a health programme to promote one of these key behaviours.

Take one of the ‘Facts for life’ cards from **resource 3.12B**. As a whole class, identify:

- the MDG that the facts relate to
- the specific health behaviours that should be promoted.

Elicit a goal, target(s) and indicators for a programme to promote those behaviours. Record ideas on the board in a table, as shown in the possible answers below.

Divide participants into groups of four or five and have groups nominate a leader. Give each group one of the remaining ‘Facts for life’ cards from **resource 3.12B**. Participants work together to:

- identify the MDG that the facts relate to
- identify behaviours they wish to promote
- prepare a goal, target(s) and indicators for their health programme.

Before participants begin, have them identify the stems that are used in the table on **worksheet 3.12B** and the example on the board for goals (verbs), targets (verbs) and indicators (nouns). Point out that the stems are consistent.

Monitor the groups closely. Make sure that:

- the goals are broad and relevant;
- the targets are specific, realistic, measurable, and time bound; and
- the indicators are realistic (i.e. the evidence is easy to collect).

Check also that the stems that participants write are consistent.



## Possible answers

Goal 1 The health of both women and children can be significantly improved when births are spaced at least 2 years apart, when pregnancy is avoided before age 18 and after age 35, and when a woman has no more than four pregnancies in total.

Goal	Target	Indicator
<ul style="list-style-type: none"> <li>improve maternal and child health through family planning</li> </ul>	<ul style="list-style-type: none"> <li>increase by a third (33.3%), between 2007 and 2012, the number of births that are spaced by at least 2 years</li> <li>reduce by a third (33.3%), between 2007 and 2012, the number of teenage pregnancies</li> <li>reduce by a 20%, between 2007 and 2012, the number of women having more than four pregnancies in total</li> </ul>	<ul style="list-style-type: none"> <li>maternal life expectancy</li> <li>teenage pregnancy</li> <li>average family size</li> </ul>

Goal 4 Breast milk alone is the *only* food and drink an infant needs for the first 6 months. After 6 months, infants need other foods in addition to breast milk.

Goal	Target	Indicator
<ul style="list-style-type: none"> <li>reduce infant mortality from contaminated food and water</li> </ul>	<ul style="list-style-type: none"> <li>reduce by 80% bottle feeding for children under 6 months by 2010</li> <li>ensure a balance of breast milk and other food for 80% infants aged 6 months+ by 2010</li> </ul>	<ul style="list-style-type: none"> <li>infants under 6 months mortality rate</li> <li>infants over 6 months mortality rate</li> <li>powdered milk sales</li> </ul>

Goal 6 Every child needs a series of immunisations during the first year of life to protect against diseases that can cause poor growth, disability or death. Every woman of childbearing age needs to be protected against tetanus. Even if the woman was immunised earlier, she needs to check with a health worker.

Goal	Target	Indicator
<ul style="list-style-type: none"> <li>reduce child disease and disability through immunisation</li> </ul>	<ul style="list-style-type: none"> <li>immunise 90% of children under 5 against measles, TB, polio, etc. by 2010</li> <li>ensure that by 2012, 90% of women of childbearing age are protected against tetanus</li> <li>eliminate neonatal tetanus* by 2012</li> </ul> <p>*Neonatal tetanus is caused by non-sterile delivery</p>	<ul style="list-style-type: none"> <li>infant mortality rate</li> <li>proportion of 5-year-old children immunised against measles, TB, polio etc.</li> <li>proportion of women of child-bearing age immunised against tetanus</li> <li>incidence of neonatal tetanus*</li> </ul>

Goal 7 A child with diarrhoea needs to drink plenty of the right liquids – breast milk, fruit juice or oral rehydration solution (ORS). If the diarrhoea is bloody or frequent and watery, the child is in danger and should be taken to a health centre for immediate treatment.

Goal	Target	Indicator
<ul style="list-style-type: none"> <li>reduce child mortality from diarrhoea</li> </ul>	<ul style="list-style-type: none"> <li>prevent 90% of simple dehydration cases at home by 2010</li> <li>halve, between 2007 and 2012, the number of deaths caused by dehydration or diarrhoea</li> </ul>	<ul style="list-style-type: none"> <li>infant mortality from diarrhoea</li> <li>number of health service consultations / referrals due to diarrhoea</li> <li>rehydration awareness programmes carried out</li> </ul>

Goal 9 Many illnesses can be prevented by good hygiene practices – using clean toilets or latrines, washing hands with soap and water or ash and water after defecating and before handling food, using water from a safe source, and keeping food and water clean.

Goal	Target	Indicator
<ul style="list-style-type: none"> <li>reduce illnesses caused by poor hygiene</li> </ul>	<ul style="list-style-type: none"> <li>increase, between 2007 and 2012, the number of clean households by 50%</li> <li>increase by one third, between 2007 and 2012, the number of households with access to a safe water source</li> <li>reduce incidences of food poisoning, worms, amoeba etc by 50% by 2012</li> </ul>	<ul style="list-style-type: none"> <li>number of cases of diarrhoea, salmonella, worms, amoebic related problems</li> <li>proportion of households with access to safe water source</li> </ul>

**Step 2**  
10 minutes

Distribute poster paper. Groups prepare a visual to present their goals, targets and indicators. Before they begin, briefly review the features of a good visual.

**Skills link:**  
Session 2.9  
using visuals in presentations

### Answers

- clear heading
- main points only
- clear margins and borders
- non-continuous text, bullets
- consistent stems for each point
- title case and mostly lower case
- neat and accurate
- logical order and progression
- easy to read and understand

**Step 3**  
10 minutes

Groups take turns to make their presentations.

**Step 4**  
5 minutes

Feed back on the presentations and the visuals, drawing on the list of features discussed in step 2 above.

Explain that in Session 3.14, groups will look at how to convey important health messages to achieve their targets. They will need to refer again to their posters for this activity so ensure that the group leaders take care of them.

# Session Urbanisation

## 3.13

### Learner objectives

By the end of this session participants will be able to:

- make complaints using *too* and *not enough*
- explain the 'push and pull' factors that result in urbanisation
- work out the meaning of words from their context.

### Time

90 minutes

### Session overview

A Language focus: <i>Too / not enough</i>	30 minutes
B Reading: Urbanisation	60 minutes

### Resources

Resource 3.13      Tapescript 3.13

### Worksheets

Worksheet 3.13A      Town or country?

Worksheet 3.13B      Urbanisation

### Background reading

[www.adb.org/Documents/Books/Urbanization-Sustainability/chapter12.pdf](http://www.adb.org/Documents/Books/Urbanization-Sustainability/chapter12.pdf)

### Context

Urbanisation occurs as a country moves towards economic development; it is not necessarily a negative development. However, when urbanisation occurs very rapidly negative outcomes are likely.

Before 1950, most urbanisation occurred in the more economically developed countries (MEDCs). In Europe and North America, rapid urbanisation took place during a period of industrialisation in the 19th and early 20th centuries. People moved from rural to urban areas to get jobs in the rapidly expanding industries in towns and cities. Since 1950, urbanisation has slowed in most MEDCs, and now some of the bigger cities are losing population as people move to rural environments. This is known as counter-urbanisation.

Since 1950, rapid growth in urbanisation has occurred in less economically developed countries (LEDGs) in South America, Africa and Asia where urban populations are growing at twice the rate of the national populations. In these countries, rural-to-urban migration has been on a massive scale due to population pressure, unpredictable environmental conditions, and lack of resources in rural areas. At the same time, people living in rural areas are attracted to the city by a belief that the standard of living in urban areas is much better than in rural areas. People hope for well-paid jobs, greater opportunities to find casual or 'informal' work, better healthcare and education.

Most migrants to the city are young people of working age. This means that birth rates in the cities are high. Better health facilities in cities mean that urban death rates are falling. The combination of high birth rates and falling death rates means that the cities have a high rate of natural increase, so their populations grow faster than those of rural areas.

The growth of towns and cities can have significant negative impact: air pollution, change to the water cycle, and destruction of habitat. Another negative effect is the growth of slums where large populations of extremely poor people live in sub-standard conditions. However, there are many benefits to towns and cities. These include efficiency (easier to supply energy, water, heating and waste disposal), convenience (better access to education, health, social services and cultural events), and concentration of resources (institutions develop that could not exist in areas where the people, wealth, and other resources are more spread out). The goal of urban planning is to achieve the benefits of city development without incurring all the negative effects. It is sometimes referred to as 'sustainable growth'. To ensure sustainable growth, towns and cities must be planned,

rather than left to grow naturally. When cities are planned, it can be ensured that there is adequate infrastructure to support the population, and that residential areas are located with convenient access to major transit arteries and to community services.

Sri Lanka's population is now about 19 million; annual population growth rate is 1.1%. The urban population lives in 134 towns and cities with Colombo accounting for about 20%. Urbanisation has been greatest in the southwest, especially in Colombo. Mid-sized towns with populations of 20 000 to 50 000, are the fastest-growing component of the urban sector.

The urban population of Sri Lanka is expected to grow from 4 million to 6.5 million by 2030, at which time 30% of the population is expected to be living in urban centres. Sri Lanka has not experienced the levels of urbanisation seen in other Asian countries. This is partly explained by high levels of migration to the Middle East (mainly by women employed as domestic workers) and to refugee camps in India. Migration rates are projected to rise in future, especially with the growing demands for employment in new manufacturing areas located in and close to the capital.

Urban settlements face infrastructure and maintenance problems, most prominently in the Greater Colombo Area, where 43% of the population live in slums and shanty settlements lacking basic facilities, such as water supply, lighting, and toilets. Less than 25% of waste water in the Colombo Municipal Council area is treated. More than 900 tons of solid waste are collected daily and disposed of by open dumping with no sanitary consideration. Conditions in the small- and medium-sized (secondary) towns outside Greater Colombo are not much different. Improvement and expansion of water supply, sanitation, storm-water drainage, and solid waste collection and disposal are considered priority investment areas by urban local governments; however, most lack the capacity and means of funding improvements in urban infrastructure. There is a tendency to give priority to improvement of roads and transportation and development of bus terminals because these are seen to generate greater economic opportunities. Smaller towns lack good telecommunication infrastructure – a significant impediment to urban development.

## Part A Language focus: *Too / not enough* 30 minutes

Step 1  
3 minutes

Give an overview of the session. Check/teach the meaning of *urbanisation*.

Step 2  
5 minutes

Participants listen to **tape 3.13** and decide if the speakers are talking about life in the town or in the country.

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### Answers

- 1 Country (it's too quiet).
  - 2 Town (there isn't enough housing).
  - 3 Town (people are too busy to stop and speak).
  - 4 Country (there aren't enough young people).
  - 5 Town (there's too much rubbish everywhere).
  - 6 Town (there are too many cars on the road).
  - 7 Country (there aren't enough medical facilities and there aren't enough doctors).
- 

Step 3  
12 minutes

Elicit the complaints from the tape (see answers above) and record on the board.

Ask questions to check concept.

Establish the function of *too* and *not enough*. Highlight:

- the use of *too* + adjective:

*It's too quiet.*

*People are too busy to stop and speak.*

- *too much* + uncountable noun:  
*There's too much rubbish everywhere.*
- *too many* + countable noun:  
*There are too many cars on the road.*

Elicit the position of *not enough* (i.e. before the noun) and highlight its use with countable and uncountable nouns. Drill, using the following cues.

Countryside:

- *quiet*
- *jobs*
- *doctors*
- *public transport.*

Town:

- *noisy*
- *busy*
- *housing*
- *open spaces*
- *traffic.*

**Step 4**  
**5 minutes** Participants copy the sentences from the board into the table in Language focus activity A on **worksheet 3.13A**.

**Step 5**  
**5 minutes** In pairs, participants express agreement or disagreement with the opinions in their table. Monitor and correct errors.

## Part B **Reading: Urbanisation** 60 minutes

**Step 1**  
**5 minutes** In pairs, participants quickly define 'urban area'. Elicit examples. Explain that definitions vary somewhat among different nations but usually involve one or more of the following factors:

- size of population
- population density
- urban characteristics (infrastructure, facilities, etc.)
- land use
- predominant economic activities (most of the population not engaged in agriculture or fishing).

**Step 2**  
**10 minutes** Briefly discuss the 'push and pull factors' that result in urban migration in Sri Lanka. Use the opportunity to revise/present the following vocabulary:

*migrate, migration, mechanisation, industry, industrial.*

**Step 3**  
**5 minutes** Participants look at the sketch on **worksheet 3.13B** and predict the text in pairs (Reading activity A on **worksheet 3.13A**). They read the first paragraph to check their predictions.

**Step 4**  
**10 minutes** Participants mark the statements in Reading activity B as true or false. They read the remaining paragraphs of the text to check their answers.

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## Answers

- 1 False.  
The movement of people from rural areas to urban areas has stabilised in developed countries. However, it is increasing rapidly in developing countries.
  - 2 False.  
There was a decrease in the need for labour due to mechanisation so people migrated to towns to seek employment. As a result of mechanisation, agricultural production actually increased.
  - 3 False.  
Sub-Saharan Africa is not developing economically. However, rural dwellers are still migrating to urban areas due to poor performance in the agricultural sector or to escape conflict and disasters.
  - 4 True.
  - 5 True.  
Until recently, most UN agencies were convinced that poverty was deepest in rural areas and, as a result, there are many agencies within the UN that aim to improve the lives of the rural poor, such as FAO, IFAD, etc. However, the new UN-Habitat's State of the World's Cities Report 2006/7 shows that the locus of poverty is shifting to urban areas.
- 

### Step 5 10 minutes

Participants complete Reading activity C in pairs. Encourage them not to worry about the exact meaning of the words but to work out the approximate meaning. Stress that approximate meaning is often all we need to understand a text.

Participants may need a lot of encouragement with this activity as they may not be very confident at guessing the meaning of words. Monitor pairs and ask guiding questions to help them discover the meaning of the words as necessary.

Link with  
Session 3.10 –  
working out  
meaning of  
words from  
context

### Step 6 10 minutes

As a whole class, review the strategies that participants used to work out the meaning of the words. These should include:

- using non-textual clues such as the illustration (e.g. paragraph 1: *tip* the balance)
- using signposts or linking words (e.g. ... local authorities do not have the money or expertise to provide services such as water, housing, education and healthcare. As a result, 70% of Africa's urban population find themselves living in *slums*.)
- using clues in the sentence (e.g. paragraph 5: Africa's cities are becoming a *powder keg* of potential instability and discontent).
- using knowledge of prefixes (e.g. paragraph 2: *influx*; paragraph 4: *outskirts*)
- using knowledge of other words in the word family (e.g. paragraph 2: Most of this burden is *shouldered* by developing nations; paragraph 3: ... failing crops, natural disasters and conflicts are forcing people to *flood* into towns and cities)
- looking for contrast (words with similar or opposite meaning), (e.g. paragraph 2: These numbers are expected to *stabilise* at these levels. However, globally there has been a huge rise in the number of people ...).
- using their knowledge of the world (e.g. paragraph 4: (China's) industrial revolution is the most *rapid* the world has seen).

**Step 7**  
**10 minutes**

In groups of four to five, participants discuss the questions in the Speaking activity on **worksheet 3.13A**. Encourage participants to give examples to support their ideas and opinions.

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**Answers**

Here are some of the main points.

- 1 Today, urbanisation is taking place at a much faster rate. Also, some countries, like those in sub-Saharan Africa, have not developed economically. Therefore, the authorities are not able to provide services for the new urban dwellers. This results in slums and other informal settlements. The lack of employment and marginalisation of slum dwellers leads to large groups of disaffected young people.
- 2 In sub-Saharan Africa, people are migrating to urban centres due to the failure of the agricultural sector, conflict or disaster in rural areas (that is, the 'push factor' is very strong at present). However, the urban areas are not developing economically and therefore cannot provide for this influx of people. In China, on the other hand, a booming industrial sector has created more jobs in urban areas, thus attracting unemployed or badly paid rural dwellers (that is, the 'pull factor' is very strong at present).

The situation in Sri Lanka has more in common with China than sub-Saharan Africa. However, Sri Lanka has not experienced the levels of urbanisation that have occurred in other Asian countries. This is partly explained by the high levels of migration to the Middle East (mainly by females employed as domestic workers) and to refugee camps in India. Migration rates are projected to rise in future, especially with the growing demands for employment in new manufacturing areas located in and close to the capital.

- 3 City-biased and industry-first economic development policies encourage urban migration. The dumping of cheap subsidised agricultural products from the North as a result of the World Trade Organization's Agreement on Agriculture leads to the decline of the agricultural sector and therefore reduced livelihood opportunities in rural areas.
- 4 Answers will vary according to the areas in which participants live.
- 5 In a democracy, you cannot prevent freedom of movement. However, you can try to balance rural and urban development in a sustainable manner.

To ensure sustainable growth, towns and cities must be planned, rather than left to grow naturally.

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# Session Health promotion

## 3.14

### Learner objectives

By the end of this session participants will be able to:

- list the strengths and weaknesses of different forms of media for public education programmes
- list important factors to consider when designing a public education programme.

### Time

90 minutes

### Session overview

A	Methods of communication	45 minutes
B	Planning a health promotion programme	45 minutes

### Resources

Empty plastic bottle

Bowl of water

Scoop or cup to pour water

### Worksheets

Worksheet 3.14      Methods of communication

### Preparation

- 1 Cut the neck off the plastic bottle.
- 2 Draw a face on the bottle, about a quarter of the way down.
- 3 Below the face, about half-way down the bottle, make a hole about 1 cm in diameter.
- 4 On the opposite side make another hole of about the same size near the bottom of the bottle.

### Context

Communicating messages involves two main groups of decisions: (a) the aims of the communication and who the target group is and (b) what the message is and what channel is required to promote it.

Deciding what communication method to use depends on four factors:

- 1 Your learning objectives:
  - Do you need to convey simple facts, complex information, problem-solving skills, practical skills or do you need to change attitudes and behaviours?
  - Will you need a visual dimension to convey the message clearly?
  - Is sound necessary?
  - How urgent is the timescale?
  - Do you want to develop community participation?
- 2 Characteristics of the audience: (e.g. age, experience of life, education and literacy level, ownership of radio/TVs, listening/watching and reading habits, traditional communication methods already in use, etc.).
  - Which of these will affect your choice of method?
  - How accepting is the community to new ideas?
  - What is their current practice with regard to the topic?
  - Will there be resistance to the idea?
- 3 Characteristics of different methods:
  - What are the costs (including initial costs, operating and maintenance)?
  - How many staff and what level of skills are needed?
  - What other equipment or resources are needed (e.g. electricity, transport, storage)?

#### 4 Costs:

- Are funds available?
- Is there a need for specialist staff from media production, implementation, etc.?
- Are trained fieldworkers in the community needed?

In this session, communication is explored in the context of health promotion.

Participants explore the main characteristics of a range of communication methods and apply the criteria above to make decisions about how to communicate the 'Facts for Life' introduced in Session 3.12.

## Part A **Methods of communication** 45 minutes

**Step 1**  
3 minutes Give an overview of the session.

**Step 2**  
7 minutes Introduce the bottle as 'Richard' and explain that he is 3 years old. Hold your finger over the bottom hole. Hold the bottle over the bowl and pour water steadily into the bottle. When the water reaches and pours out through the top hole, elicit that Richard is urinating! Establish that when you drink water regularly (represented by pouring water into the top), you urinate and this is good. Pour water in very slowly and elicit that when you don't drink much, you don't urinate much.

Repeat the activity without blocking the bottom hole. Elicit that Richard now has diarrhoea. Establish that because he has diarrhoea, he has stopped urinating. Explain that when a child stops urinating it is a sign of dehydration – a loss of water from the body.

Ask if diarrhoea can kill. Establish that although diarrhoea is named as a leading cause of death among children in many countries, it is the dehydration resulting from the diarrhoea that kills.

Elicit what to do if a child or adult has diarrhoea and becomes dehydrated – give clean oral rehydration solution (ORS). (Participants will probably be familiar with Jeevani, a local brand).

Explain that ORS contains salt, sugar and other substances that are necessary for the body to function properly. These must be given frequently in small amounts until the diarrhoea stops and the urination starts again. Stress that oral rehydration does not stop diarrhoea, but keeps the body hydrated and healthy until the diarrhoea passes.

**Step 3**  
10 minutes In pairs, participants identify the health messages communicated in step 2. Monitor to make sure that the message was correctly understood.

Briefly discuss the effectiveness of the demonstration. Elicit that it was *clear, easy to understand, memorable, amusing, etc.*

Elicit who might give such a demonstration (e.g. *community health workers*) and who might attend (e.g. *young mothers, new mothers, etc.*). Ask participants to consider what a health worker might do next (*demonstrate how to make up the ORS and give it to a young child*).

**Step 4**  
10 minutes Elicit other ways of communicating important health messages to the public. Record ideas on the board in columns but do not add headings. Have participants suggest a heading for each column.

### Possible answers

Interpersonal channels / face-to-face	Mass media	Small media	Traditional media	New communication technologies
demonstrations	radio / films / television	posters / leaflets / brochures	story telling	Internet
counselling	newspapers / magazines	videos / cassettes	puppet shows	computer games
talks (health workers, religious and community leaders, trade unions, etc.)		t-shirts / badges	plays	phone / text
school programmes			dance / music	
mobile units			festivals	

**Step 5**  
**15 minutes** In groups of three or four, participants compare the characteristics of mass media and face-to-face channels of communication. They make notes in the table in Speaking activity A on **worksheet 3.14**. If necessary, do the first row as a whole class as an example.

Set a time limit of 10 minutes. Monitor groups. Make notes of good points to draw on in the summary.

### Possible answers

Characteristics	Mass media	Face-to-face
<b>Speed to cover a large population</b>	rapid spread of simple information and facts to a large population (at low cost)	slow (because of the need to mobilise fieldworkers, travel to different communities, hold meetings, etc.)
<b>Ability to select a particular audience (e.g. teenagers, new mothers)</b>	broadcast to the whole population and therefore not a good method for selectively reaching specific groups	possible to contact specific groups
<b>Direction (1-way or 2-way communication)</b>	1-way (not possible to seek clarification, ask further questions, etc.)	able to check for misunderstandings, seek clarification, etc.
<b>Ability to respond to the local needs of a specific community</b>	difficult to make the message appropriate to the specific situation of local communities whose problems and needs may be different from the rest of the country	able to make the advice relevant to the specific needs of a community
<b>Ability to increase knowledge</b>	effective way of increasing knowledge	effective way of increasing knowledge
<b>Ability to change attitudes and behaviour</b>	not very effective at changing attitudes and behaviours (that requires participatory methods)	able to develop community participation which is more likely to result in changed attitude and behaviour

Summarise the main advantages and disadvantages.

Draw out the following points.

- Mass media – especially radio and television – carry great authority and can be extremely powerful. They can be used to reach out and publicise new family planning programmes, create mass awareness of reproductive health issues, and promote new health knowledge and behaviours. However ...
- Interpersonal communication is usually necessary to change individual beliefs and behaviour. For example, a woman may hear on the radio that using contraceptives can save women's lives and improve health, but if contraceptives conflict with the long-standing traditions or religious beliefs of her community, she is unlikely to use them. To sustain a break with traditional behaviour and values, she needs the encouragement of someone whose advice on family planning she respects – a nurse from the nearest health centre, the village midwife, a school teacher, or a community leader.
- A mix of media is often most effective: interpersonal communication is especially useful when supported by appropriate small media such as leaflets, posters, flip charts, video, role play, songs, and drama.

## **Part B** **Planning a health promotion campaign** **45 minutes**

### **Step 1** **20 minutes**

Participants work in the same groups that they were in to develop goals, targets and indicators in Session 3.12. Their task is to plan a health promotion programme on behalf of the Divisional Health Department to support the 'Fact for Life' that they worked on in that session.

Set a time limit of 5 minutes for groups to review the targets they set in Session 3.12 and identify a target to aim to achieve (activity B, **worksheet 3.14**). They decide what health behaviour they want to promote (e.g. delaying pregnancy until at least 18, involving men in family planning, etc.). Remind participants that their programme should relate directly to their target and indicators. Participants then discuss their target group.

Participants decide how to promote their desired change. Refer them to the table developed in Part A step 3. When deciding what resources are available, they should be realistic about the skills and financial resources available to the health department at the divisional level. They should not attempt to go into too much detail at this stage.

### **Step 2** **5 minutes**

Allow 5 minutes for the groups to prepare to present their ideas to the whole class. Group presentations should involve two or more speakers and last no more than 5 minutes in total.

### **Step 3** **20 minutes**

Groups take turns to present their plans. Encourage the listeners to ask questions. Make sure that links have been made between the goals and targets and the planned input.

Conclude by stressing that the factors participants have considered during this session (establishing learner objectives, identifying characteristics of the target group, understanding characteristics of different media and consideration of available resources) are relevant not only to health promotion but to all kinds of public education programmes, e.g. information about elections/voting.

## Session 3.2 Development interventions

### Learner objectives

By the end of the session participants will be able to:

- Use the first conditional to describe outcomes of a course of action.

### Time

90 minutes

### Session overview

A Language focus: First conditional	50 minutes
B Speaking: Planning an intervention	40 minutes

### Worksheets

Worksheet 3.2 Planning an intervention

### Background reading

[www.mdg.lk/country\\_report](http://www.mdg.lk/country_report)

### Preparation

Prepare 1 set of word flashcards for Part A, step 4 as follows:

- improve transport network
- industries invest in the region
- enough jobs
- enough money

### Context

In this session, participants look at MDG 1 and MDG 6 and suggest interventions to ensure these goals are achieved. They justify their intervention by explaining a chain of actions that will lead to achievement of the goals. They use the first conditional to express the relationship between the different actions in the chain and the results.

## Part A Language focus: First conditional 50 minutes

### Step 1 10 minutes

Give a brief overview of the session.

Elicit MDG 1:

*Eradicate extreme hunger and poverty*

Ask questions to establish that although extreme hunger and poverty are not widespread in Sri Lanka, they are prevalent in the Northern and Eastern Provinces. Explain that in order to address the problem of poverty and hunger, it is necessary first to identify the cause of the problem. One way of identifying the cause is to ask 'why?' repeatedly – asking why five times usually gets to the root cause of a problem. Explain that this is a problem-solving technique and will be practised during this session. Demonstrate the process by eliciting the following responses:

*There is extreme poverty and hunger in the Northern and Eastern Provinces.*

*1 Why (is there extreme poverty and hunger)?*

*Because people don't have money to buy food.*

[Content link with Session 3.1](#)

2 Why (don't people have money to buy food)?

*Because they don't have jobs.*

3 Why (don't people have jobs)?

*Because few industries invest in the region.*

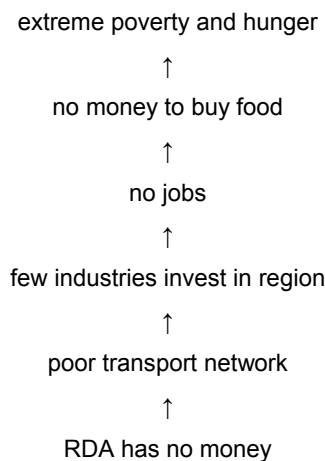
4 Why (do few industries invest in the region)?

*Because there's a poor transport network.*

5 Why (is there a poor transport network)?

*The Road Development Authority (RDA) has no money.*

Write prompts on the board after each stage and introduce the idea of an action chain:



**Step 2**  
**15 minutes**

Set the context: the government has been given \$6 million by one of the UN agencies to ensure that the Northern and Eastern Provinces meet the millennium development targets. You are the director of the RDA and think that some of that money should be allocated to your department. In order to receive the money, you must explain how you will use it to meet the goal of reduced poverty and hunger. Elicit/present the first link in the chain:

*If the RDA has more money, we'll improve the transport network.*

Check concept. Establish the relationship between the first clause (condition) and the second (result). Highlight form and pronunciation, drawing attention to stress and the use of contracted forms in spoken English. Drill.

Elicit and drill the next sentence from the second and third links in the chain:

*If we improve the transport network, more industries will invest in the region.*

Elicit and drill the next sentence from the third and fourth links in the chain:

*If more industries invest in the region, there'll be more jobs.*

Participants work in pairs to make the remaining sentences. Monitor. Check as a whole class.

Language link –  
there is/are,  
Session 1.6

**Step 3**  
5 minutes

Participants write down the sentences in the action change. Monitor.

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**Answers**

If the RDA has more money, we'll improve the transport network.

If we improve the transport network, more industries will invest in the region.

If more industries invest in the region, there'll be more jobs.

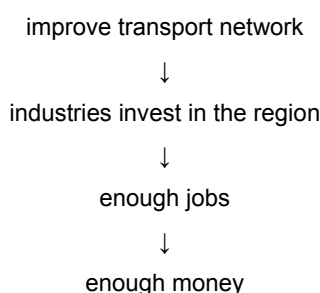
If there are more jobs, people will have more money.

If people have more money, there'll be less poverty and hunger.

---

**Step 4**  
10 minutes

Display the following word flash cards:



Elicit the negative form:

*If we don't improve the transport network, industries won't invest in the region.*

Check meaning, form and use. Mark stress and intonation.

Elicit the next step in the action chain (*If industries don't invest ...*). In pairs, participants complete the action chain, first orally and then in written form. Monitor.

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**Answers**

If we don't improve the transport network, industries won't invest in the region.

If industries don't invest in the region, there won't be enough jobs.

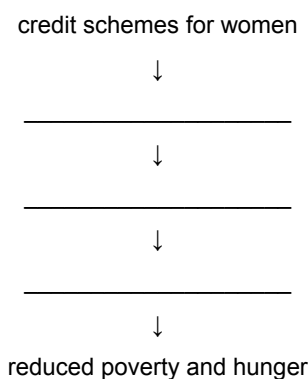
If there aren't enough jobs, people won't have enough money.

---

**Step 5**  
10 minutes

Refer back to the sessions on credit schemes. Elicit why setting up credit schemes for women is an effective way to reduce poverty and hunger.

Write the following prompts on the board:



**Content link with  
Sessions 1.13  
and 1.14**

In pairs, participants imagine that they are representatives of a women's group. They must explain why they should be allocated some of the money mentioned in Part A, step 2 by making an action chain to explain the connection between credit schemes for women and reduced poverty and hunger. Elicit the first link:

*If there are more credit schemes for women, more women will be able to get loans at a good rate.*

*If more women get loans at a good rate, ... etc.*

Monitor and correct common errors. Note good examples to demonstrate.

## Part B Speaking: Planning an intervention 40 minutes

Step 1  
10 minutes

Elicit goal 6 of the MDGs:

*Combat HIV/AIDS, malaria and other diseases.*

Establish that malaria is prevalent in the Northern and Eastern Provinces. Explain that some of the money mentioned in Part A, step 2 has been allocated for combating malaria in order to achieve goal 6. Participants must therefore identify an intervention that will reduce the prevalence of malaria.

Explain that participants must first identify the main causes of malaria deaths and illness in the north and east (Speaking activity A on **worksheet 3.2**). Elicit some examples.

Encourage participants to write their answers in note form.

Pairs join with another pair to share ideas.

Step 2  
10 minutes

Explain that participants must now decide on an intervention to address the problem. The intervention that is put in place will depend on what has been identified as the cause. Different individuals or groups might identify different causes of the problem (e.g. an education officer might believe that it is due to lack of education about mosquito breeding grounds, a health officer might blame lack of funds to buy medicine for treating patients and a parent might blame lack of money to buy mosquito nets).

Participants work in groups of four. They decide on one or two interventions to address the problem (Speaking activity B on **worksheet 3.2**). They prepare an action chain to explain how their intervention will help achieve the goal. Set a deadline of 10 minutes.

Step 3  
5 minutes

Briefly review criteria for a good poster. Distribute poster paper and marker pens. Groups prepare a poster to present their ideas to the rest of the class.

Step 4  
15 minutes

Groups take turns to present their ideas. Before they begin, elicit an opening sentence; for example:

*We plan to ...*

Remind participants to use the first conditional to explain the outcomes or results of their interventions.

Give feedback on presentations.

Conclude the session by reviewing the objectives.

Link with  
Session 2.8:  
preparing a  
visual aid



## Session 3.3 The plantation sector

### Learner objectives

By the end of this session participants will be able to:

- take notes while listening
- recount a text from their notes
- describe changes or progress using the present perfect tense
- write an introduction to an informative report.

### Time

120 minutes

### Session overview

A Pre-reading	10 minutes
B Listening and reading	60 minutes
C Language focus	20 minutes
D Text analysis	30 minutes

### Resources

Resource 3.3A	What does it mean? (OHT)
Resource 3.3B	Jigsaw reading questions (cut-ups, 4–6 sets according to size of group)
Resource 3.3C	Example introduction (OHT)

### Worksheets

Worksheet 3.3A–D	Jigsaw text A–D
Worksheet 3.3E	The plantation sector

### Background reading

[www.mdg.lk/country\\_report](http://www.mdg.lk/country_report)

### Context

Sri Lanka as a country is on target to meet most of the MDGs, with the exception of MDG1 (Eradicate extreme poverty and hunger) and MDG7 (Ensure environmental sustainability). The national statistics, however, hide regional differences: in Colombo, 1 person in 17 lives in poverty; in Moneragala and Badulla, 1 person in 2.5 lives in poverty. The challenge for Sri Lanka is to reduce these regional disparities.

This session examines inequalities between the estate areas and the rest of Sri Lanka. The plantation sector is poorer than other sectors, with economic growth benefiting more urban areas. From 1990 to 2002 inequality has widened, with the income of the poorest 20% of the population increasing by about 36% and the income of the richest 20% of the population increasing by 49%.

Because of the long-running conflict in the north and east, it has not been possible to collect statistics for the Northern and Eastern Provinces. The devastation and displacement caused by the civil war and tsunami has aggravated poverty in these provinces and along the coastal belt. It is likely that statistics for these provinces more closely resemble the plantation sectors than the rest of Sri Lanka.

## Part A Pre-reading

10 minutes

Step 1  
8 minutes

Explain that in this session, participants will have more practice with note-taking and will write the introduction to a report.

Write some note-taking symbols from Session 1.7 on the board (> < = → etc.) to remind participants of note-taking symbols.

[Link to note-taking symbols in Sessions 1.9 and 1.7](#)

Reveal the text in box 1 on **resource 3.3A**. Participants try and work out the meaning of the text from the notes.

Show box 2. Note: The content is the same as in the first box. Ask participants which they think is easier.

Show box 3 with the same content. Elicit the meaning.

Explain that none of the styles is best – what’s important is that the writer can understand the notes.

Note: You could ask participants to write the notes out in full during the consolidation session at the end of the day.

**Step 2**  
2 minutes

Show participants the complete text (box 4) and elicit the differences between that and the style of the notes. They should identify that the notes are short, incomplete, use symbols and are not in paragraph structure. Tell them that they are going to write short notes similar to the ones in the first three examples.

## **Part B** **Listening and reading** 60 minutes

**Step 1**  
5 minutes

Read out the following sentence twice at normal speed for participants to take notes:

*There are differences between Sri Lanka’s progress as a country and how the plantation sector is doing in meeting the Millennium Development Goals.*

Participants compare their notes. Identify good styles (short, using symbols, etc).

**Step 2**  
5 minutes

Pre-teach *be on target to meet / be on track to meet / malnutrition / be aware of / mortality / undernourished / underweight*

**Step 3**  
10 minutes

Divide participants into four equal groups and name them A, B, C and D.

Instruct participants in group A to read **worksheet 3.3A**, participants in group B to read **worksheet 3.3B**, participants in group C to read **worksheet 3.3C** and participants in group D to read **worksheet 3.3D**. Set a time limit of 2 minutes.

Individual participants from group A make pairs with individual participants from group B. Similarly, individual participants from group C make pairs with individual participants from group D. Make sure that you have the same number of AB pairs as CD pairs by forming groups of three if necessary.

Participants A and C then read their texts aloud to participants B and D respectively. They should read at normal speed. Participants B and D take notes (Reading activity A on **worksheet 3.3E**).

Note: Participants might need a lot of encouragement to speak at normal speed at this stage and avoid dictating. You could set a 5-minute time limit for the activity.

**Step 4**  
5 minutes

Participants swap roles so that B and D read their texts out loud for A and C to take notes.

**Step 5**  
**15 minutes**

Join each A and B pair with a C and D pair. Each new group of four should have notes on a different text. Participants put the originals away. Participants use their notes to tell their new group about the text (Reading activity B).

**Step 6**  
**5 minutes**

Distribute the cards from **resource 3.3B** to participants so that each participant A has card A, each participant B has card B, etc. Participants work on their own to find the answer to their questions in their original text.

**Step 7**  
**15 minutes**

Participants work together to answer all of the questions in Reading activity C on **worksheet 3.3E**.

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### Answers

- 1 In the estate areas, poverty has increased. In urban areas it has decreased.
  - 2 There are high drop-out rates / there are fewer teachers.
  - 3 42% in the estate areas, but 90% in urban areas.
  - 4 There are very thin children.
  - 5 Malnutrition and poor emergency healthcare.
  - 6 Only 45% of women in estate areas know about AIDS.
  - 7 Because female workers make up almost half of the workforce in the estate areas.
  - 8 Plantation sector children are at an educational disadvantage to urban children.
  - 9 b  
The writer describes similarities and differences in order to highlight the differences (the inequalities).
- 

**Part C**  
**20 minutes**

## Language focus

**Step 1**  
**10 minutes**

Participants work in pairs and answer the questions in the Language focus activities A, B and C on **worksheet 3.3E**.

---

### Answers

- A
- 1 The proportion of poor households in urban areas almost *doubled* between 1990 and 2002.
  - 2 The proportion of poor households in urban areas *has* almost *doubled* since 1990.
- B
- 1 The verb in the first sentence is in the past simple tense. The verb in the second sentence is in the present perfect tense.
  - 2 The first sentence covers the period of time between 1990 and 2002 (finished).
  - 3 The second sentence covers the period of time between 1990 and now (unfinished).
- C
- 1 has increased
  - 2 decreased
  - 3 fell
  - 4 has gone up
- 

Point out the use of *between ... and ...* but *from ... to ...* ; for example:

*between 1990 and 2002*

*from 1990 to 2002*

Point out that *since* is used for a period of time from the past up to now:

*since 1990 = from 1990 to now*

**Step 2**  
5 minutes

Participants complete the rule for past simple and present perfect (Language focus activity D)

Refer participants to Murphy's English Grammar / English Grammar in Use for further practice.

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### Answers

We use *past simple* for finished time.

We use *present perfect* for unfinished time.

---

Note: There might be some confusion between *fell* and *felt* in the past. During feedback you could also write on the board:

Be careful:    feel        felt        felt  
                  fall        fell        fallen

Participants look at their original text again and find other examples of the past simple and present perfect.

**Step 3**  
5 minutes

Ask:

*What progress has Sri Lanka made?*

Elicit and write one or two ideas on the board.

Participants discuss their ideas in pairs.

## Part D Text analysis

30 minutes

**Step 1**  
7 minutes

Explain that the paragraphs which participants worked from in the note-taking activity form the body of a report. Elicit who the report might be for. Explain that participants are going to write the introduction to the report.

Participants work in pairs to discuss the questions in Writing activity A and record their ideas in note form.

**Step 2**  
8 minutes

Display **resource 3.3C**. Participants identify the answers to the questions in the displayed text. Explain that the answers to questions 1 and 2 form the background, the answer to question 3 forms the scope (what is and isn't included), and the answer to question 4 forms the purpose.

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### Answers

- 1 These are eight goals which aim to reduce poverty and hunger worldwide. The targets cover the period between 1990 and 2015, giving member states 25 years to meet the goals.
  - 2 In 2000 many countries, including Sri Lanka, agreed to take steps to reduce poverty and adopted the millennium development goals.
  - 3 It focuses on the situation in Sri Lanka. However, it does not cover the Northern and Eastern Provinces as there are no statistics available for these regions. It describes the similarities and differences between the plantation sector and other areas in Sri Lanka.
  - 4 To highlight the increasing inequalities between the plantation sector and other parts of Sri Lanka.
- 

Background

Scope

Purpose

Write on the board:

Introduction = background + scope + purpose

**Step 3**  
**15 minutes** Remove **resource 3.3C**. Participants work in pairs to write an introductory paragraph using their own ideas. Monitor to check that the three parts are included.

Conclude by pointing out that what was then the North-East Province was not included in the report. Ask what effect, if any, this might have on the national statistics. (Statistics for the Northern and Eastern Provinces are likely to be similar to the plantation sector, meaning that Sri Lanka's performance as a country is possibly not as positive as indicated in the national statistics).



## Session 3.4 Millennium trends

### Learner objectives

By the end of this session participants will be able to:

- describe trends over time using appropriate vocabulary and adjective/noun or verb/adverb structures.

### Time

90 minutes

### Session overview

A Vocabulary warmer	15 minutes
B Language focus	40 minutes
C Speaking	35 minutes

### Resources

Resource 3.4A–G	Graphs (A4 posters)
Resource 3.4H	Describing trends: verbs (cut-ups, 1 set per pair)
Resource 3.4I	Describe the graph (OHT)
Resource 3.4J	Sentence transformation (OHT)
Resource 3.4K	MDG indicators: Sri Lanka (cut-ups, one graph per participant)

### Worksheets

Worksheet 3.4A	Describing trends
Worksheet 3.4B	Describing graphs
Worksheet 3.4C	Model descriptions

### Background reading

<http://unstats.un.org/unsd/mdg/Data.aspx?cr=144>

### Context

This session gives participants the skills to describe data. An optional activity could be set for participants to write a paragraph describing one of the graphs in the session.

The graphs used are based on UN statistics for Sri Lanka and used to monitor progress towards meeting the Millennium Development Goals (MDGs). Each set of statistics represents one of many indicators for each goal. The timeframe for reaching the MDG targets is between 1990 and 2015. For example, one of the targets for MDG1 is to halve, between 1990 and 2015, the number of people whose income is less than \$1 a day.

The MDGs were presented in Session 3.1 and are listed again here for convenience:

Goal 1	Eradicate extreme poverty and hunger
Goal 2	Achieve universal primary education
Goal 3	Promote gender equality and empower women
Goal 4	Reduce child mortality
Goal 5	Improve maternal health
Goal 6	Combat HIV/AIDS, malaria and other diseases
Goal 7	Ensure environmental sustainability
Goal 8	Develop a global partnership for development

Sri Lanka as a country is on target to meet most of the MDGs, with the exception of MDG1 and MDG7. However, national statistics are incomplete. Because of the long-running conflict, it has not been possible to collect statistics for the Northern and Eastern Provinces. It is, therefore, not possible to say how accurate the statistics are or to what extent the figures for the north and east would change the overall picture.

One organisation involved in collecting statistics for the Northern and Eastern Provinces is the Centre for Information Resource Management (CIRM). CIRM is a unit within the planning secretariat of the Eastern Provincial Council. It holds a detailed database which it uses to create vulnerability–poverty profiles (VPPs) which indicate the relative poverty of villages in the north and east. This is a huge resource that local government officers should be aware of and encouraged to use where needed.

## Part A Vocabulary warmer

15 minutes

### Step 1 10 minutes

Display the graphs in **resources 3.4A–G** on the wall around the room. Divide participants into pairs. Distribute a set of verb cards from **resource 3.4H** and some blu-tack to each pair. Participants mark their cards with a symbol or their initials to identify them.

Explain that participants must stick the cards under the corresponding graph. The first pair to correctly place all their cards are the winners.

Note: Some graphs can be described by more than one of the verbs.

Move around the room and check answers.

### Answers

Graph A	to decrease, to fall, to decline
Graph B	to increase, to go up, to rise
Graph C	to reach a peak
Graph D	to fluctuate
Graph E	to drop
Graph F	to level off
Graph G	to remain constant, to remain stable

### Step 2 5 minutes

Participants complete Language focus activity A on **worksheet 3.4A**. As a whole class, identify the past tense and noun forms of the verbs in the table. Participants write the past tense of the verbs and the corresponding noun for the single word verbs.

### Answers

Verb	past tense	Noun
to decrease	decreased	a decrease
to fall	fell	a fall
to decline	declined	a decline
to increase	increased	an increase
to rise	rose	a rise
to go up	went up	
to reach a peak	reached a peak	
to fluctuate	fluctuated	a fluctuation
to drop	dropped	a drop
to level off	levelled off	
to remain constant	remained constant	



Note irregular verbs:

to fall	fell	fallen
to rise	rose	risen
to go	went	gone

[Link to irregular verbs in Session 2.4](#)

## Part B Language focus

40 minutes

Step 1  
5 minutes

Display **resource 3.4I**. Participants read the title of the graph. Discuss the age group covered by the term *youth* (in Sri Lanka it is people under 30 years old).

Check understanding of the title of the graph by making statements and having participants identify them as true or false, for example:

*The graph shows the percentage of men under 30 who are unemployed in Sri Lanka.*

False. It shows the percentage of unemployed men under 30 *as a percentage of the total of unemployed people*.

*The graph shows the number of unemployed men under the age of 30 compared to the total number of unemployed people*

False. It shows the *percentage*).

*The graph shows the percentage of unemployed people under the age of 30 compared to the total number of unemployed people.*

False. It shows the percentage of unemployed *males* under the age of 30.

As a whole class, participants identify the overall change:

*There is now a higher proportion of unemployed male youths than in 1992 / the percentage of unemployed male youths has increased / the percentage increased between 1990 and 2003.*

Participants practise describing the movement shown in the graph.

Do not discuss possible reasons for the movements at this stage.

Step 2  
5 minutes

Direct participants back to **worksheet 3.4A**. They work in pairs to put suitable phrases from the table in activity A into the text (Language focus activity B).

### Answers

- 1 There was a gradual *increase* / *rise* ...
- 2 ... there was a *fluctuation* ...
- 3 ... the percentage *decreased* / *fell* / *declined* ...
- 4 It then *rose* sharply
- 5 ... when it *levelled off* ...

[Link to there is/are in Session 1.6](#)

Step 3  
5 minutes

Participants complete Language focus activity C. They use the graph and language in the text to determine which phrase goes with which graph.

---

### Answers

- 1 a gradual increase (the increase is steady and smooth over time)
  - 2 a sharp increase (the increase is sudden and quite big)
  - 3 a slight increase (the increase is small)
- 

Highlight shift in stress for verbs / nouns where necessary (to *increase*, an *increase*; to *decrease*, a *decrease*).

**Step 4**  
10 minutes

In pairs, participants analyse the example sentences and complete Language focus activity D.

---

### Answers

- 1 In sentence 1, *increase* is a noun. In sentence 2, *increased* is a verb in the past tense.
  - 2 In sentence 1, *slight* is an adjective and comes before the noun. In sentence 2, the adverb *slightly* (*slight* + *-ly*) is used and comes after the verb.
  - 3 In sentence 1, we use *1990 and 1992* because *between* is used. In sentence 2, we use *1990 to 1992* because *from* is used.
- 

Participants find the mistakes in activity E and correct the sentences.

---

### Answers

- 1 The percentage went up between 1999 *and* 2001.
  - 2 There was a *slight increase* from 1998 to 2000.
  - 3 The figures levelled off from 1997 *to* 2000.
  - 4 Unemployment fell *sharply* between 1996 and 2000.
- 

**Step 5**  
15 minutes

Display **resource 3.4J**. Participants practise transforming the sentences from adjective/noun sentences to verb/adverb sentences and vice versa.

Participants complete Language focus activities F and G on **worksheet 3.4A**.

---

### Answers

Language focus activity F

- 1 From 1992 to 1995, the percentage fluctuated slightly.
- 2 From 1995 to 1999, the proportion decreased gradually.

Language focus activity G

- 1 There was a sharp drop in the percentage in 1999.
  - 2 Then there was a sharp rise until 2001.
-

## Part C Speaking

35 minutes

### Step 1 5 minutes

Divide participants into four groups. Give the members of each group a different chart from **resource 3.4K** (each group member has a copy of the same chart). In groups, participants decide how to describe their chart.

Elicit that they must first explain what their graph describes and then describe the trend. Stress that participants should not attempt to give the exact figures. Rather they should use words like *approximately*, *roughly*, *about* and *nearly*.

Monitor carefully to ensure that each group has understood their graph correctly.

Note: Graph B shows energy use from 1990 to 2002. Energy use is expressed as kg/\$1000 GDP to enable comparison between countries of different population size and at different stages of economic development.

### Step 2 15 minutes

Re-group so that each participant is matched with someone with a different chart. Participants complete Speaking activity A on **worksheet 3.4B**. They must not show their charts to their partners but describe them. The partner draws the graph on the relevant grid. Set a time limit of 5 minutes. When they have finished, they compare the sketch with the original diagram. Swap roles.

### Step 3 15 minutes

In pairs, participants discuss possible reasons for the trends in their graphs (Speaking activity B, question 1).

Refer participants back to Session 3.1. Ask them which Millennium Development Goal their graphs relate to (Speaking activity B, question 2).

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### Answers

- 1 Graph A relates to Goal 1: Eradicate extreme poverty and hunger
  - 2 Graph B relates to Goal 7: Ensure environmental sustainability
  - 3 Graph C relates to Goal 6: Combat HIV/AIDS, malaria and other diseases
  - 4 Graph D relates to Goal 3: Promote gender equality and empower women
- 

Participants discuss Sri Lanka's progress in meeting these MDGs based on their graphs (Speaking activity B, question 3).

Whole class activity – participants then think of other indicators of progress towards these goals (Speaking activity B, question 4).

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### Possible answers

- 1 Goal 1: family income (especially number of people living on less than \$1 a day), cost of living, number of malnourished children.
  - 2 Goal 3: equal wages to men, equal opportunities, equal working hours, professional levels reached, educational achievements.
  - 3 Goal 6: deaths from AIDS, malaria, dengue, chikungunya, incidents of the same, successful treatment rates.
  - 4 Goal 7: technology, clean industrial power, fuel consumption, waste management, individual awareness (e.g. through recycling).
-

If there is time, briefly discuss who is/should be responsible for collecting these statistics and the work of CIRM in developing vulnerability–poverty profiles.

## Optional consolidation exercise

Participants write a description of their chart.

**Worksheet 3.4C** is provided as a model answer so that participants can compare their descriptions.

Note: Participants don't need to do anything with this in the session. It is purely reference material.

## Session 3.5 Development assistance

### Learner objectives

By the end of the session participants will be able to:

- express obligation and absence of obligation using *must*, *mustn't* and *don't have to*.
- describe differences between aid organisations and the way they operate.

### Time

90 minutes

### Session overview

A Speaking	30 minutes
B Reading	20 minutes
C Language focus	40 minutes

### Resources

Resource 3.5	FLO brochure (fold in three to make a brochure; 1 copy per participant)
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### Worksheets

Worksheet 3.5	Development assistance
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### Context

This session looks at different organisations involved in providing development assistance to the Northern and Eastern Provinces and highlights problems that occur as a result of the different ways they operate. Details of the development actors and organisations mentioned in this unit are detailed in the answer keys.

Many professionals and government servants in the north and east use the abbreviation NGOO instead of NGOs for the plural form. They also do this with INGOO and CBOO. It is important to get participants to drop this habit.

The session introduces *must* and *mustn't* for expressing obligation and *don't have to* for expressing absence of obligation.

## Part A Speaking 30 minutes

### Step 1 10 minutes

Group participants into four teams. Instruct teams that they have to write down the five ministries of the Provincial Council. The first team to write the five ministries scores one point.

Continue the game by asking the groups to write five examples from the following categories:

- donor-funded projects in the north and east
- non-government organisations (NGOs)
- international non-government organisations (INGOs)
- bilateral agencies
- multilateral agencies.

The feedback from each round should generate discussion on the differences between the groups.

## Answers

Category	Examples	Notes
Provincial Council Ministries	<ol style="list-style-type: none"> <li>1 Ministry of Agriculture, Land, Livestock Development and Irrigation</li> <li>2 Ministry of Education, Cultural Affairs and Sports</li> <li>3 Ministry of Health and Indigenous Medicine</li> <li>4 Ministry of Provincial Public Administration, Local Government, Rural Development and Industries</li> <li>5 Ministry of Rehabilitation, Reconstruction, Social Welfare and Buildings</li> </ol>	<p>Responsibility for the ministries is shared between the Provincial Councils and the central ministries (responsibility for other ministries is at national level).</p> <p>Grouping of responsibilities for each ministry is the choice of the Provincial Council. Different provincial councils group the departments in different ways.</p>
Donor-funded projects	<ol style="list-style-type: none"> <li>1 North East Community Restoration and Development Project (NECORD)</li> <li>2 Conflict Affected Area Rehabilitation Project (CAARP)</li> <li>3 Capacity and Development Recovery Programme (CADREP)</li> <li>4 North East Irrigated Agriculture Project (NEIAP)</li> <li>5 Also NECCDEP, NEERP, NEHRP</li> </ol>	<p>These projects are Funded by World Bank and Asian Development Bank loans. They should be implemented in coordination with the Provincial Council and local authorities.</p> <p>Regional bank funding of this sort usually entails conditions for good governance.</p>
NGOs	<ol style="list-style-type: none"> <li>1 Sewa Lanka</li> <li>2 Sarvodaya</li> <li>3 SEDEC</li> <li>4 CHA</li> <li>5 Child Vision</li> <li>6 FCE</li> </ol>	<p>An NGO is non-profit making and independent of any government control.</p> <p>NGOs often receive funding from international organisations like the UN.</p>
INGOs	<ol style="list-style-type: none"> <li>1 Oxfam</li> <li>2 Caritas</li> <li>3 Save the Children</li> <li>4 World Vision</li> <li>5 Care International</li> <li>6 ZOA</li> </ol>	<p>An NGO is international if it implements projects outside its own country.</p> <p>INGOs are also independent of government and not-for-profit.</p>
Bilateral agencies	<ol style="list-style-type: none"> <li>1 JAICA</li> <li>2 DfID</li> <li>3 USAID</li> <li>4 SIDA</li> <li>5 AusAid</li> </ol> <p>Contrary to popular understanding in Sri Lanka, organisations like DfID and JAICA are not INGOS</p>	<p>Provide grant aid, not loans. They implement development cooperation agreements between their country and the recipient country.</p> <p>They often work within existing government structures but also with civil society organisations.</p> <p>Sometimes, they implement their own projects; sometimes they fund other organisations to implement for them.</p>
Multilateral agencies	<p>Any five of: UNHCR, UNICEF, WFP, WHO, FAO, UNDP, IMF, World Bank, ADB</p> <p>ICRC has a special status (Session 2.9).</p>	<p>Funded by more than one country. Mostly, they can be thought of as the UN agencies and the Regional Development Banks.</p>

**Step 2**  
**10 minutes**

Elicit similarities and differences between NGOs, INGOs, bilateral agencies and other international organisations (IOs) by asking simple questions, such as:

*What do NGOs and INGOs have in common?*

*How are bilateral agencies and international organisations different?*

Elicit some similarities, such as:

*NGOs and INGOs are both non-political.*

*Bilateral agencies and donor-funded projects work with government departments.*

*IOs receive funding from more than one country. Some INGOs also do.*

Elicit some differences, such as:

*Bilateral organisations give grants while the Regional Banks give loans.*

*INGOs need government permits but local NGOs don't.*

*ICRC is an IO. However, it doesn't belong to the UN.*

In groups, participants discuss similarities and differences in the same way (Speaking activity A on **worksheet 3.5**).

**Step 3**  
**10 minutes**

Participants work in groups to discuss the advantages and disadvantages in the way that NGOs, INGOs, bilateral and multilateral organisations operate. They make notes in the table in Speaking activity B.

Links with  
Session 2.9  
describing  
similarities and  
differences

### Possible answers

Category	Advantages	Disadvantages
NGOs	<ul style="list-style-type: none"> <li>• able to work at grassroots level</li> <li>• know the local government structures</li> <li>• work directly with beneficiaries</li> <li>• speak the same language</li> <li>• provide appropriate solutions</li> <li>• don't inflate prices (e.g. salaries, tenders, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• in Sri Lanka, usually Colombo based</li> <li>• very few really local NGOs in the north and east</li> <li>• Sinhala-biased, especially for training</li> <li>• limited experience and corruption</li> </ul>
INGOs	<ul style="list-style-type: none"> <li>• funds, resources, experience and good practice</li> <li>• able to work at grassroots level</li> <li>• have credibility within government structures</li> <li>• access to beneficiaries in conflict-sensitive areas</li> <li>• access to international media</li> <li>• non-political</li> <li>• skills transfer for local employees</li> </ul>	<ul style="list-style-type: none"> <li>• may be unaware of local practices</li> <li>• may work outside / undermine administrative structures</li> <li>• projects may not be sustainable</li> <li>• lack of coordination leads to many doing the same thing</li> <li>• may offer what they do best, rather than what is needed</li> <li>• lack of local language</li> <li>• 'poach' government or NGO staff</li> <li>• inflate local prices / fees</li> </ul>

(table continues overleaf)

Category	Advantages	Disadvantages
Bilateral agencies	<ul style="list-style-type: none"> <li>strengthen capacity in existing structures by providing knowledge and skills training</li> <li>can exert political pressure in conflict situations</li> <li>grant-aid doesn't incur debt</li> <li>good governance strengthened by conditions attached to aid</li> </ul>	<ul style="list-style-type: none"> <li>grant aid linked to economic interests (may be seen as self-serving)</li> <li>may be partisan</li> <li>second staff from government institutions, thus temporarily weakening those institutions</li> </ul>
Multilateral agencies	<ul style="list-style-type: none"> <li>usually working within the UN mandate</li> <li>good governance strengthened by conditions attached to aid</li> </ul>	<ul style="list-style-type: none"> <li>often led by US policy (especially the WB)</li> </ul>

Conclude this part with a brief discussion of how the problems arising from the way these organisations operate can be avoided.

### Answers

- 1 Link with good governance.
  - 2 Coordination, participation, inclusiveness, language skills, teams who have worked together before, equal opportunities (gender, ethnicity, national / international), more long-term impact studies, more dissemination of best practices, more transparency.
- Highlight that all of the above emphasise the key principles of good governance.

## Part B Reading

20 minutes

Step 1  
10 minutes

Elicit the purpose of a brochure (*to give information in an easy, accessible format*). Explain that participants are going to read about an organisation called FLO. In pairs, they write three things they would like to know about FLO (Reading activity A on **worksheet 3.5**). Monitor for correct question forms.

Distribute **resource 3.5**. Participants scan the brochure to find answers to their questions (Reading activity B).

Step 2  
10 minutes

Participants answer the questions in Reading activity C.

Participants encountered FLO in Sessions 2.5, 2.6 and 2.12 when they explored conflict between Patrick and Fernando.

### Answers

- 1 Food and Livelihood Organisation
- 2 FLO works with local partners to implement projects.
- 3 To give information about FLO, in particular the criteria for becoming a partner organisation.

Check understanding of the words *criteria* (a list of standards to be met), *essential* (necessary / extremely important) and *desirable* (something you would like to have). Check also that the criteria presented in the brochure are clear to the participants.



## Part C Language focus

40 minutes

### Step 1 10 minutes

Elicit the criteria for becoming a local partner organisation. Elicit the sentence:

*You must have 2 years' work experience in the project area.*

Write the sentence on the board. Check concept and form. Participants repeat.

Note: If participants offer *You have to have 2 years' work experience* accept it as an alternative to *must*. Establish that *must* and *have to* are synonymous in this case, especially as they will need *have to* for the question form in step 3.

Elicit other sentences using *must*; for example:

*You must have proof of registration with the National Secretariat for NGOs.*

*You must be able to communicate in English.*

Ask: *What about political connection?* to elicit: *You mustn't have any political connections.*

Check concept. Establish that these are rules and therefore we use the modal verb *must/mustn't* to talk about them.

Ask: *What about being bilingual in Tamil and Sinhala? Is this a rule?* to elicit the sentence: *You don't have to be bilingual but it helps.*

Write the sentence on the board. Check concept (i.e. it's not necessary) and form. Practise stress and intonation. Elicit more examples such as:

*You don't have to have experience in food security but it helps.*

Participants record the sentences in their note books.

### Step 2 5 minutes

Participants work in pairs to make sentences about the project criteria using *must/mustn't/don't have to*. Monitor closely to check that the difference between *mustn't* and *don't have to* has been understood.

---

#### Possible answers

- The project must contribute to the achievement of MDG 1.
  - It must help reduce poverty and hunger.
  - It must benefit women and children.
  - It must contribute to social harmony.
  - It mustn't have a negative effect on the achievement of the other MDGs.
  - It doesn't have to contribute towards achievement of MDGs 1–7 (but it helps).
- 

### Step 3 10 minutes

Participants imagine they want to know about FLO's criteria. Elicit the question:

*Do I have to register with the National Secretariat of NGOs?*

Check meaning. Point out that *must* is not used in the question form in this context.

Use prompts (e.g. *speak English, have 2 years' work experience*, etc.) to elicit other examples.

Elicit questions about the project to highlight third person singular form:

*Does the project have to benefit women and children?*

Put both questions on the board.

Use prompts from the brochure to elicit more questions (*contribute to social harmony/speak English/be bilingual/have experience in livelihood development*).

Set up pairwork. Participant A asks a question about FLO and participant B gives a short answer. Demonstrate in open pairs first; for example:

A: *Do you have to have two years' work experience in the project area?*

B: *Yes, you do.*

A: *Do you have to speak English?*

B: *Yes, you do.*

A: *Do you have to be bilingual?*

B: *No, you don't, but it helps.*

**Step 4**  
**10 minutes**

Participants read about six organisations who want to become local partners of FLO (Language focus activity A). They decide in what ways the organisations and/or the projects meet (or fail to meet) FLO's criteria (Reading activity C). Discuss the first together as a whole group.

This activity brings up a wide range of modals and conditionals. Rather than trying to introduce them, set up the speaking activity as a 'deep-end' speaking needs analysis. Do a lot of monitoring and note-taking. Record good examples as well as common mistakes of modals for obligation, prohibition, permission, (*must/have to/mustn't/can't/shouldn't/don't have to*) and first conditionals (e.g. *If the farmers have more land, they'll be able to grow more vegetables*). Also make a note of mistakes by omission – opportunities where the modals weren't used but should have been.

---

### Answers

Rationale to guide discussions:

- 1 Clearing the forest will have a negative impact on the environment (MDG 7)
  - 2 Providing children with an income-generating skill may encourage them to drop out of school, thus negatively impacting MDG 2.
  - 3 TFD does not have work experience in the project area. They are not locally based and probably don't speak the local language.
  - 4 Preserving food contributes to alleviating hunger and so fits the criteria. They come from the area and will speak the local language. They will have local knowledge of crops and growing conditions.
  - 5 Breastfeeding is more hygienic and more nutritionally beneficial than powdered milk. It's also free. Encouraging women to give their babies powdered milk works against MDG 4.
  - 6 Providing training for Tamil men and women only (and not offering it to the Muslim and Sinhalese) works against social cohesion and therefore does not fulfil one of FLO's essential criteria.
- 

**Step 5**  
**5 minutes**

Feed back examples of participants' errors and get them to correct themselves.

## Session 3.6 Food security

### Learner objectives

By the end of this session participants will be able to:

- identify issues of food security
- use *because* and *because of* to talk about cause and effect.

### Time

120 minutes

### Session overview

A Speaking: Causes of hunger	45 minutes
B Language focus: <i>Because</i> or <i>because of</i>	45 minutes
C Roleplay: Discussion on food security	30 minutes

### Worksheets

Worksheet 3.6A ..... [Food security]

Worksheet 3.6B To eat or to sell?

### Background reading

[www.fao.org/faostat/foodsecurity/MDG/MDG-Goal1\\_en.pdf](http://www.fao.org/faostat/foodsecurity/MDG/MDG-Goal1_en.pdf)

[www.globalissues.org/TradeRelated/Poverty/Hunger/Causes.asp](http://www.globalissues.org/TradeRelated/Poverty/Hunger/Causes.asp)

### Context

The key concepts in this session are hunger and malnutrition, food security, subsistence farming versus commercial farming, organic versus chemical farming, and how organisations can support different people's food security needs.

The main results of hunger are malnutrition and constant under-nutrition resulting in micronutrient deficiency.

Because of the conflict in the north and east, urban development and industrialisation are not viable economic developments. For this reason, the Northern Provincial Council places the strongest emphasis on economic development through rural development. A large proportion of projects funded by the World Bank and the Asian Development Bank in the north and east concern food security and rural development – for example, NEIAP, the North East Irrigated Agriculture Project, and NECCDEP, the North East Coastal Community Development Project which emphasises the sustainable livelihoods approach.

Because of this emphasis on rural development, many of the participants on this course will come from the provincial departments of rural development, agriculture, cooperatives development and social welfare, or from local authorities or NGOs who are involved with food security, food distribution for internally displaced people (IDPs) or who work closely with small-scale credit schemes and loan projects.

Food security in conflict situations is not touched on in this session but it will be a reality for participants, many of whom will have lived through food shortages, especially when the A9 is cut off, as it has been many times in the past.

Most people in Sri Lanka are not aware of the dangers of uncontrolled use of fertilisers, insecticides and herbicides. There is a very high incidence of cancer in the Nurawa Eliya vegetable-growing area. Composting and organic farming are not widespread but many farmers in rural areas use organic treatments not for health reasons but simply because they cannot afford commercially produced chemicals.

One of the issues that comes up in the text is the advantages and disadvantages of buying seed. The advantages of saving seeds are that it is cheap; it preserves local species which farmers know they can grow in those conditions; it makes farmers self-reliant because they don't need to invest each time in new seeds. The disadvantages of saving seeds include the possibility that disease may be preserved; it may not be the best species to grow; the quality of seed cannot be guaranteed. With many fruits and

vegetables, you have to let the plant go to seed in order to collect the seeds, so farmers can't eat it or sell it – this is the dilemma many rice farmers face.

The advantages of buying new seeds are that there is less disease because they are bred; it increases variety, and yield; quality is standardised; new strains can be developed which are resistant to disease. The disadvantages of buying new seeds are that they are expensive so it requires investment; local varieties may get lost if people stop using them; they may not be suited to local conditions; farmers become reliant on availability of seeds every year, and may also become reliant on chemicals the seed companies recommend.

## Part A Speaking: Causes of hunger

45 minutes

Step 1  
20 minutes

Participants study the vocabulary in **worksheet 3.6A**. Elicit the topic: *Food security*. Have participants fill in the title of the worksheet.

Working on their own, participants identify those words on the list that they do not understand. Put them in pairs and get them to teach each other any of the words that one partner knows but the other one doesn't. Repeat this process in groups of four and then eight and let them work together until they have taught each other as many words from the list that they can.

If there is time, have them think of specific examples of these concepts or practices – for example, what organic pesticides are used in the north and east for ants eating coconut trees or for preventing white-fly. Then teach them the remaining words that none of the participants can define. Explain that this worksheet contains all the key vocabulary for this session's topic.

Step 2  
5 minutes

Ask participants to look at the list of MDGs on the FLO brochure (Session 3.5) and state which are linked to hunger/nutrition.

---

### Answers

Goals 1, 4, 5 and 6 (4–6 are achieved by good health and therefore nutrition).

---

Step 3  
10 minutes

Put participants back into table groups. They carry out the activity for Speaking 1 on **worksheet 3.6A**. Explain that the purpose of the task is to raise their awareness about global issues of hunger and food security. Tell them to discuss the statements in their groups and decide if they are true or false. They mark them T (true) or F (false).

Step 4  
10 minutes

As a whole class, elicit some of the statements that participants felt were false. Inform them that *all* the statements are true.

Get participants to tell you which facts they found the most surprising. Highlight any of the information from the following list that adds relevance to the class discussion at this stage.

---

### Answers

Points to highlight could include the following.

- 1 People do not just die of starvation, but also from diseases that are made worse by malnutrition.
- 2 Although they may not experience hunger, many people suffer from a lack of nutrients in their diet, resulting in conditions such as stunted growth, blindness, etc.

- 3 If we grew food only to feed ourselves and not to feed animals kept for their meat, there would be more than enough food; 34% of world grain supplies are fed to livestock reared for meat.
  - 4 When governments fear a food shortage, prices increase and people stock up on food. This creates shortages and soaring prices. People die because they cannot afford to buy food rather than because there is a shortage of food.
  - 5 Use of herbicides kills plants that would normally feed people and provide vitamin A.
  - 6 Pesticides kill all insects, including the useful ones. Natural pollination cannot occur between other plants.
  - 7 Growing different plants can increase the water content of the soil. Growing a water-hungry cash crop, such as tomatoes, can damage the water table.
  - 8 'Free trade' usually benefits rich countries and hurts poor farmers at home. Opening up trade barriers means cheap imports which can deflate the price of a commodity within a country.
- 

**Part B**  
**45 minutes**

**Step 1**  
**20 minutes**

**Language focus: *Because* and *because of***

Participants look at the title of the reading text on **worksheet 3.6B**. Ask them to predict why to eat or to sell is a dilemma for poor people. Participants read the first three paragraphs very quickly and identify the main characters – Mogana and Thamby. Ask:

*What is the difference between them?*

Then have them read the whole text more carefully. Elicit who they identify with more, Mogana or Thamby. Elicit their reasons and keep asking *Why?* so that you naturally elicit *because* in their responses.

Participants underline all the sentences in the text that they can find with *because* and *because of*.

---

**Answers**

Mogana was a widow *because of* the war.

He didn't pay much for it *because* it was by the sea.

*Because of* the water shortage, Mogana put some of her plants near the tap where she washed her dishes.

*Because* he only grew one crop, the soil was poor.

---

Check participants understand the meaning and use of *because* and *because of* by eliciting that they are link words to show cause and effect. Elicit from the examples that participants have underlined that *because* is followed by a verb phrase (SVO phrase) while *because of* is followed by a noun or noun phrase.

Also use the examples to highlight the possibility of reversing the order of the clauses: the cause clause (*because* or *because of* clause) can come at the beginning of the sentence, followed by a comma, or at the end without the comma; for example:

*Because Thamby only grew one crop, the soil was poor.*

*The soil was poor because Thamby only grew one crop.*

**Step 2**  
**15 minutes**

Participants work in pairs to ask and answer the questions in the Reading activity on **worksheet 3.6A** orally. Encourage them to find more than one reason/answer for each question. Encourage them to read between the lines and infer other reasons.

Monitor, correct for accuracy and reading comprehension and make a note of any good reasons participants come up with which require a greater level of inferring and use of their own words. As a whole group, get participants to share these good answers. Continue to correct for accuracy.

---

**Answers**

- 1 Because of the war; because she had to pay the hospital; because of her husband; because she was a widow; because she never saved any money; because she sold her land cheaply; because she didn't have enough land to grow to sell ...
  - 2 Because of the location; because it was near the sea; because she probably didn't have the land deeds; because she needed the cash quickly to help her husband ...
  - 3 Because she was poor; because she wanted her child to have a better education than she had; because she didn't have enough land to grow to sell; because of lack of education; because of unemployment ...
  - 4 Because of tradition; because they were cheaper; because probably they grow well in that soil ...
  - 5 Because of the location; because of where she put them; because they could absorb the dish-washing water; because she watered them at night so less water evaporated ...
  - 6 Because of the savings/the cost; because of tradition; because she couldn't afford commercial fertiliser; because she believed in organic farming ...
  - 7 (as above); because her grandmother did; because it worked ...
  - 8 Because of the price; because the insects developed a resistance to it; because it killed good insects along with the bad ones so other insects could get in ...
  - 9 Because of the on-going costs and resources needed– insecticide, water etc; because of the low yield; because of the drop in the market; because growing a single crop ruined his soil ...
  - 10 Because he thought they were cheap to produce; because there was a demand for them; because you can get two crops a year ...
  - 11 Because she wanted a variety to eat; because she understood how to look after the soil; because she could mange their different needs in a small area ...
- 

**Step 3**  
**10 minutes**

Participants do the Language focus activity (gap fill) on **worksheet 3.6A** on their own. Then have them compare and correct each other's work.

Monitor to see that they all agree.

---

**Answers**

- 1 because
- 2 because
- 3 because
- 4 Because of
- 5 Because
- 6 because of
- 7 because
- 8 because of

## Part C **Roleplay: Discussion on food security**

30 minutes

### Step 1 10 minutes

Put participants into three groups. Get each group to brainstorm ideas as follows

- Group 1 (Thamby): How can I become a better farmer?
- Group 2 (Mogana): How can I develop my kitchen garden skills into a business?
- Group 3 (public servants/project workers): How can public servants in the Department of Rural Development and the Department of Agriculture, staff in projects like NEIAP and NECCORD or NGOs help people like Mogana and Thamby?

Encourage participants to use the information in the reading text (**Worksheet 3.6B**) and the gap-fill text (**Worksheet 3.6A**) to inform their suggestions.

Ensure that participants take notes so they will have something to refer to once they are cross-grouped.

### Step 2 15 minutes

Cross-group participants into groups of three – one Thamby with one Mogana and one public servant/project worker. Have them put their ideas and experience together to come up with (1) business diversification advice and services for Thamby and (2) business development advice and services for Mogana.

Monitor and note good ideas. If there is time, get groups to share these good ideas.

### Step 3 5 minutes

Sum up by pointing out the need to close the gap between vulnerable subsistence farming and vulnerable commercial farming by making use of credit schemes for kitchen garden development and diversified small-scale cash-crop farming. Emphasise the role of public servants and NGOs for making credit schemes and rural banks available, registering land so that people get a fair price for it, creating more seed centres island-wide, developing or rehabilitating irrigation schemes, providing education and advice about soil improvement and nutrition.

Draw on participants' knowledge of which provincial departments, NGOs and Projects deal with these services, to authenticate your conclusion.





## Session 3.7 Good governance

### Learner objectives

By the end of this session participants will be able to:

- identify specific information in a listening text
- make recommendations using *should* and provide supporting arguments
- apply the principles of good governance to development projects.

### Time

90 minutes

### Session overview

A Good governance	55 minutes
B A project proposal	35 minutes

### Resources

Resource 3.7A	Food security (A3 poster x2)
Resource 3.7B	Good governance (OHT)
Resource 3.7C	What is good governance? (Notes for trainer's information; this resource is not intended for distribution to participants)
Resource 3.7D	Tapescript 3.7

### Worksheets

Worksheet 3.7A	A project proposal
Worksheet 3.7B	Tapescript 3.7

### Context

This session uses the presentation of a project proposal by a local NGO called Agriculture For Development (AFD) to FLO, the INGO encountered earlier in the course, as an opportunity to explore criteria for evaluating a project. It makes the point that evaluation of a project proposal should be based on the intended activities (the *what?*) and should also look at the way that the project has been designed and how it will be implemented (the *how?*), ensuring that principles of good governance are applied.

There is a tendency to connect the need for good governance with the formal actors and formal structures that exist within the government system. However, civil society is also an important actor in governance. This session makes the point that principles of good governance should be applied to making and implementing decisions in all organisations and at all levels, both formal and informal.

## Part A Good governance

55 minutes

Step 1  
10 minutes

Use the board to explain a word search, pointing out that words can be hidden both horizontally and vertically. Divide the group into four teams, A, B, C and D. Display two copies of **resource 3.7A** (A3 poster of the word search), one at each end of the room. Two teams line up in front of each poster. Give the first person in each team a marker pen (use different colours for the teams at the same poster). Explain that teams have 2 minutes to find ten hidden words on the poster. They must take turns and will lose points for not taking turns. When the trainer shouts 'go', the first person in each team races to the poster and circles a word. They then pass the pen to the next person on the team who goes to the poster and circles another word. The first team to find all 10 words is the winner (or the team with the most words circled when the time is up).

---

## Answers

Horizontal words:

- nutrition, grow, pesticides, crops, harvest, garden.

Vertical words:

- vulnerable, plant, soil, seeds.
- 

Check that participants understand the words from the word search by eliciting sentences about food security in the north and east using the words.

Alternatively the word search can be set as a consolidation activity using **worksheet 3.7A** (final exercise on worksheet).

### Step 2 15 minutes

Give an overview of the session. Explain that a local NGO called Agriculture For Development (AFD) is seeking support from FLO for a new programme in the Eastern Province. Participants imagine that they are directors of FLO and must evaluate the proposal and decide whether or not to accept AFD as a local partner organisation.

In groups of four or five, participants brainstorm criteria for evaluating the proposal. Elicit one or two ideas as a whole group. Highlight use of the modal *should* to express recommendations, for example:

*The project should be relevant to the needs of the local people.*

For each recommendation, elicit a supporting reason, for example:

*If it's not relevant to the needs of the local people, they won't participate.*

Participants continue to brainstorm criteria in small groups. If necessary, remind participants to include the criteria for becoming a partner organisation set out in the FLO brochure (**resource 3.5B**). Feed in vocabulary as required for example:

*beneficiaries, sustainable/sustainability, participation/to participate, relevant/relevance, environmental impact, gender sensitivity/awareness, etc.*

Note: Make sure that participants are clear that they are evaluating the content of the proposal, *not* the presentation itself.

### Step 3 10 minutes

Elicit and discuss ideas. Record suggested evaluation criteria on a poster and display on the wall of the classroom.

Evaluation criteria are listed opposite along with characteristics of good governance.

If participants fail to mention *environment* or *gender*, explain that it is common practice among donors to include reference to these two topics in project proposals to ensure gender-sensitive approaches and to avoid negative environmental impacts.

These criteria  
will be referred  
to in Session 3.8

### Step 4 15 minutes

Explain that the management of a project should display the characteristics of good governance. Elicit what 'good governance' is and compare participants' own understanding to the definition on **resource 3.7B**. Stress that the need to observe the principles of good governance doesn't just apply to government institutions – it applies to all management situations that involve making and carrying out decisions.

Use the criteria elicited in step 3 above to elicit/introduce the characteristics of good governance. Record characteristics on the board.

Elicited examples of evaluation criteria and good governance might include the following.

Criteria	Characteristic of good governance
is relevant to the needs of the people; targets a real need	responsiveness
follows rules and regulations; is conducted within the law (by an NGO registered with the National Secretariat for NGOs)	rule of law
makes use of natural resources; achieves the intended aims; is sustainable; doesn't harm the environment	efficiency and effectiveness
targets Sinhalese, Tamil and Muslim communities; doesn't discriminate against any group in society	equity and inclusiveness
has a clear plan for monitoring and evaluation/reporting; has clear aims	accountability
allows all stakeholders to express an opinion (either directly or through representative groups)	participation
has a plan to make information freely available and accessible	transparency
has the support of key stakeholders	consensus oriented

Note: There is a great deal of overlap between the principles of good governance: for example, rule of law is a prerequisite to establish transparency, consensus requires participation, etc.

**Step 3**  
**5 minutes**

Participants check their comprehension of the characteristics of good governance by completing Listening and speaking activity A (matching exercise). Alternatively, this can be set as a consolidation activity.

---

**Answers**

- 1 F
  - 2 G
  - 3 C
  - 4 E
  - 5 A
  - 6 G
  - 7 B
  - 8 D
-

## Part B A project proposal

35 minutes

Step 1  
15 minutes

Participants look at the table in Listening and speaking activity B on **worksheet 3.7A**. They listen to **tape 3.7** (the presentation) and make notes in the table.

Explain that it is not necessary to understand everything on the tape in order to complete the table.

Participants compare notes in pairs. Play the tape again to enable participants to check and/or complete their notes. Participants respond to the true/false statements in Listening and speaking activity C.

---

### Answers

#### Activity B

Aim	improved nutritional status/increased amount and quality of food
Beneficiaries	10 low-income families in two villages in Eastern province
Main activities	agricultural skills training programme for women
Project duration	unclear (the speaker refers to activities in the second year, and mentions a possible extension to two new villages in the third year)

#### Activity C

- 1 False  
AFD used data from CIRM to identify the target villages.
- 2 True.
- 3 False  
Criteria will be used to select women from the poorest families. Illiterate women will not be able to join.
- 4 True.

Step 2  
20 minutes

In small groups, participants discuss which principles of good governance are evident in the AFD project proposal (Listening and speaking activity D). They may refer to the tapescript (**worksheet 3.7B**) to help them.

---

### Possible answers

- consensus oriented: discussions with DS and local key players
- transparency in (1) the way the target villages were identified (using CIRM data) and (2) making the criteria for identifying vulnerable households known
- equity and inclusiveness: targeting most vulnerable families; however, excludes illiterate women
- responsiveness: addresses hunger and poverty (real needs)
- accountability: use of indicators to monitor project activities
- efficiency and effectiveness: inclusion of composting and harvesting rainwater in curriculum

Explain that in the next session participants will make a decision about whether or not to accept AFD as a local partner.

## Session 3.8 Evaluating a proposal

### Learner objectives

By the end of this session participants will be able to:

- describe strengths and weaknesses of a project proposal
- prepare an outline for a report
- use a checklist to edit their writing.

### Time

90 minutes

### Session overview

A Speaking	30 minutes
B Writing	60 minutes

### Resources

Resource 3.8A	Report outline (OHT)
Resource 3.8B	Signposts (OHT)
Poster of project evaluation criteria from Session 3.7	

### Worksheets

Worksheet 3.8	Evaluating a proposal
---------------	-----------------------

### Context

In this session, participants discuss the strengths and weaknesses of the project proposal presented in Session 3.7 and prepare to write a simple report.

Participants worked on paragraph organisation in Session 1.9 and introductions in Session 3.3. The main focus of this session is the writing process itself – the importance of organising ideas and writing outlines (in note form) before starting to write, and the importance of checking after writing.

## Part A Speaking 30 minutes

### Step 1 5 minutes

Give a brief overview of the session. Explain that participants will brainstorm the strengths and weaknesses of the AFD proposal presented in Session 3.7. They will then prepare an outline of a report to present their ideas and make recommendations about supporting the project. The report must be completed during consolidation sessions or as homework.

[Link to Session 3.7](#)

### Step 2 25 minutes

Remind participants of the criteria they developed in Session 3.7 for evaluating a project (refer to the poster). In pairs, participants take on the role of FLO directors who are considering supporting the project. They use the criteria to brainstorm the strengths and weaknesses of the AFD proposal. Participants record their ideas in a table (Speaking activity A on **worksheet 3.8**).

Pairs join with another pair to compare and add to their ideas (Speaking activity B). Encourage them to group similar ideas and to expound their ideas. Ask questions as necessary, for example:

*In what ways is the project sustainable?*

*How does it meet the needs of the poorest families? etc.*

Monitor closely, feeding in vocabulary as required. Ask guiding questions to ensure that each group identifies at least three strengths and three weaknesses in the proposal.

Groups identify the three or four most important strengths and weaknesses and rank them, with 1 being most important (Speaking activity C).

---

### Possible answers

Strengths:

- meets the needs of the poorest families in the two villages
- training curriculum is relevant and well planned
- sustainable
- encourages composting which is free and good for the environment.

Weaknesses:

- only benefits 10 families
  - women don't have time to attend training everyday
  - excludes illiterate women
  - timeframe is unclear.
- 

## Part B Writing

60 minutes

Step 1  
10 minutes

Explain that participants are going to prepare an evaluation report on the AFD proposal. Elicit the outline of the report:

*Introduction*

*Body:*

*Paragraph 1: Strengths of the proposal*

*Paragraph 2: Weaknesses of the proposal*

*Conclusion*

Elicit the information that should be included in the introduction.

*a brief overview of the proposal and the purpose of writing the report*

Establish that the purpose of writing is (a) to discuss the strengths and weaknesses of the project and (b) to make a recommendation about funding the project.

Participants make notes to answer the questions in Writing activity A on **worksheet 3.8**. Point out that these notes will form the core of the introductory paragraph.

Step 2  
20 minutes

Participants work in pairs to draft a topic sentence for the first paragraph of the body of the report. Elicit good suggestions from the group and write them on the board.

---

### Answer

Example topic sentence:

- The project proposal has many strengths/positive elements.
-

Display the outline of a report (**resource 3.8A**). Stress that participants must support their ideas by giving explanations, as they did in the speaking activity in Part A step 2. Their explanations should be relevant and should not repeat ideas.

Participants work in pairs and make notes for paragraph 1. Make sure that participants do not write out full sentences and do not start writing their reports at this stage.

Participants then write a topic sentence for the second paragraph and make notes for each point.

Monitor closely, checking for relevance of ideas and avoidance of repetition.

**Step 3**  
**5 minutes** Remind participants of the signposts from Sessions 1.9 and 2.9. Display **resource 3.8B** and ask participants how they could change the phrases for this topic.

---

### Answers

One of the main ~~arguments~~ *strengths* is ...

A second ~~argument~~ *positive factor* is ...

Another ~~benefit~~ *good feature/element* is ...

One ~~disadvantage~~ *weakness* is ...

A second *negative* factor is ...

Another ~~argument against~~ *problem/difficulty* is ...

---

**Step 4**  
**10 minutes** Ask participants to think about the conclusion. Elicit the options that donors have for accepting/rejecting the proposal:

*Accept it as it is, accept it but ask for changes, or reject it.*

Participants match the sentence parts in Writing activity D to make a conclusion to the report.

Remind participants that this is an assessed writing activity. They write the report during the consolidation session. Stress that the report should be no more than 300 words. Therefore, they should not try to cover all the points – they should prioritise their ideas and focus on the most important ones.

Participants submit their report the following day.

**Step 5**  
**15 minutes** Elicit criteria for a well written report. Include organisation of ideas as well as use of English grammar and vocabulary. Elicit the following procedure for the writing process:

*brainstorm ideas*

*select the most important and relevant ideas from the brainstorm*

*arrange the ideas in an effective order*

*group ideas into paragraphs, with each paragraph built around a single unifying idea or topic*

*look for repetition or irrelevant ideas*

*write first draft.*

When writing a first draft, participants concentrate on what they want to say and how to say it. They should use a checklist to improve and correct their draft. Elicit what to include in a checklist, for example:

*Sentence structure (SVO)*

*subject/verb agreement (Especially is -s or -es used at the end of the third person singular, present simple tense?)*

*use of impersonal subject( it or there)*

*tenses (Are they correctly formed? Are the present simple and the present continuous used correctly? Is the present continuous used too often?)*

*Punctuation and capitalisation*

*encourage participants to personalise their checklist by looking back at their earlier assignments and using the feedback to add to their checklist*  
*stress the importance of checking writing systematically (including using a spell-check and grammar-check program if working electronically)*



## Session 3.9 Girls' education

### Learner objectives

By the end of the session participants will be able to:

- describe the impact of educating girls on development
- listen for specific information
- seek clarification as an active listening skill.

### Time

120 minutes

### Session overview

A Listening: Girls' education	40 minutes
B Language focus: Seeking clarification	20 minutes
C Active listening	55 minutes
D Setting up a self-study activity	5 minutes

### Resources

Resource 3.9 Tapescript 3.9

### Worksheets

Worksheet 3.9A	Girls' education
Worksheet 3.9B	Tapescript 3.9 (extract)
Worksheet 3.9C	Tamara
Worksheet 3.9D	A self-study activity

### Background reading

*Accelerating Girls' Education: A Priority for Governments*, a paper compiled by The Population Council and the Rockefeller Foundation:  
[www.popcouncil.org/gfd/girlseducation.html](http://www.popcouncil.org/gfd/girlseducation.html)

### Context

Part A of this session focuses on the content: girls' education as the key to gender equity and how it can have a positive impact on development. Although Sri Lanka has already reached the numerical targets of gender equality at all levels of education, the reality is that women still face discrimination in the workplace and are not on an equal footing with men. Educating girls has much broader social implications than simply the benefits that it brings the girls who receive the education. Educating women means more women in the workforce and an increase in productivity. It means better health because women, as the key transmitters of health information in the family unit, are better able to access and understand health messages. It means women are more politically aware, both of their rights as citizens and the political system in general, and create the potential to increase democracy and human rights advocacy. It also means that women are more likely to send their own daughters to school and set in motion an upward positive spiral.

Part B introduces the function of seeking clarification and participants use clarifying questions to practise their active listening skills in Part C. They express and listen to each other's opinions about a situation that highlights gender differences, both through the context it presents and the different reactions that (most Sri Lankan) male and female participants will have to it. This draws together strategies for learning to listen, in a non-judgemental way, to opinions that they probably disagree with. It links to interpersonal skills for conflict mitigation in the workplace, and can be used as a follow up to Session 2.12.

A consolidation activity is set up at the end of this session. It provides participants with an opportunity for independent study and 'learning by doing'. In session 10, they reflect on the experience. The activity leads participants first to use and then to distinguish seven strategies for working out the meaning of unknown words from context.

## Part A Listening: Girl's education

40 minutes

### Step 1 5 minutes

As an introduction to the session, present participants with the following puzzle.

*A man comes home and hears his wife say, 'No, Kannan!' followed by a gunshot. He opens the door and finds his wife dead on the floor. In the room are a lawyer, a doctor and a teacher. The man accuses the teacher of killing his wife. How does he know this?*

Ask questions around the class to check that participants have understood the scenario. Ensure that they have heard 'Kannan' and they are clear that it is a man's name. Encourage participants to ask questions to solve the puzzle.

---

### Answer

The lawyer and the doctor are both women, the only other person is the teacher, whose name is Kannan.

---

Use the scenario to discuss traditional gender roles briefly and how people tend to make assumptions about jobs, usually expecting men to be lawyers and doctors. Make the link between profession and education. You may want to point out that traditionally male-dominated 'schools' like law school and medical school are changing in Europe and North America. At present, 80% of law students in the US are female.

### Step 2 10 minutes

Participants work individually to do the pre-listening multiple-choice prediction activity (Listening activity A on **worksheet 3.9A**). In pairs, they compare their answers and justify their choices. Encourage disagreements as to the 'right' answer, so that participants have a purpose for listening to the tape and finding out who in fact has predicted accurately.

### Step 3 10 minutes

Participants listen to **tape 3.9** (up to the pause indicated on the tapescript). They correct and compare their answers in pairs (Listening activity B). If there is still disagreement, play the same section of the tape again so that participants independently arrive at the right answers, rather than depending on the trainer to give them the answers. During this process, monitor and check that they have the right answers, at pair or table group level. Ask participants to justify their answer choices by repeating key phrases or summarising key ideas they remember from the tape. Emphasise the listening process by avoiding trainer-led, answer-driven, whole-class feedback.

---

### Answers

- 1 b
  - 2 a
  - 3 c
  - 4 b
  - 5 c
  - 6 a
  - 7 b
-

**Step 4**  
**15 minutes**

Replay the educationalist's comment: 'Educating girls has a huge impact on the development of the country, don't get me wrong!' Elicit a few ideas from the whole class as to what impact they think education for girls has on the economy, on politics, on health, and on education itself.

In pairs or groups, participants predict what the educationalist will say by filling in their ideas in the table (Listening activity C on **worksheet 3.9A**.) Encourage them to use bullet points only.

Play the second part of **tape 3.9**. Participants listen and check their predictions by ticking the ideas they made correctly and noting down, in the correct columns, other impacts the educationalist mentions that they didn't think of (Listening activity D on **worksheet 3.9A**.) Play the tape again, as necessary. Monitor and correct at group level, as before, to avoid a trainer-led, right-answer feedback session.

**Answers**

Educating girls has impact on			
the economy	politics	education	health
<ul style="list-style-type: none"> <li>more women with wages ∴ more spending by women and more demand for goods</li> </ul>	<ul style="list-style-type: none"> <li>more women voting → more democracy,</li> <li>more politicians representing women's issues</li> </ul>	<ul style="list-style-type: none"> <li>more daughters going to school, positive cycle,</li> <li>more role models for girls</li> </ul>	<ul style="list-style-type: none"> <li>fewer maternal deaths in childbirth</li> <li>fewer child deaths</li> <li>smaller families</li> <li>higher life expectancy</li> </ul>

Make a note of any interesting impacts that participants thought of but which the woman being interviewed did not mention and use these points to conclude this part of the session.

Educating girls might also have impact on			
the economy	politics	education	health
<ul style="list-style-type: none"> <li>higher quality and productivity ∴ women work harder and more consistently</li> <li>fewer strikes</li> <li>less corruption</li> </ul>	<ul style="list-style-type: none"> <li>more women politicians so more focus on women's issues and women's rights</li> <li>more positive role models for women and girls</li> </ul>	<ul style="list-style-type: none"> <li>more relevant curriculum for girls' interests and skills</li> <li>more girls studying traditional male subjects (maths and science)</li> </ul>	<ul style="list-style-type: none"> <li>improved nutrition</li> <li>birth spacing</li> <li>higher standard of living ∴ women more likely to spend wages on the family, health and education, than alcohol</li> </ul>

**Part B**  
**20 minutes**

**Step 1**  
**10 minutes**

**Language focus: Seeking clarification**

Tell participants they are going to focus on *clarifying questions* and *phrases* which listeners (or interviewers) use to help them understand a speaker's (or interviewee's) ideas. Explain that these questions are quite formulaic and, as well as helping the speaker to express themselves more clearly, they force the

listener to listen more actively and empathetically, in a non-judgemental way. Seeking clarification helps listeners *not to impose their views* on the speaker – and as such they are the opposite of *leading questions*.

Participants underline the interviewer's clarification questions in an extract from tapescript 3.9 on **worksheet 3.9B** (Language focus activity A).

---

### Answers

- Could you give us an example?
  - Are you saying that ...?
  - Do you mean that ...?
  - If I understand you correctly, ...
  - Can you tell us a little more about ...?
  - Let me get this right ..., you're saying that ...
  - In what way? Could you be a little more specific?
  - So what you're saying is ...
- 

#### Step 2 10 minutes

Do a repetition drill of the following three clarifying questions, using oral cues:

*Do you mean that ...?*

*Are you saying that ...?*

*Could you give me an example?*

Participants practise in pairs, as the speaker and the listener. They put away the tapescript and use their tables from **worksheet 3.9A** Listening activity C for cues. The speaker chooses one of the bullet points and explains it. The listener seeks clarification using one of the phrases (e.g. *Do you mean that more women spend money? Are you saying that they had an education so their daughters will too?*)

Note: Participants will find this practice activity hard to do, because, on the side of the speaker, it involves articulating ideas, giving examples and explanations, expanding what is said on the tape. On the listener's side, using the questions to seek clarification should not pose such a problem. However, using the clarifying questions *Do you mean that ...?* and *Are you saying that ...?* requires summarising the speaker's ideas, which is also difficult. Monitor, therefore, for fluency rather than accuracy and take notes for an indirect correction session which could be done in a later consolidation period.

Point out that, although participants may find the activity challenging, these are exactly the sort of communication skills they need for explaining and clarifying ideas and rationales for governance and development. They will practise these skills again in the next activity.

## Part C 55 minutes

### Active listening

#### Step 1 15 minutes

Tell participants they are now going to practise active listening skills. Tell them the aim of the next activity is to try to 'understand the world of the speaker' rather than imposing their own ideas on the speaker. Their task is not to force, negotiate or even swap ideas with the speaker but simply understand what the

speaker is saying and accept it in a non-judgemental way (point out that this does not mean that they *agree* with the speaker). To do this, they must ask clarifying questions to help the speaker express himself or herself more clearly. They should think of themselves as facilitators, not competitors. Explain that trying to understand a point of view or a set of values that are different from their own is a conflict mitigation tool – it enables people to reconcile, or even celebrate, differences of opinion.

Working on their own, participants read Tamara's story on **worksheet 3.9C** and rank the characters from 1 to 5, in order of whom they feel most sympathetic towards (number 1) and whom they feel least sympathetic towards (number 5) (activities A and B). Alternatively, this ranking can be done in terms of the one they feel is least guilty (number 1) and most guilty (number 5). As they rank the characters, participants organise their ideas in their heads (not in writing) so that they can explain and justify the order they have chosen. Participants do not discuss their opinions with anyone.

**Step 2**  
15 minutes

Put participants into groups of three, ensuring that there is at least one man and one woman in each group. Appoint a speaker, a listener and an observer for each group. Make sure that the first speaker–listener pair is a man–woman pair. The speaker begins by talking about the person they sympathise with the most and goes through his or her ranking. The listener seeks clarification in a non-judgemental way and makes sure he or she has clearly understood the rationale for each character before letting the speaker move on. The observer focuses on the listener. He or she takes notes in response to the questions in activity C on **worksheet 3.9C**, noting:

- how empathetic or judgemental the listener is
- how much the questions used by the listener genuinely seek clarification (or how much they are leading questions)
- if the clarification questions actually help the speaker explain things more clearly
- if the listener is actively listening
- if the listener has enough self-discipline not to interrupt, disagree, or express opinions of their own.

After the speaker has finished expressing all of his or her opinions, the observer gives feedback on how well the listener was able to listen actively and seek clarification. All three then discuss how they felt.

**Step 3**  
20 minutes

Speaker, listener and observer then swap roles and repeat the exercise. There will be enough difference of opinion in the ranking and justification for this repetition not to become boring. Monitor to find good and bad listeners. Make listeners who were judgemental or bad listeners (and there will be some) take the role of observer in the next round and encourage them to try to identify neutrality in the new listener's style. If there is time, speaker, listener and observer should all then swap roles again and repeat the exercise, or in extreme cases, the poorest listeners should be given the opportunity to take the role of listener once again.

**Step 4**  
5 minutes

Elicit feedback on their feelings and experience as active listeners and how easy or difficult they found it to remain neutral with someone they strongly disagreed with. Conclude the session with a summary of why it is important (in the world

of negotiation and conflict mitigation) to become active listeners who can genuinely enter the speaker's space and understand their point of view.

## **Part D** **Setting up a self-study activity** **5 minutes**

### **Step 1** **5 minutes**

Set the self-study activity on **worksheet 3.9D** for completion in the consolidation session or for homework. Explain that the purpose of the activity is to provide an opportunity for participants to experience self-study and 'learning by doing'. The activity will take 30–40 minutes to complete. Stress that participants must follow the instructions very closely in order to learn from the activity. They may work with a partner or individually. Everybody must complete the task to enable them to participate in the next session.

**This activity  
can be set up  
during the  
consolidation  
session**

## Session 4.1 Environmental issues

### Learner objectives

By the end of this session participants will be able to:

- recognise and use common terms associated with the environment
- identify main ideas and detail in a reading text
- make notes from a reading text and use the notes to report the content of the text to others.

### Time

90 minutes

### Session overview

A Vocabulary	55 minutes
B Reading	35 minutes

### Resources

Resource 4.1A	Photos of environmental issues (cut-ups, 1 set per group)
Resource 4.1B	Vocabulary example (OHT)

### Worksheets

Worksheet 4.1A	..... [Environmental issues in Sri Lanka]
Worksheet 4.1B	Environmental issues in Sri Lanka: text

### Background reading

*State of the Environment – Sri Lanka*, UNEP Report, 2001

### Context

Sri Lanka is not on target to meet MDG 7: Ensure environmental sustainability. It has five main weaknesses, which are covered in this session. Of these, disposal of solid waste and the loss and degradation of coastal habitats such as mangrove forests, coral reefs, lagoons and marshes are particularly relevant to the Northern and Eastern Provinces. The depletion of mangrove forests has had a particular impact on the environment, making the coastline more at risk from erosion. This was seen in the December 2004 tsunami: southern coastal areas with preserved mangrove forests were markedly less damaged than other coastal areas. Coastal resource management is one of the components of the North East Coastal Community Development Project (NECCDEP), a livelihood and community development project for coastal areas in the region.

## Part A Vocabulary

55 minutes

Step 1  
10 minutes

Participants work in groups of three to four. Distribute one set of photos (**resource 4.1A**) to each group. Participants describe the photos and identify the problems that they represent. Tell the groups that the photos relate to the topic of the session and have them guess the topic (*Environmental issues in Sri Lanka*).

Confirm the topic and have participants write a heading on their worksheet. Give a brief overview of the session.

Step 2  
5 minutes

To complete the Vocabulary activity A on **worksheet 4.1A**, participants scan the first paragraph of the report on **worksheet 4.1B** and find the terms to describe the five environmental issues represented by the photographs.

**Step 3**  
**5 minutes**

Participants check their understanding of the terms for the environmental issues by completing vocabulary activity A.

---

**Answers**

- 1 C
  - 2 E
  - 3 D
  - 4 A
  - 5 B
- 

Elicit how participants think that the report continues (*with information about the five key issues*). They will read the rest of the report later in the session.

In pairs, participants think of an example of each environmental issue from their own experience.

**Step 4**  
**10 minutes**

Display **resource 4.1B**. Encourage participants to work out the pronunciation of the words from the phonetic script. Differentiate between the meaning of the phrase and its use. Elicit an example of its use; for example:

*We call a product which does not harm the environment 'environmentally friendly'.*

In pairs, participants identify the meaning, pronunciation and use of the words in Vocabulary activity B. Pairs check answers with another pair.

---

**Answers**

- 1 a
  - 2 b
  - 3 a
  - 4 c
  - 5 b
  - 6 a
  - 7 a
  - 8 c
  - 9 b
  - 10 a
- 

**Step 5**  
**10 minutes**

Participants complete Vocabulary activity C on **worksheet 4.1A**.

---

**Answers**

- 1 global warming
- 2 hazardous waste
- 3 ecosystem
- 4 deforestation
- 5 agrochemicals
- 6 sewage



- 7 soil erosion
  - 8 dumping sites
  - 9 contaminate
  - 10 cash crops
- 

**Step 6**  
**5 minutes** Read out a definition from Vocabulary activity C. Participants shout out the word or phrase to match the definition. Continue for all the words.

**Step 7**  
**10 minutes** In pairs, participants discuss how the words relate to the five key issues. Set a time limit of 5 minutes.

Monitor for correct pronunciation and use of vocabulary.

---

### **Possible answers**

Land degradation: Deforestation, soil erosion, overuse of agrochemicals and growing cash crops which draw out nutrients from the soil lead to land degradation.

Waste disposal: Hazardous waste and sewage are types of waste which need to be disposed of safely. Waste is left on dumping sites. Waste which is not disposed of properly can contaminate land and/or water.

Pollution of inland waterways: Sewage and agrochemicals both pollute/contaminate waterways.

Depletion of coastal resources such as mangrove forests leads to coastal erosion.

Loss of biodiversity: Contamination of natural habitats and global warming (climate change) may cause loss of biodiversity and threats to the ecosystem.

---

## **Part B Reading** **35 minutes**

**Step 1**  
**5 minutes** Divide participants into five groups. Allocate one of the contributing factors (land degradation, waste disposal, pollution of inland waterways, depletion of coastal resources, loss of biodiversity) to each group. Participants quickly read the relevant paragraphs on **worksheet 4.1B** and underline the main causes of the environmental problem (Reading activity on **worksheet 4.1A**). They check their ideas in their group.

**Step 2**  
**10 minutes** Explain that participants are going to make notes to summarise their paragraph. They should record the main causes of the environmental problem in the appropriate column of the table on **worksheet 4.1A**. They read their paragraphs again to add some brief notes about each cause.

Monitor to ensure that all participants are making notes and that they are not copying chunks of text.

**Step 3**  
**20 minutes** Cross-group participants so that each person in the new groups has made notes on a different environmental issue. Participants take turns to summarise the main causes of the environmental issue that they read about *from their notes*. As they listen, the rest of the group make brief notes to complete the table.

If there is time, participants can use their notes to identify activities that impact negatively on more than one issue.

Explain to participants that they will work on the report in the next session and should remain in the same groups.

---

**Link to  
note-taking,  
Session 1.6**



# Session 4.10 Tourism and the environment

## Learner objectives

By the end of this session participants will be able to:

- identify the advantages and disadvantages of tourism, especially on the environment
- listen and categorise information
- use verbs which take the gerund or the infinitive.

## Time

90 minutes

## Session overview

A Language focus: Gerunds and infinitives	25 minutes
B Advantages and disadvantages of tourism	30 minutes
C Tourism and the environment	35 minutes

## Resources

Resource 4.10A	Luxury hotel (A4/A3 poster)
Resource 4.10B	Eco-lodge (A4/A3 poster)
Resource 4.10C	Tapescript 4.10

Note: A3 posters can be printed at A3 size from the CD.

## Worksheets

Worksheet 4.10A	Tourism
Worksheet 4.10B	Environmental effects of tourism

## Context

Tourism has been a key industry in Sri Lanka since the early 1970s, bringing with it the normal range of economic benefits. Unlike many countries in South East Asia, however, Sri Lanka has limited the environmental impact of tourism with its coastal protection laws and designated national parks. It has contained tourist development with:

- areas for package tourism – the large hotels that run from Beruwela to Tangalle along the south-west coast and in the hill country around Nurawa Eliya
- smaller and more expensive bungalows, villas and boutique hotels for an exclusive market in the cultural triangle
- back-packer guest houses from Hikaduwa to Arugam Bay, and the network of rest houses providing simpler accommodation for travellers.

Increasingly, spas on the one hand, and eco-tourism on the other, are gaining ground. Environmentally friendly tourism is perhaps more fashion than necessity in Sri Lanka, and supplies a market demand, rather than a need to protect the environment. Nonetheless, concern is growing over the environmental impact of tourism worldwide. The dilemma facing developing countries like Sri Lanka is one of short-term capital gains versus a longer term, sustainable tourist industry that is environmentally friendly. Messages in this session about preventing pollution and degrading natural resources are as valid for households and communities in Sri Lanka as they are for tourist hotels.

After the 2004 tsunami destroyed or severely damaged most hotels and guest houses along the coast, the opportunity to re-build in a more environmentally friendly way existed but was not taken up. The post-tsunami attempt to enforce a building-free coastal buffer zone was eventually abandoned as it dispossessed too many squatter communities along the coast. The buffer zone law, created before the tsunami but seldom enforced, was intended to protect the natural barriers of reef, mangrove and sand dunes, which in turn limit the damage of a tsunami. However, after the 2004 tsunami, the buffer zone issue was abandoned, sacrificing ecological interests for politics, land rights, getting things back to normal. For some, the abandonment allayed fears that the big hotels were using the law to remove unsightly, poor coastal communities and increase tourist beach areas.

The tsunami and ensuing deterioration of the peace process has been doubly detrimental for tourism in Sri Lanka. Tourist flights and hotels are empty. Airlines, hotels, tour operators, transport services, handicraft producers, shop keepers and restaurants all suffer alike. The tourist industry in the hill country and the south-west will revive first but tourism will only become a reality in the north and east once there is lasting peace.

In the 1970s, Trincomalee and Nilaveli were popular tourist destinations, and Nilaveli then was like Hikkaduwa today, full of guest houses, small restaurants and travellers. Nilaveli also boasted several large hotels including the Nilaveli Beach Hotel which survived 30 years of civil war, serving as barracks and headquarters for both sides at different times, only to be destroyed by the tsunami in 2004.

If and when disarmament, peace, and landmine clearance on a large scale result in the re-development of tourism in the north and east, there will be a real shortage of young people with the right skills to work in the tourist sector. These skills include customer-service skills, English and other foreign languages, catering, hospitality and hotel management. In addition, traditional skills, handicrafts, trackers and guides, and local places of interest will have been lost or destroyed as a result of war (particularly so for Jaffna) – and these are exactly the things that eco-tourism seeks to emphasise.

## Part A Language focus: Gerunds and infinitives

25 minutes

Step 1  
5 minutes

Participants name the popular tourist destinations in Sri Lanka. Display **resources 4.10A** and **4.10B**. Participants decide which type of accommodation they prefer and why.

Note: These are used here as an introduction; they are referred to in detail in Session 4.11.

Step 2  
10 minutes

Participants answer the questions in Language focus activity A on **worksheet 4.10A** giving as much detail as possible. They underline the verb phrases which take gerunds and infinitives in the questions and complete the table (activity B).

### Answers

Verb + verb-*ing* (gerund)

- like, enjoy, avoid, suggest

Verb + *to* verb (infinitive)

- plan, want, expect, need

Elicit and drill *I enjoy going to the beach* and *I want to go to the beach*. Put the following grammar table on the board or the OHP.

I	enjoy	going	to the beach.
	want	to go	

Elicit the other verbs participants filled in the table in activity 2. Build up the table on the board like this:

I	enjoy like suggest avoid	going	to the beach.
	want need expect plan	to go	

Have participants copy the table. Do a grammar concept check about verbs which take the gerund and verbs which take the infinitive.

**Step 3**  
10 minutes

Participants complete activity C. They write statements that are true for themselves. Elicit some of their statements orally to check they are saying something meaningful about themselves, not just completing the exercise.

From their statements, elicit the yes/no question form *Do you like going to the beach?* and *Do you expect to have hot water?* Use the statement cues to drill all six questions. Correct participants' use of the gerund or infinitive. Elicit the short response, *Yes I do / No I don't*. In closed pairs, participants practise asking and answering questions (activity D).

Tell participants to stand up, mingle and find a different person for each statement who said *yes* and another who said *no*. They do this by asking *Do you ...* and then writing the name of the person if the answer is *Yes, I do* or *No, I don't*. The first one to find 12 different names is the winner. Participants to report to the whole class using the pattern *X likes (verb)ing but Y doesn't* or *X wants to (verb) but Y doesn't*.

## Part B Advantages and disadvantages of tourism

30 minutes

**Step 1**  
10 minutes

Participants work in small groups to discuss the advantages and disadvantages that hotels bring to a region under four topics: money, work, buildings and natural environment. They complete the Speaking activity on **worksheet 4.10A**.

**Step 2**  
10 minutes

Small groups pair up and share their ideas, adding additional information to their tables. Monitor and make notes on important areas that some groups have noted but others haven't, plus any key points that everyone has missed.

**Step 3**  
10 minutes

Participants work as a whole class. Call on individuals or groups to share specific points that you have noted while monitoring. Conclude by adding any other key points that were missed.

Skills link to  
Session 1.6 –  
note-taking and  
Session 1.9 –  
describing  
advantages and  
disadvantages

### Possible answers

	Advantages	Disadvantages
<b>Money</b>	Tourists bring foreign currency to a region and this leads to economic development.	Profits go to foreign companies, such as tour operators, airlines, and hotel chains, rather than the local community.
<b>Work</b>	There are more job opportunities for the local population and the chance to learn new skills – English, catering, etc.  Other jobs spring up around the hotel – tour guides, trackers, trek guides, car hire and drivers, handicrafts, clothes and souvenir shops, restaurants, sports, internet cafes.	Skilled jobs within the tourist industry go to the urban elite whereas the local people are employed in low-skilled and poorly paid work. Also the amount of work depends on the number of tourists and this is often seasonal.

(table continues overleaf)

	Advantages	Disadvantages
<b>Buildings</b>	<p>The building of hotels, restaurants, cafes, clubs, bars, shops, etc. leads to an increase of employment in the construction industry.</p> <p>Designated tourist areas mean an improvement in water and sanitation facilities, roads, communications, connectivity and transport services.</p>	<p>Land prices rise due to competition for land. This means house prices are too high for local people.</p> <p>Important projects for local communities might not happen as infrastructure developments are more focussed on tourists.</p>
<b>Natural environment</b>	<p>National parks and unusual wildlife attract visitors, so getting more revenue for conservation.</p> <p>Such areas provide the opportunity for visitors to learn about different species and environmentally friendly practice.</p> <p>Dedicated tourist areas prevent urbanisation, industrialisation, mining, or other developments that spoil the natural environment. Tourism is seasonal so there are 'quiet' times when flora and fauna can regenerate.</p>	<p>Too many tourists, too much human activity, pollution etc. disrupts natural habitat, disturbs wildlife.</p> <p>Water resources in dry zones get depleted by hotel water consumption (swimming pools, laundry).</p> <p>Excessive amounts of non-bio-degradable detergents enter the water table from hotel laundries.</p> <p>Protected national parks are developed illegally as tourist sites and golf courses.</p>

## Part C Tourism and the environment

35 minutes

Step 1  
5 minutes

Elicit the types of environmental damage which are an issue in Sri Lanka.

*land degradation, coastal erosion, waste disposal, loss of biodiversity, pollution of waterways*

Content link –  
Session 4.1  
Environmental  
issues

Participants categorise the disadvantages they listed for 'Natural environment' in their tables using these five types of environmental damage as labels.

### Possible answers

	Disadvantage	Environmental damage
<b>Natural environment</b>	<p>Too many tourists, too much human activity, pollution etc. disrupts natural habitat, disturbs wildlife.</p> <p>Water resources in dry zones get depleted by hotel water consumption (swimming pools, laundry).</p> <p>Excessive amounts of non-bio-degradable detergents enter the water table from hotel laundries.</p> <p>Protected national parks are developed illegally as tourist sites and golf courses.</p>	<ul style="list-style-type: none"> <li>waste disposal</li> <li>loss of biodiversity</li> <li>land degradation (due to loss of water)</li> <li>pollution of waterways</li> <li>loss of biodiversity</li> </ul>

Step 2  
15 minutes

Participants read the instructions in Listening activity A on **worksheet 4.10B**.  
Participants listen to **tape 4.10** and show understanding by numbering the

problems as they hear them in the second column. Participants check their answers in pairs and identify differences. Do not give the 'correct' answers but use any differences of opinion as a reason for playing the tape again. After the second listening, participants correct their order and fill in the causes of the problems in the third column (Listening activity B.), using notes only. Again, they check answers with a partner and request a third listening if necessary. Then, in pairs, participants categorise the problems according to the types of environmental damage elicited in step 1 above and fill in the last column of the table (activity C). Monitor and check each group agrees and has the right answers. Avoid going through the answers as a whole class.

### Answers

Problem	Order	Cause	Environmental effect
No turtles	5	Noisy tourists	Loss of biodiversity
No beach	1	Removal of rocks and reef	Coastal erosion
Hotel rubbish everywhere	2	Dumping, including in the sea	Waste disposal
Dangerous chemicals in the river	4	Hotel builders threw paint in the river	Waste disposal / Pollution of waterways
No birds	8	Coastal hotels built on top of natural habitat	Loss of biodiversity
Petrol in the lagoon	3	Jet skies and speedboats flush engines into water	Pollution of waterways
Deforestation	7	Large area cleared for hotel and golf course	Land degradation
No fish	6	Removal of mangroves	Coastal erosion, loss of biodiversity

### Step 3 15 minutes

In groups, participants consider either the role of hotel developers and managers, or the role of the local authorities. They discuss how to reduce the negative effects of tourism on the environment according to their role (Listening activity D). After they have brainstormed their ideas and made some notes, cross-group them in pairs – one developer with one local authority and get them to share and compare ideas.

Wrap up the session by telling them that in the next session they will see how one hotel manager has worked with the environment rather than against it to reduce the negative effects of tourism.

### Possible answers

#### Hotel developers and managers

- Use environmentally friendly planning – accommodate natural habitat of birds and animals in the design of the hotel; use solar power; replant trees for coolness, shade and reforestation – as at Cinnamon Lodge, Habarana. Make sure sewage and grey water are dealt with without damage to local waterways or the water table.
- Use environmentally friendly building materials (avoid tropical hardwood interiors or furniture, asbestos roofs, etc.) and use environmentally friendly products – bio-degradable cleaning liquids, recycled toilet paper and recycled paper instead of plastic for packaging bathroom accessories – as at Amaya Lake, Dambulla.

- Recycle hotel waste; compost and establish a kitchen garden; ensure rubbish collection and disposal without dumping or burning.
- Put a water filter system on the whole hotel to avoid plastic water bottles.
- Educate guests with notices about saving water, turning off lights, not expecting bed sheets to be changed every day, etc.
- Label trees and plants in the vicinity, use brochures to map out near-by nature walks. Provide eco-tours as well as the usual sight-seeing tours.
- Grow and use organic ingredients in the hotel dishes.

#### **Local authorities**

- Impose environment friendly building codes. Monitor building sites and inspect finished buildings to ensure they comply with set standards. Impose fines for not adhering to the codes.
  - Engage in participatory planning for tourist development. Take into consideration the local community's needs and the needs of the environment before allowing hotel developers to proceed.
  - Do public awareness campaigns on littering, protecting the countryside. Put up notices and provide outdoor rubbish bins.
  - Introduce new systems for solid waste management and expect larger hotels to take the lead in managing their solid waste.
  - Encourage hotels to re-invest in the community with some percentage of profits going back into environmental projects – planting trees, public awareness, vocational training.
  - Tax and collect revenue from large tourist hotels to finance community development.
  - Encourage CBOs and NGOs who do vocational training in small business and entrepreneur skills for handicrafts, eco-tours, a hotel school, etc.
  - Work with the Provincial Education Department, UNICEF, etc. to include more vocational English classes, more appropriate lessons on the environment in the school curriculum; focussing on school children as future tourists as well as tourist business entrepreneurs.
-



## Session 4.11 Eco-tourism

### Learner objectives

By the end of this session participants will be able to:

- listen for details
- consolidate and extend use of verbs which take the gerund or the infinitive
- use adjective + noun phrases with development vocabulary
- outline the environment–economy debate as it relates to tourist development.

### Time

90 minutes

### Session overview

A	Listening: Eco-tourism	35 minutes
B	Language focus	30 minutes
C	Reading and speaking: Economy or environment?	25 minutes

### Resources

Resource 4.11      Tapescript 4.11

### Worksheets

Worksheet 4.11A      Kola Kade  
Worksheet 4.11B      Economy or environment?

### Context

This session continues from Session 4.10 both in content (environmental and economic impact on tourism) and language (consolidation and extension of using verbs which take the gerund or the infinitive). It also provides practice in listening for details and using adjective + noun phrases with common development vocabulary.

Participants listen to an interview with an eco-lodge owner. The eco lodge is called Kola Kade /'kəʊlə 'kædeɪ/ which roughly translates from Sinhala as Green Cabin. This imaginary lodge is set on the edge of the Sinharaja Forest, which is one of Sri Lanka's most degraded forests, but which, in recent years, has seen development in the form of eco-tourism. In the last section, participants read about and discuss the advantages and disadvantages of luxury hotels versus smaller more eco-friendly enterprises. The discussion centres on the need for jobs versus the need to preserve the environment and culture.

The main theme is the future of tourism in Sri Lanka, suggesting eco-tourism as a way of future development without harming the environment. However, the debate which is set up at the end of the session acknowledges the fact that, because of Sri Lanka's chronic youth unemployment problem, jobs will always come before ecology.

It is important to note that most participants will probably be swayed by their own preference and taste to support the development of large hotels which offer both job opportunities and luxury. Eco-lodges may be too close to home and the luxury aspects of the large hotels have a wide appeal for many Sri Lankans – as indeed they have for many European tourists. Eco-tourism remains largely the purview of wealthier tourists and bird watchers. Many Sri Lankans find it unacceptable to pay Rs. 4000 a night to stay in a village-style mud hut with sticks for furniture as provided, for example, by the eco-lodge Rafter's Retreat in Kittulgala. Eco-tourism seeks to promote local culture to foreigners (as well as preserve the local environment) but, ironically, many Sri Lankans from these areas would probably be happy to escape their local village culture.

This is not true for the Colombo elite, of course, and famous artists and architects make a living designing eco-style homes and hotels for other wealthy Sri Lankans. But the point is, you have to be able to afford to pay for less – the absence of luxury may cost more than the luxury itself.

This puts the economic viability of eco-tourism in question. Given present circumstances, where foreign travellers are not visiting the island due to security risks and travel advice from their home countries, Sri Lanka must develop and rely more and more on the local tourist market, and it may take a while yet to persuade fellow Sri Lankans to enjoy their hard-earned weekend get-away in a mud hut.

## Part A Listening: Eco-tourism

### 35 minutes

#### Step 1 5 minutes

Display **resources 4.10A** and **4.10B** again (the hotel and eco-lodge pictures). Write the prefix *eco-* on the board. Elicit words participants already know which start with *eco-*. Ask the participants to look up *eco-* in their dictionaries to add more words to the list. Put all the words on the board.

ecology ecological ecologist  
eco-system eco-friendly eco-lodge

Point out the shifting stress on *éco-system*, *ecólogy*, *ecolólogical*.

Revise/teach the synonym *green* for *eco-friendly*.

#### Step 2 10 minutes

Participants read Listening activity A. In pairs, they predict which topics will be discussed in an interview with an eco-lodge owner.

---

#### Possible answers

Accommodation: type of accommodation, size, facilities, prices

Food: type of food, restaurant facilities, opening times, if meals are included, vegetarian, meals inclusive or not

Activities: tours, guides, sight-seeing, famous places, cultural events, evening events, outdoor events, safaris, bird watching, recreation facilities, sports, games, swimming pool, car hire, group activities, babysitting, children's events

Cost, package, bookings

Location, getting there

---

Play **tape 4.11**. Participants check their predictions and, through discussing with a partner or their group, add topics they didn't predict (Listening activity B).

#### Step 3 20 minutes

Participants read through the 'How' questions together in Listening activity C and try to answer them before listening a second time. Elicit some of their answers and identify the main gaps in their comprehension. Get them to focus on specific questions they are unable to answer so they have a purpose for listening carefully a second time. Play **tape 4.11** again. Participants add details to their answers, share and compare ideas. Ask them guiding questions based on the details given below to help participants infer information. While monitoring, choose six different participants who have written down full, accurate answers. Call on them to take it in turns to feed back their answers to the rest of the class, operating as your 'live' answer key.

---

#### Answers

How do the building materials protect the environment?

- No artificial, harmful or toxic materials used: cajan – for the roofs – is made from weaving the leaves of the palmyra palm. Although traditional for roofing, the more common material in Sri Lanka now is asbestos sheeting; sticks bound together for the walls – so probably no paint or chemicals are used.

- Wood taken from the forest floor, no trees cut down.
- Recycling – furniture made ‘from bits and pieces’

How do the buildings protect the environment?

- Made of natural materials, integrated in the forest, like tree-houses, so they don’t disturb the wildlife
- The buildings are made from stuff they have found locally but they make sure this doesn’t deplete the local resources: ‘I also think it’s important to make use of what’s available locally without using up all the natural resources.’

How does the lodge support the local economy?

- Local builders built the place.
- Materials used support the local building traders: cajan cutters, ‘sticks bound together’, so we can infer coir rope makers.
- Local villagers employed as the cook, kitchen staff and guide (‘from a nearby village’).
- The lodge pays proper wages: ‘also we make sure we pay them a fair wage too’, ‘spreading the financial benefits to the local community’.
- Using local ingredients (buffalo curd, kittul syrup, banana flower, manioc, plantains, jack fruit, cinnamon, cardamom etc.) supports local fruit and dairy farmers, kittul palm tappers, and spice growers (from Matale).

How does the lodge support the local culture?

- Copying local building designs, *chena* style tree-houses from Yala.
- Using traditional curry recipes and food ingredients; getting local cooks to cook the local recipes they know.
- Books in the library on the local religions, the Veddhas (indigenous gypsies from the Sinharaja and Yala area) and historical places to visit.
- Encouraging guests to relax and forget about city life.

How do the activities promote nature?

- Nature all around.
  - Books in the library on regional wildlife (‘We’ve got books on elephants, local trees and plants, birds and insects of the region’).
  - Morning and evening safaris, bird watching.
  - Places to explore on your own, trekking, overnight camping trips to the hills.
- 

## Part B Language focus

30 minutes

Step 1  
15 minutes

### Consolidation and extension: verb + gerund / infinitive

Introduce the following verbs through checking understanding, pre-teaching, peer teaching, or getting participants to look them up in the dictionary:

(to) *manage* (= be able to)

(to) *afford*

(to) *involve*

(to) *refuse*

(to) *avoid*

(to) *appear*

(to) *capture* (an idea)

(to) *attempt*

Participants complete the summary of the interview in Language focus activity A on **worksheet 4.11A**. They underline the main verb and choose gerund or infinitive to follow. They compare answers with a partner. They identify answers they disagree on and use the dictionary to find out whether the main verb should be followed by gerund or infinitive. Keep this activity learner centred, and emphasise self-access use of the dictionary for working out the answers for themselves. Promote the dictionary in this way as a resource. Don't encourage trainer dependency or the expectation to be 'given the right answers'.

Point out that *like* can take either the gerund or the infinitive.

### Answers

Kola Kade eco-lodge manages ~~supporting~~/ to support the environment as well as the local economy. The owner likes showing / to show visitors that tourism can be eco-friendly. He believes tourism and tourists can afford ~~being~~/ to be 'green'. This involves understanding /~~to understand~~ and enjoying /~~to enjoy~~ the environment without destroying it. For example, the owner refuses ~~using~~/ to use imported building materials – everything comes from the forest. The rooms try ~~copying~~/ to copy local designs and blend ~~ing~~/ to blend in with the environment. As well as this, the owner avoids employing /~~to employ~~ outsiders – all the staff come from the local village.

At Kola Kade they have learnt ~~integrating~~/ to integrate nature in the accommodation, the food and the activities. Guests can enjoy living /~~to live~~ in wooden huts in the forest, eating /~~to eat~~ local dishes, and exploring /~~to explore~~ nature on treks or even in the library.

There's plenty to do at the lodge. It's good for different types of tourists – for those who feel like relaxing /~~to relax~~ and for those who want ~~going~~/ to go on safari. The place might appear ~~being~~/ to be ordinary for locals, but it's new and exciting for foreigners.

Eco-tourism captures being /~~to be~~ in nature but avoids damaging /~~to damage~~ it. At the same time it attempts ~~promoting~~/ to promote the local culture, customs and work force.

Participants consolidate their lists of verbs which take the gerund and verbs which take the infinitive and fill in the table in Language focus activity B.

### Answers

verb + verb-ing (gerund)	verb + to verb (infinitive)
e.g. enjoy like, involve, avoid, feel like, capture	e.g. want manage, like, afford, refuse, try, learn, appear, attempt

Step 2  
5 minutes

### Adjective + noun phrases with development vocabulary

Write the following sentence on the board.

Eco-tourism should provide financial benefits too.

Elicit and underline the noun phrase *financial benefits* in the sentence. Elicit which word is the adjective (*financial*) and which word is the noun (*benefits*). Label them.

Eco-tourism should provide *financial benefits* too.

adjective + noun

Participants work with a partner to complete Language focus activity C on **worksheet 4.11A**. They choose the best adjective in each case according to

both meaning and collocation. Check answers by monitoring and encouraging peer correction.

---

### Answers

- 1 An eco-lodge should have *minimum* impact on its natural surroundings.
  - 2 Eco-tourism should build *environmental* awareness of the local area and *cultural* awareness of the local people.
  - 3 'Green' holidays should provide a *positive* experience for both tourists and local residents.
  - 4 The tourist industry should provide *direct financial* benefits for local people.
  - 5 Participatory planning should ensure *equal* opportunities for local communities.
  - 6 Conservation projects should protect the *natural* environment.
  - 7 Hotel owners should respect *international* human rights and labour agreements.
  - 8 Eco-tourism should preserve *local* customs and culture.
- 

**Step 3**  
10 minutes

In groups, participants discuss the questions in the Speaking activity, **worksheet 4.11A**.

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### Answers

- 1 Recommendations 1, 2, 3, 4, 8
  - 2 Advantages – ecology, preserving the natural environment, using local skills, labour, promoting local culture, employing local people  
Disadvantages – expensive, small scale, more for foreigners than local tourists, can't expand without damaging the environment, doesn't really help unemployment, few hotel developers or tourists are 'green'
- 

**Part C**  
25 minutes

## Reading and speaking: Economy or environment?

**Step 1**  
10 minutes

This step should naturally continue from the discussion of advantages and disadvantages of eco-tourism. Avoid repetition of ideas and feedback.

In groups, participants consider the two types of hotel shown in **resources 4.10A** and **4.10B**. They discuss the similarities and differences between them in terms of economic impact in the area and environmental impact in the area. They refer back to their conclusions from Session 4.10 and their stated opinions on which type of hotel they would prefer to stay in.

Summarise the discussion (or get participants to summarise the discussion if they can) by pointing out the following contradictions (also refer to **worksheet 4.11A** and context information for Sessions 4.10 and 4.11):

- *ecotourism is paying more for fewer, simpler facilities*
- *it can become elitist*
- *in the current security situation, tourism has to rely on the local market and that market usually prefers the comforts of large hotels*

- *eco-tourism is small scale so it doesn't solve the unemployment problem; if it became large scale, it would destroy the environment and exploit the labour market it seeks to protect*
- *tourism is not yet a development possibility for the Northern and Eastern Provinces; tourist development in the south-west increases economic disparity with the north-east and exacerbates the conflict.*

**Step 2**  
**15 minutes**

Participants work in pairs. Assign different pairs on each table to read about and discuss the different hotels on **worksheet 4.11B** – one pair does Hotel Excelsior while the other does Back-of-Beyond Lodge. Participants all take notes. Monitor and feed in ideas if necessary.

---

**Possible answers**

Hotel Excelsior

- **Economic**  
High impact, mainly positive: large-scale employment, direct earnings for employees plus indirect earnings for the surrounding area; probably unfair wages.
- **Environmental**  
High negative impact: wasting water, pollution through use of detergents, destruction of natural habitat for wildlife, non-integrated in the local community or culture.

Back-of-Beyond Lodge

- **Economic**  
Low impact but positive: low profit margin, fair wages, few employees, few but focused indirect earnings for the surrounding area.
  - **Environmental**  
Positive, minimum impact while preserving nature, promoting conservation, environmental awareness and respect for the culture.
- 

Amalgamate the different pairs so they re-form as mixed groups of four or six. They share their ideas. In their role as local authorities, or public servants from the Ministry of Tourism, they discuss which hotel development is more favourable for their area, giving reasons.

Conclude the session by getting participants to vote for the development of either Hotel Excelsior or Back-of-Beyond Lodge.

## Session Course review

### 4.12

#### Learner objectives

By the end of this session participants will be able to:

- identify examples of good governance in the STEPS course
- identify strategies to maintain and build on the progress they have made.

#### Time

120 minutes

#### Session overview

A	Review: Principles of good governance	20 minutes
B	STEPS and governance	55 minutes
C	Self-assessment	45 minutes

#### Resources

Resource 4.12 Principles of good governance (cut ups, 2 sets)

Post-its

Blank cards

#### Worksheets

Worksheet 4.12 Course review

## Part A Review: Principles of good governance

### 20 minutes

#### Step 1 10 minutes

Demonstrate the game ‘noughts and crosses’ by playing the game on the board with one of the participants. Explain that participants are going to play this game in teams, but first they must prepare.

Divide participants into two groups; designate one ‘noughts’ and the other ‘crosses’. Distribute cards from **resource 4.12**. In groups, participants match the definition to the principle of good governance. Each group nominates a spokesperson.

#### Step 2 10 minutes

Draw a grid on the board with numbers 1–9:

1	2	3
4	5	6
7	8	9

Toss a coin to see which group starts. The starting group chooses a square on the grid. Read out one of the definitions. If the spokesperson gives the correct answer, write a nought in the chosen square. If the answer is wrong, award the square to the other team by writing a cross. The other team then has a turn.

Continue in this way until there is a winner.

## Part B **STEPS and good governance**

55 minutes

### Step 1 10 minutes

Participants complete Reading activity A on **worksheet 4.12**. They compare answers with a partner. Move around the room checking understanding of the principles of good governance as necessary.

---

#### Answers

- 1 D
  - 2 G
  - 3 A
  - 4 H
  - 5 F
  - 6 B
  - 7 C
  - 8 E
- 

### Step 2 20 minutes

Divide participants into eight pairs or groups of three. Assign each pair/group one of the principles of good governance (combine the principles of effectiveness and efficiency). In their pairs/groups, participants review the STEPS materials and recall discussions to find examples of the principle of good governance they have been assigned.

Encourage them also to find examples of situations where the *absence* of the principle of good governance led to problems (e.g. lack of participation in decisions about the location for resettling tsunami victims; lack of responsiveness to flooding in Ratnapura District). In their pairs, participants prepare a poster.

Monitor, asking guiding questions as necessary.

### Step 3 25 minutes

Pairs take turns to present their examples of the principles of good governance to the whole class.

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#### Possible answers

Note: The aspect of good governance focussed on in each session is given in brackets.

##### Participation

- Session 1.12 *Changing world, changing roles* (participation of women in economic activity)
- Session 1.13 *Microfinance* (participation can be either direct or through legitimate intermediate institutions or representatives, e.g. women's groups and CBOs)
- Session 2.13 *Conflict prevention* (consultation, participation of stakeholders in development process)
- Session 4.3 *The power station* (participation needs to be informed and organised)
- Session 4.7 *Recovery* (participation of stakeholders in decision-making process)
- Session 4.6 *Relief*, Session 4.7 *Recovery* (participation of disaster victims in the relief and recovery process)

##### Rule of law

- Session 2.8 *Armed conflict and children*, Session 2.9 *Victims of conflict* (protection of human rights)



- Session 2.12 *Conflict resolution* (fair legal frameworks that are enforced impartially)
- Session 4.1 *Environmental issues* (fair legal frameworks are required to protect the environment and must be enforced impartially)

#### Transparency

- Session 2.5 *Conflict in the workplace*, Session 2.6 *Whose side of the story*, Session 3.12 *Health and the MDGs* (enough information is provided and it is provided in easily understandable forms and media)

#### Responsiveness

- Session 3.5 *Development assistance*, Session 4.8 *Emergency preparedness* (institutions and processes try to serve all stakeholders within a reasonable timeframe)

#### Consensus oriented

- Session 4.3 *The power station* (mediation of the different interests in society to reach a broad consensus on what is in the best interest of the whole community and how this can be achieved)
- Session 4.8 *Disaster preparedness* (disaster management planning to develop a broad and long-term perspective on what is needed for sustainable human development and how to achieve the goals of such development)

#### Equity and inclusiveness

- Session 1.5 *Winners and losers in economic development* (a society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society; this requires that all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well being)
- Session 4.11 *Ecotourism* (the concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment)
- Session 4.9 *Disaster mitigation* (processes and institutions that produce results that meet the needs of society while making the best use of resources at their disposal)

#### Accountability

- Session 3.8 *Good governance* (not only governmental institutions but also the private sector and civil society organisations must be accountable to the public and to their institutional stakeholders)
  - Session 3.12 *Health and the MDGs* (setting goals, targets and indicators to be able to demonstrate achievements)
  - Session 4.9 *Disaster mitigation* (in general, an organisation or an institution is accountable to those who will be affected by its decisions or actions)
- 

## Part C Self-assessment

### 45 minutes

#### Step 1 10 minutes

Explain that participants are going to consider their own progress against the course objectives.

Participants read the statements in Reading activity B on **worksheet 4.12** and indicate their *own* progress. Stress that the questions ask them to indicate their *progress*, not their achievement. Participants started the course with different levels of English, so we do not expect them all to complete the course with the same level of English. Rather, it is the progress made by each individual that is important.

Before they begin, make sure that participants understand the difference between spoken production and spoken interaction.

- Step 2**  
**5 minutes** Participants decide which area they most need to continue to work on after the course (activity C). (Note: This may not be the same as the area in which they made least progress). They write this on a post-it and wear it like a badge. They then mill around the room to find other participants with the same 'need'. They sit down with their new partner(s).
- Step 3**  
**10 minutes** In their new groups, participants discuss how they can continue to develop their skills after the course, with a special focus on their 'weak' skill.
- Step 4**  
**5 minutes** Distribute cards to each group. Have them write their ideas on a piece of card.
- While groups are writing, display three sheets of poster paper around the room, one with each title: **English language skills**, **Critical thinking skills** and **Knowledge**.
- Participants display their cards on the relevant poster.
- Step 5**  
**15 minutes** Invite participants to move around the room, reading the ideas on the posters and seeking clarification where necessary. Encourage each person to finish up by writing a personal goal statement which they record on **worksheet 4.12** (activity D).

## Session 4.2 Making recommendations

### Learner objectives

By the end of the session participants will be able to:

- evaluate a set of recommendations
- write a set of recommendations using *should* + the active voice for strong recommendations and *should* + the passive voice for general recommendations.

### Time

90 minutes

### Session overview

A Speaking	30 minutes
B Analysis	20 minutes
C Language focus	25 minutes
D Writing	15 minutes

### Worksheets

Worksheet 4.1B	Environmental issues in Sri Lanka: text
Worksheet 4.2	Making recommendations

### Context

This session directly follows Session 4.1 and works on the recommendations set out in the report. A common weakness in reports is to make vague, non-specific recommendations. The main point of this session is to encourage participants to be specific when making recommendations.

## Part A Speaking

30 minutes

Step 1  
10 minutes

Participants work in groups to discuss the questions in Speaking activity A on **worksheet 4.2**.

[Link to Session 4.1 – five issues](#)

Note: the report covers Sri Lanka as a country, whereas the discussion questions focus on regional problems. There will be different problems for the different regions in Sri Lanka, so there is scope for plenty of discussion. The possible answers below are for the Northern and Eastern Provinces.

### Possible answers

Coastal depletion: restrict building on the coast; protect mangroves and coral reefs; enforce regulations preventing dynamite fishing; prevent sale of tropical fish/coral/shells.

Waste disposal: provide adequate dumping sites; encourage land fill; enforce hazardous waste regulations; provide covered dump areas (e.g. bins); educate children and adults about waste disposal.

Land degradation: encourage environmentally friendly farming practices; educate farmers on the effects of harmful practices/use of agrochemicals; educate farmers in crop rotation methods/ways to maintain soil quality.

Step 2  
5 minutes

Feed back as a class and record ideas on the board. Explain that you will come back to them later in the session.

**Step 3**  
**5 minutes**

Refer participants to the notes they made on the five key issues in Session 4.1 and the recommendations in the report on **worksheet 4.1B**. Participants decide which recommendation goes with which environmental issue (Speaking activity B). Note: some recommendations are generic and go with all the issues.

---

### Answers

Environmental issue	Recommendations
Land degradation	2, 5, 6
Waste disposal	2, 3, 4, 5, 6
Pollution of waterways	2, 5, 6
Depletion of coastal resources	1, 2, 5, 6
Loss of biodiversity	2, 5, 6

---

**Step 4**  
**10 minutes**

Participants discuss the recommendations, using the words given in Speaking activity C, and giving reasons for their opinions. Feed back in a whole class work arrangement.

---

### Answer

The recommendations are weak because they are too general/not detailed. They do not specify who is responsible for taking the action. As they stand, they are not practical because they do not indicate how the recommendations can/should be carried out.

---

## Part B Analysis

**20 minutes**

**Step 1**  
**20 minutes**

Participants work in groups and discuss the questions in the Analysis activity in **worksheet 4.2**.

---

### Answers

- 1 By protecting mangroves/coral; by restricting building/development on the coast; by restricting the sale of tropical fish; restricting waste water from going into lagoons.
  - 2 Currently there are mainly waste regulations. By the local/national authorities.
  - 3 Tax breaks for companies; hold an Environment Day with a prize for best environmental management; pay people for recycled waste.
  - 4 Separate areas for different kinds of waste; regular collection days/times; waste containers at dumping sites; pay people for recycled waste.
  - 5 All relevant environmental issues. By the people involved in the project and by the enforcing authorities.
  - 6 Particularly information on waste disposal and environmental effects of the project during and after completion. The Dept of Agriculture, Municipal Council, Urban Council and Pradeshiya Sabha (PS) see the plans.
- 

## Part C Language focus

**25 minutes**

**Step 1**  
**5 minutes**

Participants work in pairs to discuss the difference in the sentences in Language focus activity A on **worksheet 4.2**. This is the first look at the passive voice, so it is not necessary to go into detail at this stage.

Ask concept checking questions to check meaning. Establish that in the first sentence, the subject of the verb is not given whereas in the second sentence the subject of the verb is *the local authorities*. Elicit the structure in the first sentence, highlighting use of the infinitive after the modal *should* and contrast with the structure of the second sentence.

Draw out that in reports, the passive is often used with *should* to make recommendations as this avoids ‘pointing the finger’ at who is responsible. However, this often results in vague recommendations which nobody feels obliged to act on. For strong recommendations, the active voice should be used. In this way, it is clear who is the person responsible for following up the recommendation.

**Step 2**  
**10 minutes** Participants work in pairs to complete Language focus activity B on **worksheet 4.2**. Monitor and provide guidance as necessary.

---

### Answers

- 1 should have
  - 2 should be protected
  - 3 should be collected
  - 4 should separate
  - 5 should not throw
  - 6 should be educated
- 

**Step 3**  
**10 minutes** Divide the class into six groups. Allocate one recommendation to each group. Participants work with their group to rewrite the recommendations using the ideas generated in Part B step 1. Encourage participants to write more than one recommendation. Monitor for accurate use of the above target language.

## Part D Writing

**15 minutes**

**Step 1**  
**15 minutes** Participants work in groups to:

- choose an environmental issue that is relevant to their region
- identify the main causes
- write recommendations to address the problem.

Participants use the following layout to record their recommendations:

Problem statement:

Recommendations:

- 
- 
- 
- 
- 

Monitor for accurate use of the target language and for clear and specific recommendations.



## Session 4.3 The power station

### Learner objectives

By the end of this session participants will be able to:

- weigh economic advantages against environmental disadvantages of a power plant
- express certainty and lack of certainty about the future using first conditional with *will*, *could*, *might*, *won't* and *might not*.

### Time

120 minutes

### Session overview

A Vocabulary	10 minutes
B Reading 1	20 minutes
C Listening	25 minutes
D Language focus	20 minutes
E Reading 2	15 minutes
F Speaking	30 minutes

### Resources

Resource 4.3A	Fuels (OHT)
Resource 4.3B	Role cards (cut-ups, 1 set)
Resource 4.3C	Tapescript 4.3
Tape and tape player	

### Worksheets

Worksheet 4.3A	Concerns about the power station
Worksheet 4.3B	What the press say
Worksheet 4.3C	Industrial guidelines

### Background reading

[www.environmentlanka.com/issues.html](http://www.environmentlanka.com/issues.html)

A discussion of the environmental issues surrounding a proposed new power station.

### Context

This session makes strong links between economic development and the environment. The idea for the session came from a proposal in the Trincomalee Development Plan to build a coal-fired power plant in Sanpoor. The rationale for building a (potentially environmentally unfriendly) coal-fired plant is that it is relatively cheap to build and can provide power for a much larger area than other kinds of fuel plant.

Electricity is monopolised by the state-owned CEB (Ceylon Electricity Board). Sri Lanka imports coal for producing electricity. The cost of electricity is extremely high in relation to people's income and has to be subsidised by the government.

Hydroelectric power is widely used in Sri Lanka, but is unreliable. Urban areas suffer power cuts every year when water levels in the rivers drop too low. The hydroelectric system was built by the British in the 1970s, and was intended to be back-up supply.

In the 1990s, the Asian Development Bank made extensive loans to help Sri Lanka explore a solar power solution. Not much came of the attempt although simple solar lighting systems are used for off-grid houses in rural areas. However, Southern India embarked on a solar-energy solution at the same time and met with much greater success. TATA is now a major producer of solar panels and exports to Sri Lanka.

There are small wind-turbine and mini hydro-electric projects, especially in Central Province where high winds can be exploited for 4 or 5 months a year. However, no-one is looking into hybrid alternative power supply systems which could be a viable solution.

The argument between economic development, on the one hand, and the need to protect the environment on the other, is an interesting one. Hopefully, people will have genuinely differing opinions. There is no right answer to the debate. The main point is that everything possible should be done to minimise the environmental impact of the plant. This can only be done by taking environmental concerns into consideration at the planning stage, before permission to build is granted.

## Part A Vocabulary

10 minutes

Step 1  
5 minutes

Vocabulary warmer – on the board write:

ulsfe

Explain that this is a jumbled word and elicit the correct spelling (*fuels*). This is the topic of the warmer. Divide the class into two groups, one group to the left of the board and one group to the right. Give each group a board pen. Display the list of words on **Resource 4.3A**. Team members take turns to unscramble a word. The first team to write all the words with the correct spelling wins.

---

### Answers

- 1 oil
  - 2 petrol
  - 3 water
  - 4 wind
  - 5 coal
  - 6 solar power
  - 7 diesel
  - 8 gas
  - 9 nuclear power
- 

Step 2  
5 minutes

Check the meaning of the words and practise pronunciation where necessary.

Pre-teach/check the following vocabulary:

*environmentally friendly*

*green (meaning 'environmentally friendly')*

*fossil fuels.*

Divide the class into two groups. Have one group identify fossil fuels (*oil, petrol, coal, diesel, gas*) and the other identify environmentally friendly fuels (*water, wind, solar and nuclear power*). Note that the radioactive by-products of nuclear power are not environmentally friendly.

Establish that fossil fuels are not environmentally friendly because they cause air pollution and the gases they emit destroy the ozone layer which results in global warming.

## Part B Reading 1

20 minutes

Step 1  
5 minutes

In pairs, participants discuss Pre-reading activities A and B on **worksheet 4.3A**.

[Link to reading quickly: Unit 1](#)



---

### Answers

- A It will talk about the region's problems and why the power station is the solution.
  - B Constant power supply; no power cuts; improved conditions for businesses; power in houses; street lighting, etc.
- 

**Step 2**  
**10 minutes**

Allow participants one minute to read the text on **worksheet 4.3B**.

Participants cover the text. They read the statements in Reading activity B on **worksheet 4.3A** and respond to the ones they can remember from the first reading.

Participants read the text more carefully and complete their answers.

---

### Answers

- 1 False
  - 2 True
  - 3 False
  - 4 True
  - 5 False
  - 6 True
  - 7 False
- 

When discussing the answer to question 7, elicit reasons for participants' answers. If necessary, ask the following questions:

*Does the article mention any negative factors about the power station? (No)*

*Does the article give local opinions? (No)*

*Which magazine is the article from? (Energy Weekly Magazine)*

*Does the article show both sides of the story? (No)*

[Link to biased/  
unbiased texts  
in Session 2.6](#)

**Step 3**  
**5 minutes**

Participants complete Reading activities B and C on **worksheet 4.3A**. Feed back as a class.

---

### Answers

- B Problems: high unemployment and lack of income for agricultural sector.
  - C By improving the economic situation (by attracting multinational companies and thus creating employment).
- 

## Part C **Listening**

**25 minutes**

**Step 1**  
**5 minutes**

In pairs, participants discuss the Pre-listening question on **worksheet 4.3A**.

---

### Possible answers

Residents might feel worried about the risk of pollution, noise, smoke and bad smells. On the other hand, they might be excited by the prospect of more jobs in the region.

---

**Step 2**  
5 minutes

Elicit the environmental issues explored in Sessions 4.1 and 4.2. Write on the board:

[Content link to Session 4.1](#)

air pollution  
water pollution  
loss of biodiversity  
coastal erosion

Play **tape 4.3**. Pause the recording after each speaker. Participants identify which environmental issue each person talks about.

---

### Answers

Air pollution	speaker 1 and speaker 3
Water pollution	speaker 5
Loss of biodiversity	speaker 4
Coastal erosion	speaker 2

---

**Step 3**  
15 minutes

Participants look at the table in Listening activity A on **worksheet 4.3A**. Play **tape 4.3** again. Stop after each speaker. Participants make notes in the table then compare their notes with a partner. Play the tape a third time, to allow participants to add to their notes.

[Link to Sessions 1.6 and 3.3 – note-taking from listening](#)

---

### Answers

Speaker 1	Coal fires → ash + smoke
Speaker 2	Coastal erosion → garden wall into sea
Speaker 3	Gas emissions → global warming
Speaker 4	Gas emissions → acid rain → damage to vegetation + wildlife
Speaker 5	↑ sea water temp. (2–3 °C) → fish farm ∴ fish will die

---

Participants complete Listening activities B and C (**worksheet 4.3A**) in pairs.

---

### Answers

B Speakers 3 and 4  
C Speakers 1, 2 and 5

---

**Part D**  
20 minutes

## Language focus

**Step 1**  
5 minutes

As a class, participants list the advantages and disadvantages of building the power plant. The advantages should all be economic (from the magazine article) and the disadvantages should be environmental (from the listening).

### Advantages (economic)

## Provide jobs

Reduce risk of lost productivity through power cuts

Contribute to global warming and acid rain

## Coastal erosion

Increase in temperature of sea water – threat to local fish

**Link to Session 3.2 – first conditional**

0% 50% 100%

% certainty

won't

might

will

Elicit the answer to activity C and have participants add the words to the continuum.

*could and may*

Participants work in pairs to write first conditional sentences using the prompts in activity D.

- 1 If they build the power plant, it could/may/might cause acid rain.
- 2 If they build the power plant, it could/may/might cause coastal erosion.
- 3 If they build the power plant, it won't damage the local economy.
- 4 If they build the power plant, it will attract MNCs to the region.

Participants use this language in the roleplay at the end of the session

### Step 1 10 minutes

Refer back to the environmental issues in Part C step 2. Add land pollution to the list:

air pollution

water pollution

loss of biodiversity

coastal erosion

land pollution

Participants read the industrial guidelines on **worksheet 4.3C** and match the guidelines to the issues.

Note 1: They might wonder why cylindrical supports are better than rectangular ones. Rectangular supports have a flat surface facing the waves. The waves hit the surface and bounce back. Cylindrical supports have no flat surface, so waves pass around the support.

Note 2: There are more guidelines for air pollution than the others, possibly because air pollution is the biggest concern.

---

### Answers

Guideline	Environmental issue
1	air pollution
2	air pollution / loss of biodiversity
3	air pollution
4	land pollution / water pollution
5	air pollution
6	air pollution
7	water pollution
8	coastal erosion

---

**Step 2**  
**5 minutes** Participants look back at their table of notes in the Listening activity on **worksheet 4.3B** and identify which guidelines relate to each resident's concern.

---

### Answers

Speaker	Guideline
Speaker 1	1, 5, 6
Speaker 2	8
Speaker 3	2, 3
Speaker 4	2, 3
Speaker 5	7

---

## Part F Speaking

**30 minutes**

**Step 1**  
**10 minutes** Divide the class into five groups. Explain that they are going to roleplay a meeting to discuss the plan to build the power plant. Allocate one role-card from **resource 4.3B** to each group. Participants discuss their arguments. Set a time limit of 5 minutes.

**Step 2**  
**10 minutes** Regroup the participants. Each group holds a meeting about whether to allow the power station to be built. Encourage participants to use the target language (first conditional with varying degrees of certainty). Monitor, making notes of common errors for whole class error correction in the next step.

**Step 3**  
**10 minutes** Deal with error correction.  
Conclude by reviewing the objectives.

## Session 4.4 Fishing and farming

### Learner objectives

By the end of this session participants will be able to:

- edit a letter and improve organisation, spelling and capitalisation
- draft a letter of complaint
- write an outline for a letter.

### Time

90 minutes

### Session overview

A Reading	50 minutes
B Speaking	15 minutes
C Writing	25 minutes

### Resources

Resource 4.4      Answer key (OHT)

### Worksheets

Worksheet 4.4A	Fishing and farming: letter 1
Worksheet 4.4B	Fishing and farming: letter 2
Worksheet 4.4C	Dealing with letters of complaint

### Context

In 2006, the fish in the inner harbour in Trincomalee died overnight and floated to the surface. Thousands of them were left to rot until a group of INGOs pooled funds to pay for their removal. No investigation by local authorities took place (the same local authorities who were responsible for cleaning up the dead fish but lacked the funds to do so). Fingers were pointed at a large flour factory in China Bay because even small amounts of gluten entering the water are sufficient to change the PH balance and kill fish stocks.

Chemical pollution of waterways is also common. Some of this is through seepage and some is through direct disposal – people pouring excess or unwanted chemicals directly into the rivers. Untreated sewage being piped in the ocean remains a chronic problem.

## Part A Reading

50 minutes

Step 1  
10 minutes

Write on the board:

Fishing and farming

Whole class brainstorm. Participants shout out ideas about how the environment affects fishermen (not farmers) and explain them.

[Link to conflict – Unit 2](#)

Elicit that there might be conflict because of pollution (particularly industrial pollution) and because of illegal fishing practices:

- dynamite fishing, chemical fishing, using small gauge nets, use of echo sound kills young fish
- irresponsible industrial practices: factories discharging waste into the sea, sewage discharge, petrol/fuel from boats.

Note: The brainstorm should be snappy; it sets the context for the session. There is a group discussion around farming, later in the session.

**Step 2**  
**5 minutes**

Participants read the letter on **worksheet 4.4A** and answer the questions in Reading activity A on **worksheet 4.4C**.

---

### Answers

- 1 Last year, a local factory discharged chemicals into the harbour killing all the fish. He didn't receive any compensation for loss of earnings and there are now fewer fish in the harbour.
  - 2 He would like an explanation about why the local authority has not stopped the factory discharging chemicals into the sea and what they plan to do about his loss of earnings.
  - 3 No, the information is not easy to find because the letter is badly organised.
- 

**Step 3**  
**5 minutes**

Elicit organisational features of a letter of complaint:

*purpose (why you are writing)*

*background (in this case, the background to the problem)*

*action required*

*closing statement*

---

[Link to letters of invitation and acceptance – Session 2.14](#)

**Step 4**  
**10 minutes**

Participants work in pairs to write an outline for the letter using the features elicited in step 3. Make sure participants know that they should not write full sentences but only bullet points at this stage.

Elicit points and make notes on the board as they come up, for example:

Purpose:	complain – council not help
Background:	sells fish → food for family all life same place – inner harbour last year chemicals killed fish factory not pay to clean up → but happen again
Action required:	what/do about loss of earnings? + explain why not stopped factory pollution?
Closing statement:	I look forward to hearing from you

**Step 5**  
**5 minutes**

Participants discuss the questions in Reading activity B in groups. Feed back as a whole class.

---

### Answers

Some ideas that might come up:

- chemical pollution of land and waterways
  - throwing empty chemical containers on to the neighbour's land or into local waterways
  - noise pollution from industrial machinery or livestock
  - bad smells from livestock or chemicals
  - damage to neighbour's property caused by livestock
  - breathing problems caused by spraying chemicals, etc.
-

**Step 6**  
**5 minutes**

Participants read **worksheet 4.4B** and answer the questions in Reading activity C on **worksheet 4.4C**. Feed back as a class.

---

### Answers

- 1 The river is polluted; he uses water for plants + washing clothes, pots and pans; the fish are dead and there is a strange smell; he thinks it is because of chemicals from his neighbours land.
  - 2 He wants someone to take water samples from the river and he wants the local authority to ask the farmer to stop using the chemicals.
  - 3 Yes, because the letter is well-organised.
- 

**Step 7**  
**10 minutes**

Participants find and correct the mistakes in the letter on **worksheet 4.4B** (Reading activity D). Feed back using **resource 4.4A**. Elicit the correct spelling for each word and record on the board.

---

### Answers

Spelling errors:

- complain, neighbour, plants, washes, dead, chemicals, poisoned, smell, river, forward.

Capitalisation errors:

- farmer, river, I, my, fish, smell, land, water, neighbour, forward.
- 

Elicit which letter is easier to understand, the one from the fisherman or from the farmer (*the farmer's letter is easier to understand because it is well-organised*). Stress the importance of planning an outline before writing and then checking again after writing. Explain that they should check organisation first and then surface features (spelling, punctuation and grammar).

## Part B Speaking

**15 minutes**

**Step 1**  
**15 minutes**

Participants discuss the Speaking activity questions in groups. Feed back as whole class.

---

### Possible answers

- 1 The fisheries department; the agricultural department; the environment officer.
  - 2 Contact the factory or the farmer; check the accuracy of the story; carry out tests/an investigation; suggest alternative environmentally friendly practices.
  - 3 The writer (i.e. the fisherman and the neighbour), to acknowledge the complaint and to let them know that you are looking into it; the factory or the farmer, to deal with the problem.
- 

## Part C Writing

**25 minutes**

**Step 1**  
**15 minutes**

Participants decide whether they are going to write to the factory or the farmer. In pairs, they discuss the questions in Writing activity A.

They prepare an outline for the letter (Writing activity B). Point out that the

**Link to outlining**  
– Sessions 1.9,  
2.11 and 3.8

outline should just be notes/bullet points, not full sentences. A good way for them to approach the task is to explain the problems caused by the bad practice in the background section and explain alternatives, or solutions in the action section.

Monitor the groups and make sure that they are discussing the topic in detail.

**Step 2**  
**10 minutes** Participants write the letter individually (Writing activity C). This is an assessed writing activity. The letter should be 150–200 words. The exercise should be set for the consolidation hour if there is not enough time in the session.



## Session 4.5 Disasters

### Learner objectives

By the end of this session participants will be able to:

- define different natural disasters and jobs related to disasters using relative clauses
- identify detail in a reading text
- identify the different aspects of disaster management.

### Time

90 minutes

### Session overview

A Disaster vocabulary	10 minutes
B Language focus: Relative clauses	30 minutes
C Disaster management	20 minutes
D Disaster quiz	30 minutes

### Resources

Resource 4.5A	True or false? (OHT)
Resource 4.5B	Disaster quiz (cut-ups, 4 sets)

### Worksheets

Worksheet 4.5	Natural disasters
---------------	-------------------

### Preparation

Read resource 4.5B to familiarise yourself with the content of the disaster quiz.

### Context

This session aims to improve participants' general knowledge about natural disasters and disaster management.

Disaster management is a crucial responsibility of the public service in Sri Lanka. Sri Lanka is particularly at risk from flooding, drought, cyclones and landslides. It was severely affected by the 2004 Asian tsunami, when over 35 000 people lost their lives and 500 000 lost their homes. Disaster management consists of four main areas.

The **relief phase** is the immediate response to the disaster in the first weeks after the event. It deals with the immediate effects, covering search and rescue, emergency rations, welfare camps, etc.

The **recovery phase** deals with the long-term effects of the disaster, and returning to normalcy; for example, re-building permanent housing and restoring livelihoods.

**Preparedness** is being ready for a disaster. Preparedness measures include: early warning systems, evacuation and emergency response planning, and education.

**Mitigation** encompasses all efforts to prevent the disaster from happening in the first place (e.g. reforestation to prevent landslides) or efforts made to lessen the impact of the disaster (e.g. legislation to prevent populations settling in disaster-prone areas).

Many of the issues that crop up in the sessions on disaster are doubly relevant because of the parallel disaster of war that continues to overshadow life in Sri Lanka. Participants therefore have the opportunity to discuss the needs of war-affected people also.

## Part A Disaster vocabulary

10 minutes

Step 1  
5 minutes

Participants complete the Vocabulary activity on worksheet 4.5.

Step 2  
5 minutes

Monitor to check that all groups have the correct answers.

---

### Answers

Cyclone	a very strong wind	It is a result of low pressure weather systems.
Tsunami	a very large wave	It can occur after an earthquake and destroys the coastline.
Landslide	a fall of earth	It is a result of deforestation.
Flood	an overflow of water	It occurs after heavy rainfall and washes houses away.
Drought	a period of dry weather	It causes crop failure and starvation.
Earthquake	a movement of earth	It causes buildings to shake and often collapse.
Meteorologist	a person	He/She studies the weather.
Seismologist	a person	She/he studies earthquakes.

---

Practise pronunciation.

## Part B Language focus: Relative clauses

30 minutes

### Step 1 10 minutes

Participants study the pairs of sentences in Language focus activity A and identify the differences.

Elicit rules for joining the ideas to make a defining relative clause (Language focus activity B). Note: The language focus here is limited to defining relative clauses only.

---

### Possible answers

A relative clause follows the noun to which it refers.

A relative pronoun must be used: *who* or *that* for people; *which* or *that* for things.

We don't put commas between the noun and a defining relative clause.

After a relative clause, we do not repeat the subject.

---

### Step 2 10 minutes

Participants make further sentences using the information in the table in the vocabulary activity.

### Step 3 10 minutes

Have participants sit in pairs, with one person facing the board and the other with their back to the board. The person with their back to the board is not allowed to turn around and look at the board. Write a word on the board, for example:

cyclone

Elicit the question from the participants facing the board:

*What do you call a very strong wind that is caused by low-pressure weather systems?*

Elicit the answer from the participants who have their backs to the board.

Write four more words from step A on the board and have participants facing the board ask a question to elicit the correct word from the participants with their backs to the board.

Pairs change seats. Write 4–5 more words on the board and have participants elicit the correct word from their partner.

## Part C Disaster management

20 minutes

Step 1  
20 minutes

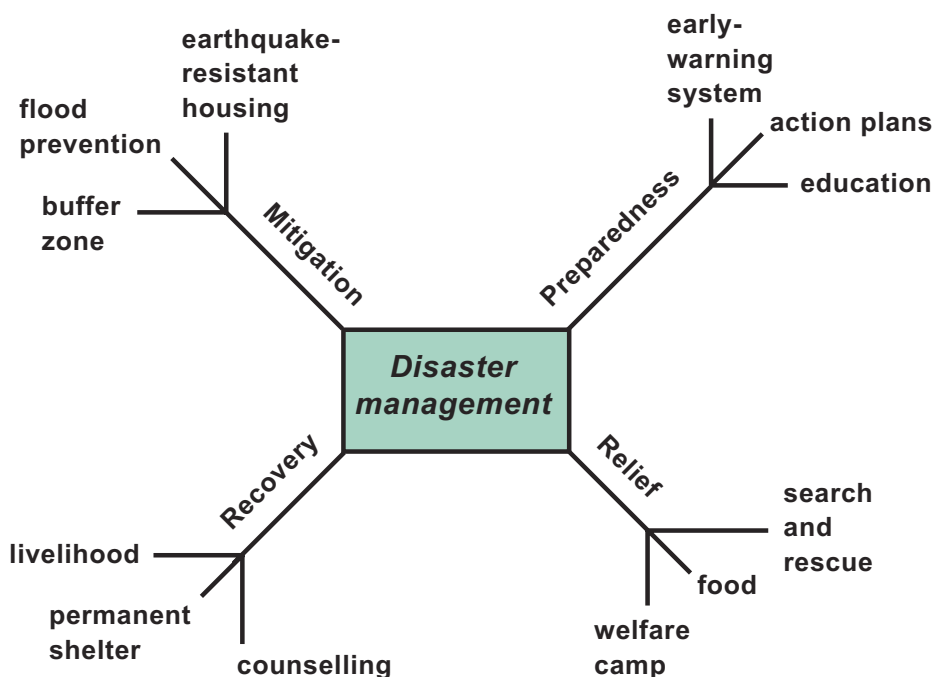
Write on the board:

disaster management

Elicit the meaning and examples of it. Explain the four main areas of disaster management: *relief*, *response*, *preparedness* and *mitigation*.

Participants complete the speaking activities on **worksheet 4.5**. They compare their mind maps with a partner and justify their decisions.

### Answer



Explain that Sessions 5–8 each consider an area of disaster management, but in reality it is hard to separate relief–recovery, and preparedness–mitigation.

## Part D Disaster quiz

30 minutes

Step 1  
3 minutes

Divide participants into groups of four. Display the first box on **resource 4.5A**. Ask participants if they think the statement is true or false, and why. Reveal the answer in the second box on **resource 4.5A**.

Step 2  
25 minutes

Place one set of cards from **resource 4.5B** at each table, bold statements up. Demonstrate the activity with one group.

Participants discuss the statement on the top card: Each participant says if they think the sentence is true, false, or neither and gives a reason for their choice.

A participant picks up the card and reads the answer aloud without showing it to the others. The others listen and together decide if the answer is true, false or neither. They award points for a correct answer. Note: Some answers are clearly true or false, some are ambiguous, so participants must listen carefully.

Each participant keeps a record of their score. The winner of each team is the participant with the most points.

**Step 3**  
**2 minutes**

Visit objectives.

## Session 4.6 Emergency relief

### Learner objectives

By the end of this session participants will be able to:

- express cause and effect using *due to*, *because of* and *as a result of*
- express purpose using the infinitive of purpose *to*
- describe the strengths and weaknesses of government services and NGOs/INGOs in responding to the needs of people in times of emergency or disaster.

### Time

120 minutes

### Session overview

A Listening: Responding to an emergency	50 minutes
B Language focus: Cause and effect	15 minutes
C Speaking: The relief phase	55 minutes

### Resources

Resource 4.6      Tapescript 4.6

### Worksheets

Worksheet 4.6      Relief in emergencies

### Context

This session follows on directly from Session 4.5 which introduced the four categories of disaster management – relief, recovery, preparedness and mitigation. This session focuses on the needs of people in the relief phase of an emergency (7 days following a disaster) and the strengths and weaknesses of government services and NGOs/INGOs in meeting those needs.

Most participants will have had first-hand experience of the tsunami or have a relative or friend who was in it. They may also have experience of displacement as a result of conflict. Depending on the number of IDPs involved, this may have required an emergency response. They will draw on these experiences in this session.

Relief delivery can support or undermine disaster recovery. Too much relief delivered too fast overwhelms disaster survivors. Following the 1999 super-cyclone which devastated India's coastal state, Orissa, aid was often indiscriminately dumped in areas enjoying the greatest media coverage. Aid workers spoke of 'relief supermarkets' creating expectations which made subsequent efforts to encourage community-based disaster preparedness very difficult. Well-targeted relief, however, can provide a secure platform from which the disaster-affected can begin the slow process of recovery. This is explored further in Session 4.7.

## Part A Listening: Responding to an emergency

50 minutes

Step 1  
10 minutes

Place a pinboard in the middle of the room with a piece of poster paper on each side. (Note: This strategy ensures teams do not copy each other's answers during the warmer. If a pinboard is not available, place a sheet of poster paper on the wall at either end of the room). At the top of each paper write

### Emergencies.

Divide participants into two groups. They stand in their groups at either end of the room (or back to back in the middle of the room if there is no pinboard). Give a marker pen to each group. Participants take turns to run across the room to write any word connected to emergencies on the poster paper. Ensure that participants understand that they may only write one word at a time. Time the

activity for 1 minute. Allow groups to challenge each others' words, ensuring that they are all linked to emergencies and they are all spelt correctly. The group with the most correct words is the winner.

Give an overview of the session.

**Step 2**  
**5 minutes** Participants answer the questions in Listening activity A on **worksheet 4.6**. They compare their answers with a partner.

**Step 3**  
**10 minutes** Play the first part of **tape 4.6**. Pairs check their answers.

---

### Answers

- 1 c
  - 2 b
  - 3 c
- 

Use the answer to the first question to teach the terms *cause* and *effect*, for example:

*The number of people affected by natural disasters has decreased in recent years. However, in 2004 and 2005 the number of people increased due to the tsunami and the Pakistan earthquake.*

Elicit/teach the expression *due to* to introduce a cause. Elicit that it is followed by a noun or noun phrase. Explain that it is quite formal. Elicit other phrases for introducing cause in this example, e.g. *because of*, *as a result of*. Elicit that *due to* is most formal and *because of* is least formal.

*Because + verb phrase and because of + noun/noun phrase were introduced in Session 3.6*

Show how the order can be changed to stress different aspects of the sentence, for example:

*Due to/Because of/As a result of the tsunami and the Pakistan earthquake, the number of people affected increased in 2004 and 2005.*

Elicit reasons for an increase in weather-related disasters (question 3). Encourage use of the language of speculation (i.e. *could*, *might*, *may*) as well as language of cause and effect, e.g.

*It could be due to air pollution.*

*It might be because of global warming/climate change.*

*The issue of global warming was introduced in Session 4.1*

Explain that participants will practise cause and effect later in the session.

**Step 4**  
**10 minutes** Participants work in groups of three to discuss the questions in Listening activity B. Before they start work in their groups, discuss the first question (*Why is it important to collect information from the disaster area before sending in supplies?*) as a whole class. Elicit a response beginning *To ...*, for example:

*To find out what people really need.*

*To make sure that the right kind of assistance is provided.*

*To make sure that the right kind of supplies are sent.*

Establish that *to* in this case is a shortened form of *in order to* and communicates purpose. It is known as 'the infinitive of purpose' and is commonly used in spoken English.

Participants work in groups to discuss questions 2 and 3 in Listening activity B. Monitor for use of infinitive of purpose.

**Step 5**  
5 minutes

Participants listen to the second part **tape 4.6**. They compare their answers and add new ideas from the tape.

---

### Answer key

- 1 To gather accurate information from the affected area.  
To find out how badly the infrastructure has been damaged.  
To find out if communication systems are working.  
To find out if people have access to clean drinking water.  
To identify local partners.  
To make sure that the right things are sent/that people receive what they really need.
  - 2 To clear supplies through customs and get them to the affected area quickly.  
To distribute the supplies to people who really need them.  
To encourage people to help themselves.
  - 3 To ensure that resources are used efficiently  
To avoid duplication of effort.
- 

**Step 6**  
10 minutes

Participants listen to the last part of **tape 4.6** and answer the questions in Listening activity C.

---

### Answer key

- 1 Water and sanitation
  - 2 Find a short-term solution (e.g. water trucks/bowsering) while they work to find a long-term solution (e.g. repairing pipes, disinfecting wells).
  - 3 From the immediate relief phase through the recovery phase.
  - 4 When media coverage of an emergency begins to fade, the assistance begins to disappear also. Participants should be able to support their opinions with examples from the tsunami.
- 

Check answers as a whole class. Elicit what is meant by the *relief phase* and *recovery phase*. Establish that *relief* involves responding to the immediate needs of the victims in the first few days after a disaster. Recovery involves supporting the victims until they have ‘recovered’ from the event and are able to take care of themselves again.

Explain that in Part C of this session, participants will focus on the relief phase.

**Part B**  
15 minutes

## Language focus: Cause and effect

**Step 1**  
5 minutes

Participants study the sentences in Language focus activity A on **worksheet 4.6**.

Elicit the following:

*In the first sentence **to** introduces purpose and is followed by the infinitive.*

In the second sentence **because of** introduces cause and is followed by a noun.

In the third sentence, **due to** introduces cause and is followed by a noun phrase with the gerund.

In the fourth sentence **because** introduces cause and is followed by a verb clause.

Gerunds were introduced in Session 3.11. Review the gerund as necessary.

**Step 2**  
10 minutes

Participants complete Language focus activity B. Check answers in pairs.

If time is short,  
completion of  
activity B could  
be set for the  
consolidation  
session

---

### Answers

- 1 ... due to/because of/as a result of the bad condition of the roads.
  - 2 ... due to/because of/as a result of too many things arriving at the same time.  
... because too many things arrived at the same time.
  - 3 ... to get supplies to the affected areas more quickly.
  - 4 ... due to/because of/as a result of abuse of the system by drug smugglers and other criminals.  
... because drug smugglers and other criminals abused the system.
  - 5 ... to reduce the effects of a tsunami in the future and protect the coastline.
  - 6 ... due to/because of/as a result of the large number of protests.  
... because there were a large number of protests.
- 

**Part C**  
55 minutes

## Speaking: The relief phase

**Step 1**  
10 minutes

Elicit examples of the need for emergency relief from participants own experience (e.g. *the tsunami, flooding, displacement due to conflict, etc.*)

Divide participants into six groups. Allocate each group one of the following areas of need:

- water and sanitation
- information/communication
- food and water
- shelter and security
- health
- infrastructure.

Note: The areas of need discussed in this step are not meant to cover all the needs of victims of disaster.

Groups brainstorm the needs of people in an emergency relief situation in relation to their topic and make a poster. Before the groups begin, elicit examples and encourage the use of the infinitive of purpose (e.g. *They need tools to make a temporary shelter; they need a PA system to make announcements; etc.*)

The purpose of the task is to set the scene for a discussion on the strengths and weaknesses of different groups in meeting the needs of victims of disaster. It is



therefore important to set a strict deadline in order to allow sufficient time for the discussion that follows.

Monitor groups, making sure that they discuss the needs during the initial relief phase of a disaster only. Also, encourage them to think not only of the tsunami but of other emergency situations, including the needs of populations displaced by conflict.

---

### **Possible answers**

- Water and sanitation: toilet facilities, water for bathing, insecticide, water storage containers, removal of solid waste.
  - Food and water: food, water for drinking and cooking, cooking pots, stoves, matches.
  - Shelter and security: sheets/blankets, materials to protect from sun/rain, tools, lighting, protection from looters.
  - Information/communication: family reunion/tracing, setting up meeting points, health information, radio/PA systems.
  - Infrastructure: clear access roads, transport, restore power supply.
  - Health: first aid, access to surgical unit.
- 

Display the posters around the training room.

**Step 2**  
**5 minutes** Invite participants to move around the room and visit the posters. Have one person from each group remain with their poster to answer questions.

**Step 3**  
**10 minutes** Explain that the posters list the needs of victims of disaster or conflict in the relief phase. In the next activity, participants will discuss the strengths and weaknesses of different groups in meeting those needs.

Group participants into four new groups, A, B, C and D. Have each group nominate a group leader.

Group A discusses the strengths and group B discusses the weaknesses of government services (central, provincial and local) in meeting the needs of victims of disaster. Group C discusses the strengths and group D discusses the weaknesses of NGOs and INGOs. They should refer to the needs identified in the posters in step 1 for ideas.

Groups prepare a poster to present their ideas. Monitor group work. Remind participants to use consistent forms in their posters to aid the speaker during the presentation stage.

**Step 4**  
**10 minutes** Groups report back to the whole class. Encourage listeners to ask questions and add to the ideas.

---

### **Possible answers**

Group A: strengths of government services (central, provincial and local)  
Familiar with local conditions; can take a sector wide approach to solicit cooperation between all the actors; more likely to be sustainable; able to mobilise/coordinate across all government departments.

Group B: weaknesses of government services (central, provincial and local)  
May have limited means or capacity; may discriminate against certain groups; may lack will to deal with problem.

Group C: strengths of NGOs and INGOs

Able to access funds quickly through INGOs and international donors; may have specially trained technical teams; enjoy good rapport with people; can render micro-assistance to very poor people as they can identify those who are most in need and tailor assistance to their needs.

Group D: weaknesses of NGOs and INGOs

Efforts may not be sustainable when external funds begin to dwindle; may give inadequate attention to capacity-building; tendency towards 'vertical' programming; lack a sector-wide approach resulting in lack of coordination with their actors.

---

**Step 5**  
**10 minutes** In their groups, participants discuss strategies to address the weaknesses of government services and NGOs/INGOs that were presented in step 4. Monitor and provide error correction as necessary.

**Step 6**  
**10 minutes** Groups report back to the whole class.

Conclude the session by summarising the main points:

- relief delivery can support or undermine disaster recovery
- delivery of disaster relief must be well-managed and coordinated in order to be effective
- protection is an important aspect of emergency relief, especially if there is civil war – in which case relief may be best provided by non-nationals (for example, UN and African Union peacekeepers in Darfur).

## Session 4.7 Recovery

### Learner objectives

By the end of this session participants will be able to:

- infer meaning from a reading text
- express the long-term needs of victims of disaster
- make recommendations for good practice in disaster recovery.

### Time

90 minutes

### Session overview

A Reading: Identifying needs	60 minutes
B Speaking: Recommendations	30 minutes

### Worksheets

Worksheet 4.7A	Ali
Worksheet 4.7B	Recovery in emergencies

### Context

This session uses the Asian tsunami of 26 December 2004 as a way to look at addressing the long-term needs of victims of disasters. The tsunami was chosen because it is an event to which all can relate.

The huge influx of funds and organisations that descended on Sri Lanka as a result of the tsunami brought relief and helped the recovery of thousands of people. However, there was controversy about lack of coordination between NGOs and the government, and between NGOs. This led to overlap and duplication of effort as well as oversights; some victims simply slipped through the net. Beneficiaries were not consulted about their needs, resulting in inappropriate decisions and wasted resources.

Well-targeted relief is necessary to provide a secure platform from which the disaster-affected can undertake the slow process of recovery. Involvement of victims in the decision-making process is essential to ensure that appropriate aid is received. Taking an active role in the recovery process is essential to victims' mental and physical health.

## Part A Reading: Identifying needs 60 minutes

### Step 1 5 minutes

Write on the board:

to recover (v) /rɪ'kʌvə/  
recovery (n) /rɪ'kʌvəri/

Elicit/teach the generic meaning of *recover* (*to get better*) and *recovery* (*the process of getting better*). Relate this to the topic of disasters and emergency relief. Explain that the recovery phase is about getting back to normal.

### Step 2 5 minutes

Taking the example of the tsunami, elicit a few long-term needs of the tsunami victims. Write some ideas on the board, for example:

Shelter	Health	Livelihood	Community
temporary homes	counselling	skills	schools
permanent homes	hospitals	jobs	community water supply
domestic water supply			hospitals

Leave space to add a fifth column (step 6).

Note: Make sure that participants suggest long-term needs, not short-term needs which have already been looked at in Session 4.6.

**Step 3**  
**5 minutes** Participants quickly read the text on **worksheet 4.7A** and answer the questions in Reading activity A on **worksheet 4.7B**. They check answers with a partner.

**Step 4**  
**15 minutes** Participants work in pairs to find evidence of the statements in Reading activity B. They give the paragraph and sentence number. Do the first as an example.

---

### Answers

- 1 The children were traumatised by their experience. (paragraph 2, sentence 2)
  - 2 Life was difficult because the family had no routine. (paragraph 2, sentences 3 and 4)
  - 3 Ali felt useless in the welfare camp. (paragraph 2, sentences 7 and 8)
  - 4 Ali had little hope for the future. (paragraph 2, sentences 11 and 12)
  - 5 There were too many boat owners. (paragraph 3, sentences 4 and 5)
  - 6 The temporary house wasn't suitable for the climate. (paragraph 4, sentence 2)
  - 7 The wrong supplies were provided. (paragraph 4, sentence 4)
  - 8 Ali didn't feel helpless anymore. (paragraph 4, sentence 7)
  - 9 The villagers weren't involved in making decisions about the site of the new village. (paragraph 5, sentence 2)
  - 10 In the new village, it wasn't possible to earn an income from fishing. (paragraph 5, sentences 1 and 3)
- 

Monitor and check answers.

**Step 5**  
**15 minutes** For reading activity C, participants look at the statements in Reading activity B and decide which need of the family is represented. Do the first three together.

Highlight meaning, form and use of the verb *to need* (*need* + noun or gerund, *need to* + active verb, *need to* + passive); for example:

- 1 *The children were traumatised by their experience.*  
*The children needed help to deal with their trauma.*  
*The children needed psychosocial counselling.*  
*The children needed to be counselled.*
- 2 *Life was difficult because the family had no routine.*  
*They needed a routine.*  
*The children needed to go to school.*  
*Ali needed a job/He needed to work.*
- 3 *Ali felt useless in the welfare camp.*  
*Ali needed to feel useful.*  
*He needed to contribute to his own welfare.*  
*He needed to be empowered.*  
*He needed to be involved in providing services in the camp.*  
*He needed to be given a job in the welfare camp.*

The concept of empowerment was introduced in Session 1.12 in the context of women and work

Participants work in pairs and discuss the remaining statements.

Monitor and provide error correction. Record good examples to draw on in step 6.

---

### **Possible answers**

- 4 Ali needed information.  
He needed to have something to look forward to.
  - 5 He didn't need a boat.  
He needed to be able to earn a living.
  - 6 They needed a house with palm/cajun walls and roof.  
The NGOs needed to use suitable building materials.
  - 7 They needed to be consulted about what they needed.  
The NGOs needed to ask what people needed.
  - 8 He needed to be busy.  
He needed to be active in the recovery process.
  - 9 The villagers needed to be near the sea.  
They needed an income/a job.
  - 10 They needed to take part in making decisions about the new village.  
They needed to be consulted/involved.
- 

### **Step 6** **10 minutes**

Participants match the needs identified in step 5 to the four categories on the board (shelter, health, livelihood, community, see step 2). Do the first three as examples with the whole group first, using good ideas from the pairwork in step 5. Where the need doesn't fit any of the categories, start a new list. Monitor closely at this stage, asking guiding questions to encourage participants to consider issues such as participation, ownership, empowerment, etc.

Feed back as a whole class, adding to the lists on the board.

---

### **Possible answers**

- 1 Health
  - 2 Community
  - 3 Empowerment/participation
  - 4 Information
  - 5 Livelihood
  - 6 Shelter
  - 7 Consultation
  - 8 Ownership/participation
  - 9 Livelihood
  - 10 Planning/decision making/consultation
- 

At the end of this step, you should have a fifth column on the board like this:

empowerment  
information  
consultation  
ownership  
planning  
decision making.

**Step 7**  
**5 minutes**

Elicit the heading *participation* for the fifth column.

Draw the conclusion that items in the first four categories (e.g. homes, counselling, skills, education) can be provided. Participation, on the other hand, must be 'allowed'. Providing assistance in the first four categories without participation leads to a dependency culture and works against long-term recovery.

**Part B**  
**30 minutes**

**Step 1**  
**15 minutes**

## **Speaking: Recommendations**

Explain that participants are going to work in groups to discuss how the mistakes of the post-tsunami recovery phase can be avoided in a future emergency.

Elicit examples to review the use of *should* for recommendations as presented and practised in Session 4.2, for example:

*should + active voice:*      *NGOs/relief providers should ask people what they need.*

*should + passive voice:*      *Children should be sent back to school as quickly as possible.*

Participants work in groups to make recommendations. Encourage them to draw on ideas from the text and from their own knowledge and experience of the post-tsunami recovery process.

Monitor groups and ask guiding questions as necessary, for example:

*What advice would you give to NGOs working in disaster response?*

*How can victims of disaster participate in their own recovery?*

*How can a dependency culture be avoided? Etc.*

---

### **Possible answers**

- natural materials should be used to provide shelter
  - fast-growing shade trees should be planted
  - the government should consider livelihoods of the community before choosing a site for a new village
  - a participatory process should be followed for village planning.
- 

**Step 2**  
**10 minutes**

Groups take turns to present their recommendations, adding to but not repeating ideas.

**Step 3**  
**5 minutes**

Conclude by reviewing the objectives of the session.

## Session 4.8 Emergency preparedness

### Learner objectives

By the end of this session participants will be able to:

- explain the role that government, donors, NGOs and local communities play in disaster preparedness
- make suggestions for disaster-preparedness measures.

### Time

90 minutes

### Session overview

A Reading	40 minutes
B Speaking	50 minutes

### Resources

Resource 4.8          Role-cards (cut-ups, 1 set)

### Worksheets

Worksheet 4.8A          Disaster preparedness  
Worksheet 4.6B          What happened in Kurantatuth

### Context

Following the devastating earthquake in El Salvador in January 2001, international search-and-rescue teams poured in, but arrived too late to save many lives. The lesson which never gets learnt, according to one expert, is that:

*Community preparedness is the only practical solution for poor countries located in high-risk areas. The locals are the ones who can bring effective help in the first few hours and it is their capacity that has to be strengthened. This is less heroic than flying in after the event, waving fistfuls of dollars, but it is cheaper and demonstrably effective.*

According to the World Bank, losses due to natural disasters are 20 times greater in developing countries than in industrial ones. This is attributed to a lack of technology and poor planning. Risk and disaster management must become part of the development process in all disaster-prone regions. Governments must analyse risks and develop disaster-management plans with participation at national, provincial and local levels. To provide the necessary resources, donors need to reform their funding structures to integrate relief and development, and to prioritise investment in risk reduction.

Flooding is the most common cause of natural disaster in Sri Lanka. November 2000 saw severe flooding in Batticaloa and Amparai districts in the Eastern Province, displacing nearly half a million people. Nobody was prepared for the extent of the flooding that hit Ratnapura and Matara districts in May 2003, causing over 200 deaths and resulting in nearly one million displaced people. Illegal mining, deforestation, defective irrigation and quarry blasting exacerbate the problem of annual flooding of the river Kalu Ganga that flows through Ratnapura. The flooding causes frequent mudslides in the region, resulting in loss of human life and extensive damage to the ecology and the environment. Legal mining in the region also contributes to landslides because there is hardly any mechanism to check whether mines are rehabilitated after the mining.

## Part A Reading 40 minutes

### Step 1 3 minutes

Explain that this session follows on from the sessions on disaster relief and recovery. Participants will read about a disaster and look at responsibilities among development actors for disaster preparation. They conclude by making suggestions for preparing for the recurring flooding in Ratnapura district.

**Step 2**  
**5 minutes**

Participants read the questions in Reading activity A on **worksheet 4.8A** and then quickly read the text on **worksheet 4.8B** to find the answers.

---

**Answers**

- 1 Kurantatuth in Orissa state, India
  - 2 A cyclone/tidal wave
  - 3 2000
  - 4 40 000
- 

**Step 3**  
**12 minutes**

Participants complete the text by filling the gaps with one word (Reading activity B). Do the first paragraph with the whole class as an example.

Participants check their answers in pairs. Pairs then check with another pair. Monitor, answering queries and providing input where pairs cannot agree on the correct answer.

---

**Answers**

- 1 an
  - 2 high
  - 3 went/ran/hurried/rushed
  - 4 than
  - 5 the
  - 6 people/villagers/they
  - 7 at
  - 8 they
  - 9 save
  - 10 from
- 

**Step 4**  
**5 minutes**

Introduce the term *disaster preparedness*. Participants individually scan the text and underline examples that show disaster preparedness (Reading activity C).

---

**Answers**

- warnings reached the local red cross office
  - volunteers ran door to door telling people to evacuate
  - the rescue team tied a rope to a tree and ran it to the Red Cross cyclone shelter
  - 22 other shelters, all built ...
  - shelters provide a focal point for rural disaster preparedness
- 

Briefly elicit other disaster preparedness measures that the people of Orissa state could take, for example:

*learning to swim, moving dwellings back from the beach*

**Step 5**  
**10 minutes**

Participants work in small groups and discuss the questions in Reading activity D on **worksheet 4.8A**. Monitor. Make notes of good answers to draw on in the whole class feedback in the next step.



**Step 6**  
**5 minutes**

Elicit answers for questions 1–4, ensuring that participants provide evidence to support their opinions.

---

### Answers

- 1 c
  - 2 To illustrate how emergency preparedness saves lives.
  - 3 The cyclone shelters are also used as centres for rural disaster preparedness: education, first-aid training, self-help savings groups, etc. The writer is making the point that you cannot separate risk and disaster management from the development process.
  - 4 The text states that the shelters were built by the Indian Red Cross with German government support. However, it's not clear if the Orissa government or any other donors also contributed.
- 

The question about who paid for the cyclone shelters leads into the discussion about responsibilities in Part B.

## **Part B Speaking** **50 minutes**

**Step 1**  
**10 minutes**

Divide participants into three groups. Allocate each group one of the subjects from the Speaking activity (government; international donors/INGOs/local NGOs; the community) to discuss. Monitor, making sure that everybody takes notes in preparation for the next step.

**Step 2**  
**10 minutes**

Cross-group so that there is one member of each old group in the new groups. Groups share ideas.

---

### Possible answers

#### **1 Government**

The opportunities to prepare for and mitigate future disasters will never be grasped unless governments analyse risks and develop disaster-management plans. Provincial and local government are usually in the best position to carry out this analysis but require support in the way of sound policies to ensure better management of resources and environmental protection as well as funding from central government to do so.

At central level, the Presidential Task Force (set up by President Kumaratunga in 1998), the (former) Ministry of Rehabilitation, Resettlement and Refugees, the Ministry of Disaster Management and the Disaster Management Centre attached to the Social Services Ministry all have responsibilities (or have had responsibilities in recent years) regarding disaster preparedness and mitigation. The extent to which these bodies interface with each other and with local authorities at the level of affected communities should be discussed.

Provincial and local government are responsible for enforcing policies to reduce risk (e.g. building regulations, protection of forests by enforcing logging quotas) and promoting practices that reduce risk (e.g. re-forestation programmes, building of earth-quake resistant housing). They are also responsible for planning and delivering formal and non-formal education programmes about risk and emergency preparedness.

An important responsibility of government is to ensure that the armed forces are trained and equipped to respond to a disaster.

#### **2 International donors/INGOs/local NGOs**

These notes are especially relevant to the post-tsunami recovery phase.

International donors and INGOs are responsible for providing funds and expertise. While donor governments may be willing to provide funds for emergency relief assistance, they are more reluctant to provide funds for disaster preparedness. Donors need to reform

their funding structures to integrate relief and development, and to prioritise investment in risk reduction. They should also be prepared to make long-term commitments as humanitarian organisations need long-term funding to maximise the benefits of long-term planning. Only with long-term planning can they meet the challenge of recurring disasters.

INGOs are responsible for building the capacities of local NGOs to respond swiftly and effectively to their own disasters. In order to do this, they need to forge true partnerships with local NGOs.

Local NGOs are responsible for providing development assistance that will enable poor people, who are much more vulnerable to disasters, to avoid practices that exacerbate disasters (e.g. mining coral). They should promote the adoption of practices that mitigate the effects of disaster.

### 3 Communities and local people

Community leaders have responsibility for making sure that local people are aware of disaster-management plans developed by the local authorities. Local people are themselves responsible for following the plans.

Individuals are responsible not only for avoiding practices that increase the risk of disasters (e.g. deforestation, overgrazing) but also for adopting practices that mitigate the effects of disaster (e.g. learning to swim if you live near water; planting trees for protection; taking out insurance, if possible and affordable). Mitigation is looked at further in the next session.

---

#### Step 3 15 minutes

Elicit some of the causes of the flooding in Ratnapura district (*annual rains, landslides, illegal and legal gem mining, deforestation, etc.*).

Divide participants into three groups. Distribute a role-card (**resource 4.8**) to each group.

Briefly elicit an example of action that each group (government/NGOs/affected communities) could take to help the people of Ratnapura prepare for another disaster. Use the example to revise the language of suggestions (*We could ...*, *Why don't we ...? How about + -ing?*) and recommendations (*We should ...*).

Participants work in their groups and make further suggestions and recommendations. Ideas should include early warning systems, evacuation and emergency response planning, as well as education.

Language links:  
Session 2.11 –  
suggestions;  
Session 4.2 –  
recommen-  
dations

#### Step 4 5 minutes

Tell groups to prioritise their ideas and choose two or three actions to implement.

#### Step 5 10 minutes

Groups take turns to report their decisions to the whole class. Remind them to use (*to be*) *going to* to express plans for the future, for example:

*We're going to set up a swimming programme to teach children to swim.*

# Session 4.9 Disaster mitigation

## Learner objectives

By the end of this session participants will be able to:

- listen for detail
- describe a process using the passive.

## Time

120 minutes

## Session overview

A Warmer and awareness-raising	25 minutes
B Listening	35 minutes
C Language focus	50 minutes
D Speaking	10 minutes

## Resources

Resource 4.9A	Disaster mitigation (cut-ups, 1 set per group of four)
Resource 4.9B	Domestic rainwater harvesting system (OHT)
Resource 4.9C	Then and now (OHT)
Resource 4.9D	Tapescript 4.9

## Worksheets

Worksheet 4.9	Mitigating disaster
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## Background reading

Technical brief on rainwater harvesting by Practical Action:

[http://practicalaction.org/docs/technical\\_information\\_service/rainwater\\_harvesting.pdf](http://practicalaction.org/docs/technical_information_service/rainwater_harvesting.pdf)

Case study of project in Muthukandiya, Moneragala district:

[http://practicalaction.org/?id=rainwater\\_case\\_study](http://practicalaction.org/?id=rainwater_case_study)

## Context

Mitigation efforts are measures which aim to prevent the occurrence of a natural hazard (e.g. flood prevention measures), or lessen the impact of a disaster through institutional infrastructure changes.

An example of institutional change would be the proposal by the Sri Lankan government to pass legislation to prohibit building within 100/300 metres of the sea after the tsunami. (The 100m limit was proposed for much of the south, while much of the North and East was to be subject to a 300m rule). Owing to other factors, such as land availability and the livelihood dependency of many on the sea, the so-called buffer zone, which was very controversial, was never realised.

This session looks at an example of infrastructure alteration, rainwater harvesting (RWH). RWH alleviates drought by allowing rainwater from the rainy season to be stored for the dry season. It can be established on a domestic scale (DRWH) or on an industrial scale. Some DRWH systems are very simple, the storage and collection method consisting of simply a ceramic pot with a cloth covering. Others are more complex, with sophisticated filtration systems.

In this session, participants listen to a conversation between a community development officer (who has been sent on a fact-finding mission about RWH to a different district) and the local community officer, who explains the mechanics of the system.

The final speaking exercise requires some background knowledge of the history of irrigation systems in Sri Lanka. Information for trainers is given in some additional notes for trainers in Part D.

## Part A **Warmer and awareness-raising**

25 minutes

### Step 1 5 minutes

Participants stand up and order themselves in a line or circle (depending on space) in order of age, then in order of birthday, then in order of the time they got up that morning.

### Step 2 10 minutes

Divide participants into groups of four. Distribute one set of cards from **resource 4.9A** to each group. Elicit criteria that could be used to evaluate the seriousness of the disasters:

Content links to disaster quiz in Session 4.5

*number of people killed and injured*  
*intensity of damage to buildings and infrastructure*  
*extent of damage to buildings and infrastructure*  
*degradation of arable land and livestock*  
*harm to environment*  
*loss of livelihood*  
*disruption to local government and/or central government services*  
*(e.g. breakdown of law and order)*  
*time of recovery phase.*

Participants order the disaster cards according to which they think is the most serious.

### Step 3 10 minutes

Invite one group to the board to display their order. Others can ask questions.

Note: The task is deliberately ambiguous so as to generate discussion. Some may say tsunamis cause the most damage because of their experience here; others may recall the figures given for the Bangladesh floods of 1970 where 300 000 people died in one night, or the 2004 floods (also Bangladesh) which displaced 4 million people.

Continue the activity, asking the participants to order the disasters according to the following criteria.

#### 1 **The most difficult to predict**

Draw out the following points:

- analysis and tracking of weather can help predict cyclones and floods
- earthquakes and tsunamis are almost impossible to predict, though of course, a tsunami can be predicted after an earthquake has struck.

#### 2 **The most difficult to prevent**

Draw out the following points:

- prevention of tsunamis, earthquakes, and cyclones is impossible but effects can be mitigated by strengthening houses and not building in disaster-prone areas
- floods, landslides and drought can be prevented by better management of resources and environmental controls.

Disasters and hazards link to Session 4.5

Use the final discussion to explain that actions which prevent or lessen the effects of a disaster are disaster-mitigation techniques and that this is the focus of the session. Give session overview.

## Part B Listening

35 minutes

Step 1  
5 minutes

Participants complete Pre-listening activity A on **worksheet 4.9**. Feed back.

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### Answers

- 1 Drought is caused by lack of rainfall or availability of water.
- 2 Drought restricts drinking water and causes crops to fail, thus can lead to starvation.
- 3 Irrigation systems and better water management can mitigate drought.

Note: If it doesn't come up, explain that rainwater harvesting is a drought-mitigation measure and is the focus of this session.

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Step 2  
10 minutes

Participants match the vocabulary to the pictures in Pre-listening activity B.

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### Answers

roof  
guttering  
pipe  
storage tank

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Participants read the questions in Listening activity A and listen to the first part of **tape 4.9** to find the answers. Play the tape a second time if necessary.

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### Answers

- 1 In Ampara
  - 2 In Mannar
  - 3 In Ampara
  - 4 To find out about rainwater harvesting
- 

Step 3  
10 minutes

Participants read the task in Listening activity B. Play the rest of the tape and have participants order the words. Participants check their order in pairs. Monitor pairs for correct order. If there is disagreement or uncertainty, play the tape again.

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### Answers

- 1 storage tank
  - 2 roof
  - 3 guttering
  - 4 vertical pipe
  - 5 first-flush system
  - 6 filter
- 

Step 4  
10 minutes

Participants read the questions in Listening activity C and listen to the whole tape again to find the answers.

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## Answers

- 1 False. The most suitable type of storage tank is made of concrete.
  - 2 True.
  - 3 False. Most houses already have guttering.
  - 4 True.
  - 5 True.
  - 6 False. The filter system is built into the pipe.
  - 7 False. Expert information is provided by the Department of Irrigation.
- 

## Part C Language focus

### 50 minutes

#### Step 1 15 minutes

Refer participants to the report extract in Language focus activity A. Have them read the report quickly and establish that the focus is on *how* rainwater harvesting is done and not *who* does it.

Participants underline the verbs in the text (Language focus activity A). Write or display the sentences on the board using **resource 4.9B**:

Guttering *is fitted* to the edge of the roof of a house.

The water from the guttering *is directed* by a vertical pipe into a storage tank

A filter and first-flush system *are installed* in the pipe to keep the water clean.

Elicit that this is the passive form and discuss its use. Elicit that the subject of the verb *fit* in the first sentence is *guttering*. Establish that the guttering is not active in the sentence. Rather, it has the action ‘done to it’ by someone or something else (referred to as ‘the agent’). Elicit that in this case the agent is the householder. However, this is not important as the focus of the report is the system, and how it works. Contrast with sentence 2 where the agent (the pipe) *is* important as it gives information about *how* the system works and is therefore given. Establish that the passive is often used to describe a process and in other writing where the active agent is not important or is not known.

Highlight the structure *be + past participle*. Practise pronunciation.

#### Step 2 5 minutes

Participants cover **worksheet 4.9**. Write the following prompts on the board.  
guttering / first-flush system / filter / roof / pipe / storage tank

In pairs, participants practise describing the water-harvesting process. Monitor for correct use of the passive, providing correction as necessary.

#### Step 3 10 minutes

Participants complete Language focus activity B. Feed back, establishing in each case whether it is necessary to include the agent.

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## Answers

- 1 Cyclones are detected by satellites. (Agent is not obvious and is important so needed.)
- 2 The effects of drought are mitigated by rainwater harvesting. (Agent is not obvious and is important so needed.)
- 3 Thousands of people are killed every year by natural disasters. (Agent not obvious and is important so needed.)
- 4 Floods and landslides are prevented by effective land management. (Agent is not obvious and is important so needed.)

- 5 Too much water is wasted. (Inclusion of the agent is optional.)
  - 6 The balance of minerals in the soil is destroyed by the overuse of agrochemicals. (Agent is not obvious so needed.)
- 

**Step 4**  
5 minutes

Participants complete Reading activity A on **worksheet 4.9**. Point out how Mr Mohan refers to the attachment (*I am attaching the diagram ...*) and discuss how an email attachment can be opened (*click on the paperclip icon*).

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### Answers

- 1 To thank her and to ask her to explain the first-flush system.
  - 2 The first-flush system diagram.
- 

**Step 5**  
10 minutes

Participants complete Reading activity B. For feedback, refer participants to Ms Sagarika's reply to check the correct order (Reading activity C).

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### Answers

- 1 The first-flush system consists of a bucket and a tipping gutter, which are attached to opposite ends of a pulley. (3)
  - 2 When it starts raining, the first water (which may contain dirt from the roof) flows from a pipe into the tipping gutter. (5)
  - 3 The water is directed into a bucket. (1)
  - 4 When the bucket is full of water, it drops and the left-hand side of the tipping gutter is pulled upwards. (4)
  - 5 The remaining clean water is directed in to the tank. (2)
- 

**Step 6**  
5 minutes

Participants check their order in pairs. Monitor and provide assistance where participants disagree.

## Part D Speaking

10 minutes

**Step 1**  
10 minutes

Display **resource 4.9C**.

Ask participants what they know about the ancient irrigation systems of Sri Lanka and how successful they were in meeting King Parakramabahu's /pə'rekræməbəʔ,hɪ/ proclamation. Ask them to compare this to the situation today (Speaking activity questions 1 and 2).

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### Answers

- 1 Agriculture is no longer the main sector in Sri Lanka's economy
  - 2 Irrigation systems were neglected during colonial times; efforts to rehabilitate them have suffered from lack of investment
- 

## Additional notes for trainers

The ancient irrigation systems of Sri Lanka were incredibly sophisticated. The engineers of Sri Lanka's hydraulic civilisation, (from 1st century BC to the 13th century AD) achieved feats that confound even modern-day engineers. Much of

the ancient irrigation infrastructure still stands and is very much in use, for example Kantale tank (reservoir) which was built some time between the 3rd and 7th centuries. Sri Lanka was, of course, an agricultural society at that time.

The irrigation systems deteriorated after the 13th century. The arrival of the colonial powers (the Portuguese in the early 17th century, the Dutch in the mid 17th century and the British in the late 18th century) only worsened the situation. They had little interest in supporting the country's traditional agriculture: they were more interested in spices and cash crops such as tea and coffee. The British, in particular, focused their efforts on plantation agriculture in the hill country. As a result, rice production went into severe decline, as did the irrigation measures which sustained it. It was only after independence that there was a renewal of efforts to restore the irrigation systems.

[Link to Session 1.3 agricultural sector contribution to GDP](#)

Under-investment in irrigation systems has led to a lack of maintenance and overuse of the existing systems. This has exacerbated both drought and flooding in Sri Lanka. Agriculture is no longer the mainstay of the Sri Lankan economy: it contributes approximately 18% to the GDP, while the service sector contributes 55%.

The North East Irrigation and Agriculture Project (NEIAP), funded by the Asian Development Bank (ADB), aims to redress the situation.