

<b>CEPT</b> <b>Certificate of English for Primary Teachers</b>
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Format per la **Regione Emilia-Romagna** realizzato in base all'Allegato A del Protocollo di intesa tra ANSAS e AICLU (Associazione Italiana Centri Linguistici Universitari) del 13.10.2011

### Dettagli della prova

	<b>Abilità</b>	<b>parti</b>	<b>durata</b>	<b>punti</b>
<b>COMPRESIONE</b>	<b>Lettura</b>	Part 1 (Questions 1-10) Part 2 (Questions 11-15)	<b>30 minuti</b>	<b>15</b>
	<b>Ascolto</b>	Part 1 (Monologue) (questions 1-4) Part 2 (questions 5-8) Part 3 (Dialogue) (questions 9-15)	<b>30 minuti</b>	<b>15</b>
<b>PRDUZIONE SCRITTA</b>	<b>Scrittura</b>	Part 1 (Letter or description)	<b>30 minuti</b>	<b>15</b>
<b>PRODUZIONE ORALE</b>	<b>Parlato</b>	Part 1 (warm-up) Part 2 (dialogue) Part 3 (presentation) Part 4 (interview-monologue)	<b>10 minuti ca.</b>	<b>15</b>
	<b>Totale</b>		<b>100 minuti</b>	<b>60</b>

## Reading Comprehension - Part 1 (Questions 1-10) <sup>1</sup>

### (Domain: Educational/Texts – See Appendix C)

Read the text below and choose the correct word for each space. For each question, choose the correct word: A, B or C.

Time: approximately 15 minutes.

Some centuries 1)....., Scotland and England were not part of 2)..... same state but were enemies, often at war with 3)..... other. One night, during one of these wars, a group of English soldiers managed 4)..... surround an enemy camp to make the sleeping 5)..... prisoners. In the dark a soldier put 6)..... hand on one of the many thistles growing in the area. He gave a loud scream!

This 7)..... up the Scottish soldiers and they drove the English soldiers back into England. 8)..... then, the thistle 9)..... been the symbol of Scotland. The rose of the House of Tudor is the symbol of England, the leek is the symbol of Wales (although some people say that the more romantic daffodil is the symbol of Wales) and the four-leafed clover is the symbol of 10)..... Ireland.

- |                |             |             |              |
|----------------|-------------|-------------|--------------|
| 1) a) before   | b) ago      | c) then     | d) later     |
| 2) a) a        | b) as       | c) the      | d) one       |
| 3) a) each     | b) every    | c) some     | d) an        |
| 4) a) -        | b) for      | c) to       | d) in        |
| 5) a) Scottish | b) Scotch   | c) Scots    | d) Scotchmen |
| 6) a) a        | b) the      | c) your     | d) his       |
| 7) a) waked    | b) woken    | c) woke     | d) wakes     |
| 8) a) After    | b) From     | c) Since    | d) For       |
| 9) a) is       | b) have     | c) was      | d) has       |
| 10) a) north   | b) north of | c) Northern | d) northern  |

## Reading Comprehension - Part 2 (Questions 11-15)

### (Domain: Educational/Operations – See Appendix C)

In part 2 you are going to read about how to organise a teaching activity. For questions 11-15 choose the answer (A, B, or C) which you think fits best according to the text.

Time: approx 15 minutes

LEVEL	Elementary
AGE GROUP	8-12
GROUP SIZE	30 children
TIME	20-30 minutes
AIMS	Language: to revise prepositions of place to revise vocabulary related to house and furniture Other: to work in groups, collect information and develop the skill of making logical deductions.
DESCRIPTION	The children work in groups of 5 and read out sentences to

<sup>1</sup> Fonte: Esame di certificazione linguistica Regione Lombardia ([http://www.aiclu.it/mock\\_exam\\_Lombardia.htm](http://www.aiclu.it/mock_exam_Lombardia.htm))

each other to discover where Tommy's dummy is.

#### PREPARATION

Prepare one copy of Worksheet A (picture of the house) and enough copies of Worksheet B (30 sentences) so that each child has 6 sentences.

#### IN CLASS

1. Revise the names of rooms and furniture (could use flashcards)
2. Revise the use of prepositions of place
3. Divide the class into groups of 5 children
4. Explain that little Tommy has lost his dummy and they are going to help him find it. The information on the cards explains where the dummy can't be found, so eventually they will find the dummy
5. Each child in the group reads out one sentence and they all cross out the place (room or piece of furniture) named in it.
6. By exchanging information and gradually eliminating different parts of the house, the children will discover that the dummy is in the fridge.

11. The main objective of this activity is to:

- a) practise negative sentences (e.g. The dummy isn't in the bed.)
- b) describe where things are (e.g. The dummy isn't on the table.)
- c) match words in the sentences and pictures on the house plan

12. For the activity

- a) each child will have some sentences and a house plan
- b) five children will share a house plan and 30 sentences
- c) the children will work in groups with two worksheets per group

13. Before starting the activity, the teacher needs to:

- a) make sure the children remember how to use prepositions of place
- b) use flashcards to interest the children
- c) write the names of rooms and furniture in the house plan

14. In order to solve "the case of the lost dummy":

- a) the children need to read all the sentences carefully
- b) the children need to listen to the teacher telling a story
- c) the children need to read their sentences aloud and listen to the others

15. It must be clear before starting the activity that:

- a) the sentences explain where the dummy is
- b) the children must work out where the dummy is
- c) the children don't need to know what the other children in their group know.

Il tempo totale per le prove di lettura è di 30 minuti

## Listening Comprehension Part 1 (Monologue) (questions 1-4)

### (Domain: Personal/Events and Public/Locations – See Appendix C)

*Listen to the recording and choose the correct answer for each question. You will hear the recording twice.*

*Time: approximately 5-6 minutes*

#### **The Dragon Family's holiday**

Last April the Dragon Family went on holiday. They thought about going to New York but it was too expensive. They thought about going to Berlin but it was too cold. They finally decided to go to London.

They were very excited about their trip because they had never visited a big city before. Mamma dragon wanted to go to the museums. Papa dragon wanted to eat in a famous restaurant and baby Dragon wanted to go shopping.

On Friday morning the dragon family woke up very early to go to the airport. They put all the suitcases in the car and drove across the river. When they arrived at the airport the first thing they did was check-in. Then they ate some fruit and yogurt before boarding the airplane.

When they were sitting on the plane baby dragon wanted to read his new book but the book wasn't in his backpack because he forgot it. He remembered that he left his book on his desk at home. So, he looked out the window and watched the clouds, instead.

When the Dragon family arrived in London, they took a taxi to the hotel because the bus was too crowded. Baby dragon was disappointed 'cus he couldn't ride on the big red bus.

The hotel was a very large modern building right in the center of the city so Mamma, Papa and baby Dragon asked for a map and went out into the busy city to see all the wonderful sights.

1. Where did the Dragon Family go on holiday?

- **The UK**
- **Germany**
- **The United States**

2. Where would Mamma Dragon like to go?

- **A national history museum**
- **A famous store like Harrod's**
- **An interesting place to eat**

3. Where was Baby Dragon's book?

- **In his house**
- **In his backpack**
- **On his bed**

4. Baby Dragon was looking forward to....

- **Riding on a bus**
- **Riding in a taxi**
- **Flying in an airplane**

## Listening Comprehension Part 2 (questions 5-8) <sup>2</sup>

### (Domain: Public/Texts – See Appendix C)

*Listen to the recording and choose the correct answer for each question. You will hear the recording twice.*

*Time: approximately 3-4 minutes.*

Despite ever greater competition from television, the internet and Pods for people's free time, book sales in Britain have increased considerably. Although in the USA book sales were fairly quiet, in Britain they rose by 19%.

The rise was found particularly in books about food and drink, crafts, photography and travel which are areas of practical need, passion and enthusiasm.

Despite the improvement, publishing houses know that they must adapt to the internet and they are starting to provide e-books and podcasts.

16 to 24 year olds are turning away from newspapers as well as from television and radio in favour of the internet, and it is these people that the publishing houses want to reach. The internet plays a central role in our daily lives and so it is important to move with the times.

5. Book sales in the USA increased more than in Britain.
  - a) True
  - b) False
6. Novels were the most popular.
  - a) True
  - b) False
7. Publishing houses refuse e-market.
  - a) True
  - b) False
8. Young people are more interested in television than newspapers.
  - a) True
  - b) False

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<sup>2 2</sup> Fonte: adattato dall' Esame di certificazione linguistica Regione Lombardia  
([http://www.aiclu.it/mock\\_exam\\_Lombardia.htm](http://www.aiclu.it/mock_exam_Lombardia.htm))

## Listening Comprehension - Part 3 (Dialogue) (questions 9-15)

### (Domain: Educational/Institutions/Locations – See Appendix C)

*Listen to the recording and choose the correct answer for each question. You will hear the recording twice.*

*Time: approximately 5-6 minutes.*

**Receptionist:** Hove Language Centre. My name's Andrew, how can I help you?

**Jenny:** Oh hello, I'm calling for some information about language courses please.

**Receptionist:** Yes, of course... what exactly would you like to know?

**Jenny:** Well, I'm calling from Italy: I teach English to kids aged 11 to 14 and the parents want me to bring their children to a language school for a summer course .... I saw your school on the internet and was interested in it because of the position ... the brochure you sent me ...

**Receptionist:** Oh have you got our brochure already?

**Jenny:** Oh yes, I requested one by email about 3 weeks ago. It's just that time is running out and I have to make a decision quite soon as I have a meeting with the parents next Thursday and I'd like to give them a more precise idea of prices which is why I'm calling.

**Receptionist:** So what exactly do you need to know?

**Jenny:** Well I'll probably fly into Gatwick airport with the children and travel down to Hove by train. It says in your brochure that your school is near the centre of town. I was wondering exactly how close you are to the railway station?

**Receptionist:** How many students will there be in your group?

**Jenny:** I'm not sure yet ...there are definitely 8 interested but there may be another 3 or 4...

**Receptionist:** No, the reason I was asking is because we have a school minibus that holds up to 15 people. So even if all the children decide to come that's 8 plus 4 plus you as well of course, so that makes 13...or are there any parents thinking of coming too?

**Jenny:** No it would just be me accompanying them. So you're saying you can pick us up at the station...or do you mean at the airport?

**Receptionist:** We could come to the airport if you want but obviously that would cost extra.... If you came by train we could pick you up from the station and there would be no extra cost. The school is about a 10 minute drive from the station.

**Jenny:** Oh that would be great. There's just one other thing I'd like to ask you. Do you offer any discounts to a group of 10 or 12 students?

**Receptionist:** Oh yes we do but there must be a minimum of 10 students. We would give them a 15% discount on the school fees.

**Jenny:** 15% I see. Ok then, well thanks very much for your help. That's exactly what I needed to know. Obviously if we choose your school then I'll be in touch in the next few days.

**Receptionist:** Fine, please phone back if you need more information. Goodbye.

**Jenny:** Thank you, goodbye.

#### 9. Jenny Patterson works for:

- a. a primary school
- b. a middle school
- c. a private language school

#### 10. Jenny Patterson has already:

- a. received information from the school
- b. booked on Internet
- c. spoken to Andrew before

**11. Jenny is meeting the parents on**

- a. Tuesday
- b. Wednesday
- c. Thursday

**12. Jenny is probably travelling from Italy to Hove by**

- a. minibus
- b. plane and train
- c. train

**13. How many students have decided to go?**

- a. 4
- b. 8
- c. 28

**14. The school minibus from the station to the school is \_\_\_\_\_:**

- a. cheap
- b. expensive
- c. free

**15. The discount for groups is**

- a. 50%
- b. 12%
- c. 15%

Il tempo totale per le prove di ascolto è di 30 .

## Written Production - Part 1

**(Domain: Personal/Events – See Appendix C)**

In **100 words**, write a letter<sup>3</sup> to an English friend to tell him/her about your last holiday.

Tell him/her:

- Where you went, and who you went with
- What the place was like
- How you got there
- How long you stayed and in what type of accommodation
- What you did during the day and in the evening
- Something funny or bad that happened

Begin your letter:

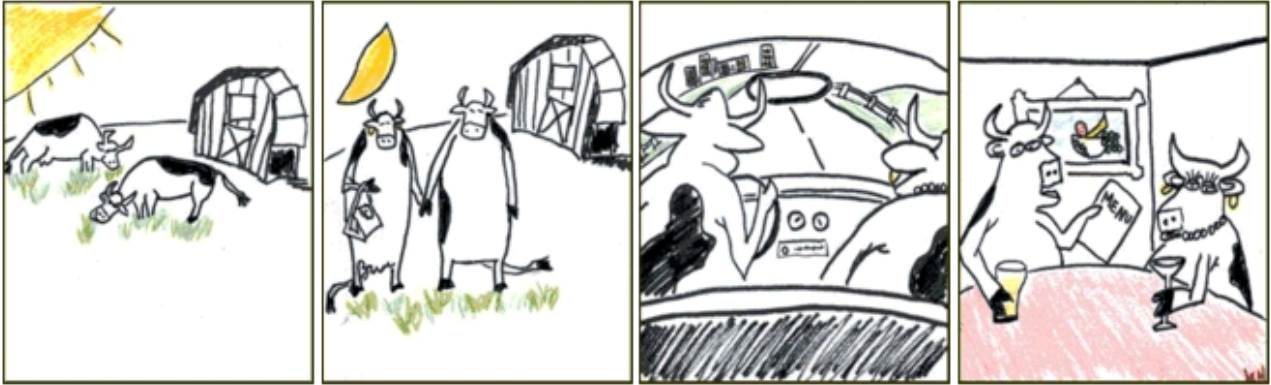
Dear .....,

I want to tell you about my last holiday.....

.....

<sup>3</sup> Fonte: Esame di certificazione linguistica Regione Lombardia ([http://www.aiclu.it/mock\\_exam\\_Lombardia.htm](http://www.aiclu.it/mock_exam_Lombardia.htm))

**Look** at the pictures and **write a short story about Mr. Bull and Mrs. Cow** (about 100 words).



Remember to use appropriate tenses i.e. stories are usually told in past tense; use words to indicate the sequence of events including the cause or consequence.

Sample answer:

Once upon a time, there was a little farm on the hill. Mr bull and Mrs cow lived in the barn. They ate grass for breakfast. They ate grass for lunch. They ate grass for dinner. They didn't like grass. They really liked Italian food but there was only grass on the farm.

One evening they decided to leave the farm and go to the city. They got in the car and drove to Joe's Italian Restaurant. Mr bull had a beer and Mrs cow had some wine.

Then, they ordered spaghetti, tortellini with spinach, pizza with vegetables, a big salad, lots of bread and fruit for dessert. They were very happy when they went home.

Tempo per la stesura: 30 minuti.

## Oral production - Part 1 to 4

*Time: approximately 10 minutes per couple of candidates.*

### **SAMPLE TEST WITH SCRIPTED INTERLOCUTER FRAME (2 candidates at a time)**

#### **PART 1**

**(Warm- up/confidence - building)**

Each student gives a brief scripted presentation in which she introduces herself, describes her teaching context and mentions any special interests or projects she has (up to 30 seconds per candidate )

**Hello. I'm XX and this is my colleague YY. She is just going to listen. What are your names?**

**First of all, We'd like you to make a brief presentation.**

**Candidate A (address by name), could you start please ? Could you tell us something about yourself? ..... (30 seconds) .....Thank you.**

**Candidate B (address by name), now it's your turn. Tell us briefly about yourself .... (30 seconds) .....Thank you.**

#### **PART 2**

**Now we would like you to talk together for a couple of minutes.**

**(sample prompt follows)**

**Imagine you are at an international teachers' conference. Ask each other questions to find out some information about each other**

**(candidates ask each other questions)**

**(2 mins)**

#### **PART 3**

Here the candidates are required to perform a long turn based on materials provided by the examining body. They will have had time to prepare briefly before the exam (see proposed test format p.1)

**e.g. Telling a story. Candidate is presented picture prompts.**

**Script**

**Hello Candidate A, what are you going to do for us today ? (tell a story/set up an activity/ use a wallchart)**

**Could you begin now please? (approximately 2 minutes per candidate)**

**Thank you.**

**(total time 4 / 5 minutes)**

#### **PART 4**

Here the candidates respond individually to each question.

**Now we would like to hear something about your professional lives**

**(interlocutor selects one or two questions per candidate from the following questions)**

**Tell us about the class you are teaching at the moment.**

**How many pupils are there?**

**How old are they?**

**Are there different nationalities?**

**[...]**

**Total time part 4 : 4/5 minutes**

**ESAME DI CERTIFICAZIONE LINGUISTICA  
FORMAT DELLE PROVE FINALI**

Gli esaminatori analizzeranno e valuteranno le abilità previste dal Livello B1 del Quadro Comune Europeo di Riferimento per le lingue del Consiglio d'Europa in base a:

- i principi e i punti fermi contenuti nel cap. 8 (pp. 79-84) del “Profilo del docente di inglese della scuola primaria” predisposto dal Ministero della Pubblica Istruzione nel dicembre 2007,
- le competenze linguistiche definite nel “Profilo del docente di inglese della scuola primaria” predisposto dal Ministero della Pubblica Istruzione nel dicembre 2007 (pp. 35-41, 55-65),
- il seguente format concordato con il Prof. Maurizio Gotti presidente AICLU.

**a) Listening Comprehension**

La prova di ascolto si orienta su tre-cinque brani. I brani (frasi, monologhi o dialoghi, che si possono ascoltare almeno 2 volte) trattano temi relativi al dominio privato, pubblico e professionale (ad esempio trasmissioni radiofoniche di rilevanza per gli insegnanti). Si testa la comprensione dei vari brani con 15 domande complessive di tipo Multiple Choice, True/False, ecc.

*Modalità:* somministrazione tramite computer o su carta

*Durata:* totale di 30 minuti

**b) Speaking**

La prova di produzione orale si orienta su:

- un colloquio in inglese su argomenti relativi agli ambiti privato, pubblico e professionale;
- una descrizione e commento di un'immagine.

*Modalità:* interazione con un esperto

*Durata:* 10 minuti circa

**c) Reading Comprehension**

La prova di lettura si orienta su due/tre brani su argomenti connessi alla professione o di argomento generale, con attività diverse scelte tra le seguenti:

- Testo seguito da domande tipo Multiple Choice,
- Testo seguito da domande tipo True/False/Not Given,
- Testo con spazi vuoti da completare secondo una delle seguenti modalità: cloze; fill in the gap; selezione da una lista di parole (select from a bank of words); Multiple Choice.

*Modalità:* somministrazione tramite computer o su carta

*Durata:* totale di 30 – 35 minuti

**d) Writing and Use of English**

La prova di scrittura e di Use of English consiste nella stesura guidata di un testo di 100 parole circa (per esempio lettera informale, e-mail, descrizione) seguendo una traccia fornita in lingua inglese.

*Modalità:* somministrazione tramite computer o su carta

*Durata:* totale di 35 – 40 minuti

Ogni abilità viene valutata in quindicesimi; il candidato supera l'esame con il 60% delle risposte corrette per ciascuna parte.

Il candidato che non supera una o due 2 prove può ripetere le stesse nella sessione d'esame successiva.

# SELF-ASSESSMENT grid from Common European Framework of Reference (© Council of Europe) Allegato B

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

<b>W R I T I N G</b>	<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
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**Common European Framework of Reference for Languages: learning, teaching, assessment**  
**Adapted from Table 5. External context of use: descriptive categories**

**Allegato C**

<b>Domain</b>	<b>Locations</b>	<b>Institutions</b>	<b>Persons</b>	<b>Objects</b>	<b>Events</b>	<b>Operations</b>	<b>Texts</b>
<b>Personal</b>	Home: house, rooms, garden Own of family of friends of strangers Own space in, hotel The countryside, seaside	The family Social networks	(Grand)Parents, offspring, siblings, aunts, uncles, cousins, in-laws, spouses, intimates, friends, acquaintances	Furnishing and furniture Clothing Household equipment Toys, tools, personal hygiene Art objects, books, Wild/domestic animals, pets Trees, plants, lawn, ponds Household goods Handbags Leisure/sports equipment	Family occasions Encounters Incidents, accidents Natural phenomena Parties, visits Walking, cycling Motoring Holidays, excursions Sports events	Living routines: dressing, undressing cooking, eating, washing gardening Reading, radio and TV Entertaining Hobbies Games and sports	Tele text Guarantees Recipes Instructional material Novels, magazines Newspapers Junk mail Brochures Personal letters Broadcast and recorded spoken texts
<b>Public</b>	Public spaces: Street, square, park Public transport Shops (super) markets Hospitals, surgeries, clinics Sports stadium, fields, halls Theatre, cinema, entertainment Restaurant, pub, hotel Places of worship	Public authorities Political bodies The law Public health Services clubs Societies Political parties Denominations	Members of the public Officials Shop personnel Police, army, security Drivers, conductors Passengers Players, fans, spectators Actors, audiences Waiters, barpersons Receptionists Priests, congregation	Money, purse, wallet Forms Goods Weapons Rucksacks Cases, grips Balls Programs Meals, drinks, snacks Passports, licenses	Incidents Accidents, illnesses Public meetings Law-suits, court trials Fines, arrests Matches, contests Performances Weddings, funerals	Buying and obtaining public services and notices Using medical services Journeys by road/ rail/ship/air Public entertainment and leisure activities Religious services	Public announcements Labels and packaging Leaflets, graffiti Tickets, timetables Notices, regulations Programs Contracts Menus Sacred texts, sermons, hymns
<b>Educational</b>	Schools: hall classrooms, playground Sports fields, corridors Colleges Universities Laboratories	School College University Professional Institutions Adult education bodies	Class teachers Teaching staff Caretakers Assistant staff Parents Classmates (Fellow) students Library and laboratory staff Janitorial staff, secretaries	Writing material School uniforms Games equipment and clothing Food Audio-visual equipment Blackboard & chalk Computers Briefcases and school bags	Return to school / entry Breaking up Visits and exchanges Parents' days / evenings Sports days, matches Disciplinary problems	Assembly Lessons Games Playtime Clubs and societies Lectures, essay writing Laboratory work Library work Seminars and tutorials Homework Debates and discussions	Authentic texts (as above) Textbooks, readers Reference books Blackboard text Computer screen text Videotext Exercise materials Journal articles Abstracts Dictionaries