



This is me (Part II)



Look at the following introductions. Charles, Violet, Peter and Sophie want to learn English. So they attend a language school. They live in Hungary (but I translated their names into English to help the understanding). Read the following texts then do the exercises.



So I'm Violet Greene a 22-year-old student. I was born on 3rd October 1989 in Paks. My friends call me Letty. I'm quite tall, 178 cm tall. I've got medium-length blonde wavy hair. I've got green eyes. I think my nose is a bit big, but I like my oval face. There is one more part of my body that I don't really like.

My ears are protruding. I'm slim, but I should do some work-out to be fitter. I usually wear a top or a sweatshirt with a pair of jeans. I prefer casual clothes. When I have an exam I generally wear a dress or a suit. I like all kinds of jewellery. What can I say about my personality? I'm determined and busy. I'm wary: I like to know from which options I can choose. I always try to find out the best way to reach my goal, so I'm moderate, too. I'm loyal, nice and helpful, as well.

My name is Peter Fox. I don't really have any special nicknames. I like when the others call me Pete. I was born on 13th February 1986 in Debrecen. So I'm 25 now. I'm 185 cm tall. I'm rather thin. That's why I work out weekly. I've got short red hair and blue eyes. My face is oval. My nose is snub. I've got lots of freckles. They come out in summer. I usually wear casual clothes. I like T-shirts and jeans both at work or at home. My boss says I'm reliable and always on time. Kate thinks I'm nice, romantic and loyal. My parents are on the opinion I work too hard. To my mind, I'm a hard-working, generous and peaceful man. But I have some characteristic features that I should change. Sometimes I'm stubborn when I think I know the truth. Moreover I can't ask for or accept someone's help easily. I know I'm not perfect.

Oh. Where can I start? I'm Sophie Swede. I was born on 31st May 1981 in Debrecen. My nickname is Tiny because I'm only 155 cm tall. This nickname is from my brother, Tom. I'm a bit plump, so I'm on a diet. I want to loose some weight. I've got medium-length brownish-red hair and brown eyes. My eyes are big and I've got long eyelashes. I usually wear some make-up. I generally wear a dress or a skirt with a blouse or a top. I put on something casual when I'm at home, especially when I play with my son. I like jewellery and high-heeled shoes. As I said before I'm a bit perfectionist. I always try to do my best. I love my family. They are the first. I think, I'm reliable, warm-hearted, honest and careful. My family and my friends can count on me. One of my bad habits is that I can easily get worried, and the other is I'm really talkative.



As you know, I'm Charles Taylor. I'm in my forties. My nickname is Charlie. I was born on 20th July 1971 in Budapest (the capital of Hungary). I'm 180 cm tall. I'm getting bald. My hair is short and brown. I've got brown eyes. I've got a round face with a snub nose. I haven't got a moustache and a beard. I don't really have time to lie in the sun or go to a solarium — so my complexion is rather pale. I think I'm a bit stocky. I usually wear a suit at work but I prefer casual clothes when I am at home. I'm quite energetic and bossy. I'm a bit workaholic. I'm hard-working, and I want my employees to be the same. I believe, I'm a good boss. I try to help if someone has a problem. So you can say I'm a generous and helpful man. I'm also reliable as well as determined.

Task 1 - TRUE (T) / FALSE (F)

- Charles has got a beard.
- Both Sophie and Violet like rings, bracelets, etc.
- Pete works out to loose weight.
- Charles has some overweight.
- Jeans are general wear for Peter.
- Letty is moderate and wary.
- Violet is satisfied with herself.
- Charles was born in the capital.
- Being stubborn is a good psychological trait for Peter.
- Sophie is family-oriented.



Task 2 - Match the information in column A with the correct one in column B.

- | | | |
|-------------------|-------------|-----------|
| 1) characteristic | A) nose | 1 - _____ |
| 2) make-up | B) freckles | 2 - _____ |
| 3) boss | C) face | 3 - _____ |
| 4) protruding | D) clothes | 4 - _____ |
| 5) summer | E) feature | 5 - _____ |
| 6) casual | F) ears | 6 - _____ |
| 7) snub | G) employee | 7 - _____ |
| 8) oval | H) Sophie | 8 - _____ |



Task 3 - Answer the following questions.

- What's the story of Sophie's nickname?
- When is Violet elegant, neat?
- Why is Charles pale?
- Who believes in Peter's loyalty?
- Who thinks that Peter works too hard?
- What does Sophie do to loose weight?
- Which parts can't Violet satisfied with?
- What does Sophie like?
- When can you see Sophie wear casual clothes?
- What is the main message of the text?

Reading For The Adult Learner Of Esl Efl

**John M. Norris, John McE.
Davis, Veronika Timpe-Laughlin**



Reading For The Adult Learner Of Esl Efl:

Reading for the Adult Learner of ESL EFL Caroline Banks,1993-12-01 Assumes intermediate level reading skills The book can be used as a resource guide reviewing topics in Bks 1 and 2

Night and Day Caroline Banks,1994 Assumes beginner level reading skills Each reading passage has a pre reading activity and questions and more activities after the passage

Preparing Adult English Learners to Read for College and the Workplace Kirsten Schaetzel,Joy Kreeft Peyton,Rebeca Fernández,2024-07 How to prepare adult English learners for reading success *Oxford Picture Dictionary Monolingual (American English) dictionary for teenage and adult students* Jayme Adelson-Goldstein,Norma

Shapiro,2015-08-03 4 000 words and phrases are organized thematically within 163 topics Realistic illustrations and exercises are designed to build vocabulary and critical thinking skills 13 bilingual editions available A fully integrated vocabulary development program in American English progressing from essential words to the more complex delivered in short thematic units Realistic scenarios and modern artwork are easy to relate to and these together with story pages and practice exercises have been applauded for their success in promoting critical thinking skills Content is fully supported by a range of components including Workbooks Classroom Activities Audio and website

Teaching Adult Learners with Dyslexia and English as an Additional Language Paul Demetriou,2023-03-14 Packed full of practical tips to use in the classroom case studies to provide theoretical grounding and ideas to improve inclusion Teaching Adult Learners with Dyslexia and English as an Additional Language covers all the key areas necessary to ensure inclusive and effective teaching practice in higher and further education settings This book provides a coherent framework for those looking to develop their knowledge and skills in this challenging area and explores key areas such as teaching and learning strategies differentiation assessment feedback and supporting students using technology It provides a unique insight into how to develop a thorough understanding of the needs of learners and the principles and practices of how to meet those needs within a classroom setting This is an essential introductory book for anyone working or training to work in either Further or Higher Education and who wishes to develop knowledge and skills in the challenging area of supporting and teaching adult EAL learners with learning differences

Second Language Educational Experiences for Adult Learners John M. Norris,John McE. Davis,Veronika Timpe-Laughlin,2017-04-21 Second Language Educational Experiences for Adult Learners provides an up to date review of the theory and practice of adult second language education The primary objective is to introduce core ideas that should inform the design development and delivery of language learning experiences that take the typical forms of materials courses teaching and assessment Divided into three sections the book first addresses what we know about adult second language acquisition and how individuals may acquire languages differently from each other In the second section key educational design elements from pedagogical methods to curriculum to assessment are then introduced from the perspective of research based understandings about effective practices Rounding out the volume is an overview of critical

issues for language educational innovation including supporting teachers localizing materials and instruction evaluating and improving education and working with technology Each chapter concludes with a set of recommended design principles that should guide readers toward high quality valuable and empirically supported language educational experiences This volume will be of interest to researchers and students investigating instructed language learning designers creating useful language learning materials and language teaching innovators seeking to improve outcomes in diverse instructional settings around the world

Enhancing Beginner-Level Foreign Language Education for Adult Learners Ekaterina

Nemtchinova,2022-12-30 This book is an authoritative text that explores best classroom practices for engaging adult learners in beginner level foreign language courses Built around a diverse range of international research studies and conceptual articles the book covers four key issues in teaching language to novice students development of linguistic skills communicative and intercultural competence evaluation and assessment and the use of technology Each chapter includes teaching insights that are supported by critical research and can be practically applied across languages to enhance instructional strategies and curriculum designs The text also aims to build intercultural competence harness technology and design assessment to stimulate effective learning in formal instructional settings including colleges universities and specialist language schools With its broad coverage of language pedagogy at the novice level this book is a must read for graduate students scholars researchers and practitioners in the fields of language education second language acquisition language teaching and learning and applied linguistics

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Metacognition in Learning and

Instruction Hope J. Hartman,2001-02-28 Unique and stimulating this book addresses metacognition in both the neglected area of teaching and the more well established area of learning It addresses domain general and domain specific aspects of metacognition including applications to the particular subjects of reading speaking mathematics and science This collection spans theory research and practice related to metacognition in education at all school levels from elementary through university

Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries,2023-04-25

The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores all major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities plus

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