

“Teachers as role models”

By Katie Quartano

When you ask a young child what they would like to become when they grow up, very often the reply will be “a teacher”. This reflects the fact that teachers play a very important part in a

child’s life and have a great deal of influence over them. Teachers are role models for their students; they assure them, motivate, guide and inspire them, not only in matters of learning, but also in matters of life. Whatever teachers do

and say has a huge impact on children, and teachers’ behaviour goes a long way towards shaping the kind of people their students will evolve into. It is important not to let the pressure of giving the fundamentals of English grammar

and vocabulary become so high that the larger objective of truly educating children to become people who add value to society is lost.

One area where you as a teacher can use your influence in class to help create an integrated society and break down barriers is to raise awareness about people with disabilities. Not many of you will have a child in your class who uses a wheelchair, but you can still provide children with the information necessary to allow them to put themselves in other people’s shoes, to understand others and to feel what others feel. The Disabled Access Friendly campaign can help you do this by providing free downloadable teaching material and graded reading texts that can be used in class for skills building as well as examination practice, but that will at the same time raise awareness about issues affecting people with physical disabilities (www.disabled-accessfriendly.com).

However let us now consider the possibility that you do have a student, a girl, who has mobility problems or who uses a wheelchair in your class. As a teacher, if you model appropriate ways to support this child, the other children in the class will learn to be helpful and how to react with empathy. Treat her in the same way you treat all children in your classroom, but in your own mind be careful to differentiate between what is special treatment and what is simply a case of understanding this child’s situation. For example, remember that getting to class on time may depend on many things beyond her control e.g. the lift working, the pavement being clear of obstacles and parked cars. Remember she may be on medication which may mean she is tired, inattentive or unable to concentrate fully. This girl is not asking for special privileges, but she will need to be compensated for her disability. For example this might mean providing a desk that is high enough off of the ground so she can roll her wheelchair comfortably underneath. (It would be nice if this were a desk for two, so she could sit with a friend). Also you will need to make sure that she can come easily to the front of the class, just like the rest of the children, so keep the

Succeed in **B2** exams

TOEIC

ECCE

PTE B2

NEW 2011 ESB

The most reliable Exam Preparation Books

NEW 2011

NEW 2011

NEW 2011

Succeed in City & Guilds

Reasonably Priced.

Best Value for Time & Money

NEW 2011

NEW 2011

Michigan Level B2 ECCE & ESB SMART

NEW 2011

Help your students rid themselves of the inevitable **STRESS**, linked to most exam situations, by providing them with the necessary **CONFIDENCE** that comes with using the **BETSIS ELT Exam Preparation** books, filled with many Practice Tests, Exam Strategies & Techniques, and many other **USEFUL** features, such as the justification of the answers.

ANDREW BETSIS ELT, tel. 210 4920871, 2104900735, fax: 2104933661, email: orders@andrewbetsiselt.gr



aisles clear of objects that might make this difficult for her.

By showing your students that you have thought in advance what might make life easier for this girl in your classroom, you will encourage them to think in advance what might things easier for her in other areas

too. By modelling appropriate ways to support this girl, other children in the class will learn how to be helpful, rather than react with awkwardness or even indifference, and to accept differences without prejudice. Demonstrate that you don't assume she requires assistance, but always ask her

first if she would like your help before giving it. When you talk to her for any length of time, crouch down so you are talking face to face, don't lean on her wheelchair, don't pat her on the head, and definitely don't move her wheelchair, whether she is using it or not, without asking her first.

The best teachers have always done more than just prepare students for tests. They raise awareness of the world in which we live and try to make it a better place. Visit the website of the Disabled Access Friendly campaign www.disabled-accessfriendly.com and use our material to be a teacher who makes a difference!

Palso Guide...

Αναδημοσίευση από το ICC Newsletter
The PALSO Guide 2nd Edition, published this month, is one of the most complete syllabi of EFL teaching and testing, pre-A1 to B2 levels, available to the public.

The 1st edition, published 17 years ago, reflected the PALSO Federation's philosophy of 'transparency' and attempted to explain what should happen in the classroom, how that would be assessed in the PALSO Examinations and what that assessment meant in terms of language facility.

In the intervening years, language has changed. Topics and lexis once thought exotic have come into common use at ever lower levels of foreign language learning. To some extent, the age and demo-graphics of language learners has changed, although the primary focus of Greek tutoring schools remains the teenage and pre-teen student.

As teachers and publishers addressed the changing scene, incremental adjustments were made to the Guide and the format of the PALSO examinations. Two years ago, it was decided to update and republish the Guide. Initially, it seemed a simple job. Additions would cover the Beginners test, introduced at the pre-A1 level. The change of name from PALSO to LAAS would be noted throughout. The narratives would relate to the CEFR. And a few words would be added to the Topical listings. The 'completed' editing spanned the better part of 2010.

What's new in the 2nd edition?

As before, the Guide first describes the teaching goals. Included here is the Functional-Structural Syllabus. A syllabus for the Pre-A1 level has been added. All tables have been color-coded like the F-S Syllabus for ease of use. The grammatical structures indexed.

Likewise, the Topics expanded. Nearly were considered, which were found levels in the 1st in the lists at all. of level or addition cussed in light of focus on Greece's learners. The lexical of course, expanded the changes.

Finally, the tables tives for the Testing the Guide were examples of recent cises at five levels stalled.

The result is a fresher, timely reference clear language, and understood adapted for their ing/testing needs.

Karen Lee

EDI NEW Level C2 now available



EDI Level C2

- 5 Practice Tests
- Analysis with the Justification of the Answers
- Glossary available

2012 EDITION

NEW Test

Common European Framework

A1 A2 B1 B2 C1 C2





ΚΡΑΤΙΚΟ B1 & B2 ΔΙΑΒΑΘΜΙΣΜΕΝΟ TEST



ΚΡΑΤΙΚΟ B1.B2

- 6 Practice Tests
- 6 Preparation Units
- Model Compositions
- Analysis with the Justification of the Answers
- Glossary available

Level B2



ΚΡΑΤΙΚΟ C1 ADVANCED



Level B1

ΑΓΓΛΙΚΑ ΕΙΔΙΚΟ ΜΑΘΗΜΑ



Book 1 Level B2

Book 2 ADVANCED

16 complete TESTS

15 complete TESTS

University Exams



The most Reliable Exam Preparation books for

CITY & GUILDS

The Audio CDs have been **UPDATED**



2012 Edition

SIMPLY CITY & GUILDS B2

- 8 Units & 4 Practice Tests
- Mini Coursebook





Level C1



Level B1



Level C2

ANDREW BETSIS ELT, tel. 210 4920871, 2104900735, fax: 2104933661, email: orders@andrewbetsiselt.gr