

## 49 - Looking for training opportunities

Aims: - Inform refugees about training opportunities in the host country.  
- Enable refugees to talk about training, using some key-expressions.

### Communicative situations

- Answer questions about training activities.
- Understand information in leaflets.
- Understand oral information about courses and sessions.

### Materials

- Pictures related to training activities.
- A calendar.

### Language activities

#### Activity 1

Use the pictures to:

- Talk about some related to jobs and course opportunities, for example *office, types of courses (e.g. language course, courses for electricians, graphic designers, health workers, computer technicians, catering staff etc.)*.
- Elicit what refugees know about work-related training from their own previous experience.
- Refugees with stronger oral skills can practise asking and answering questions such as: *Did you attend any training courses in your country? Can you describe them? Did you like them? Why/why not?*

#### Activity 2

Hand out a leaflet (preferably with illustrations) about language courses:

- Check comprehension by asking, for example: *When does the next course start? When does it finish? Is it a free course? How much does it cost?*
- Then, refugees work in pairs exchanging information about the leaflet, using expressions relating to e.g. the address and location of the school, and the dates and times of courses.
- Then ask refugees to give some information to the rest of the group.

#### Activity 3

Use the calendar to work on the timetable again, practising days of the week and months of the year.

- Work on times of the day by asking refugees for information about the timetables of the courses they attended in their own country.
- Get refugees to use different colours to underline the length of time (*from ... to*) between the days and months (you can do the same with the times of day using a drawing of a clock).

### Activity 4

Show refugees the timetable and registration form for one of the language courses in the leaflet. Ask them to imagine they want to attend the course and to complete the form with their own information.

### Activity 5

Refugees imagine they are attending a language course of this kind.

- Introduce a dialogue, for example:
  - A. *When is the next lesson?*
  - B. *It will be on Monday from 4pm to 6pm.*
  - A. *Is there any homework?*
  - B. *Yes, please read pages 34 to 38 and do the exercises at the end of page 38. See you on Monday!*
- To check comprehension, ask refugees to write down the time of the next lesson and the homework.
- Then get refugees in pairs to practise dialogues like the one above. (Allow time for preparation and focus their attention on responding to requests for information).

### Ideas for learners with low literacy

- Invite refugees with low literacy to copy the main words on cards for use in further activities.
- Ask them to fill in a simple registration form, if necessary copying from an example.
- Ask them to read and try to understand simple course leaflets, and to ask about words and expressions they don't know.

### Sample materials

