



# LearnersMot2

Creating a continuous supportive learning environment for the 45+, low- educated and low skilled-adults.

Project No: 2020-1-ES01-KA204-081775

## **MANUAL FOR ADULT EDUCATORS**

RECOMMENDATIONS FOR USING THE WEB APPLICATION IN THE  
CLASSROOM WITH LOW-EDUCATED AND LOW-SKILLED  
STUDENTS

English

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## **Deepening literacy**

*A blended course on functional literacy in everyday situations and education to improve basic competencies*

*Developing by: ©: Edensol*

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## INTRODUCTION

In the framework of the LearnersMot2 project, a web application has been developed to reinforce the basic skills of adults with low educational attainment and low qualifications. The main target group of this application is adult educators working with this kind of learners, who will use it as a complement for their learners to practice the skills acquired in the classroom.

The secondary target group will be adults with low educational attainment and low qualifications, who will use it with the guidance and supervision of adult educators, mentors or social workers.

With this application, we will use game thinking and mechanics in a non-game context to enhance user engagement and learning. The aim of these games/exercises, on the one hand, will be to reinforce users' digital skills and, on the other hand, to improve the following skills of adult learners in:

- Reading and writing
- Spelling
- Mathematics
- Problem-solving
- Communication

Adult users, as well as children, enjoy simple digital games. In this way, learning becomes fun and learners will do things they would otherwise not want to do because contrary to popular opinion, these fun things are perceived as easy to use and efficient.

### **Elements of innovation:**

This web application is intended to be used both on the mobile or tablet phone as well as on the computer. The innovation of the project is the target group; there are many apps to reinforce children's basic skills, but they are too childish for adult learners, so they do not want to use them. This application will take into account the needs of adult learners. The application developed in this intellectual output will include other innovative elements such as an educational approach based on the concept of "micro-learning", motivational mechanisms and resources that encourage the participation of adult learners in their learning process.

### **Expected impact:**

A significant impact is expected in terms of the methodology used by adult educators and the way educational content is presented, as well as the motivational techniques that will be used to encourage low-educated and low-skilled adults to enrol and stay in education. We also expect an increase in the level of digital competences and professional skills of educators working with low-educated and low-skilled adults.

### **Transferability potential:**

This product has a high level of transferability, as it is easily adaptable to other learning contexts.

## **THE WEB APPLICATION**

In order to start using the application you have to register. You will not be asked for any personal details, just a username and password.

The web application contains 180 games and exercises, divided into the 4 categories.

- Work (Everyday situations at work)
- Social (Everyday routines and social life)
- Mathematics (Mathematics in Everyday Life)
- Culture (Culture in everyday life)

To start using the application you have to choose a category and 30 activities will appear. When you finish the 30 activities you will get the result. If you don't have time to finish the 30 activities in one session, you can exit the web application and when you log in again with your username and password, you will go directly to where you left off last time. If you don't want to continue with the activities in the chosen category, you can quit and enter another category.

The exercises will appear randomly, so each time you log in you can have different exercises or in a different order.

## **CATEGORIES**

### **MATHEMATICS IN EVERYDAY LIFE**

It seems that being bad at maths is socially accepted as we often hear people say: "Maths is not my thing" and that leaves us indifferent. In the UK (2021), government statistics indicated that 49% of the working age population had the same level of maths as a primary school child.

One of the most important concepts in mathematics is proportional reasoning. This refers to the ability to use ratios in situations involving the comparison of quantities (Doyle, Dias, Kennis, Czarnocha and Baker, 2016). It is also one of the most commonly used applications of mathematics in everyday life" (Hilton, Hilton, Dole, & Goos, 2016, p. 194). Many adults do not reason proportionally (Lamon, 2007; 2012) even though mathematics is the universal language that applies to almost every aspect of life. Adult learners would be surprised to see the practical applications of mathematics in different situations.

So what should we do? The solution is within our reach and adults should be trained to use mathematics in everyday situations more often, to become more confident in the use of numbers.



## **EVERYDAY SITUATIONS RELATED TO CULTURE**

Culture is a set of patterns of human activity within a society or social group. Culture is how we think, act and behave. It is the way we understand symbols, from language to gestures. Culture is everywhere and we are continually developing and defining our culture.

Culture defines us as individuals and as members of collectivities. It plays a crucial role in our social life and is important in shaping social relations, social order, our daily activities, etc.

Since culture is an inseparable aspect of our lives, we can use it as a tool for adult education. The arts and humanities foster critical thinking and help learners find their way to knowledge by using culture as a method of learning. Art can also serve as a powerful tool for social inclusion when working with immigrants, minorities and other vulnerable groups.

## **EVERYDAY WORK-RELATED SITUATIONS**

According to Rosemarie Klein and Gerhard Reutter (Profi train, p. 18) jobs have changed enormously in recent years and will continue to change. In the past there was a clear division of labour and there used to be low-skilled jobs employing people with low levels of formal education. However, these jobs have become more demanding over time and require employees to constantly learn in order to meet new challenges.

Education and training for skills development in the work environment is best when it is based on the situational learning approach. Actions in work situations are at the core of situational learning theory. Learning in the work environment takes place during work or task performance. The starting point for learning is real-life situations in which skills are applied. From these situations the specific skills and competences that employees have to handle are derived.

The aim of situational learning is that knowledge and skills are not only acquired in concrete situations and in the work context, but can be transferred to solving new problems in other areas of life.



## **EVERYDAY SITUATIONS RELATED TO SOCIAL LIFE**

It is generally accepted that people's behaviour and development depend on their health, but also on the psychosocial environment in which they live and move. The social environment shapes behaviour directly through various forms of influence, such as external pressure and social learning.

Knowing that functionally illiterate adults have difficulties in accepting change or adapting to new situations, educators try to (re)create a safe environment for them within the learning group and the situations they choose. The situations are routine, familiar and often repeated. We assume that when functionally illiterate people find themselves in routine situations in their personal and social life, they are more eager to reinforce some skills or learn new ones. The task of educators is to observe their attitude and responses and to adjust their "teaching" to each of them and to the group of learners. They must give these situations a broader and deeper cultural dimension.

## **RECOMMENDATIONS FOR USE IN THE CLASSROOM**

Educators can use the web application in the classroom in different ways. For example:

- Students can work individually at home and discuss the results in the classroom (flipped classroom).
- Students can work in pairs in the classroom.
- The teacher can open the app in the classroom and show it on a projector, students can discuss which is the correct answer and why.
- The educator can use the topics in the activities as a starting point to initiate a discussion on a given topic. They can also expand on the topic with their own materials.

To make the educator's task a little easier, we propose 12 extended activities with tips on how to give feedback and suggestions for extra activities.



## **EXPANDED ACTIVITIES**

Due to the operational nature of the web application, some activities have been reduced, as the texts were too long and are not appropriate for this type of platform.

Below you can find some of the activities in a larger format or with additional activities. You can use them to complement your lessons.



## ACTIVITY 1



***Are you ready for customs control?***

*Choose the correct question for the answer that is given.*

1. ANSWER: I'm here on vacation.

QUESTION:

- a. How long do you plan to stay in the US?
- b. What is the purpose of your visit?
- c. Have you ever been here before?

2. ANSWER: No, I'm travelling with my wife and my son.

QUESTION:

- a. How many bags do you have?
- b. Could you open your bag, please?
- c. Are you travelling alone?

3. ANSWER: No, nothing.

QUESTION:

- a. Do you have anything to declare?
- b. How long does the tour last?
- c. Are you travelling alone?

4. ANSWER: No, it's a direct train.

QUESTION:

- a. How much is the ticket?
- b. Is there a discount for students?
- c. Do I have to change trains?

5. ANSWER: If you buy your ticket in advance, you can get a 10% discount.



QUESTION:

- a. Can I get a discount if I buy my ticket in advance?
- b. Can I get a refund for an unused ticket?
- c. How much is the tour?

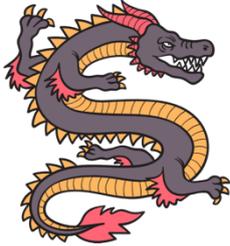


ADVICE FOR EDUCATORS

Following the same structure as the activity, students can think of a question and its answer individually. Taking turns, they say the answer and the rest of the students have to try to guess the question.



## ACTIVITY 2



### Saint George and the Dragon

*Reading comprehension. Read the following text and answer the questions.*

A legend has it that in a cave near a small village named Montblanc there lived a dragon, which terrorized the townsfolk. Every day, villagers were forced to give their cattle to feed the dragon, until the day came when they ran out of animals to feed the beast. Eventually, they came up with a solution: they would have a draw every day at the village's main square with the name of all the inhabitants to decide who would be sacrificed as food for the dragon.

One day, it was the princess's name that came out from the draw, and, despite the great sadness of the king and all villagers, she set off to encounter the dragon. When the princess was about to be devoured by the animal, a handsome knight, Sant Jordi, appeared riding his horse and, with his sharp sword, confronted the dragon putting its life to an end. This legend tells that from the blood spilt by the dragon, a rose bush was born, and the knight took the most beautiful flower to give it to the princess to show his love."

### Choose the right answer:

1. What did the villagers give to the dragon at first?
  - a. The people
  - b. The princess
  - c. Some delicious food they prepared for the dragon
  - d. Their cattle



2. How did the people decide who would go next as food for the dragon?

- a. The people offered themselves
- b. With a draw
- c. First the monarch, then the townsfolk
- d. By alphabetical order

3. Who defeated the dragon?

- a. Saint George the knight
- b. The king Saint George
- c. The princess
- d. The townsfolk

4. How was the dragon defeated?

- a. With a sharp knife
- b. With a sword
- c. With a spell
- d. With fire

5. What was born from the dragon's blood?

- a. A rose bush
- b. A tree
- c. Nothing
- d. A rose



## FEEDBACK

Ideally, students should understand the text as a whole and be able to answer correctly. Sometimes the answer is not so clear to the students. In that case, it is advisable to go to the line where the answer is found and read it. In this way students will be able to find the answer by themselves.

For example:

1. Every day, villagers were forced to **give their cattle to feed the dragon** ...
2. Eventually, they came up with a solution: **they would have a draw** every day at the village's main square with the name of all the inhabitants to decide who would be sacrificed as food for the dragon.
3. When the princess was about to be devoured by the animal, a **handsome knight, Sant Jordi**, appeared ... confronted the dragon putting its life to an end.
4. Sant Jordi, riding his horse and, **with his sharp sword**, confronted the dragon putting its life to an end.
5. ... from the blood spilt by the dragon, **a rose bush was born** ...



## ADVICE FOR EDUCATORS

This text can be used as an opportunity to talk about legends. Students can be asked to tell a story about a legend they know, or to prepare an essay or even a short presentation. Legends are a very important part of popular culture and a way for your students to express themselves and contribute something valuable to the rest of the class.



### ACTIVITY 3



#### The fox who borrowed the fierceness of the tiger

Reading comprehension. *Read the following story and answer the questions:*

One day a tiger was in the mountains deep in the forest looking for food. Suddenly he saw a fox and pounced on it. The frightened fox quickly thought of a way to escape and said to the tiger, "God has sent me to these mountains to become the king of all creatures, you cannot eat me."

The tiger did not quite believe what the fox was telling him and asked, "what proof do you have that what you say is true?". The fox replied, "come with me for a walk in the forest, so you can see for yourself my power and prestige."

The tiger asked the fox to go ahead, he would follow him. So, they began to walk through the forest. First, they met a rabbit, who as soon as he saw the fox and the tiger, turned around and started to run scared.

The fox pointing to the fleeing rabbit said to the tiger, "Do you see how all the animals are afraid of me?" The tiger replied, "a rabbit that runs away as soon as it sees you, what's so extraordinary about that?"

After a while they met a wild boar, which, like the rabbit, as soon as it saw the fox and the tiger, turned around and ran away. The tiger was beginning to believe what the fox had told him. They had not walked far when they met a bear. The fox said, "The bear is afraid of me too." As expected, the bear also turned around and ran away as soon as he saw the fox and the tiger.

The fox, very proud of himself, said to the tiger, "This time you should believe me, I am the king of all creatures." The tiger believed the fox's lie and let him go. He had not realised that the animals feared him, not the fox.

1. Why did the tiger pounce on the fox?
  - a. The tiger wanted to eat the fox
  - b. They were playing
  - c. The tiger wanted to greet the fox
  
2. Why didn't the tiger eat the fox?
  - a. Because tigers don't eat foxes

- b. Because the tiger was not hungry
  - c. Because the fox said he was the god of all creatures
3. Why did the tiger need a proof of what the fox was saying?
- a. Because the fox always lies
  - b. Because the tiger didn't believe what the fox was saying.
  - c. Because what the fox said was very strange.
4. What animals did the tiger and the fox encounter in the forest?
- a. A rabbit, a boar, and a bear.
  - b. A rabbit, a boar, and a deer.
  - c. A rat, a boar, and a bear.
5. What happened when the fox and the tiger were walking through the forest?
- a. All the animals greeted them
  - b. The small animals were afraid, but the big ones weren't.
  - c. All the animals they encountered turned around and ran away as soon as they saw the fox and the tiger.
6. Why did all the animals run away?
- a. Because the fox was the king of all the creatures.
  - b. Because the animals were actually afraid of the tiger, not the fox.
  - c. Because the fox was very fierce



#### FEEDBACK

Ideally, students should understand the text as a whole and be able to answer correctly. Sometimes the answer is not so clear to the students. In that case, it is advisable to go to the line where the answer is found and read it. In this way students will be able to find the answer by themselves.

For example:

1. One day a **tiger** was in the mountains deep in the forest **looking for food**. Suddenly he saw a fox and pounced on it.



2. The fox ... said to the tiger, "God has sent me to these mountains to become the **king of all creatures**, you cannot eat me."
3. The tiger **did not quite believe** what the fox was telling him and asked, "**what proof do you have** that what you say is true?"
4. First, they met a **rabbit** ... After a while they met a wild **boar** ... They had not walked far when they met a **bear**.
5. " **As expected**, the bear also **turned around and ran away** as soon as he saw the fox and the tiger.
6. He (**the tiger**) **had not realised that the animals feared him**, not the fox.



#### ADVICE FOR EDUCATORS

This text can be used as an opportunity to talk about stories. A discussion can be opened about what the students think is the moral of the story. Another topic could be children's stories or their favourite childhood story.



## ACTIVITY 4



### Shopping for a car

Reading comprehension. Read the text and choose the right answer for the questions below.

David is looking for a new car. He wants a good car for his family. He has a wife and two children. He finds two cars that he likes. One is red and the other one is black.

The red car has four doors. It has a large trunk. It has been driven ninety thousand kilometres. The black car has two doors. It has a smaller trunk. It has been driven fifty thousand kilometres.

Red car was made two years before the black one. Both cars cost the same price.

David is unsure of which car to buy. He plans to test drive both of them. Maybe that will help him decide which car to buy.

Choose the correct answer for the questions below:

1. What is David looking for?

- a. A new house
- b. A new car
- c. A new motorcycle

2. David's family consists of..... people.

- a. three
- b. five
- c. four

3. One of the cars David likes is .....



- a. Black
  - b. Green
  - c. White
4. Which car has a good size trunk and four doors?
- a. White
  - b. Red
  - c. Black
5. Which car has two doors?
- a. Black
  - b. Blue
  - c. White
6. Which car has been driven more kilometres?
- a. White
  - b. Black
  - c. Red
7. Which car is older?
- a. Black
  - b. Red
  - c. They were made in the same year.
8. Which car is more expensive?
- a. Red
  - b. Black
  - c. They cost the same.
9. Has David decided which car to buy?
- a. No, he is unsure of which car to buy.
  - b. Yes, he prefers the red one.



- c. Yes, he prefers the black one.

10. What might help David to decide?

- a. A phone call to his friend
- b. A test drive
- c. To cat a lot



#### FEEDBACK

Ideally, students should understand the text as a whole and be able to answer correctly. Sometimes the answer is not so clear to the students. In that case, it is advisable to go to the line where the answer is found and read it. In this way students will be able to find the answer by themselves.

For example:

1. What is David looking for? David is looking for a new car.
2. David's family consists of.....people. He has a wife and two children. Four people in total.
3. One of the cars David likes is .....He finds two cars that he likes. One is red and the other one is black. Red is not an option, so black is the right answer.
4. Which car has a good size trunk and four doors? The red car has four doors. It has a large trunk.
5. Which car has two doors? The black car has two doors.
6. Which car has been driven more kilometres?

The red car ... has been driven ninety thousand kilometres. The black ... has been driven fifty thousand kilometres. Therefore, the right answer is the red car.

7. Which car is older?

Red car was made two years before the black one. Therefore, the red car is older.

8. Which car is more expensive?

Both cars cost the same price.

9. Has David decided which car to buy?



David is unsure of which car to buy.

10. What might help David to decide?

He plans to test drive both of them. The right answer is a test driv



#### ADVICE FOR EDUCATORS

This text can be used to talk about cars, both new and second-hand. Students can talk about their own experiences of buying a car, if they have any anecdotes. Real situations can also be used, such as looking at a car buying and selling website and having them buy a car on a given budget. We can also have them buy the car in instalments and have them work out how much they would pay each month.

## ACTIVITY 5



### Burj Khalifa

Reading comprehension. Read the text and answer the questions below:

Burj Khalifa is the tallest building that has ever been built. The world's tallest skyscraper, located in the United Arab Emirates, is 828 meters tall. Construction started at the end of 2004 and the building was officially opened in January 2009. According to the constructors, a South Korean firm, the skyscraper cost about \$1.5 billion.

Up to the completion of Burj Khalifa the Taipei 101 in Taiwan was the world's tallest building. It reaches 508 meters into the sky.

Burj Khalifa has 158 floors. The top of the tower can sway 1.5 meters. Temperatures are about 7°C lower than at the base.

The new skyscraper will have over a thousand luxury apartments, 50 floors of offices and a luxurious Armani hotel. About 30,000 people will be working and living in the skyscraper. The world's highest observation deck is located on the 124<sup>th</sup> floor. 54 elevators will get you to the top at speeds of up to 60 km an hour in about two minutes.

Construction experts say that building the tower has been the greatest engineering achievement ever accomplished. However, there are also negative sides. The skyscraper was built by thousands of workers from Southern Asia who earned very little. Some reports say that they had to work up to 14 hours a day.

1. How long did it take to build the Burj Khalifa?
  - a. 52 months
  - b. 36 months



- c. 96 months
2. What is the difference in height between Burj Khalifa and Taipei 101?
1. 101 meters
  2. 320 meters
  3. 500 meters
3. How many people will work or live in each floor on average?
- a. About 200 people
  - b. About 100 people
  - c. About 1.000 people



#### FEEDBACK

Ideally, students should understand the text as a whole and be able to answer correctly. Sometimes the answer is not so clear to the students. In that case, it is advisable to go to the line where the answer is found and read it. In this way students will be able to find the answer by themselves.

For example:

1. 52 months is 4 years and 4 months. If the construction started at the end of 2004 and the building was officially opened in January 2009, that makes 4 full years and some months.
2. 320 meters. We know that the Taipei 101 in Taiwan ... reached 508 meters into the sky. We also know that the Burj Khalifa is 828 meters tall. It is 828 minus 508.
3. About 200 people. We know that Burj Khalifa has 158 floors and that about 30,000 people will be working and living in the skyscraper. If we divide  $30,000 / 158$  we have 189. We ask for the average, so the nearest answer is 200 people.



#### ADVICE FOR EDUCATORS

This text can be used to talk about architecture, what kind of buildings they like, what they think of such tall buildings.



## ACTIVITY 6



### Easy chocolate biscuits

Read the text and answer the questions below:

Prep: 25 mins

Cook: 10 mins - 15 mins

Makes 25 biscuits

#### Ingredients

250g butter, softened

350g light soft brown sugar

2 large eggs

350g self-raising flour

100g cocoa powder

200g chocolate chips or chopped chocolate chunks, or 400g for optional dipping (choose your favourite type)

#### Method

##### STEP 1

Beat the butter and sugar together with an optional pinch of sea salt in a bowl until light and fluffy, then beat in the eggs one at a time. Sift over the flour and cocoa powder and beat into the butter mix, then fold through the chocolate chips. The mix can be made up to 2 days ahead and chilled or frozen for a month or used straight away.

##### STEP 2

To bake, heat oven to 190C/170C fan/gas 5. If the mix is at room temperature, place evenly spaced spoonfuls on parchment-lined baking sheets, allowing 2 tbsp for each cookie. If the mix is fridge cold, you can roll it into 40g balls before baking. The balls can be frozen, and the biscuits baked from frozen, but they'll need a few minutes more. Bake for 12-15 mins until

spread out and crusty around the outside. Leave to cool slightly and enjoy warm or leave to cool completely and eat cold. The biscuits will keep in a tin for three days.

### STEP 3

As an optional extra, the biscuits can be dipped in chocolate. To do this, melt your chosen type of chocolate in a bowl over a pan of simmering water or in the microwave. Leave to cool a little, then dip half of each biscuit in the chocolate and leave them on parchment-lined trays somewhere cool to set. Again, the dipped biscuits will keep for up to three days in a tin or lidded plastic container.

The recipe gives you the amount of ingredients you need to bake 25 cookies. Imagine you have a party and want to bake 75 cookies. What would be the amount of each ingredient?

#### 1. Butter

1. 350g
2. 750g
3. 1000g

#### 2. Brown sugar

- a. 750g
- b. 1500g
- c. 1050g

#### 3. Eggs

- a. 6 eggs
- b. 4 eggs
- c. 8 eggs

#### 4. Self-raising flour

- a. 750g
- b. 1500g
- c. 1050g



### FEEDBACK

Ideally, students should understand the text as a whole and be able to answer correctly. Sometimes the answer is not so clear to the students. In that case, it is advisable to go to the line where the answer is found and read it. In this way students will be able to find the answer by themselves.

1. Butter. The original recipe says 250g butter for 25 cookies. If we want to bake 75 cookies ( $25 \times 3$ ), we must multiply  $250 \times 3$ , that makes 750.
2. Brown sugar. The original recipe says 350g brown sugar for 25 cookies. If we want to bake 75 cookies ( $25 \times 3$ ), we must multiply  $350 \times 3$ , that makes 1.050.
3. Eggs. The original recipe says 2 eggs. If we want to bake 75 cookies ( $25 \times 3$ ), we must multiply  $2 \times 3$ , that makes 6.
4. Self-raising flour. The original recipe says 350g flour for 25 cookies. If we want to bake 75 cookies ( $25 \times 3$ ), we must multiply  $350 \times 3$ , that makes 1.050.



### ADVICE FOR EDUCATORS

Cooking is a good topic for practising maths in the classroom. You can ask students to bring in a recipe they like and in groups to calculate the quantities for more or less people.

## ACTIVITY 7



### The Importance of Sport for The Children's Health

Read the text and answer the questions below:

Sport helps children to develop both physically and mentally. Physical activity should be part of our daily life. Practicing any kind of sport from an early age helps children in many ways, for example, group activities improve interaction and social integration. It also improves the mental level and promotes a healthy lifestyle in adulthood, as the habits we acquire as children are often to stay. Sports have multiple healthy benefits. If we talk on a psychological or personality level, sports activities (especially those done in groups) help children to strengthen their social self-esteem and allow them to understand the importance of having and respecting the rules.

Another aspect to consider is what type of sport or activity will suit best the child considering his/her conditions and abilities. A timid and shy child is likely to get better at a sport where she/he has to relate to peers. To a more active one, an individual sport such as tennis can help better develop her/his ability to concentrate. One of the perhaps most relevant issues is the importance of physical exercise, not only in children but also in young and old people, because moderate daily physical exercise helps prevent overweight and obesity. Considering the growth of the percentage of children and young people with obesity and overweight in the Western world, the inclusion of sport in the family routine becomes almost mandatory.

Sport can also have the power to help us rest. For all those fathers and mothers of active children, try to get them to run every day playing soccer, or swimming or any other activity that keeps them physically active. They will fall asleep in bed in a matter of seconds and you, dads and moms, too.



1. Which of these statements is NOT true?
  - a. Playing tennis can help children focus their attention.
  - b. Practicing sports during childhood will encourage good health decisions later in life.
  - c. The positive experiences that sport bring play an important role only in a young person's life.
  
2. Which of the following statements is TRUE?
  - a. Practicing sports together can help all the members of the family sleep better.
  - b. Parents of active children should consider participating in sports to relax appropriately.
  - c. Active children will be able to sleep more easily if they play sports daily.
  
3. You have decided to sign your children up for tennis lessons. If the lesson starts at 8:45 and ends at 10:15, how long does the lesson last?
  - a. One hour and a half
  - b. One hour
  - c. Two hours
  
4. According to the text, \_\_\_\_\_.
  - a. by playing sports, children understand the power of hard work.
  - b. when practicing sports, children learn that to achieve their goals they have to obey their coach.
  - c. Improve interaction and social integration.
  
5. Your children play football. They have a match every two weeks during the school year that lasts for 8 months. How many matches will they play per year on the average?
  - a. 30 matches
  - b. 16 matches
  - c. 5 matches



## FEEDBACK

Ideally, students should understand the text as a whole and be able to answer correctly. Sometimes the answer is not so clear to the students. In that case, it is advisable to go to the line where the answer is found and read it. In this way students will be able to find the answer by themselves.

1. Which of these statements is NOT true? The positive experiences that sport bring play an important role only in a young person's life. The text says: "It also improves the mental level and promotes a healthy lifestyle in adulthood, as the habits we acquire as children are often to stay".

2. Which of the following statements is TRUE? Active children will be able to sleep more easily if they play sports daily. The text says: "For all those fathers and mothers of active children, try to get them to ... any other activity that keeps them physically active. They will fall asleep in bed in a matter of seconds".

3. You have decided to sign your children up for tennis lessons. If the lesson starts at 8:45 and ends at 10:15, how long does the lesson last? One hour and a half. It is 15 minutes until 9, from 9 to 10 it is 60 minutes and from 10 to 10:15 it is another 15 minutes. 90 minutes in total, which is the same as one hour and a half.

4. According to the text, by playing sports, improve interaction and social integration.

5. The school year that lasts for 8 months. 8 months x 4 weeks: 32 weeks. As they have a match every two weeks, it would be 16 matches. ( $32/2 = 16$ )



## ADVICE FOR EDUCATORS

This text can be used to talk about sport and the need for a healthy lifestyle. Students can talk about whether they practice or have practiced any sport.



## ACTIVITY 8



### Fascinating facts about sugar and salt

Read the following text and answer the questions below

At different times in history, both sugar and salt were called “white gold”, because they were so expensive and difficult to get. But there are many more interesting facts about sugar and salt:

- Salt is used to make glass, washing power, and paper.
- Sugar really helps the medicine go down! It’s an important ingredient of many modern medicines.
- If you put sugar in into a vase of flowers, the flowers last longer.
- If you want to check if an egg is fresh, put it in a cup with water and salt. If the egg floats, it isn’t very fresh.
- Scientists use sugar to make different kinds of plastic, e.g. for food packaging.
- If your dog or cat has fleas, and they are now living in your carpet, put some salt on the carpets and leave it for 12 hours. That kills all the fleas.
- Only 6 % of the salt in the USA is used in food; another 17 % is used for de-icing roads in the winter months.
- Christopher Columbus introduced sugar to the New World in 1493 on his second voyage.

Choose the correct answer to the following questions:

1. In different period of history, sugar and salt were called:

- a. White death
- b. White gold
- c. White magic

2. They were called so, because they were

- a. Expensive
  - b. Light
  - c. Easy to get
3. Which of the following is used to make washing powder?
- a. Sugar
  - b. Starch
  - c. Salt
4. Which one is important ingredient of many modern medicines?
- a. Sugar
  - b. Acid
  - c. Salt
5. If you add some sugar to the water with flowers, they will .....
- a. Wither faster
  - b. Change their colour
  - c. Last longer
6. If you put a fresh egg in a cup with salted water, it will
- a. Float
  - b. Turn pink
  - c. Sink
7. Scientists use sugar to make .....
- a. Furniture
  - b. Fuel
  - c. Food-packaging
8. If your pet has fleas and you put leave salt on the carpet for 12 hours, that will



- a. Kill your pet
- b. Kill the fleas
- c. Clean the carpet

9. A great part of the salt in the USA is used ...

- a. For de-icing roads
- b. In food
- c. Heavy industry

10. The sugar was brought ...

- a. From Asia to Europe
- b. From America to Europe
- c. From Europe to America



#### FEEDBACK

Ideally, students should understand the text as a whole and be able to answer correctly. Sometimes the answer is not so clear to the students. In that case, it is advisable to go to the line where the answer is found and read it. In this way students will be able to find the answer by themselves.

For example:

1. At different times in history, both sugar and salt **were called “white gold”**, because they were so expensive and difficult to get.
2. They were called so because they were expensive. At different times in history, both sugar and salt were called “white gold”, because they were so **expensive** and difficult to get.
3. **Salt** is used to make glass, **washing power**, and paper.
4. **Sugar** really helps the medicine go down! It’s an **important ingredient of many modern medicines**.
5. If you put **sugar** in into a **vase of flowers, the flowers last longer**.



6. If you want to check if an egg is **fresh**, put it in a cup with water and salt. **If the egg floats, it isn't very fresh.** That means that a fresh egg will sink,
7. Scientists use **sugar** to make different kinds of plastic, e.g. for **food packaging**.
8. If your dog or cat has fleas, and they are now living in your carpet, put some **salt on the carpets** and leave it for 12 hours. **That kills all the fleas.**
9. Only 6 % of the **salt** in the **USA** is used in food; another **17 % is used for de-icing roads** in the winter months.
10. **Christopher Columbus introduced sugar to the New World** in 1493 on his second voyage. That means that sugar was brought from Europe (Christopher Columbus was from Italy) to America (also called the New World).

#### ADVICE FOR EDUCATORS



This text can be used to talk about healthy living, whether it is advisable to take a lot of sugar or salt with meals. You can also talk about sugar-free recipes or what other condiments can be substituted.

## ACTIVITY 9



### *Organic Food*

Read the text and then choose the right answer to the questions below.

Organic food is very popular these days. It can also be very expensive. Some organic food costs twice as much as non-organic food. Parents of young children, and even some pet owners, will pay high prices for organic food if they think it's healthier. But many others think organic food is just a waste of money.

There is one main difference between organic and non-organic food. Organic farms do not use agricultural chemicals such as pesticides that stop insects from damaging crops. In many countries foods that claim to be organic must have special labels that guarantee they're grown organically.

Is organic food safer and more nutritious? This is an important part of the debate. Many farmers and consumers believe it is. They think agricultural chemicals can cause serious illnesses like cancer, but there isn't much evidence proving this is true. However recent studies have shown that eating organically-grown produce reduces your chances of developing heart disease. Many doctors think it's more important to stop dangerous bacteria from contaminating foods. These bacteria can contaminate both organic and non-organic fruit and vegetables, and doctors recommend washing produce carefully before eating it. Meat, fish and chicken can also become contaminated, so washing your hands before handling these foods is also very important. Many doctors also believe we should reduce the amount of sugar in our diets, and there is a lot of evidence to support this idea. They recommend carefully checking the list of ingredients on processed food and drinks for all the words that really mean sugar, like glucose, sucrose and fructose. And they remind us that the aim of most big food companies is to make lots of money, even if they damage our health while doing so. This means processed foods that are called "organic" can also be very unhealthy if they contain lots of sugar.



Most people agree that naturally grown food tastes better. Is tastier food worth the extra money? That's a matter of opinion. Whether organic food is healthier or not is still not clear, so more research is needed. However, consumers of organic food often say "better safe than sorry" when it comes to what we eat.

**Read the questions and choose the right answer to each of it.**

1. What is the main difference between organic and non-organic food?
  - a. Use of pesticides
  - b. Size of the company
  - c. Location of the farm
  
2. Which is usually more expensive?
  - a. Pet food
  - b. Organic food
  - c. Non-organic food
  
3. Recent studies show that that eating organic produce your chances of developing heart disease.
  - a. Increase
  - b. Reduce
  - c. Develop
  
4. Dangerous bacteria can contaminate
  - a. Only non-organic food
  - b. Only meat
  - c. Both organic and non-organic food
  
5. Most doctors believe that we should reduce the amount of in our diets.
  - a. Non-organic food
  - b. Processed food

c. Sugar

6. Processed organic foods can also be unhealthy if they contain lots of

- a. Fats
- b. Glucose
- c. Nutritious ingredients

7. Most people believe that organic food tastes

- a. Better
- b. Worse
- c. Sweeter



#### FEEDBACK

Ideally, students should understand the text as a whole and be able to answer correctly. Sometimes the answer is not so clear to the students. In that case, it is advisable to go to the line where the answer is found and read it. In this way students will be able to find the answer by themselves.

1. What is the main difference between organic and non-organic food?

There is one main difference between organic and non-organic food. **Organic farms do not use agricultural chemicals such as pesticides** that stop insects from damaging crops.

2. Which is usually more expensive?

**Organic food** is very popular these days. It can also be **very expensive**.

3. Recent studies show that that eating organic produce your chances of developing heart disease.

However recent studies have shown that eating organically grown produce **reduces your chances of developing heart disease**.

4. Dangerous bacteria can contaminate.

Many doctors think it's more important to stop dangerous bacteria from contaminating foods. These bacteria can contaminate **both organic and non-organic fruit and vegetables ...**

5. Most doctors believe that we should reduce the amount of in our diets.

Many doctors also believe we should **reduce the amount of sugar** in our diets, and there is a lot of evidence to support this idea.

6. Processed organic foods can also be unhealthy if they contain lots of

This means processed foods that are called "organic" can also be very unhealthy if they **contain lots of sugar.**

**Note:** Glucose is a type of sugar that is found in plants, especially fruit.

7. Most people believe that organic food tastes

Most people agree that **naturally grown food tastes better.**

**Note:** organic food is naturally grown



#### ADVICE FOR EDUCATORS

This text can be used to talk about healthy living, the advantages of organic food, whether the price is justified. You can talk about whether there is somewhere in the community where you can buy organic food. A good activity would be to make a shopping list and compare prices.

## ACTIVITY 10



### Law and Order - Part 1

Read the text and then choose the right answer to the questions below.

There are many people who work with the law, such as solicitors or judges. A solicitor is a lawyer who spends most of their time advising their clients and preparing legal documents, such as wills or contracts for buying and selling houses. They need to be very careful and make sure that all the details are correct, otherwise their clients might lose a lot of money.

A barrister is a type of lawyer who works in court rooms. They will either work for the prosecution or defence sides. If they are a prosecution lawyer, they are trying to prove that the defendant (the person on trial) committed a crime. They have to present evidence to show that the defendant is guilty. If they are a defence lawyer, then they work for the defendant and have to show that the evidence presented is not enough to prove that their client is guilty and he should be judged to be not guilty.

Then there are judges and magistrates. A magistrate will hear trials about less serious crimes, while a judge's will be about more serious crimes. These are the people who have to decide what punishment will be given to someone who is guilty. The punishments could range from a small fine up to a long prison sentence, and even a death sentence in some countries. The trial happens in the judge's courtroom, so the judge is responsible for making sure the trial is run fairly and follows the law.

If a lawyer believes that a trial was not fair or there was a mistake in the law, they can ask for a new trial that will generally be heard by an appeal court where an appeal judge will be in charge. Often appeal judges will be the most experienced judges in a country, so they know a lot about the law and how to apply it.

Choose the correct answer to the questions below:

1. If you need some legal assistance for selling a house, you will go to a .....
  - a. Prosecutor
  - b. Solicitor
  - c. Judge
  
2. If a solicitor makes a mistake their clients may lose .....
  - a. Their lives
  - b. Their family
  - c. Lot of money
  
3. A prosecution lawyer tries to prove that the defendant.....
  - a. Is guilty
  - b. Is innocent
  - c. Deserves another chance
  
4. A murder case will be heard at a trial presided by a .....
  - a. Magistrate
  - b. Advocate
  - c. Judge
  
5. Why might appeal be needed?
  - a. The first trial was done perfectly.
  - b. The first trial was not fair.
  - c. The first trial lasted for too much time.



#### FEEDBACK

Ideally, students should understand the text as a whole and be able to answer correctly. Sometimes the answer is not so clear to the students. In that case, it is advisable to

go to the line where the answer is found and read it. In this way students will be able to find the answer by themselves.

For example:

1. If you need some legal assistance for selling a house, you will go to a .....  
A **solicitor** is a lawyer who spends most of their time advising their clients and preparing legal documents, such as wills or contracts for **buying and selling houses**.
2. If a solicitor makes a mistake their clients may lose .....  
They (the solicitors) need to **be very careful** and make sure that all the details are correct, otherwise their **clients might lose a lot of money**.
3. A prosecution lawyer tries to prove that the defendant.....  
If they are a prosecution lawyer, they are trying to prove that **the defendant** (the person on trial) **committed a crime**.
4. A murder case will be heard at a trial presided by a .....  
... a judge's will be about **more serious crimes**.
5. Why might appeal be needed?  
**If a lawyer believes that a trial was not fair** or there was a mistake in the law, they can ask for a **new trial that** will generally be heard by an **appeal court** where an appeal judge will be in charge.



#### ADVICE FOR EDUCATORS

This text can give rise to talk about laws and the obligations of the citizen. It can open up an interesting discussion about legal language. As a practical activity, students can search the internet for a legal text and summarise it in their own words.



## ACTIVITY 11



### Law and Order - Part 2

Basing on the information in the text of activity 22, try to identify the correct definition of the words below.

Words:

1. Solicitor
2. Barrister
3. Judge
4. Magistrate
5. Death Penalty
6. Appeal
7. Prosecution
8. Defendant
9. Fine
10. Evidence

Definitions:

- A. To try to reverse the judgment of a court.
- B. A senior lawyer that works in higher or more important courts.
- C. To kill someone as a form of punishment for committing a crime.
- D. The person who has been accused of committing a crime.
- E. The material and information that is used in a court case to show innocence or guilt.
- F. To be required to give away money as a punishment for committing a crime.
- G. The person who decides what sentence to give to someone found guilty of committing a crime.
- H. A judge with lower qualifications who deals with minor offences.
- I. The lawyers who are trying to prove a person is guilty.
- J. A lawyer who can be consulted for advice and who prepares documents.



## FEEDBACK

In this text students have to deduce definitions from the text. Tell them that the most important thing is to understand what the text says, they do not have to have any prior knowledge of law or law. Sometimes, the answer is not so clear to the students. In that case, it is advisable to go to the line where the answer is and read it. In this way the students will be able to find the answer by themselves.

For example:

1. A **solicitor** is the lawyers who are trying to prove a person is guilty.
2. A **barrister** is a senior lawyer that works in higher or more important courts.
3. A **judge** is the person who decides what sentence to give to someone found guilty of committing a crime.
4. A **magistrate** is a judge with lower qualifications who deals with minor offences.
5. **Death Penalty** is to kill someone as a form of punishment for committing a crime.
6. An **appeal** is to try to reverse the judgment of a court.
7. **Prosecution** is when the lawyers are trying to prove a person is guilty.
8. A **defendant** is the person who has been accused of committing a crime.
9. A **fine** is to be required to give away money as a punishment for committing a crime.
10. **Evidence** is the material and information that is used in a court case to show innocence or guilt.



## ADVICE FOR EDUCATORS

This text can give rise to talk about laws and the obligations of the citizen. It can open up an interesting discussion about legal language. As a practical activity, students can search the internet for a legal text and summarise it in their own words.

## ACTIVITY 12

Read the following leaflet and choose the correct answer to each question.

### Drug Facts

Active ingredients (in each tablet)	Purpose
Chlorpheniramine maleate 2 mg .....	Antihistamine

**Uses** Temporarily relieves symptoms due to hay fever or other respiratory allergies: \* sneezing \* runny nose \* itchy, watery eyes \* itchy throat

#### Warnings

Ask a doctor before use if you have

- glaucoma \* breathing problems such as emphysema or chronic bronchitis \* have other upper respiratory problems

**Ask a doctor or pharmacist before use if you are taking sedatives or tranquilizers**

#### When using this product

- Drowsiness may occur
- Avoid alcoholic drinks
- Alcohol, sedatives and tranquilizers may increase drowsiness
- Be careful when driving a motor vehicle or operating machinery
- Excitability may occur, especially in children

If pregnant or breast-feeding, ask a health professional before use. Keep out of reach of children. In case of overdose, get medical help or contact Poison Control Centre right away.

#### Directions

Adult and children 12 years and over	Take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours
children 6 years to under 12 years	Take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours
Children under 6 years	Consult a doctor



Choose the right answer to each question.

1. What is the active ingredient of this drug?
  - a. Calcium Carbonate
  - b. Chlorpheniramine maleate
  - c. Phenylephrine HCl
  
2. What is the purpose of this drug?
  - a. Antihistamine
  - b. Acid reducer
  - c. Pain reliever
  
3. When would you use this drug?
  - a. Acid indigestion and sour stomach
  - b. Back ache
  - c. Respiratory allergy
  
4. In case you are taking some sedatives, what should you do?
  - a. You can take this drug anyway
  - b. Consult your doctor or a pharmacist
  - c. You won't take this drug
  
5. What side effect may this medical product cause?
  - a. Develops redness or irritation
  - b. Diarrhea
  - c. Drowsiness
  
6. What should you avoid when taking this medicine?
  - a. Alcoholic drinks
  - b. Hard work
  - c. Doing sports

7. Ask a doctor before use if you have ...
- Liver disease
  - Breathing problem
  - Fibromyalgia
8. If you are an adult, you cannot take more than .... tablets in 24 hours?
- 4
  - 8
  - 12
9. Can pregnant women take this drug?
- Yes
  - They should ask their doctor
  - No
10. Where should you keep these drugs if your average indoor temperature is 24°C?
- With the rest of my medicine (medicine box/cabinet in a dry place, away from children)
  - In the fridge
  - In the freezer



#### FEEDBACK

In this text students have to deduce definitions from the text. Tell them that the most important thing is to understand what the text says, they do not have to have any prior knowledge of law or law. Sometimes, the answer is not so clear to the students. In that case, it is advisable to go to the line where the answer is and read it. In this way the students will be able to find the answer by themselves.

For example:

1. What is the active ingredient of this drug?

Image: activity 24. Image 1.

1. What is the purpose of this drug?

Image: activity 24. Image 2.

2. When would you use this drug?

Image: activity 24. Image 3.

3. In case you are taking some sedatives, what should you do?

Image: activity 24. Image 4.

4. What side effect may this medical product cause?

Activity 24 - Image 5.

5. What should you avoid when taking this medicine?

Activity 24 - Image 6.

6. Ask a doctor before use if you have ...

Activity 24 - Image 7

7. If you are an adult, you cannot take more than .... tablets in 24 hours?

Activity 24 - Image 8

8. Can pregnant women take this drug?

Activity 24 - Image 9

9. Where should you keep these drugs if your average indoor temperature is 24°C?

Activity 24 - Image 10



#### ADVICE FOR EDUCATORS

This text can be used to discuss the need to read medicine package leaflets. A very interesting activity is to ask the students to bring medicine package leaflets that they have at home and read them as a group. You can also define together the words that you do not understand.



## ANSWERS TO THE ACTIVITIES

### ACTIVITY 1

1. b; 2.c; 3.a; 4.c; 5.a

### ACTIVITY 2

1. d; 2. b; 3.a; 4. b; 5. a

### ACTIVITY 3

1. a; 2. c; 3. b; 4. a; 5. c; 6. b

### ACTIVITY 4

1 -b; 2-c; 3 -a; 4 - b; 5 -a ; 6 -c; 7 - b; 8 - c; 9 - a; 10 - b

### ACTIVITY 5

1 -a; 2- b; 3- a.

### ACTIVITY 6

1- b; 2-c; 3-a; 4-b

### ACTIVITY 7

1-c; 2-c; 3-a; 4-a; 5-b.

### ACTIVITY 8

1.-B; 2.-A; 3.-C; 4.-A; 5.-C; 6.-C; 7.-C; 8.- B; 9.- A; 10.-C

### ACTIVITY 9

- A. Use of pesticides
- B. Organic food
- C. Reduction of pesticide use
- D. Organic and non-organic food
- E. Sugar



F. Glucose7) Mejor

**ACTIVITY 10**

1. B; 2.C; 3. A; 4. C; 5. B

**ACTIVITY 11**

1. J; 2. B; 3. G; 4. H; 5. C; 6. A; 7. I; 8. D; 9. F; 10. E

**ACTIVITY 12**

1.-B; 2.- A; 3. -C; 4. - B; 5.- C; 6. - A; 7. - B; 8. - C; 9. - B; 10. -A