

**EDUCATION & TRAINING
FOUNDATION**



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NEW TO ESOL: TEACHING AND LEARNING MATERIALS

TOPIC 1
Me

Unit 1: My life now

Overview of topic

Learners discuss, read and write about where they live and who they live with:

I live in Finsbury Park. I live in a flat. I live with my friend.

Skills

Speaking and listening

- Learners talk about the place they live and who they live with (Sc/E1.3a, Sc/E1.4b).

Reading, writing and phonics

- Read a short text explaining where someone lives (Rt/E1.1a, Rs/E1.1a).
- Write a short text about themselves, forming letters in upper and lower case (Wt/E1.1a, Ws/E1.1a, Ww/E1.2a).
- Spell correctly some personal key words (Ww/E1.1a, Ws/E1.1b, Ww/E1.1c).
- 'Wh' spelling, /w/ sound (Rw/E1.2a).
- 'r' spelling, /r/ sound (Rw/E1.2a).

Language points

- Vocabulary for types of housing, e.g. (*shared*) house, flat, hostel, bungalow, hotel, caravan.
- Verb live + prepositions in and with: *I live with my mother/I live in a flat.*
- *Wh* questions + *do*.

Materials

Activity 1

Resource 1.1.1 (Images) and Resource 1.1.2 (Words). 1 set for each group (printed, laminated and cut up) plus one enlarged for whole group work.

Your own pictures relevant to your chosen text.

Word cards: **with** **in**

Activity 2

Resource 1.1.3 (Images and question words) – a set for each group + some images from Resource 1.1.1.

Activity 3

Resource 1.1.4 (Question cards). Scissors.

Activity 4

Reading text 1 or 2.

Resource 1.1.5 (Reading text activity A or B). Scissors.

Activity 5

Resource 1.1.6 (Sentence strips). Lined paper (Template 1). Selection of pens and pencils.

Extension activity

A compass, if you have one, or/and Resource 1.1.7 (Compass).

Activity 1

My home (speaking and listening)

- Using yourself or someone you know as a model, say a few things about where you (or your friend) live(s), mentioning the area, type of building, and who else lives in it. Use pictures to illustrate (the building, your friend or a map).
- Put the pictures from Resource 1.1.1 around the classroom. Ask learners to stand by the picture of where they live and name the type of building (flat, house, bungalow, hostel, hotel). Drill vocabulary.
- Say aloud each word from the word cards (Resource 1.1.2) as you stick under the appropriate image. Remove the cards then either hold each one up and ask learners to indicate which picture it belongs with, or divide learners into pairs and give each pair a word card to place under the correct picture.
- Leaving room for the questions you will add later next to each, write the three 'facts' on the board with a space for *in/with*:

I live Dover.

I live a flat.

I live my partner.
- Hold up the **with** and **in** word cards. Ask learners to choose the correct preposition for each sentence. Stick the word cards in the correct place. Read/drill the three sentences as a class and ask a few learners to read aloud individually.

Differentiation

As relevant to learners lives/abilities, add to or reduce the number of images.

Activity 2

Homes: forming questions (language focus and phonics)

- Now focus on the *wh* question words learners will need in Activity 3: *Where ...? What ...? Who ...?* Hold up/display the three images from Resource 1.1.3 and elicit/model the question words. Hold up/display the question words and choral read together.
- Check understanding of the three question words e.g. by saying '*Where*'? Point to a picture and indicate that it refers to a place or '*Who*'? then point to a relevant picture'.
- Drill the questions with the answers.
- Divide learners into groups and give each group a set of images from Resource 1.1.3 plus 3 images from 1.1.1 plus a set of *Wh* question words. Ask learners to work together to match each image with the correct question word.
- Now focus on putting the question words into full questions and elicit/model and drill the full questions: **Where** do you live? **What** do you live in? **Who** do you live with? Check understanding by holding up random images.

Differentiation

This activity will have different objectives for different learners.

For some learners it will enough to practise producing the questions orally, and/or recognise the correspondence of the written forms.

For others, it may be an opportunity to recognise and begin to learn some patterns of grammar.

- Use the words and images to create some questions on the board. Choral read together and drill the questions, drawing attention to the *wh* spelling /w/ sound, and the exception *Who* /hu/. Drill *live in* and *with* and draw attention to the sound/letter correspondence in these words. Elicit other words with the same sound and spelling, e.g. *his, is, it, big*, etc.
- Draw attention to the auxiliary *do* - but unless it is a strong group, avoid explaining grammar here.

Activity 3

Homes - Pairwork (speaking and listening)

- Give each pair of learners a set of the question cards (Resource 1.1.4) and a pair of scissors.

Differentiation

Learners can work at different levels here. Some may be focused on reproducing the questions accurately, while others may just be able to decode key words to communicate meaning, e.g. *Where (you) live?*, or working from memory to repeat. This is fine - the focus for these learners will be on speaking, and successfully communicating meaning.

- Ask learners to work in pairs and ask each other the questions on the board and cards.
- Feed in vocabulary for social relationships/buildings, as necessary, e.g. *cousin, shared house, alone*.
- Swap the pairs so learners get a few chances to practise. Ask the new pairs to cut up the question cards and rearrange before they begin.
- As a whole group, ask one or two learners to give their answers. Then see if anyone can report back about their partner, e.g. *Ali lives in a shared house*.

Activity 4

Reading a text (reading, writing and phonics)

- Project Reading text 1 or 2 and read the text aloud. Ask questions to check understanding then choral read the text together. Ask for volunteers to read aloud.
- Hand out Resource 1.1.5 A or B (Reading text activity). Divide learners into pairs to read the text together. Ask learners to find the letter 'i' in words in the text. Recap sound/letter correspondence, e.g. *with in live* is. Note: *'family' is the schwa*.
- Now ask learners to cut the text into pieces (as indicated by the boxes) and then work together to reassemble the text.

Differentiation

- Choose Text 1 or Text 2 as appropriate for your learners. Adapt the text to suit different learners - some may only manage one sentence.
- Stronger learners may want to try cutting the text into single words to reassemble or jumbling and sequencing both texts.

Activity 5

Building a sentence or short text (reading, writing and spelling)

- Give out the sentence strips for learners to write a similar short true text for themselves (1.1.6).

Differentiation

- Some learners will only need one sentence strip whereas others may want to use all three.
- Offer lined paper to help new writers and encourage learners to try using different types of pen/pencil for writing.
- For stronger learners, you can introduce some common adjectives so some learners can say/write more about where they live, e.g. *tiny, big, small, dark, bright, overcrowded*.
- Some learners may write more, or combine sentences, e.g. *I live in a flat in Finsbury Park with my friend*.

Additional differentiation/ extension activities

- Some learners can talk and write about what they like and don't like about where they live and which types of housing have they lived in before.

Follow up ideas

- Use local area maps or digital maps and ask learners to try and locate their homes.
- Use a blank outline of your town or city and see how many districts or areas learners can locate and name.
- Use rail, tube or bus maps, ask learners to find their nearest stop/station.
- Show learners a picture of a compass (Resource 1.1.7) or the real thing. Teach/illustrate North/East/South/West and label each wall of the room you are in with the appropriate direction (Resource 1.1.7). Ask learners to stick their texts in the appropriate place, i.e. where they live in relation to the room you are in. (You will need to demonstrate using yourself/your own home as an example). You can then ask them to read out their texts.



caravan

maisonette

house

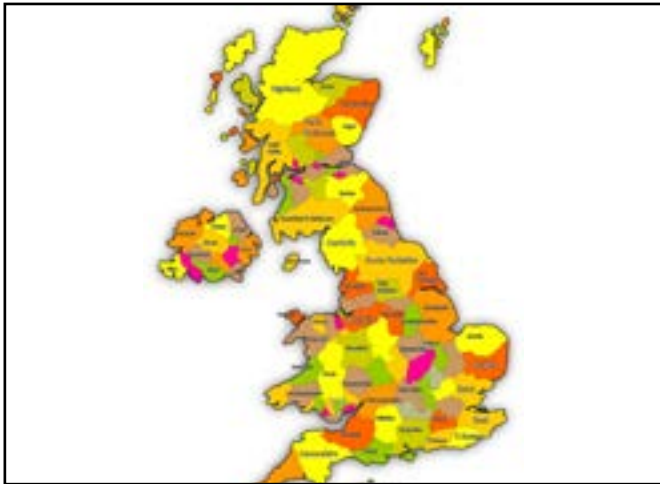
shared house

flat

hotel

bungalow

hostel



Where...?

What...?

Who...?

Where **do you** live?

What **do you** live **in**?

Who **do you** live **with**?

Imran



I am from Syria.

I am 28.

I live in Bolton.

Sara



My name is Sara.

I live in London.

I live in a flat.

I live with my family.

Activity A

I am

from Syria.

I am

28.

Activity B

My name is

Sara.

I live in

London.

I live in

a flat.

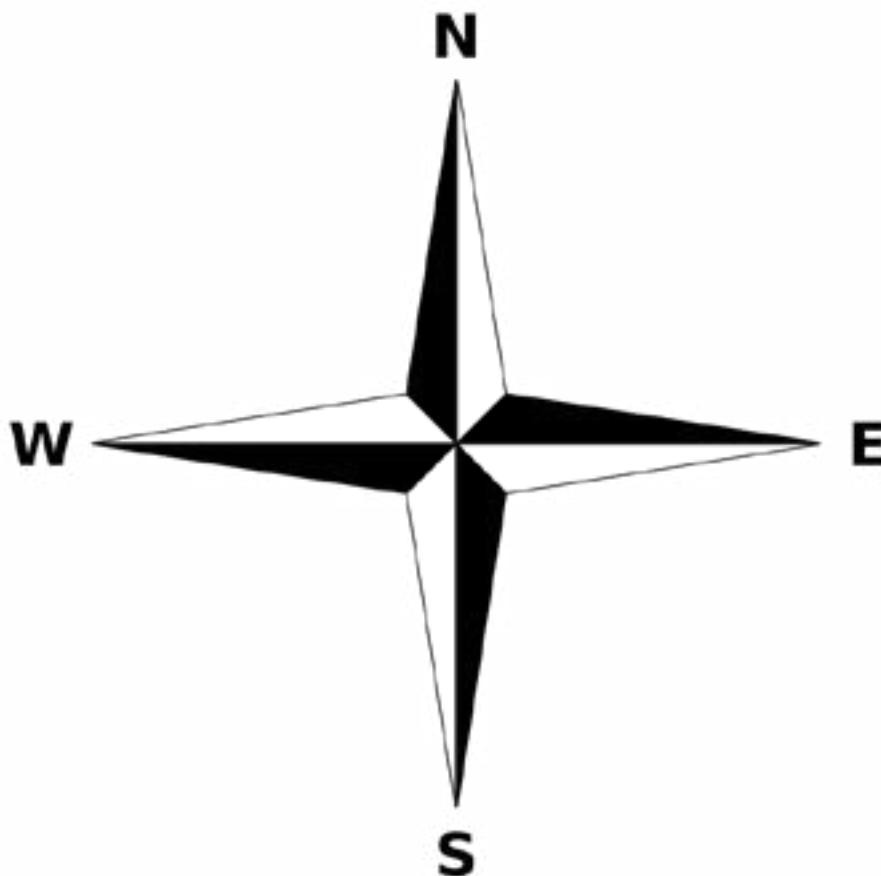
I live with

my family.

I live in

I live in a

I live with



North

East

South

West

Unit 2: People in my life

Overview of topic

Learners identify important people in their lives and write one or more short simple sentences about them:

This is (name). He is my son. This is (name). She is my sister.

Skills

Speaking and listening

- Learners identify important people in their lives and say who they are (Sc/E1.4a, Lr/E1.2b, Lr/E1.5d).

Reading, writing and phonics

- Read and recognise familiar names (Rw/E1.1a).
- Decode simple, familiar words and recognise letters of alphabet (Rw/E1.2a, Rw/E1.3a).
- Focus on initial letter sounds for family members such as /b/ in 'brother' /s/ in 'sister' and final letters 'er' /ə/ sound (Rw/E1.2a).
- Read, understand and write a simple sentence linked to the topic (Rs/E1.1a, Ws/E1.1a).
- Spell correctly some personal key and familiar words (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c).

Language points

- Vocabulary (nouns and adjectives) relating to family and relationships, e.g. *sister, neighbour, family support worker*.
- Structures: *Who's that? This is (name). She/He is my*

Materials

Activity 1

Photos of important people in your life or one copy of Resource 1.2.1 (People circles) enlarged or projected.

Resource 1.2.2 – one per learner or A3 sheets of blank paper.

Coloured pens. Cut up blank cards for names of family and friends.

Activity 2

Resource 1.2.3 (Key words) – print a full set but only use the words needed by the group. Resource 1.2.4 (Flash cards) – print off one set.

Activity 3

Resource 1.2.5 (Word matching) – print, laminate and cut up one set for each group. You may also need Resource 1.2.3 (Key words) and Resource 1.2.4 (Flash cards).

Activity 4

Resource 1.2.6 (Gap fill) – Version A or B for each learner (teacher can also edit document reduce rows and just include key words used by individuals/the whole group). For weaker learners, use alphabet letters (not provided) to form one or two words.


Differentiation/extension: Resource 1.2.7 (Copying worksheet)

Activity 5

Resource 1.2.8 (Sentence strips) or Template 2 (Blank sentence strips) or lined paper. Completed circles (Resource 1.1.2). Word and name cards. Glue.

Activity 1:

Important people (speaking and listening)

- Start by showing the group a few photos of important people in your life. As you hold them up, explain who they are: This is (name). He's my son. This is (name). She's my sister. Try to cover the range of relationships your learners might want to describe, i.e. not just family.
- 
- Draw/display a series of concentric circles on the board (see Resource 1.2.1 as an example). Draw or stick a photo of yourself in the centre then use photos (or drawings) and stick or draw other people within the circles.
 - Make it clear through gestures that all the people you include are important people in your life and where you place them reflects how close they are. Repeat the sentences about each one as you draw/stick image within the most appropriate circle: *This is me. This is (name). He's my neighbour. This is (name). She's my friend.*
 - Check understanding by pointing at examples and eliciting the correct word, e.g. *son, friend, neighbour*, etc. Ask learners to repeat each word.
 - Hand out plain paper (A3) or preprinted sheets (Resource 1.2.2) and coloured pens. Draw everyone's attention back to your example and ask learners to draw some important people in their lives.

Differentiation

As you monitor, ask learners who are new reader writers to tell you the names of some of the people in their circles. Use coloured card to write names on, to give to learners to use in Activity 3, e.g. *Yasmin, Carlos*.

Activity 2:

Important people (reading and speaking)

- Draw everyone's attention back to your example. Elicit/model and drill the question: *Who's that?* Model the target structures in your answers and elicit the missing pronouns/nouns, e.g. *This is (name). He/She's my son/friend/neighbour*, etc.
- For each answer, ask learners to provide the noun, hold up the word on a card (Resource 1.2.3) and ask learners to repeat the word after you. Use flash cards (Resource 1.2.4) to support understanding. Then stick each word next to the right person in your circle.
- Draw a male and a female stick figure on the board or use the male/female images from Resource 1.2.4 and stick them on the board at the top of two separate columns.
- Invite a few learners to show the group their circles and use the target structures to share their own examples. Elicit key words as needed and encourage learners to use shared languages to help each other understand what they mean, e.g. *sister, uncle*, etc. If necessary, use a translation App with audio. As learners give their own examples, use the relevant word cards for choral reading and then stick the word in the correct column on the board.



sister/niece



son/father

Activity 3

Matching activity (reading)

- Divide learners into small groups to cluster word cards under the correct male, female (or gender-neutral depending on which words learners need) images (Resource 1.2.5). Encourage learners to use shared languages or use translation apps to help with understanding. If helpful learners can match corresponding male/female words, e.g. *sister – brother*.
- Learners show their circles to their partners and describe their families using target structures. Monitor and feedback at the end.

Differentiation/extension activities:

- For Activity 3, adjust the number of words you provide to groups according to level.

Activity 4

Phonics (reading and writing)

- Select some words from Activity 3. Elicit/ask learners to look at the initial consonant letter and say the sound, e.g. /m/ for mother, /b/ for brother, etc.
- Divide learners into pairs and ask them to work together to fill in the missing letters (Resource 1.2.6).
- Check answers together.
- Now focus on final letters 'er', /ə/ sound, in *mother, father*, etc. and ask learners to circle these letters. Note there are two letters for one sound (except some accents). Elicit other words learners know that follow this pattern.

Differentiation/extension activities:

- Choose Resource 1.2.6 version A or B depending on each learner's level.
- For learners who need handwriting and/or copying practice, use Resource 1.2.7.

Activity 5:

Building a sentence (reading and writing)

- Draw everyone's attention back to your example and elicit the question and sentence: *Who's that? This is Leon.*
- Write the sentence indicating gaps on the board, i.e. *This is _____ .*
- Elicit 2nd sentence: *He is my _____ .*
- Stick the correct word in the gap, e.g. *He is my friend.*
- Learners take any words cards they need to help create their sentences (Name cards or from Resource 1.2.3)
- Ask learners to copy/write sentences about a few people in their circles and stick these onto their circles next to the relevant person, e.g. *This is Zulfia. She is my sister.*

Differentiation/extension activities:

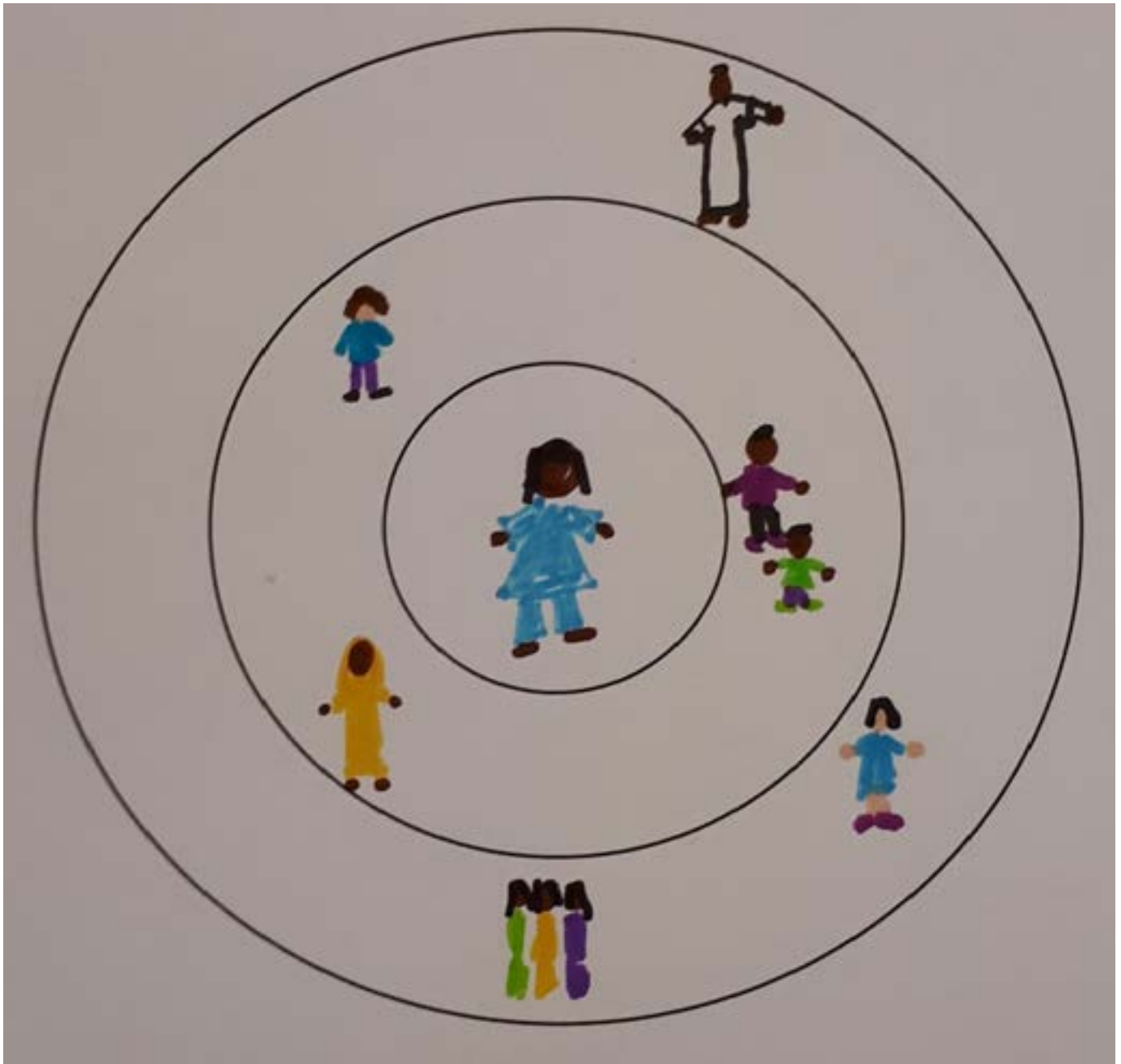
- Choose version: Resource 1.2.8 (sentence strips) or Template 2 (Blank sentence strips) for learners who need less scaffolding.
- Some learners may be able to extend their skills work to add a sentence about why people are important, e.g. *This is (name). She is my neighbour. She helps me.*
- Learners who have time can write additional sentences for homework.

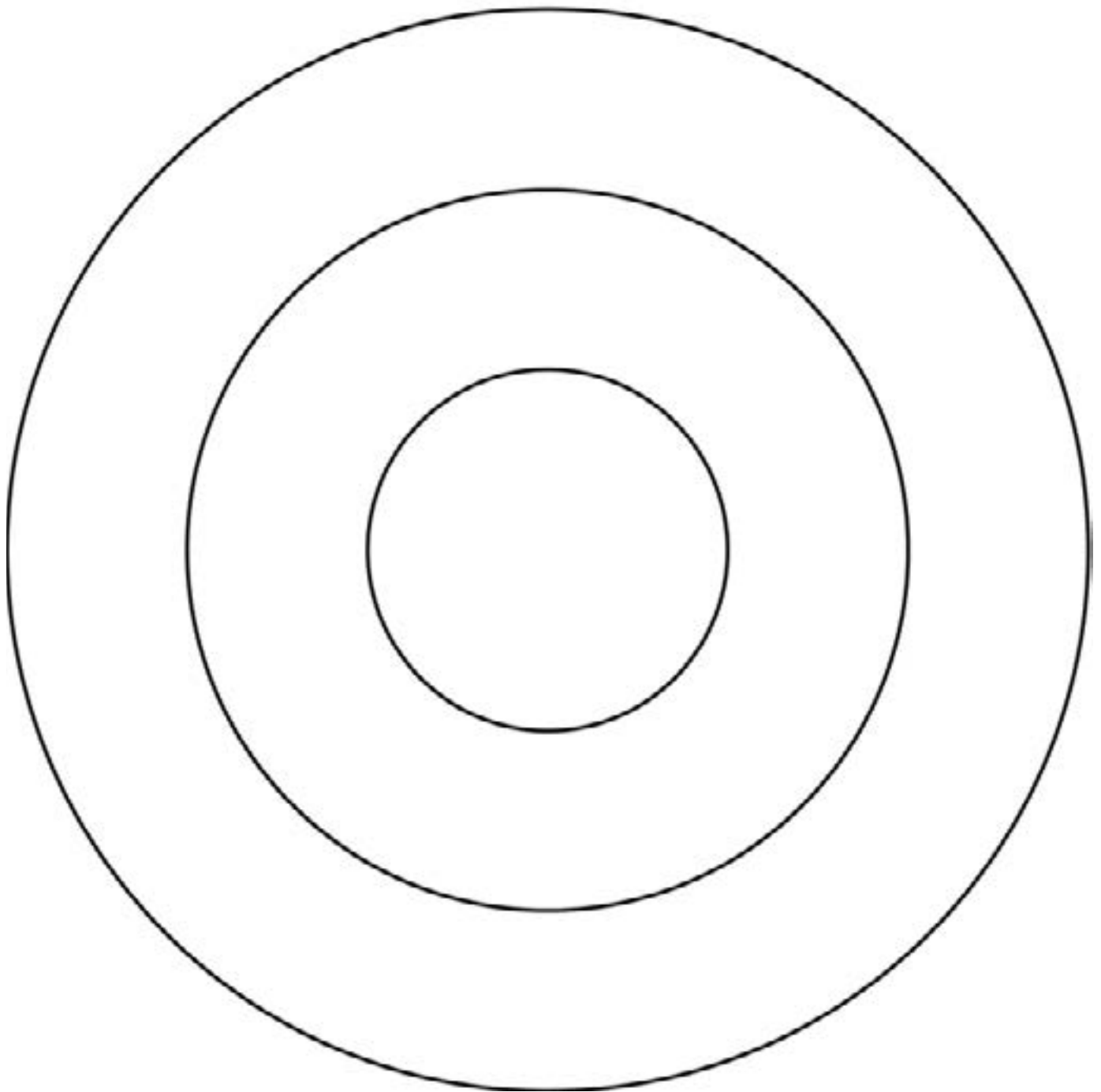
Additional differentiation/extension activities

- For learners who need spelling practice, introduce the 'Look, Say, Cover, Write, Check' approach (Template 3). Encourage learners to identify words that are important for them and use this approach in all classes and at home.

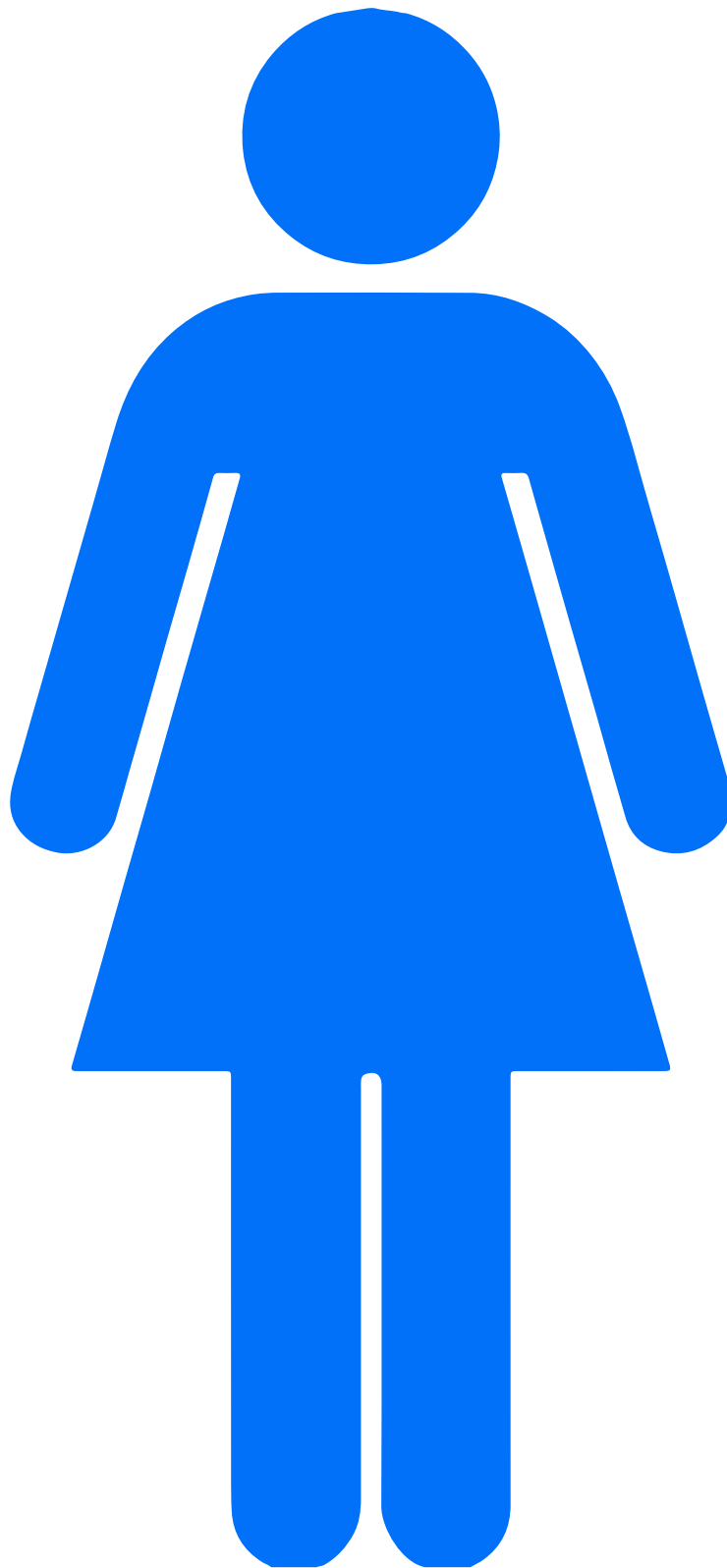
Follow up ideas

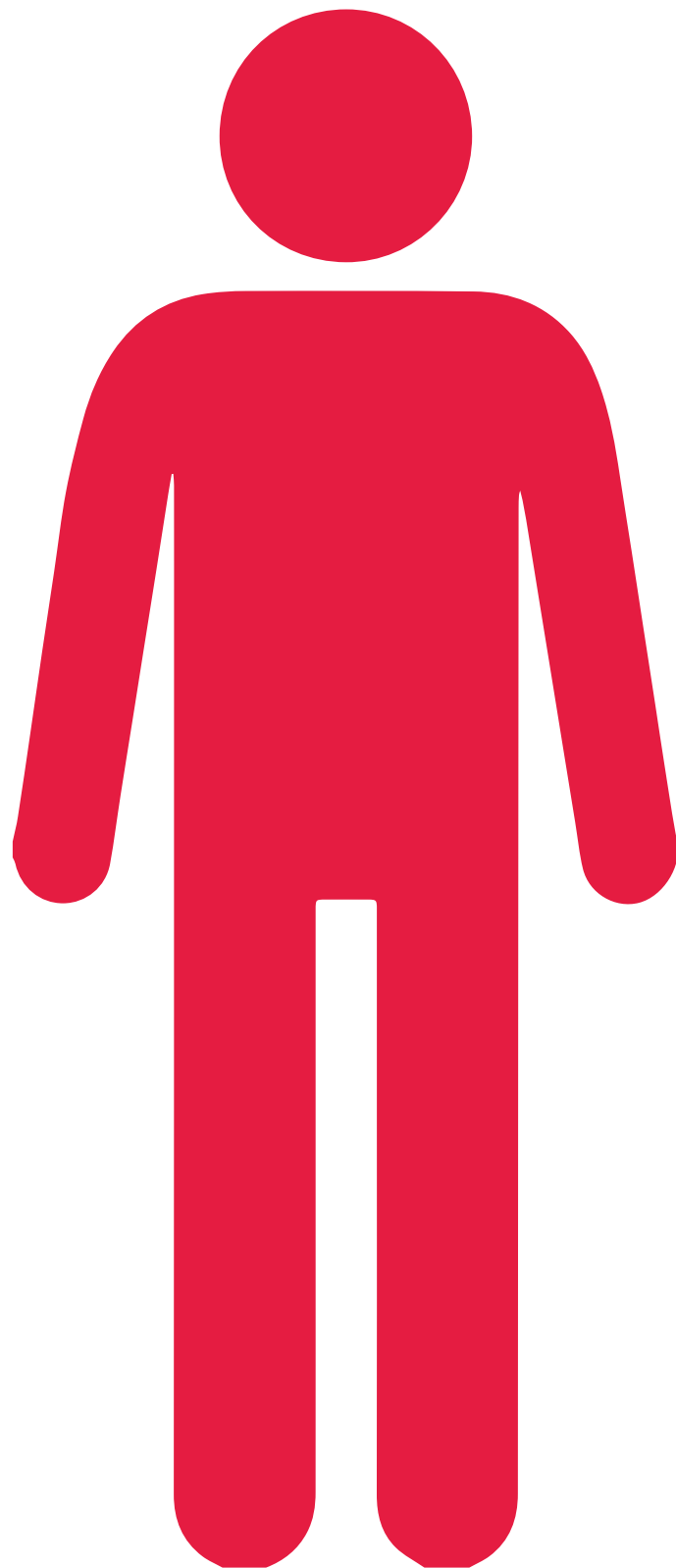
- Learners can use the structures they have learned to introduce each other to any new learners or visitors to the class, e.g. *This is (name). He/She comes from*
- Ask learners to bring in a few favourite photos to show to the group next lesson. If you have access to a scanner, colour printer and laminator, you can support learners to enlarge, print and laminate their images. These can be used in subsequent sessions to revise the target language from this session as well as to introduce other simple language points such as comparatives.
- To revise words in subsequent lessons:
 - teach learners how to play Pelmanism, and practice matching the corresponding male/female words
 - make some BINGO cards with commonly needed key words (Template 4) and teach learners how to play BINGO
 - learners create a simple family tree with images and then add words or short sentences according to level.

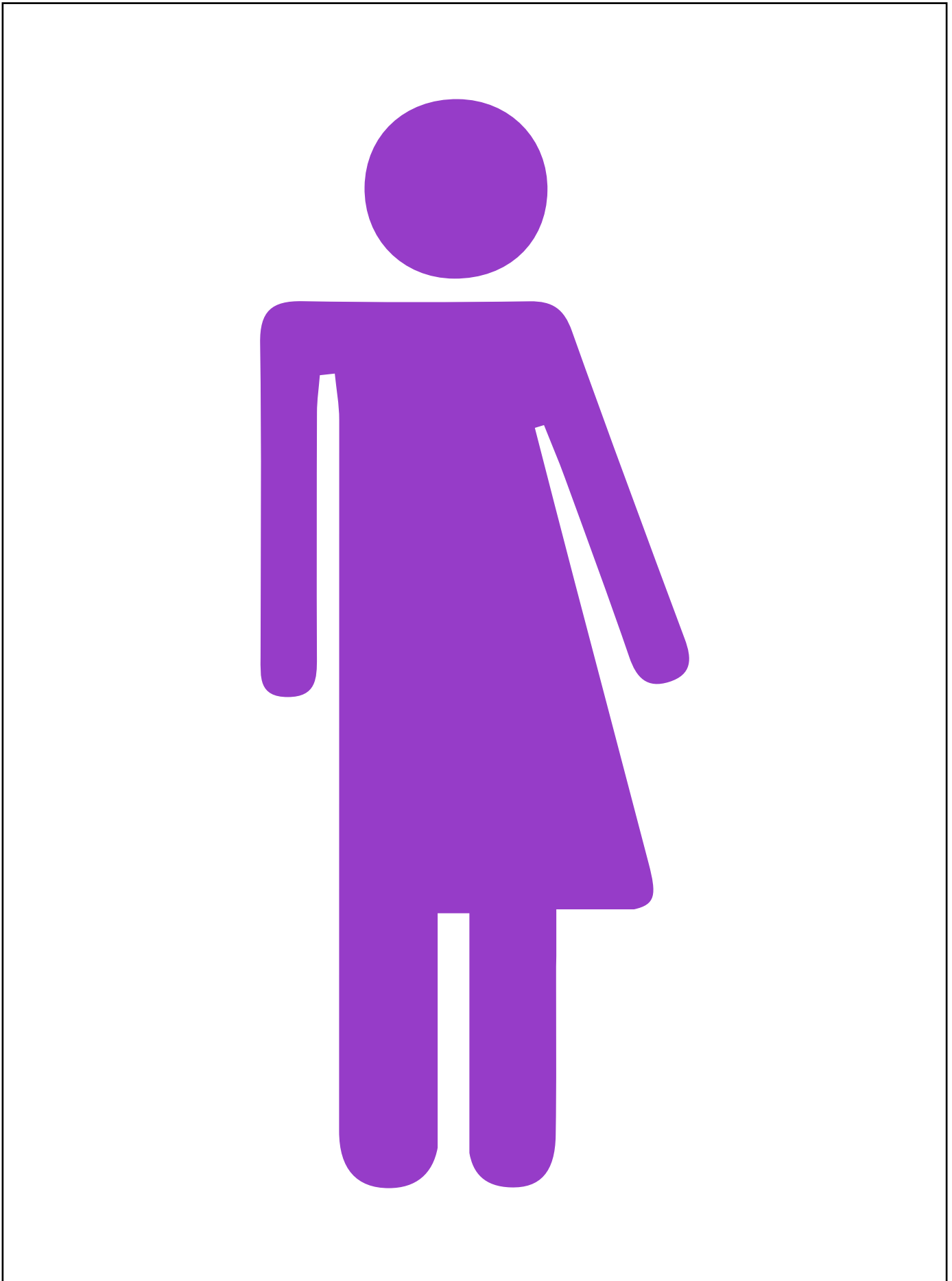


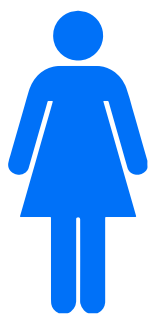


| | |
|-----------------|----------------|
| mother | son |
| father | sister |
| wife | brother |
| husband | niece |
| daughter | nephew |









mother

wife

daughter

sister

niece



father

husband

son

brother

nephew



teacher

cousin

friend

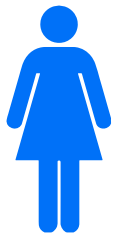
neighbour

advisor

Name Date

Fill in the missing letters:

f n s s w



mother

.....ife

daughter

.....ister

niece



.....ather

husband

.....on

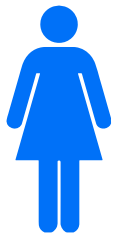
brother

.....pnew

Name Date

Fill in the missing letters:

b d f h m n n s s w



..... **other**

..... **ife**

..... **aughter**

..... **ister**

..... **iece**



..... **ather**

..... **usband**

..... **on**

..... **rother**

..... **ephew**

Name Date

mother
mother

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father
father

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wife
wife

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husband
husband

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daughter
daughter

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son
son

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.....
.....

sister
sister

.....

brother
brother

.....

aunt
aunt

.....

uncle
uncle

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niece
niece

.....

nephew
nephew

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This is

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She is my

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This is

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He is my

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| | | | |
|-----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|
| <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
|-----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|

Look  Say  Cover  Write  Check 

| | | | | |
|-----------------|-----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|
| Spellings | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| Write and check | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| Write and check | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| Write and check | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

Unit 3: Places in my life

Overview of topic

Learners discuss, read and write about where they come from and where they live now:

I come from It is

Skills

Speaking and listening

- Make simple statements of fact, give personal information and descriptions using adjectives (Sc/E1.4a, Sc/E1.4b, Sc/E1.4d).
- Listen for detail and respond to requests for personal information (Lr/E1.1d, Lr/E1.4b).
- Pronounce sounds clearly and use the correct stress patterns in familiar words (Sc/E1.1a, Sc/E1.1b).

Reading, writing and phonics

- Read a simple text about an individual and recognise sentence patterns (Rt/E1.1a, Rs/E1.1a).
- Recognise and decode key words (Rw/E1.1a, Rw/E1.1b).
- Write a simple sentence using capital letters and full stops (Ws/E1.1a, Ws/E1.2a, Ws/E1.3a).
- Use and spell correctly personal keywords (place names) and form letters accurately (Ww/E1.1a, Ww/E1.2a).
- Initial letter sound correspondences of place names.
- Final letter 'y' /i:/ sound.

Language points

- Adjectives to describe places e.g. *dirty, crowded, hot*.
- Structures: *I come from I live in .../It is ...*
- Use capital letters for 'I' and the first letter of place names.

Materials

N.B. For Activity 2 Show and tell: Before the session, ask learners to bring in photos/pictures/objects from their home country to share with the rest of the class.

Activity 1

Large map of the world and stickers OR projected on screen.

Cut up blank cards to scribe/write place names.
Sticky tack.

Activity 2

Photos/images/objects related to countries brought in for 'show and tell'.

Activity 3

Resource 1.3.1 (Text 3 or 4).

Activity 4

Resource 1.3.2 (Images and word cards) – print and cut up one set for each group. Resource 1.3.3A or B (Copying/writing practice) – print one copy for each learner.

Activity 5

According to level, either: Word cards with country names and tracing paper OR Resource 1.3.4 (Sentence strips) OR Resource 1.3.5 (Writing frame) OR lined paper

Activity 1

Where do you come from? (speaking and listening, pronunciation)

- Demonstrate for yourself and then invite and support learners to say and show where they are from on a world map: *I come from (country)*. If you are using a poster/print out, put stickers on the map.
- Elicit the names of countries where people in the class come from. For each one model the number of syllables and where the stress is using, for example, clapping. Ask learners to repeat and clap each country name.
- Put the country name into a sentence: *I come from ...* stressing the name of the country and modelling the unstressed words and use of the schwa in come and from. Choral drill for a few different learners then invite each learner to say where they are from using this stress and structure.
- Elicit and drill the question: *Where do you come from?* Ask learners to work in pairs or small groups to practise asking and answering the question.
- Encourage questions and discussion, e.g. *Is it hot?*

Differentiation:

- Either before the class or during the activity, write country names on blank word cards for learners to read, trace or copy from later.
- Respond to what learners want to say and provide additional words as needed, e.g. climate, religion, neighbouring countries etc.

Extension:

- Learners can introduce each other to new members of the class using the 3rd person: *This is ... She/He comes from ...*

Activity 2

Show and tell (speaking and listening, pronunciation)

- Show the learners the picture/photo/object you have brought in (as an example) and point to country on map, e.g. *This box is from Portugal*.
- Write on the board: *This ... is from ...*. Ask learners to show and tell with the pictures/photos/objects they have brought in. If they haven't brought anything, use the internet and/or phones to find photos or images. Encourage questions from other learners, e.g. *What is it? How old is it?* Focus on free discussion, rather than accuracy, to build confidence in speaking and listening.

Extension:

- Highlight the stressed words in these sentences, i.e. for the item and the country, choral drill and then provide individual practice.
- You can make this activity into a game with all the items/photos in a bag or covered on a tray. Without looking, learners take one and try to remember the name of the item and country of origin: *This ... is from ...*

Activity 3

Text work (reading, phonics)

- Project Text 3 or 4 (1.3.1). and read aloud to learners. Check comprehension orally.
- Focus on key words 'Afghanistan' and 'Luton', establishing these are place names – country and town – and begin with a capital letter. Break down these words into syllables, identify stress patterns and check pronunciation. Focus on the initial sound/letter correspondences and elicit other places they know that begin with the same letter/sound correspondence, e.g. *Africa, London*.
- Learners practise reading the text in pairs. Monitor and support individually.
- Options for further reading practice, cut up the sentences and/or words for learners to reassemble; create a gap fill; remove the punctuation for learners to re-insert; match words to text.

Differentiation

- Use Text 3 or 4 as appropriate for your group.

Activity 4

Describing places (vocabulary, reading, phonics)

- Hand out images only from Resource 1.3.2 and explain they are in pairs of opposites, give an example to aid understanding.
- Go around class and elicit adjectives to describe each one, act/mime if necessary to prompt. Check understanding and drill as necessary.
- Model how to use them when describing where learners live now, e.g. *Bradford is busy*.
- Hand out some or all of the word cards according to level (Resource 1.3.2). Read words aloud, check understanding and ask learners to read them aloud to one another.
- Use for phonics practice as required, e.g. final letter 'y', /i:/ sound in *dirty, busy*. Elicit other words with the same sound/letter pattern, e.g. *happy, baby, sorry*. (NB: not *dry*)
- Divide learners into pairs to match the correct word to each image.
- In pairs, ask learners to describe to their partner where they live now and where they lived before using the adjectives on the cards. *London is busy. Lisbon is quiet*. Feedback to class.

Differentiation

- For lower level learners reduce the number of images and words. One option is to just use the first page of Resource 1.3.2 and the words associated with these images.
- More confident learners can use more than one adjective with *and* to describe where they live now and lived before
- Elicit other adjectives to describe places and items that learners have brought in.
- Higher level learners can practise using comparatives, e.g. *London is busier than Lisbon*.

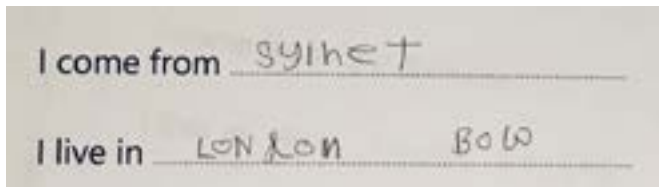
Extension

- Write on the board *hot, wet* and *quiet*. Highlight the letter 't' (which is difficult to hear as it is 'voiceless' in final position). Elicit examples of other words with the same pattern.
- Resource 1.3.3A or 3B (copying/writing practice) can be given out for homework according to learner level.

Activity 5

Describing places (writing)

- Depending on level, learners do one or more of the following activities:
 - copying and handwriting practice: Resource 1.3.3A (simpler) or 3B
 - sentence completion: Resource 1.3.4
 - text completion – gap fill: Resource 1.3.5
 - use lined paper to write a similar paragraph about themselves.



Additional differentiation/extension activities

- Include more adjectives to describe places.
- Build longer sentences using *and*, *but*, *when*.
- Encourage learners to create name cards to put on their tables. Their first name can go on the front and they can add their country and language(s) on the back. In Family Learning settings, learners can also add the names and ages of their children.

Follow up for in and outside the classroom

- If learners don't bring in photos/pictures/objects from their country for this session, ask them to bring to share in future sessions. As learners' confidence and language build, there can be more discussion and information shared about each item.
- For homework, ask learners to find an image online of where they come from or take a photo of an object in their home that is from their country.
- Take a photo of each item brought in by learners to create an on-line gallery or to use for word/picture matching activities, or to display with supporting text: *This bowl is from China.*
- Create a book of the learners' 'stories' including images and texts. This can revise and build on texts from previous units – Topic 1, Unit 1: My life now, e.g. *I live with my friend in a flat in Finsbury Park*, and Topic 1, Unit 2: People in my life, e.g. *This is (name). She is my sister.*

Sana



My name is Sana.

I come from Afghanistan.

Sana



My name is Sana.

I come from Afghanistan.

Afghanistan is beautiful.

I live in Luton.

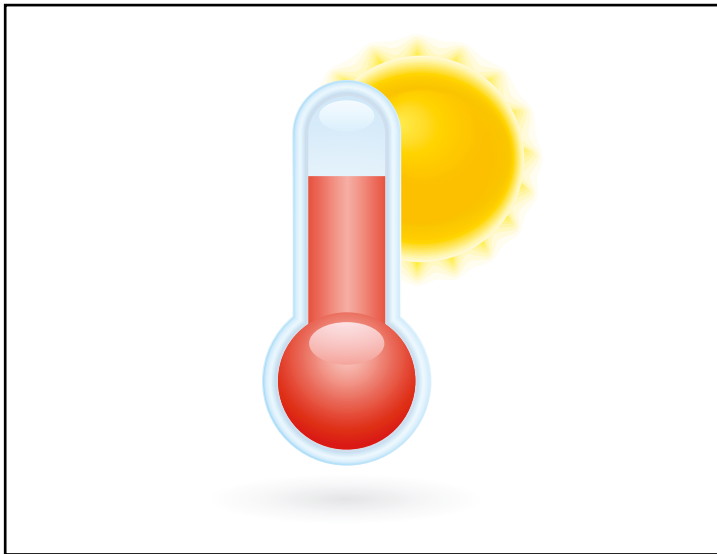
Luton is clean.





| | |
|------------------|--------------|
| busy | quiet |
| clean | dirty |
| hot | cold |
| poor | rich |
| wet | dry |
| beautiful | safe |

Name Date



hot

hot

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wet

wet

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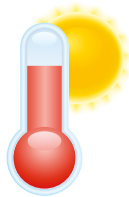
quiet

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Name Date

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Unit 4: My future

Overview of topic

Learners talk about their hopes and ambitions for the future:

I want a big house. I'd like to be a teacher.

Skills

Speaking and listening

- Learners talk about their hopes, desires and ambitions (Sc/E1.1a, Sc/E1.1b, Sd/E1.1a, Sd/E1.1c).

Reading, writing and phonics

- Recognise key and high-frequency words (Rw/E1.1a).
- Focus on initial consonants in key words (Rw/E1.2a, Ww/E1.1b).
- Read and write a simple sentence using correct punctuation (Rt/E1.1a, Rs/E1.1a, Ws/E1.1a, Ws/E1.3a).
- Form letters accurately (Ww/E1.2a).
- Spell correctly personal key words (Ww/E1.1a).

Language points

- Structure *I want/I'd like + to + infinitive* or *I want/I'd like + noun phrase*.

Materials

Activity 1

Resource 1.4.1A (blank flower petals with centre), 1.4.1B (pizza slices) or motif of your choice.
Scissors, glue, sticky tape as required.

Activity 3

Blank cards.

Resource 1.4.2 (Word cards).

Resource 1.4.3 (Writing frame).

Activity 4

Post-its.

Activity 1

My hopes (speaking and listening)

- Before the class, assemble a flower, pizza or similar motif using Resource 1.4.1A or B and draw something on each petal/slice to represent one of your own hopes or ambitions for the future. (These could range from 'serious' ambitions like a drawing representing more friends to more trivial things like a pet cat.) Show the learners your flower/pizza and ask them to guess what each drawing represents. Mime or use translation to ensure learners realise you are talking about future hopes and ambitions. Ask concept check questions e.g. *Is this true now? (No.) Do I want this for my life? (Yes.)*
- Say your hope/ambition in a full sentence e.g. *I want to move house.*
- Now give the learner blank flowers or pizza templates (these can be pre-assembled, or separate petals/pizza slices so that learners build their own) and ask them to make their own drawings on each petal/pizza slice.
- When they are ready ask them to work in pairs to guess what each other's drawings represent.
- As they do this, walk around and (secretly) note down a few things they mention that begin with consonants, along with the name of the learner who mentioned it (e.g. *a car - Alina/to be a hairdresser - Rashid*).

Differentiation

- Flowers and pizza slices are popular motifs for this type of activity. If these are not suitable for your group, use a different motif. For example, see the sun template in Topic 3, Unit 2.
- Start by just giving out a few petals/pizza slices to each learner and give out extra as required depending on level.

Activity 2

Matching people to hopes (listening)

- Draw (or stick) images of 3 people on the left of board with names underneath and images of things they'd like to do on the right of page (e.g. a bike, a teacher, a cat), but not next to the person they relate to.
- Read a script, for example: 'a) *I'm Anna. I want to ride a bike.* b) *I'm Mohamed. I'd like to be a teacher.* c) *I'm Fatima. I want to get a cat.'*
- Ask learners to match the person to the image.
- Read again then ask learners to come to the front and draw a line between them.

Activity 3

My hopes guessing game (speaking, reading, phonics)

- Write a selection of learner names you noted down, plus the initial consonants of the things they wanted/their ambitions. N.B. it should not be obvious which consonant belongs with which learner.
- Ask learners to guess the words ('a cake/a cat?'). Tell learners not shout out the correct answer too quickly (if they know it from the last activity) and then guess who in the group said this.
- After a few guesses, elicit and drill some full sentences then elicit/reveal the true answer e.g. learners draw lines on the board linking the names with each ambition.
- Draw attention to a few initial consonant sounds and letter correspondences as appropriate.
- Work together to reassemble the text on the board.

Differentiation

- Drill learners' names and use name cards to ensure they can all recognise each other's names.
- Some learners may not say accurate sentences e.g. *I want be doctor*: accept this while encouraging others to use longer, more accurate sentences.

Activity 4

Language focus (reading and writing)

- Now write up a couple of example sentences from the learners using 'want + noun phrase' and 'want + to + infinitive + noun phrase or adjective', e.g. *Alina wants a car/Rashid wants to be a hairdresser / rich*.
- Chunk these using vertical lines:
 - *Alina wants* | *a car.*
 - *Rashid wants* | *to be* | *a hairdresser.*
- Elicit and write up a few more examples that fit both types of structure

Extension activity

- For learners with higher level skills, write up another example of each using *I'd like / I'd like to*. Explain the difference in meaning (*I'd like* is more 'polite'/weaker/shows social distance). Get learners to repeat/drill as appropriate. Explain it is the short form for 'would like' if appropriate.
- Give each pair some blank cards. Ask them to write (or scribe for them) two or three things they would like/want/hope onto separate bank cards - single words only.
- Now give each pair some of the word cards in Resource 1.4.2 or a complete set according to level. Say one at random and ask them to hold it up. Ask them to work together to arrange these cards, plus the ones they have written, into true sentences about themselves or their partner. Monitor, support and check.
- Now hand out Resource 1.4.3 (Writing frame) and ask learners to complete the sentences so that they are true for themselves.
- In whole class, ask one or two learners to give their answers. Then see if anyone can report back about their partner: e.g. *Ali wants to get married*.

Differentiation/extension:

- Stronger learners can write more sentences, giving reasons for their choices.
- Prepare model sentence structures on cards for those who find reading from the board difficult.

Activity 5

Flower/Pizza guessing game (writing and reading)

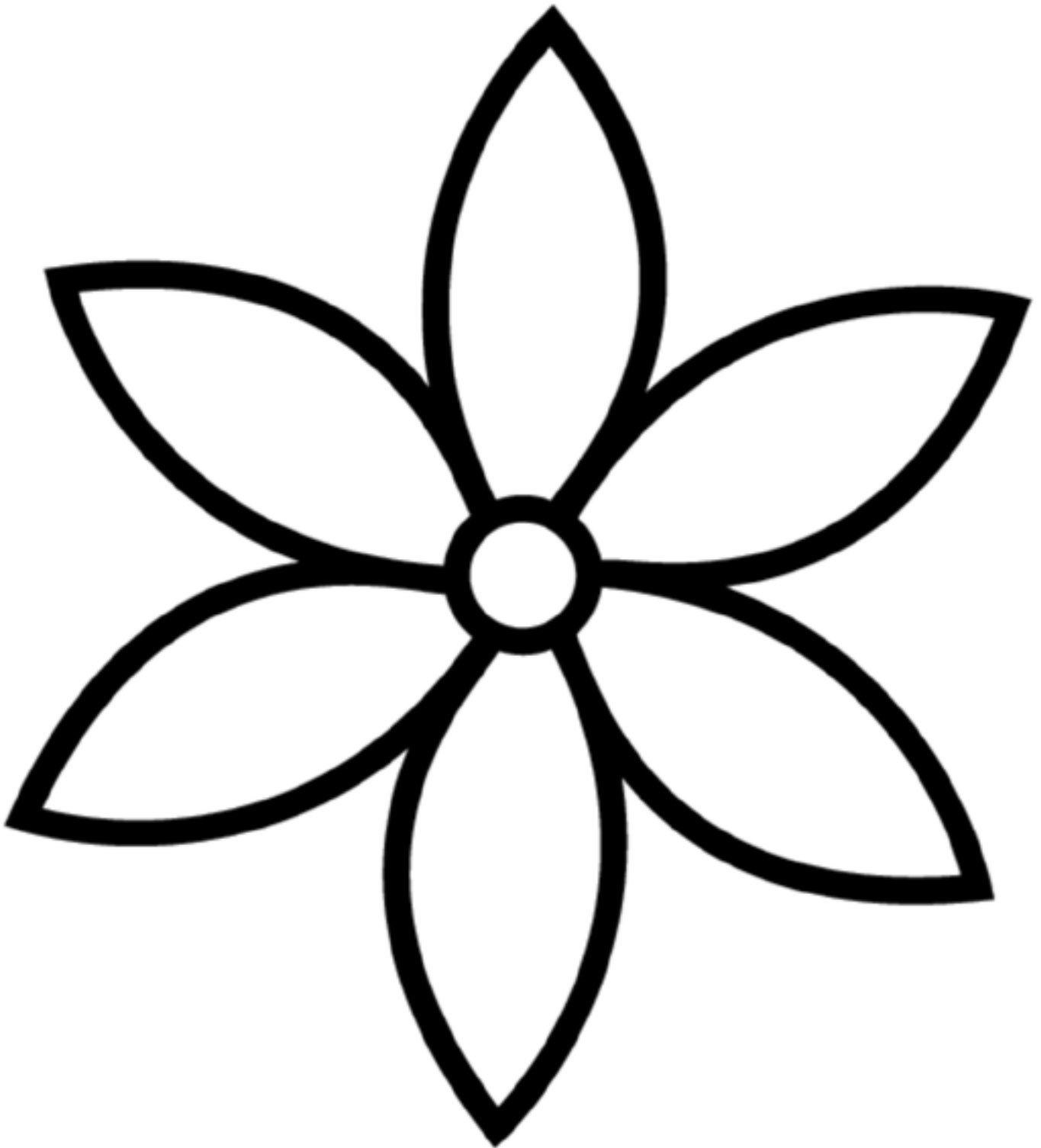
- Ask learners to turn their flower petals/pizza slices over to the blank side and write key words or complete sentences onto the petals that match the original drawings they did. Monitor and help.
- When the flowers/pizzas are complete, pin them up around the classroom.
- Ask learners to walk around the class with their partner, look at/read the flowers/pizzas, and say the name of the person whose flower/pizza they think it is. If learners know and can write each other's names, they can or write the name on a post it and stick these under the flower/pizza.
- Check and feedback, eliciting further examples in the 3rd person, e.g. *Ali wants to get married.*

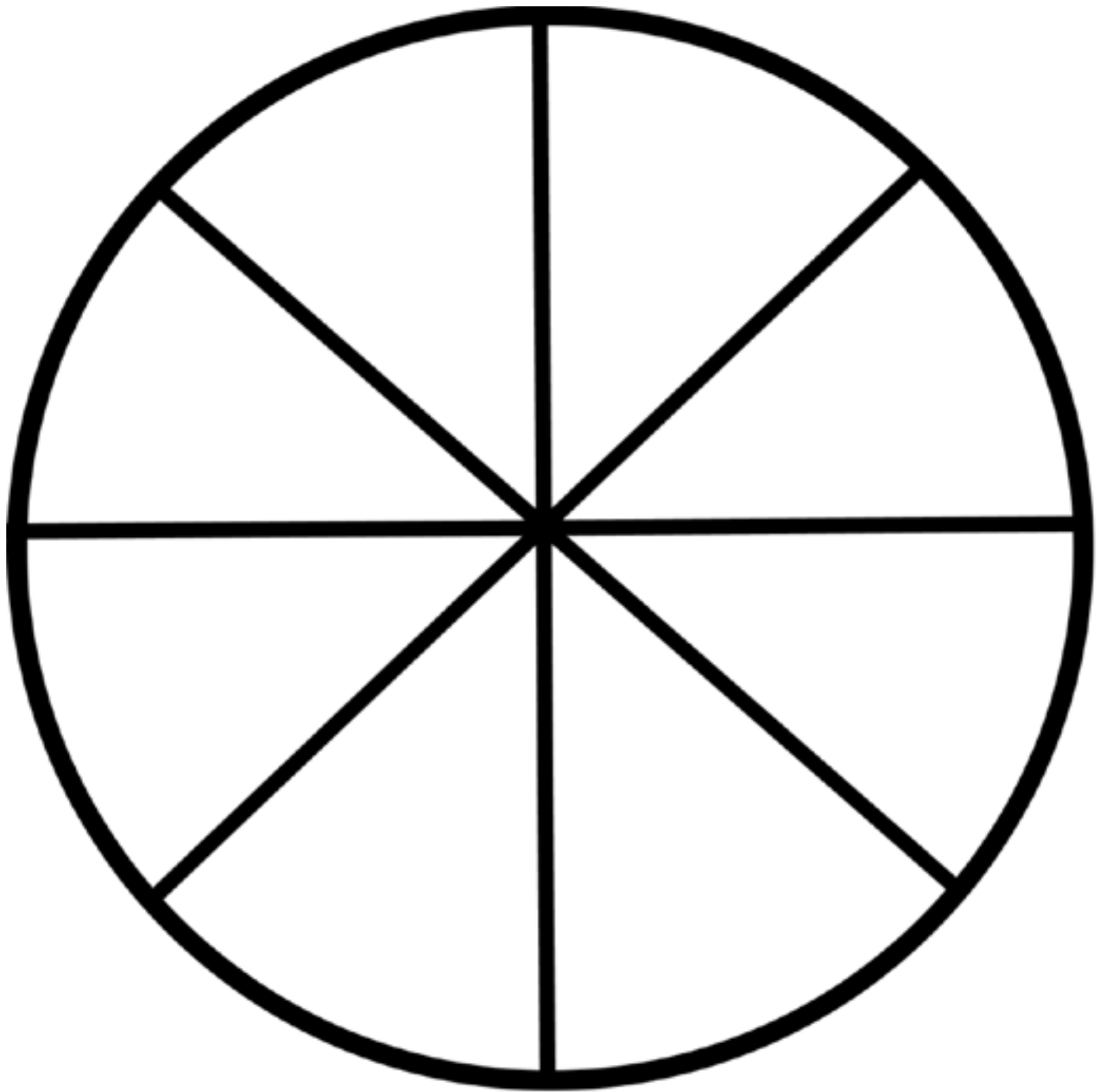
Differentiation/extension

- Offer extra petals/pizza slices as appropriate for learners who want to write more.
- Stronger learners can scribe for weaker learners, perhaps converting their sentences to 3rd person singular.
- In small groups, give learners someone else's flower/ pizza for learners to guess their hopes and write full sentences using the third person.
- Introduce some extra vocabulary to do with study, work and social life, as appropriate to your learners, e.g. *lawyer, musician, make lots of friends, have a big family, get married, etc.*
- Identify words for handwriting and/or spelling practice for individual learners.

Follow up ideas

- If you have already talked about learners' past and present lives, use the *Reflect for ESOL* river activity (downloadable from <https://www.skillsforlifeforlifenetwork.com/article/reflect-for-esol-resource-pack/964> - section 4.1). Learners draw a river and use it to show their life flowing from past to future. They can use pictures or words or both to label and illustrate this, and can work individually, in pairs, or on one joint river.
- Ask learners to arrange their ambitions and hopes onto a time-line. Introduce some time related vocabulary (e.g. *today/tomorrow/ next week/month/year/in five years' time*) and try to estimate when they will achieve each item. (An individual, pair, group or whole class task).
- Learners could also collate/rewrite sentences from each of the classes in Topic 1 to form a short text, e.g. *I live in Peckham now. Yasmin is my best friend. I'd like to be a chef.*
- Keep a note of what learners say in this session as this can provide material for future learning.





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|-----------------|-------------|--|
| I want | an | |
| to | be | |
| I'd like | get | |
| a | have | |

| | | | |
|---------------------|------------------------|-----------------------|--------------------------|
| <p>I want</p> | <p>I want to</p> | <p>I'd like</p> | <p>I'd like to</p> |
|---------------------|------------------------|-----------------------|--------------------------|

TOPIC 2

My local area

TOPIC 2: MY LOCAL AREA

Unit 1: My neighbourhood

Overview of topic

Learners listen, talk, read and write about where they live.

I live in ... It's ... There is ... There isn't ... There are

Skills

Speaking and listening

- Listen for detail in a short talk and respond to requests for personal information (*Lr/E1.1b, Lr/E1.4b*).
- Talk about your neighbourhood and give a description (*Sc/E1.4a, Sc/E1.4b, Sc/E1.4d*).
- Pronounce sounds clearly and use the correct stress patterns in familiar words (*Sc/E1.1a, Sc/E1.1b*).

Reading, writing and phonics

- Read a simple text and recognise sentence patterns (*Rt/E1.1a, Rs/E1.1a*).
- Recognise and decode key words (*Rw/E1.1a, Rw/E1.1b*).
- Write a simple sentence using capital letters and full stops (*Ws/E1.1a, Ws/E1.2a, Ws/E1.3a*).
- Use and spell correctly keywords and form letters accurately (*Ww/E1.1a, Ww/E1.2a*).
- Read and write single syllable words with *a, e, i, o* and *u* (short vowel sounds /æ, e, i, ɒ, ʌ) (*Rw/E1.2a, Ww/E1.1b*).

Language points

- Vocabulary: nouns and adjectives relating to local neighbourhood.
- Sentence structures: *There is ... There are ... It's a + noun It's + adjective.*

Materials

Activity 1

Resource 2.1.1 (Images) – images to be projected if possible.

Resource 2.1.2 (Key words) printed and cut up, one set for each pair/group. Resource 2.1.3 (Key structures) – print and cut up as many as needed for each pair.

Activity 2

Prepare a short talk or video about your neighbourhood. Bring in images to illustrate it.

Alternatively, use Texts 5 and/or 6 and sound files.

Activity 3

You may wish to use Resource 2.1.1 (Images and word cards).

Activity 4

According to level, either: Resource 2.1.4 (Writing and copying) - one per learner or Resource 2.1.5 (Sentence strips) or Resource 2.1.6 (Email writing frame) or lined paper .

Activity 5

According to level, either: Resource 2.1.7A or 2.1.7B – writing and spelling activities.

N.B. There are two versions of Activity 1, depending on whether it is feasible to walk around the immediate local area for the first part of your class.

Recapping and revision: to recap, use some of the images and flash cards from 'My life now' (Topic 1, Unit 1)

Activity 1

Language Experience Approach (speaking and reading)

- Explain to the group that you are all going to go outside and walk around the local area together.
- As you walk around, point out different places and road signs, and elicit/practise key vocabulary, e.g. cars, street, shops, library, houses, school, etc.
- Ask learners to take photos of these places with their phones, including signs and road/shop names. Take some photos yourself.
- Return to the classroom, look at the photos and recap where you have been. Elicit key vocabulary and write it up on the board. Ask each learner to say something about what they have seen and create a joint class text orally (three or four short sentences).
- Ask learners to repeat the text as you scribe it onto the board.
- Use the text for choral reading practice, paired reading practice and individual reading practice. The text can be used in subsequent lessons for reading and writing practice, e.g. sentence and word re-ordering. (See the Key knowledge and skills 7 in the Guidance document for more information on the Language Experience Approach)

Alternative Activity 1

Describing a scene (speaking, reading and phonics)

- Show learners the images of one or both scenes in Resource 2.1.1 (depending on your group). Elicit that they are pictures of a busy road in a town and/or of a quiet village. Encourage learners to say what they can see. Recap/elicit/present key vocabulary and structures, e.g. *It's a town/village. There's a road/street/school. There isn't a shop. There are (some) houses/flats/shops. It's busy/quiet.*
- Drill a few words and structures, checking for appropriate word stress.
- Select some (or all) of the word cards, depending on your group (Resource 2.1.2 Key words). Hold them up one at a time for word recognition. Focus on initial, medial and final consonant sounds as appropriate.
- Give each pair of learners some of the words to practise reading aloud to each other.
- Call out words at random and ask learners to hold up the correct word card. Ask each pair to join with another pair and practise in the same way. Monitor and support as required.

Differentiation:

- For lower level learners, provide pictures to match to the word cards.
- Use more or fewer word cards, depending on level.
- Some learners can copy the sentences they make using the cards.
- Stronger learners may be aware of the difference between contractions and full forms. You may need to be explicit about the differences between spoken and written English and levels of formality in writing.
- Stronger learners may also use *It's got...* and *It hasn't got ...* and can write their own sentences to describe the pictures.

Activity 2

Language focus

- Focus on the final 's' in *cars, shops, flats, houses*, and clarify that it indicates the plural. Elicit the plural form of the other nouns and write them up on the board (not *cities*).
- Refer back to the pictures and recap *There is ...* and *There are...*
- Hand out Resource 2.1.3 sentence structures to each pair of learners. Ask learners to make sentences using them, selecting appropriate word cards from Resource 2.1.2.
- Check and correct. (Add additional words on blank cards as required.)

Activity 3

Listening to a description of a neighbourhood (listening)

- prepare a short talk or video about where you live and your immediate neighbourhood. Bring/project some images of where you live, your street, plus other images which may help to illustrate your talk.
- learners listen as you give talk of where you live, pointing to the relevant images as you mention them (or use video). For example: *I live in a flat in Newtown. My street is very quiet. There is a café and there are some shops. I like my street. My neighbour is from India. He is very friendly.*
- ask questions orally to check comprehension and clarify any new words.
- then project and/or give learners a handout of your talk and read it aloud together. Ask for volunteers to read aloud afterwards. Use it for paired reading practice too.

Differentiation

- Before the session, record/video your talk so that you can replay it as necessary.
- Learners can record you speaking on their phones to listen again afterwards.
- Provide a handout with pictures or words of the people/places you mention for learners to tick as you say them.
- Provide a transcript of your talk for learners to follow as you speak.
- For stronger learners, provide a gap-fill with key words taken out. Ask them to insert the missing words as they listen to your talk.
- Alternatively, you can use the texts and sound files for Texts 5 and/or 6.

Activity 4

What's it like? (Speaking)

- Ask learners questions about their local neighbourhood, e.g. *What's it like? Is it busy? Is there a?* Drill the full answers.
- Write up adjectives for describing neighbourhoods and/or use word cards from Resource 2.1.2, e.g. *busy, noisy, quiet, friendly* (These can be recycled/revised from Topic 1, Unit 3).
- Elicit/drill the questions and possible answers: *Where do you live? What's it like? Is there a ...? Yes, there is. No, there isn't* as a whole group, half group, in pairs and individually.
- Encourage free discussion using whatever language they know.

Activity 5

Writing an email (writing)

- Using your talk/text as a model, learners write an email to a friend telling them about their neighbourhood. Depending on level, learners do one or more of the following activities:
 - Single word copying and handwriting practice using Resource 2.1.4 or other key words which are important to the learners
 - Sentence completion: Resource 2.1.5
 - Email writing frame and gap-fill: Resource 2.1.6 - use a computer, tablet or phone (if possible) and send an actual email
 - Underline capital letters and circle the full stops
 - Compose their own email using the text/talk in Activity 1 as a model.

Differentiation

Ask learners with digital skills and access to the internet to compose their text directly onto a computer, tablet or phone and send it to you.

Activity 6

Reading and spelling (phonics)

- Use Resource 2.1.7A (more challenging) or 2.1.7B depending on your learner(s). Check learners know and can read the words.
- In Resource 2.1.7A, focus on the vowel letters and the way that there is no consistency in the sound/spelling relationship. Often, two vowel letter combinations (graphemes) make just one sound, e.g. 'ie' in *friend* makes the sound /e/ and 'ee' in *street* makes the sound /i:/. Focus on the final silent e in *house*, *like* and *some*.
- In Resource 2.1.7.B, encourage learners to sound out the short vowel sounds /æ, e, ɪ, ɒ, ʌ / and blend the sounds to say the words. Learners can write another example of each pattern in the last row.

Additional differentiation/extension activities:

- Learners copy, rewrite or write additional sentences for homework, (using Template 2). Encourage learners with digital skills/access to a computer to word process some sentences.
- Use the transcript of your talk in Activity 2 for follow up reading activities, e.g. gap fill, re-ordering words or sentences, punctuation practice, spelling, etc.
- If you did not use the texts and sound files for Texts 5 and/or 6 as part of Activity 2, they can be used for further reading and listening practise.
- Learners who have more language can include more adjectives and structures to describe their neighbourhood, including *It's got... It hasn't got...*
- Learners can include what they like/don't like about their neighbourhood.
- Learners choose words for spelling practice (using LSCWC Template 3).

Follow up ideas

- Use the language experience text for further practice, e.g. copying or reproducing the text on a computer, identifying words for spelling practice.



| | |
|-----------------|------------------|
| town | city |
| cars | shops |
| street | road |
| houses | school |
| flats | neighbour |
| quiet | busy |
| friendly | noisy |

There is

There are

a

some

It's

Bradford



I live in Bradford.

I live in a house.

I like Bradford.

Manchester



I live in Manchester.

I like Manchester.

People are friendly.

There are some big markets.

I don't like the rain.

Name Date



town
town

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shops
shops

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school
school

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Name Date



cars

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There is a

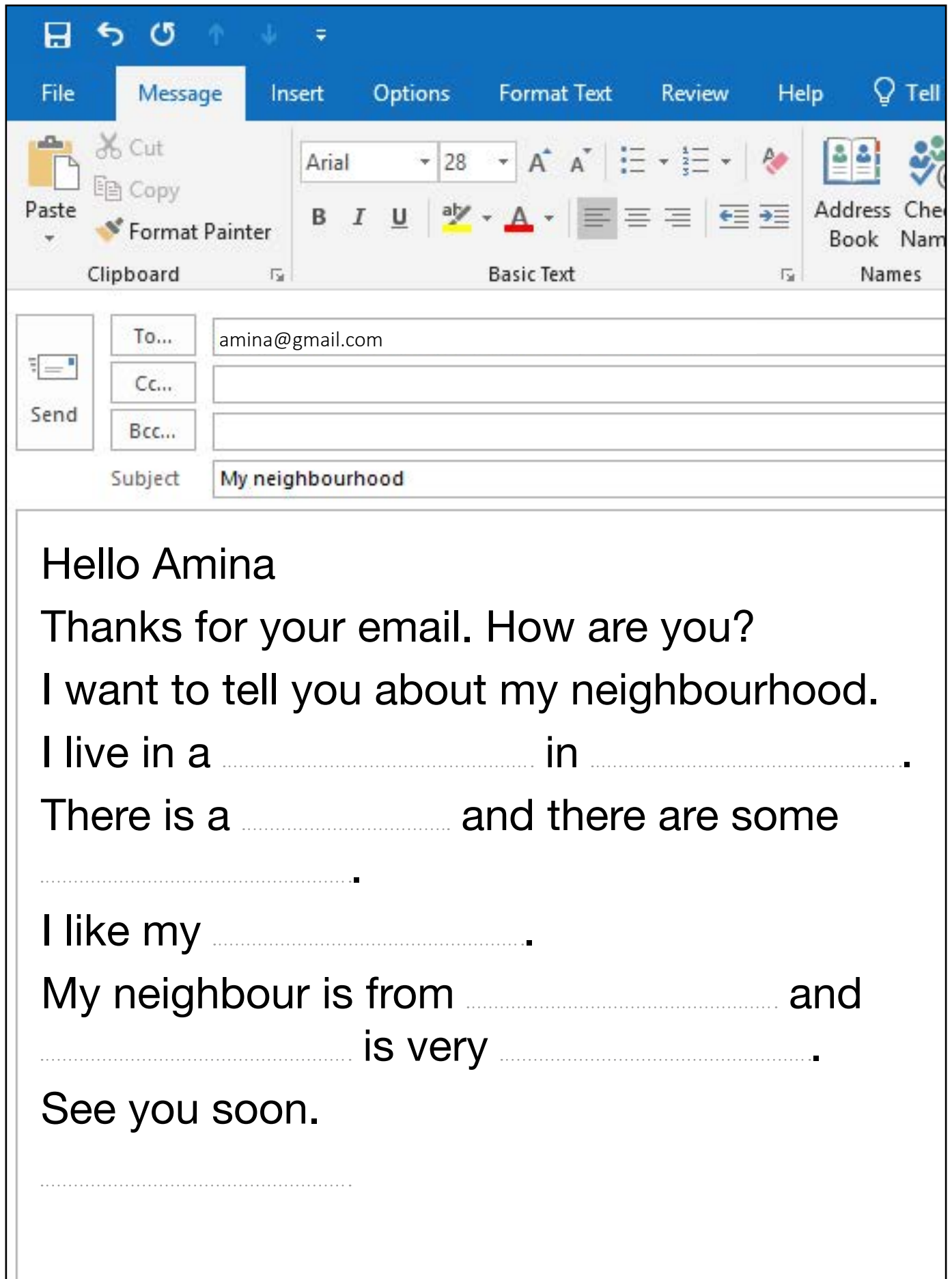
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There are some

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I like my

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File Message Insert Options Format Text Review Help Tell

Cut Copy Paste Format Painter Clipboard

Arial 28 A A

B I U

Basic Text

Names

To... amina@gmail.com

Cc...

Bcc...

Send

Subject My neighbourhood

Hello Amina

Thanks for your email. How are you?

I want to tell you about my neighbourhood.

I live in a in

There is a and there are some

I like my

My neighbour is from and is very

See you soon.

.....

| | |
|------------------|---------------------|
| neighbour | n _ _ g h b _ _ _ r |
| friend | f r _ _ _ n d |
| quiet | q _ _ _ _ t |
| street | s t r _ _ _ t |
| house | h _ _ _ _ s _ _ |
| flat | f l _ _ _ t |
| like | l _ _ k _ _ |
| car | c _ _ _ r |
| some | s _ _ _ m _ _ |

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| fl __ t | g __ t | __ t | sh __ p | __ p |
| at | bed | in | on | bus |
| flat | get | it | shop | up |
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Look 👁️ Say 💬 Cover 📖 Write ✍️ Check ✅

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| <p>Write and check</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>Write and check</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>Write and check</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

Unit 2: Local services

Overview of topic

Learners listen, talk, read and write about local services.

Local council, recycling, garden waste, housing, library.

Skills

Speaking and listening

- Talk about your local council (Sc/E1.1a, Sc/E1.1b, Sc/E1.4b).
- Ask for information and answer questions clearly (Sc/E1.3a, Sc/E1.3b).
- Pronounce sounds clearly and use the correct stress patterns in familiar words (Sc/E1.1a, Sc/E1.1b).

Reading, writing and phonics

- Read a simple text (Rt/E1.1a, Rs/E1.1a).
- Recognise and decode key words and numbers (Rw/E1.1a, Rw/E1.1b).
- Say the letters of the alphabet in name and address (Rw/E1.3a).
- Write name and address (Ww/E1.1a).
- Use phonics and other strategies to aid spelling (Ww/E1.1b, Ww/1.1c).
- Form letters and digits accurately (Ww/E1.2a, Ww/E1.2b).

Language points

- Vocabulary: nouns relating to local council facilities.
- Asking questions *What's your address? What time is the library open on ...?*
- Giving personal information such as name and address, and spelling them out.

Materials

Activity 1

Realia to support understanding, e.g. council tax bill, blue badge (or accessible car parking scheme used in your area).

Resource 2.2.1 (Website page with images) – print as a handout and use it to make sets of cards, with words and pictures separated.

Activity 2

Resource 2.2.2 (Picture – word matching) – cut up into words and pictures, one set per pair/group.

Resource 2.2.3 (Handout) – one each.

Resource 2.2.4 (Gap fill) – one each.

Resource 2.2.5 (Key words).

Resource 2.2.6 (Spelling/phonics).

Activity 3

Mini whiteboards. Alphabet resource (Template 8).

Alphabet letters with enough for learners' names (differentiation).

Activity 4

Roleplay recorded in advance (see Activity below for example).

Resource 2.2.7 (Role play prompts).

Activity 5

Resource 2.2.8 (Name and address) – handwriting practice.

N.B. The vocabulary (level and quantity) in this session could be challenging for some learners. Items from Activity 1 could be taught in a previous session then recapped before introducing more items in the next session.

Activity 1

My local council part 1 (speaking and reading)

- Show/project a picture of the local council offices and find out if any of the learners have visited it and, if so, why.
- Elicit from learners which council area they live in. Find out what they know about their local council, e.g. what they do, how they help, what services they offer, if they have any experience of contacting them. Ask learners where they can find information about council services. Allow use of first language or translation devices.
- Write up a few key words/phrases learners produce.
- Show/project the information in Resource 2.2.1 and give it as a handout to each learner. Elicit what they can see in the images.
- Point to each of the 6 headings and say them clearly, with learners repeating after you. Then elicit or give a simple explanation or translate.
- Concept check to make sure they understand e.g. My bin is not empty. Which department/number should I phone? (Rubbish and recycling) I like swimming? Which should I phone? (Libraries and leisure).

Activity 2

My local council part 2 (speaking, reading and phonics)

- Hand out picture cards (Resource 2.2.2), elicit words, and drill. Use mime or draw pictures to check understanding of vocabulary.
- Hand out word cards and read aloud together. As you say words, ask learners to hold up the picture.
- Read again, focusing on stress patterns, syllables, initial consonants and plural 's'.
- Ask learners to work in pairs/groups to match the words and pictures, and practise reading the words.
- Ask learners to look again at their handout (Resource 2.2.1). Recap the six headings and ask learners (in pairs/groups) to choose two word cards to go with each heading. Learners say the words as they place them under the correct heading. Learners can check with Resource 2.2.3. Monitor, support and check.
- Ask each learner to say a simple sentence about one of the services, e.g. *I pay my council tax every month. My children go to (name) school. Monday is rubbish day.* Write sentences on the board and chorally read (or scribe onto pieces of card and use them for reading practice).
- Phonics: focus on words beginning with the sound /k/ (car, council) /l/ (libraries, leisure) /h/ (housing), /tʃ/ (*children*) and the 'ing' endings.
- Point out that sometimes two letters make one sound such as 'ch' in *children*. Elicit other words they know with this sound/spelling pattern.
- Focus on the final 's' in the plural nouns.

Differentiation/extension:

- Group learners without much knowledge of how councils work with learners who have more local knowledge and/or the same language.
- Use more or fewer word/picture cards, depending on level.
- If learners are unable to select the words for the matching activity, use the pictures instead
- Adapt Resource 2.2.1 by creating your own website page based on your local council website or show the actual website.
- With learners in pairs, give each pair a set of word cards and a whole handout (Resource 2.2.2). Ask them to mix up the cards and turn them over. They can take turns in choosing a word card, saying it aloud and placing it over the same word or picture on the handout.
- Call out words at random and ask learners to hold up the word or picture card.
- Use Resources 2.2.4, 2.2.5 and/or 2.2.6 to create further word matching or spelling/phonics activities.
- Ask learners who are IT literate to find their local council website.
- Stronger learners can copy the words or use them to create a sentence.

Activity 3

Saying and spelling out names and addresses (speaking and the alphabet)

- Tell learners they are going to work in pairs and role play phoning their local council: elicit what information they will need to give. Point out they will need to say their name, address and phone number very clearly, spelling out the words.
- To prepare for the activity, use yourself as a model: say your first name clearly and spell it out. Ask learners to listen carefully and write it on an individual white board. As you spell out your name, say it naturally with rising and falling intonation, pausing as appropriate. Point out that you need to say the name of the alphabet letter, not the sound, when spelling aloud.
- Ask learners to practise in pairs, saying and spelling out their first names to each other. Focus on pronunciation and saying the letters clearly.
- Repeat the activity with surnames and addresses and ask learners to practise in pairs. There may be an issue with privacy for some learners who may not wish to tell others their address, in which case, use alternative local addresses for practice. Explain they need to spell out road names and postcodes but not the words 'street' and 'road' and the name of the city or town.
- Now practise saying phone numbers. Model, using appropriate intonation and pausing, and ask learners to practice in pairs, writing down their partner's number.

Differentiation

- Provide a handout of the alphabet (or alphabet letters) or use Template 8. See the Top Tip 3 and Key Knowledge and Skills 8 for more information and ideas on using the alphabet.
- Say the alphabet in a 'fun' way, e.g. sing the 'alphabet song' or similar rhyme.
- Some learners may need to be given a card with their names and addresses written down, to help them spell out the letters if they can't say them from memory.
- Give each learner the alphabet letters for their name and ask them to arrange the letters in the right order to spell their name.
- Ask learners to write their names and/or addresses and then 'sound out' the sounds of the letters in each word, blending them as appropriate.

Activity 4

Phoning the Council role play (speaking and the alphabet)

- Once learners are fairly confident at saying and spelling out their name, address and phone number, elicit/model a short, simple conversation to the council. Stick a prompt card on the board (Resource 2.2.7) to represent each stage/line in the dialogue and then use the prompt cards to demonstrate a simple conversation. Play the recording or demonstrate the role play with a stronger learner. Example text.
 - Good morning, can I help you?*
 - Yes, I'd like some information about (my local school.)
 - OK, I'll send you an information pack. What's your name?*
 -
 - How do you spell that?*
 -
 - What's your address?*
 -
 - Can you spell that, please?*
 -
 - And your phone number?*
 -
 - Email?*
 - (or I haven't got one)
 - Thank you. Goodbye.*
- Ask learners to work in pairs to practise the same roleplay.
- Learners now decide which Council department they are going to call e.g. refuse collection, schools, housing, etc and practise the role play using the prompt cards to help. Ask a strong pair to model the conversation to the group first.
- When all the learners have practised both parts of the role play, project the local council website on the board. Alternatively, use laptops or smart phones. Ask learners to identify the links for some of the departments they used in their role plays and copy down the council's phone number.

Differentiation

- Simplify or add to the roleplay according to your learners.
- Stronger learners can write down their role play and/or extend the conversation.

Activity 5

Handwriting practice (writing and spelling)

- Give out name and address handout (Resource 2.2.8).
- Ask learners to practise writing their names and addresses in upper case and also in lower case with a capital letter for the first letter of each word.
- Depending on level, some learners will need to copy and others may be able to write from memory. Use customised handwriting worksheets for some learners.
- Support with letter formation, upper and lower case, and form numbers accurately.

Extension

Learners can write an email to the council about an issue they have.

Your council



Parking



Council Tax



Rubbish & recycling



Children



Housing



Libraries & leisure

blue
badge



dustbin
collection



rented
housing



discounts



childcare



swimming
pools



car parks



garden
waste



housing
advice



Council
tax bills



schools



find a
library



Newtown City Council

Parking

car parks

blue
badge

Council Tax

Council
tax bills

discounts

Rubbish & recycling

garden
waste

dustbin
collection

Children

childcare

schools

Housing

housing
advice

rented
housing

Libraries & leisure

find a
library

swimming
pools

Name Date

Fill in the missing letters:

ch l s h c t d c p s

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|---------------|--------------|
| ildren | chools |
| ibrary | ousing |
| wimming | ar |
| ouncil | ark |
| ustbin | ax |

| | |
|---------------|---------------|
| school | SCHOOL |
| library | LIBRARY |
| swimming pool | SWIMMING POOL |
| Council tax | COUNCIL TAX |
| car park | CAR PARK |
| housing | HOUSING |
| advice | ADVICE |
| dustbin | DUSTBIN |
| children | CHILDREN |

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| p | ar | k | s |
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spell?

address?

spell?





repeat?

| | |
|---------------------|----------------------|
| Name | <input type="text"/> |
| Address | <input type="text"/> |
| | <input type="text"/> |
| | <input type="text"/> |
| Phone number | <input type="text"/> |

Unit 3: Recycling

Overview of topic

Learners find information in a local area recycling leaflet, recognise different recycling symbols and practise giving and receiving recycling instructions.

Put paper in the green box.

Skills

Speaking and listening

- Take part in a discussion on the topic of recycling (Sc/E1.4a, Sd/E1.1c, Lr/E1.5d).
- Answer simple questions with answers: *Yes, I can. No, I can't.* (Sc/E1.4b, Lr/E1.1d).
- Give and receive instructions (Sc/E1.4c, Lr/E1.3a).

Reading, writing and phonics

- Recognise recycling symbols (Rw/E1.1a).
- Follow the gist and get information from a recycling leaflet (Rt/E1.1b, Rt/E1.2a).
- Spell simple words associated with recycling (Ww/E1.1b).
- Write an instruction on how to recycle (Ws/E1.1a).
- Sound out words with short vowel sounds (Rw/E1.2a).

Language points

- Modal verb – can: *Can you recycle this? Yes, I can. No, I can't.*
- Give instructions: verb + noun + preposition + place: *Put paper in the green bin.*
- Vocabulary linked to recycling, e.g. *bin, box, caddy, plastic, glass* + colours used for bins and recycling containers in your area.

Materials

N.B. To make this session as relevant as possible for learners, prepare the following in advance:

Pick up enough local area recycling leaflets to give one to each learner and use the leaflet to plan Activity 3 in advance.

Collect packaging – at least enough for one item for each learner. Make sure it has varied recycling information and include some packaging that is not recyclable.

Collect rubbish or images of rubbish, as appropriate (recyclable and non-recyclable) for Activity 4. Choose items that go in different recycling boxes or are non-recyclable from your local area, e.g. paper, empty can, nappies, electrical items, old teabags.

Activity 1

A regular and a recycling bin in classroom/centre. For higher level learners, Resource 2.3.1 (Images). Project images on screen or print one copy to show group.

Activity 2

Resource 2.3.2 (Recycling symbols) - project image on screen or print one copy to show group. Packaging realia to demonstrate different recycling symbols: at least one item per learner with varying recycling instructions.

Activity 3

Local area recycling leaflets – at least one leaflet for each pair/group.



Activity 4

Leaflets (as in Activity 3). One bag of rubbish/ recycling and/or images for each group. Bins/ boxes/caddies/bags – one of each that is given to each household locally and/or colour coded boxes/ bags to represent them.

Activity 5

Resource 2.3.3 (Vocabulary, spelling and phonics) - print one per learner,

Activity 6

Resource 2.3.4 (Sentence completion) - print and cut up at least two per learner.

Activity 1**Introduction to recycling (speaking and listening)**

- Show learners a regular bin that is in the room and elicit the word *bin*. Now show a recycling bin (or an image) and ask what is different?
- Elicit the words *recycle/recycling* and elicit/say: *This is a bin. This is a recycling bin*. Ask concept check questions to check difference: What can you use? Encourage first language use/ translation apps.
- Ask learners: *Do you recycle?* and elicit/practice answers: *Yes, I do. No, I don't.*

Differentiation

For learners with stronger speaking and listening skills, start the session with Resource 2.3.1 (Images). Elicit what is happening in the pictures and support with topical vocabulary, e.g. *planet, dying, pollution, plastics, waste* and discuss what we can do to stop this. This will lead onto the topic of recycling.

Activity 2

Finding recycling information on packaging (reading symbols)

- Display the images of recycling symbols (Resource 2.3.2). Ask learners if they know these symbols and where they see them (e.g. *bins, packaging*).



May be recyclable.



Recyclable.



Not currently recyclable.



May be recyclable.

- Ask learners which symbol means that you can't recycle. Introduce sentences: *You can recycle this. You can't recycle this.* Concept check *can* and *can't*.
- Hand out packaging realia and demonstrate with one item where to find the recycling information. Model sentences: *Can you recycle this? Yes, you can. No, you can't.* Practise and drill these responses, focusing on the pronunciation of *can* and *can't* in short answers.
- Ask learners to find the recycling information on their packaging. Go around the room and ask: *Can you recycle this?* Learners look at their packaging and respond: *Yes, you can* or *No, you can't*.
- Repeat with more packaging.
- In pairs learners ask and discuss whether items can be recycled and then swap packaging for more practice.

Activity 3

Reading a recycling leaflet (reading)

This activity needs to be adapted to suit the local area recycling leaflet being used. Here are some suggestions:

- Show images (not words) from 2.3.3 (or realia) of a bin, box, bag and caddy (whichever are used in your area). Elicit the words (e.g. *caddy* if appropriate).
- Ask learners to spell the words aloud for you to write up on the board, sounding them out if necessary. Ask learners to find these words/images in the leaflet.
- Check learners understand the meaning of a tick and a cross in most recycling leaflets which show what can and can't be recycled.
- Elicit colours associated with the containers used in the local area, e.g. *green, brown, blue, grey* and ask learners in pairs to find the colour words in their leaflet.
- Teach a few key words needed to understand a simple part of the text.
- If the leaflet has images with words, ask learners to find key words relating to images about recycling items, e.g. *bottles* (see image).
- Choral read a few simple sentences of text from a poster/leaflet.
- Ask learners to work in pairs to find and name two items that can and two items that can't be recycled.



Differentiation

Include more challenging questions for those with a higher literacy level. For example, if there is a timetable, ask learners about which day food waste is collected.

Activity 4

Giving and receiving instructions (reading, speaking and listening)

- Divide the class into groups and give each group a bag of rubbish items/images of rubbish. Put the containers (bins, boxes, bags and/or caddies) used in local area in middle of room, equally accessible by teams. (If you are unable to bring these in, colour code and/or label old cardboard boxes/bin liners to represent each container).
- Introduce the instruction *Put the (item) in the (colour) (container)*. Check understanding by asking one learner from each team to follow an instruction you give. Explain that each group needs to put everything from the bag into the correct container following the instructions on the leaflet. Encourage learners to work and talk together, saying: *Put the (item) in the (colour) (container)* with each other. Support as necessary.
- When all the groups have finished, learners can take it in turns to take an item out of a container and name it. The rest of the class confirm if the item is in the correct container.

Differentiation

- Final step can be made more challenging for some learners by asking them to put the item into a short sentence using plurals, e.g. *Plastic bottles go in the green recycling box.*
- If learners would enjoy a sense of competition, set up as a race between teams with a point for each correct item in the final task.

Activity 5:

Spelling and phonics (reading and writing)

- Using Resource 2.3.3, read the words aloud as a whole group. Ask for volunteers to read the words aloud, supporting as necessary. Elicit words with a short vowel sound and focus attention on *box, bin, bag, caddy and plastic*. *Glass* also has a short vowel in some accents.
- Practise sounding out the consonants and vowels in these words and demonstrate how to blend the sounds.
- Ask learners to look at the words, then cover them. Select a word for learners to write and spell in the third column. Learners check and then repeat.

Differentiation

- For additional practice, cut up Resource 2.3.3 for picture-word matching activities.

Activity 6

Writing an instruction (writing)

- Using the local area recycling leaflet, repeat the spoken instruction practised in Activity 4, e.g. *Put the paper in the blue bin* and write sentence on the board.
- According to level, learners can:
 - practise reading, copying and writing a few key words, e.g. *plastic, bottle*
 - use Resource 2.3.4 (sentence completion) to practise writing short simple sentences
 - choose one or more items which they sorted in Activity 4 and write an instruction, using the local area recycling leaflet to help.
- Learners swap, compare and check each others' writing.
- Check learners' work, correct if necessary and then ask learners to write a full sentence in their exercise books or on a separate sheet of lined paper.

Differentiation/extension

- Learners use the words in Resource 2.3.3 for support in writing.
- Use the sentences and images to create a poster to show visitors what goes in each bin in the classroom/centre.

Additional differentiation/extension activities

- Ask learners who recycle to share how to get boxes/bins/caddies from local council/authority with those who do not currently recycle.
- Include words and information on garden waste and compost – especially if you live in an area where most learners have gardens.
- Demonstrate how to find the relevant pages on the council website.
- Share top tips on other ways to reduce waste, e.g. use less plastic, don't use face wipes.
- Encourage learners to write more instructions using the local area recycling leaflet to help.
- Bring in or show some items that are not good to buy/use, e.g. face wipes for learners to discuss and identify alternatives. This can be extended to create a Top Tips list to share with other learners at the centre.

Follow up

- If they don't already, encourage learners to start recycling and to promote recycling with their family and friends. Learners can use the instructions they have written in their homes, e.g. *Put paper in the blue bin*.
- Learners can share ideas about how they can help improve recycling at their centre or other community groups they are part of.







box

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bin

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bag

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caddy

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brown

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green

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blue

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paper

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plastic

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food

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glass

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Put the in the

Put the in the

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Unit 4: Out and about

Overview of topic

Learners identify important places in their area, give information about them and create some local maps.

The market is opposite the library. I like the market. The food is cheap and fresh.

Skills

Speaking and listening

- Learners identify important places in their area and say where they are (Sc/E1.4a, Lr/E1.2b, Lr/E1.5d).

Reading, writing and phonics

- Read and recognise familiar place names (Rw/E1.1a).
- Decode simple, familiar words and recognise letters of alphabet (Rw/E1.2a, Rw/E1.3a).
- Focus on initial letter sounds for places, things and adjectives /k/ in *council*, /m/ in *market* and digraph 'ch' in *children* (Rw/E1.2a).
- Read, understand and write a simple sentence linked to the topic (Rs/E1.1a, Ws/E1.1a, Ws/E1.2a).
- Spell correctly some familiar words (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c).

Language points

- Vocabulary (nouns and adjectives) relating to places and things, e.g. *market, fruit, fresh*.
- Prepositions of place, e.g. *near, opposite, next to*.
- Sentence structures: *I like ... It/... is ... There is ...*

Materials

Activity 1

Photos/images of popular and important places in your area, e.g. street market, supermarkets, library, park etc. Use brand names from packaging/local supermarkets; print their logos and/or use Resource 2.4.1. Flipchart sheet and sticky tack.

Activity 2

Resource 2.4.2 (Key words) – one set enlarged (print a full set but only use the words needed by the group and scribe new words onto blank cards). Marker pens and blank cards to scribe words suggested by learners.

Activity 3

Resource 2.4.3 (Sentence making) and 2.4.4 (Key words writing practice) – one set enlarged and one set for each group/table.

Activity 4

Resource 2.4.4 (Copying practice)

Activity 5

Resource 2.4.5 (Image). A local information leaflet, e.g. library, community centre. Resource 2.4.6 (Sentence strips) or Template 2 (Blank sentence strips), lined paper and/or access to computers.

Activity 1

Important places (speaking and listening)

- Show the group a few photos/images of important and popular places in the area or images from Resource 2.4.1, including a photo of your centre. As you hold images up, elicit the name of the place.
- Encourage learners to suggest other places they know, use and like, not necessarily in the immediate area.
- Learners draw images for places they suggest on blank sheets of paper. As necessary, create word cards for places suggested by learners not included in Resource 2.4.2 but do not use these with learners until the next activity. This is a good opportunity for learners to share important local knowledge about places they know, use and like. Stick all the images on the walls.
- Check understanding by pointing at images and eliciting the correct word, e.g. *market, park, school*, etc. Drill each word focusing on stress and syllables.
- Stick up a very large blank piece of paper (which will form the basis of a local map) and stick the image of your centre on it. Learners select images from the walls and place them on the map roughly in relation to their location in relation to your centre, e.g. near, next to, opposite.
- When the map has images of the most important and popular places suggested by learners, check understanding and encourage learners to point at places and say or repeat the word/name of the place.

Extension

- Learners discuss and/or write about things they do at the places and what they think about them

Activity 2

Important places (reading and phonics)

- Select word cards for places suggested by the group from Resource 2.4.2 and with any other place words you have scribed. Hold up each word next to the correct image on the map, say the word and ask learners to repeat it. Focus on word shape and initial consonants. Select learners at random to say each word and practise as many times as necessary.
- Jumble the word cards on a table and invite learners in pairs or small groups to take a word and stick it next to the correct image on the map. Repeat until all the most important places for learners on the map are labelled.
- Ask learners to gather in front of the map and read/say the name of each labelled place as they point them out to each other.

Differentiation

- Adjust the number of words you present according to the level within the group.
- Use the words for phonics practice activities, e.g. delete the initial, medial or final consonants and ask learners to replace them, ask learners to identify syllables, or focus on the 'ch' in *children* and *church*
- Point out that the initial letter 'c' is pronounced with a /k/ sound in *community* and *council* and with a /s/ sound in *centre*.

Activity 3

Where places are (speaking and reading)

- Now elicit short simple statements about where places are in relation to each other or the centre, e.g. *The mosque is near the park. Green Street market is next to the library.* Teach, use mime and concept check a few simple prepositions of place, as needed.
- Drill the statements chorally, with half the class, in pairs and then nominated individuals.
- Stick the sentence making word cards (Resource 2.4.3) randomly around the board. Repeat one of the learner's sentences and stick the key words in the centre of the board in the correct order, e.g. ... **is next to the**
- Learners select further images and/or place words and stick them in the correct place to make a sentence on the board. Encourage them to add a full stop with the board pen.
- Pointing at the words, read the sentence aloud together. Draw attention to initial letter sounds for places and prepositions such as 'n' in *near* and *next*.
- Invite a few more volunteers to select some words and images to create other sentences on the board using the cards, encourage peer correction and support and further choral/ paired reading.

Differentiation

- As 'the' is a high frequency word which cannot be sounded out phonically (parents of school-aged children may be familiar with the terms 'tricky' or 'exception' words), encourage new readers to recognise the whole word and focus on its shape.

Activity 4

Where places are (writing)

- Depending on level, learners do one or more of the following activities:
 - single word copying and handwriting practice using Resource 2.4.4 or other place names which are important to the learners.
 - sentence construction using word cards and copying onto lined paper
- ... **is near the** ...
- ... **is next to the** ...
- ... **is opposite the** ...
- use lined paper to write similar sentences with additional information and/or using different prepositions.

Activity 5

Places people like and recommend (speaking and shared writing)

- Based on the examples that learners have produced and, where possible, selecting images and/or word cards of similar types of place, e.g. two different markets or supermarkets, encourage learners to express their opinions, giving reasons if possible, e.g. *x market good, x supermarket not good*. The focus here is on real communication and knowledge sharing, not accuracy. Encourage learners to support each other's understanding using shared languages, translation Apps, etc. Make a note of key words that come up and use them to create word cards, e.g. *fruit, cheap, fresh, expensive*.
- Use or project the image of a family with a suitcase (Resource 2.4.5) or draw a picture on the board. Elicit who they are, where they are from and build up a simple story around them moving to your area yesterday. They don't have any family or friends here. The class is going to help them with some useful information.
- Elicit some questions and answers relating to your area for each one, as well as suggestions based on what the family needs and wants e.g.
 - *Where's the market? It's near the library.*
 - *Where's the mosque? It's opposite the station.*
 - *I want some vegetables. XX market is cheap.*

Recapping and revision

- For this activity you can recap 'wh' question words (Topic 1, Unit 1) and expressing wants (Topic 1, Unit 4)
- Hold up or display an example information sheet from/ about your area. Explain to the class they are going to write some information for this family, and other migrants new to the area, together. Learners can volunteer words or sentences which the learner, teacher or other learners can stick up using word cards, scribe on board, or word-process and project on the screen. See Key Knowledge and Skills 7 for more information on approaches to co-producing a text with a whole group.

Extension activity:

- Learners copy, rewrite or write additional sentences for homework.
- According to level, give out Resource 2.4.6 (Sentence strips), blank sentence strips (Template 2), lined paper or encourage learners with digital skills/access to a computer to word process some sentences.
- Encourage learners who have more language to add more information about where places are and why they like them, e.g. *Green Street market is opposite the library. I like the market. The food is cheap and fresh.*

Additional Differentiation/Extension activities:

- For learners working at single word level, encourage them to use the *Look, Say, Cover, Write, Check* sheets (Template 3) to record and practise spelling words that are important for them.

Follow up ideas

- Learners can work together/support each other to create a leaflet which could be displayed or given out at their centre to new arrivals. If possible, encourage learners to use a computer and word process their text.
- Make some BINGO cards with commonly needed names of places (Template 4) and teach learners how to play BINGO.
- Learners create their own simple map and add words, images and/or short sentences according to level.
- Phonics work: select a few of the key words from the lesson and make some puzzle pieces with one grapheme per piece, on sticky notes or scrap paper. For example, the graphemes in *station* are s - t - a - tio - n (5 puzzle pieces). Mix up the graphemes and ask learners to work together, sounding out, to put the pieces into the correct order to form the words.













market

supermarket

library

bus station

council

park

mosque

church

school

children's centre

community centre

is

is

is

the

the

the

the

the

the

near

near

next to

next to

opposite

opposite

market
market

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supermarket
supermarket

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mosque
mosque

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church
church

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school
school

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children's centre
children's centre

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| <p style="text-align: center;">There is</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p style="text-align: center;">I like</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p style="text-align: center;">It is</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

TOPIC 3

Languages and other skills

TOPIC 3: LANGUAGES AND OTHER SKILLS

Unit 1: My languages

Overview of topic

Learners identify their languages (plurilingual repertoire) and when they use them.

I speak Arabic. I understand French. I can say a few words in Spanish.

Skills

Speaking and listening

- Learners tell each other about languages they know (Sc/E1.4a, Lr/E1.2b, Lr/E1.5d).

Reading, writing and phonics

- Read and recognise names of languages and places (Rw/E1.1a).
- Decode simple, familiar words and recognise letters of alphabet (Rw/E1.2a, Rw/E1.3a).
- Focus on similarities and differences between language and country names (Rw/E1.2a).
- Read, understand and write a simple sentence linked to the topic (Rs/E1.1a, Ws/E1.1a).
- Spell correctly some familiar words (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c).
- Say the first sound in the name of their languages (Sc/E1.1b).

Language points

- Proper nouns and use of capital letters for languages and countries.
- Some common simple quantifiers, e.g. *a little, some*.
- Sentence structures: *I speak/understand/read/write + language. I speak with + (person)*.
- Revise *I can ...*

Materials

Activity 1

Resource 3.1.1 (Language portrait templates A and B).

Activity 2

Resource 3.1.2 (Key words) and/or create your own based on your knowledge of the main language spoken in the group. Marker pens and blank cards/shapes to scribe additional languages mentioned.

Activity 3

Resource 3.1.3 (Sentence stems) - individual strips or whole sheets as appropriate for learners working at this level.

Activity 4

Language portraits, learners' words and sentences, a large sheet of paper/wallpaper. Resource 3.1.4 (Speech bubbles), glue and scissors.

Additional differentiation and extension activities

Print or project TEXT 7 or 8.

Activity 1

My language portrait (speaking and listening)

- Draw a large outline figure on the board (or use project resource 3.1.1) and explain this is you. Tell the learners a little about languages you know and say a few words where you can, especially if these are in languages used by some of the learners.
- As you do this, quickly colour in sections of the body to reflect how much of each language you know, e.g. *My name's (x). I speak English. I speak some French. I understand a little Sylheti. I can say a few words in Arabic.*
- Give out copies of the language portrait templates (Resource 3.1.1A or B) or blank sheets of paper and coloured pens. Ask learners to create their own language portrait. If possible, or with support from learners who share languages, encourage learners to include all languages and linguistic varieties/dialects.
- When learners have finished, invite the group to stand in a circle, hold up their language portraits and take turns in saying something about themselves to the whole group. Support/prompt with target structure, where appropriate, but focus more on communication at this stage, which may be single words/names for languages or short sentences: *I speak I understand a little I can say a few words in ...*
- Encourage learners to acknowledge shared languages: *Me too!* (As learners name any additional languages, scribe these onto cards/shapes to use in the next activity). *This activity is adapted from the Council of Europe's toolkit: *Linguistic support for adult refugees* <https://www.coe.int/en/web/language-support-for-adult-refugees/list-of-all-tools>



Activity 2

My languages (reading and phonics)

- Using the language cards (Resource 3.1.2) and additional cards scribed in Activity 1, hold up each card, say the language and stick in a different place on the walls.
- When all the languages have been named, point to each one and repeat the word. Drill and check learners can recognise the words. Focus on syllables and initial, medial or final consonants.
- Ask the learners to stand in the centre of the room, say the name of a language at random and ask all the learners who speak or even just understand a little of that language to go and stand next to the word. Repeat until all the languages have been included.

Differentiation/extension activities

- Invite learners individually or in pairs/groups to take a card for one of their languages. Ask learners to focus on the first letter only and stand in alphabetical order holding up the card for all to see. When everyone is happy they are in the correct order, ask each person/pair or group to say the first sound in the name for their language, e.g. /æ/ for Amharic.
- This activity can be adapted into English for Action's Stepping Stones activity (<http://www.lucid.ac.uk/what-we-do/impact/english-language-teaching-for-non-english-speaking-mothers/access-the-esol-stepping-stones-materials/>) for learners who have stronger speaking and listening skills. Languages can be written onto or cut out in card in different stepping stone shapes and put on the floor. Learners then move onto or next to different stepping stones based on the teacher's instruction, e.g. *a language you learned at school; a language you speak with your family; a language you love; a language you want to learn, etc.*

Activity 3

My languages (reading and writing)

- Refer back to your language portrait. Repeat your sentences but elicit each language and ask for a volunteer to hand you the correct card to stick on the board, e.g. (*I speak ...?*) *English*. (*I understand a little ...?*) *Sylheti*. (*I can say a few words in ...?*) *Arabic*.
- Now elicit and scribe the stem for each sentence on the board, but leave a blank space for the languages, then choral read together, e.g. *I speak.... I understand a little ... I can say a few words in ...*
- Invite each learner (or pair of learners for larger groups) to pick up a language card and stick it on the board, then read aloud the sentence they chose.
- Ask learners to write about their languages. Depending on level, learners do one or more of the following writing activities:
 - Single word copying and handwriting practice using language cards (Resource 3.1.2), tracing paper or Template 5 with important words you scribe for them.
 - Sentence completion using Resource 3.1.3 (Sentence stems)
 - Sentence writing onto lined paper using word cards as needed.

Differentiation/extension activities

- Learners who finish their writing before others can form pairs and tell each other about their language portraits/languages and maybe teach each other a few words.

Activity 4

Our languages (writing)

- Set context for the final activity with a class discussion about languages and the benefits of being bi/multilingual – adjusted according to the level of the group. Ask learners simple questions such as: *Which languages do you speak at home? Which languages do you use with your family? With your friends? Which language do you love?* This is an important opportunity to support learners to feel positive about their languages and the benefits of bilingualism.
- Use a large piece of paper/wallpaper and ask learners to work together to create a display for their classroom/centre using their language portraits, words and sentences.
- Give out speech bubble shapes (Resource 3.1.4 or Template 5) or cut out bubbles on different coloured card/paper and ask everyone to write 'Hello' in their language(s) to stick next to their language portrait on the display.

Differentiation/extension activities

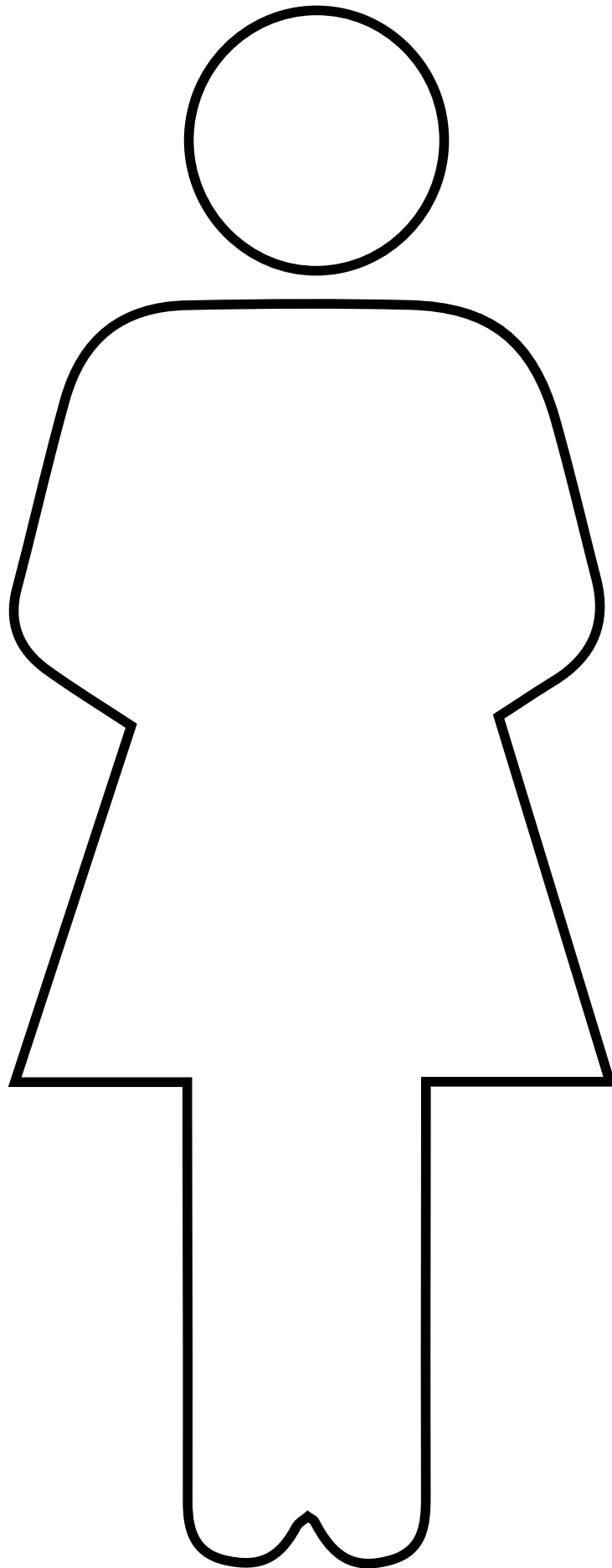
- If necessary, ask learners to support each other and/or use a translation app and help to scribe 'Hello' for some learners' languages.
- Some learners can work together to write new sentences to highlight shared and common languages in the class, e.g. *Hibo, Sara and Ali all speak Somali*
- If your group all share the same language, encourage them to write more than 'Hello' in their language.
- If your ESOL class is for parents, use this unit as an opportunity to stress the importance and value of using main/first languages with their children and the range of benefits this brings.
- For background information and classroom activity ideas on bilingualism, see the Family Skills toolkit: <https://www.learningunlimited.co/publications/free-resources>

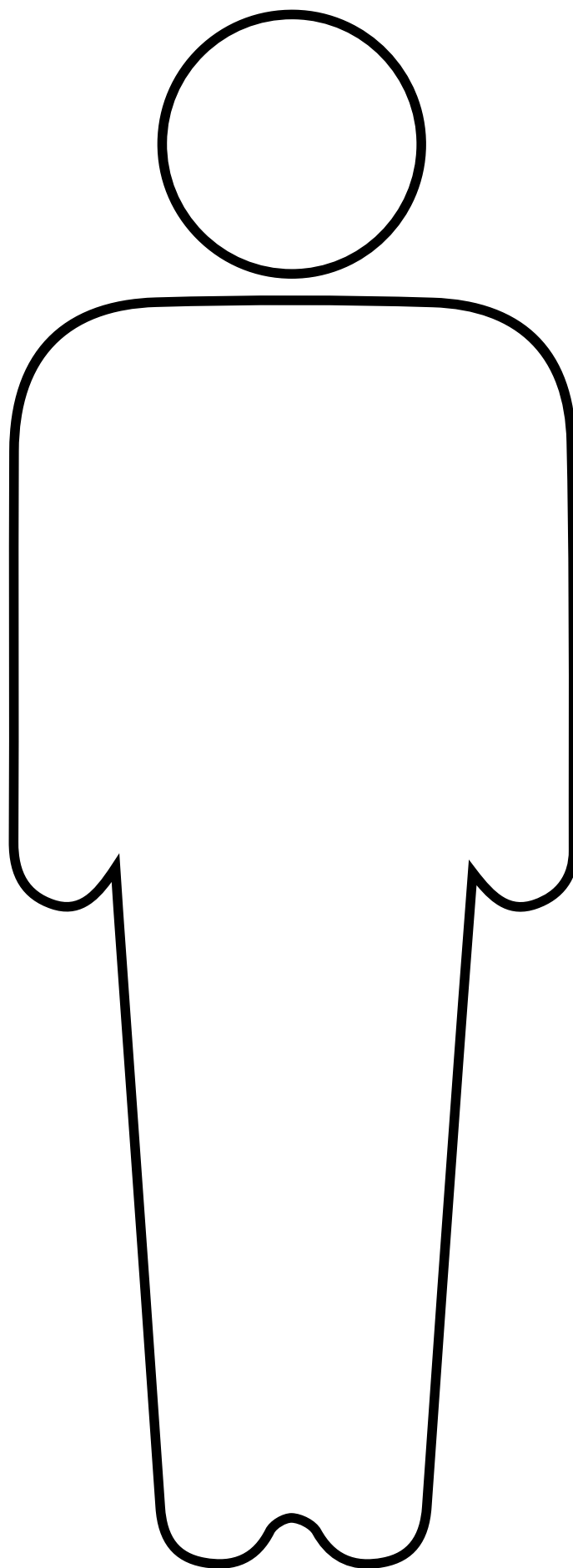
Additional differentiation/extension activities:

- For learners working at single word level, encourage them to use the *Look, Say, Cover, Write, Check* sheets (Template 3) for words they need to learn and spell.
- Languages bingo: learners have a board with the languages from the flashcards and have to colour the languages they hear. For example, *My name's (x). I speak English.* (colour it green) *I speak some French.* (Blue) *I understand a little Sylheti.* (Yellow) *I can say a few words in Arabic.*

Follow up ideas

- Learners can now include languages when they introduce each other to new arrivals to the class, e.g. *This is (name). She/He comes from (country). She/He speaks (language/s) and she/he understands (language/s).*





Amharic

Arabic

Bengali

Daro

English

French

Hausa

Pashto

Somali

Spanish

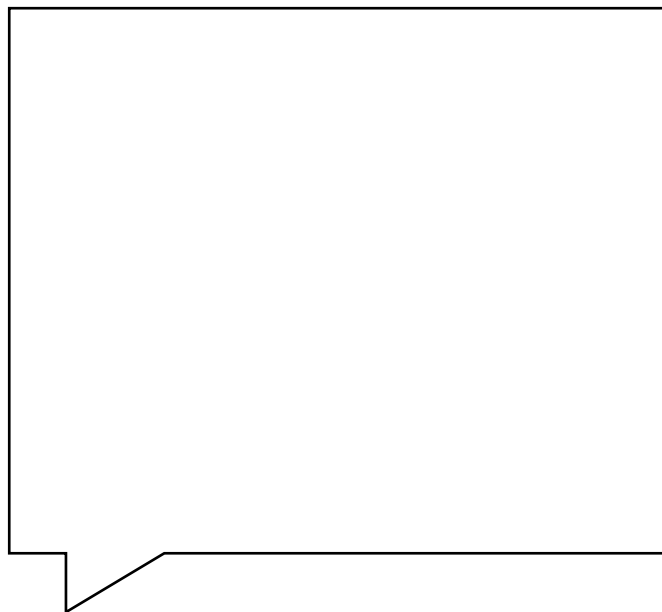
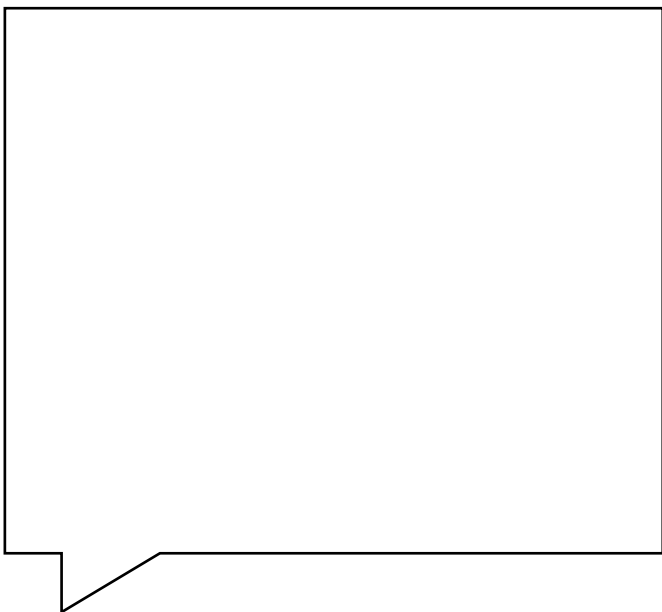
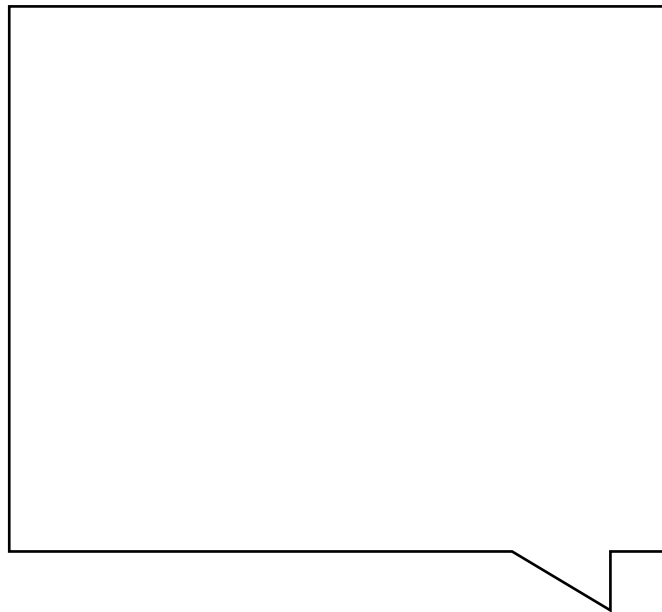
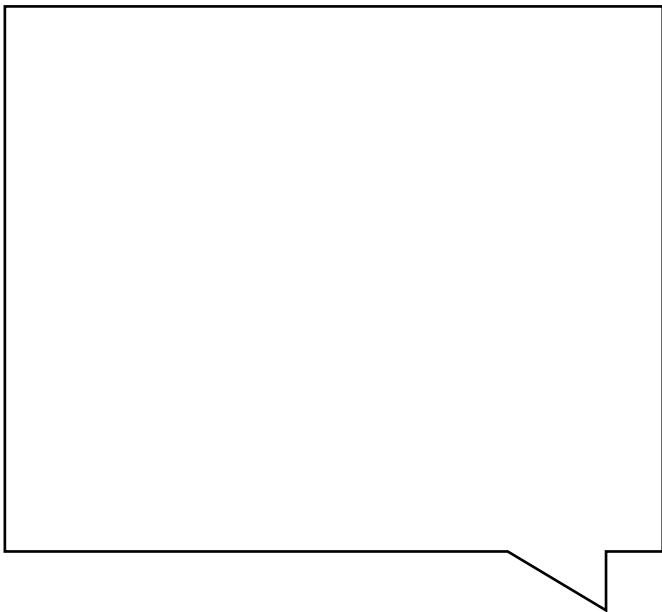
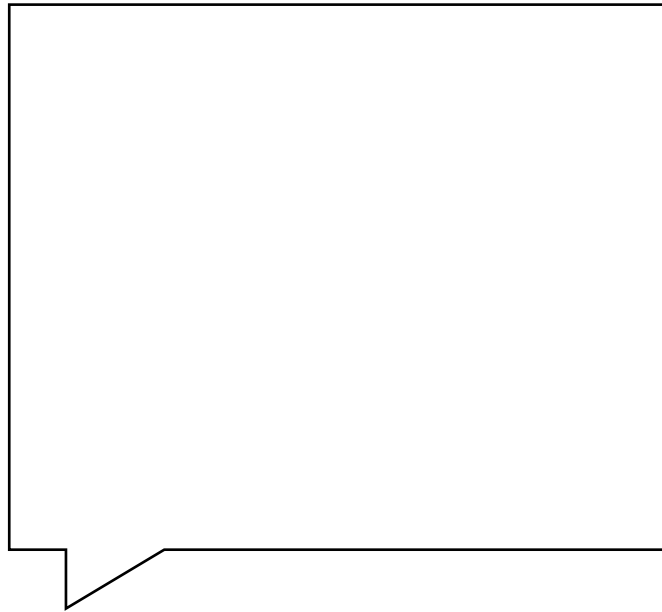
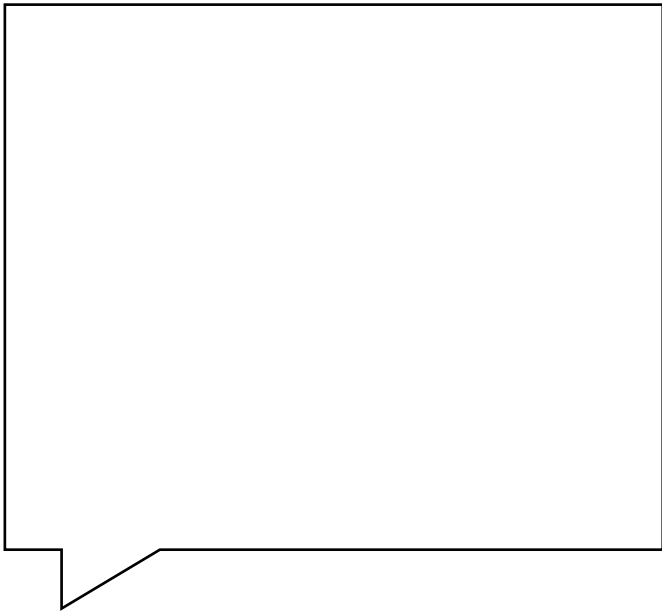
Sylheti

Tigrinya

I speak

I understand

I can say a few words in



TOPIC 3: LANGUAGES AND OTHER SKILLS

Unit 2: My skills

Overview of topic

Learners reflect on, discuss and write about their skills and share with the rest of the class.

I can swim. I can make clothes.

Skills

Speaking and listening

- Ask questions and share information on skills (Sc/E1.3b, Sc/E1.4a, Lr/E1.4b).
- Pronunciation of /ə/ and /ɑ:/ in *can* and *can't* (Sc/E1.1b).
- Word stress in *can* and *can't* sentences:
I can swim. I can make clothes. (Sc/E1.1a,).

Reading, writing and phonics

- Read and write a simple sentence using correct punctuation (Rt/E1.1a, Rs/E1.1a, Ws/E1.1a, Ws/E1.3a).
- Spell correctly personal keywords (Ww/E1.1a).

Language points

- Structures: *I can... I can't ... + verb* (infinitive).
Can you ...? Yes, I can/No, I can't.
- Skills vocabulary (infinitive verbs): e.g. *cook, write, drive.*

Materials

Activity 1

Resource 3.2.1 (Images) – print one copy per pair cut up, plus images displayed on screen.

Activity 2

Resource 3.2.2 (Key words) - print and cut up one set per pair of learners, extra cards to write learner's suggestions.

Activity 3

Resource 3.2.3 (Class survey) - adapt as necessary (see Activity 3 notes) and print one for each learner.

Activity 4

Resource 3.2.4 (Phonics activity) - print, laminate and cut up one set per pair of learners and yourself – divide into initial letter/letter combinations, medial letters/letter combinations and final letters/letter combinations. Put in three bowls/bags/envelopes.

Activity 5

Resource 3.2.5 (Sun middle) – one for each learner.
Resource 3.2.6 (Sun rays) – 4 for each learner.
Resource 3.2.7 (Sentence stems) – 4 stems for each learner OR use yellow card and create your own sun middles, sun rays and sentence stems.
Selection of pens, glue, sticky tack and sticky notes for differentiation activity.

Additional differentiation and extension activities

Print or project TEXT 7 or 8.

Activity 1

My skills *I can I can't* (speaking and listening)

- Put a picture pack (Resource 3.2.1) representing a wide range of skills in the centre of a table (or two tables for large groups), hold up a few images and mime to demonstrate the meaning of each one as you elicit/say aloud, e.g. *drive, swim, knit*.
- Learners take turns to choose and hold up an image and say the word, then the group repeats the word together.
- Encourage discussion of skills not in the picture pack, with learners supporting each other using shared languages and translation Apps. Use blank cards for learners to draw any others they need. Alternatively, learners can mime actions.
- Using yourself as an example, select a few images and make a true statement, e.g. *I can swim. I can knit*. Elicit and drill *I can ...* statements with a few other examples.
- Divide learners into small groups or as a whole class, invite learners to find a picture card which represents one of their skills/abilities to mime to the group for the other learners to guess. Monitor and support as necessary and note any additional key words for Activity 2 onto blank cards.
- Write *I can ...* on the board and stick up one of the key word cards, e.g. *drive*. Put a tick over the word *can* and demonstrate the action. Choral read the sentence together.
- Ask a few volunteers to hold up an image or mime the action to make an '*I can ...*' statement. Choral drill each statement. Then ask learners to work in pairs to tell each other about what they can do.
- Again, using yourself as an example, select a few images representing things you cannot do and make a statement, e.g. *I can't drive*. Use mime to show the negative then learners select picture cards which represent some things they are unable to do and make *I can't ...* statements.
- Write *I can't ...* on the board, stick up the images provided by learners. Put a cross over the word *can't* and choral read each sentence together. Highlight the difference in pronunciation between *can* and *can't* and the word stress in the statement (stressing the skills verb with less emphasis on *can*).
- Ask a few volunteers to hold up their cards/ mime an action and make '*I can't ...*' statements. In pairs, learners can select a few images and practise making *I can't ...* statements.
- Hold up a random card and elicit/model a *Can you ...?* question. Have further controlled practice together making questions and then elicit/model the answers: *Yes, I can. No, I can't*.
- Ask learners to work in pairs and practise asking each other questions using random images from the picture pack or miming: *Can you ...?* and replying *Yes, I can* or *No, I can't*.
- Monitor, support and note further key words for skills that are not included on the word cards for the matching activity (Resource 3.2.2).
- As a whole group, ask learners to report back about their partner/other learners, e.g. *Aysha can swim. She can't knit*.

Differentiation

- Use fewer or more skills verbs according to the learners' levels/interests.
- Some learners, particularly women, may need support and encouragement to identify and recognise their skills as having value, e.g. cooking for large groups of people, sewing, knowing several languages, etc.

Activity 2

Skills – Matching activity (reading)

- Hand out the cut-up word cards for the matching activity (Resource 3.2.2) plus any additional word cards generated by learners. Ask learners to work in pairs/groups to match the images/drawings (Resource 3.2.1) to the correct word(s).
- Monitor and support. Then check and choral read the matched words together.

Differentiation

- Adjust the numbers of words given out according to the size of the group and the reading levels of learners.

Activity 3

Class survey – (speaking and listening)

- Before the class adapt the survey (Resource 3.2.3) to make it as relevant as possible to the group in order to generate more ticks (*cans*) than crosses (*can'ts*).
- Display and hand out the survey and explain to the learners they will move around room and find out from up to three other learners if they can or can't do the three listed skills. Elicit a few examples using *Can you ...?* and possible answers (*Yes, I can. No, I can't.*) to check understanding.
- On the large displayed survey, write a learner's name in the first column for something they can do to demonstrate the activity.
- Learners then report back to class on who they spoke to and what they can and can't do, e.g. *Muna can drive.*

Differentiation and extension activities

- Depending on literacy levels in class, learners can either write names, initials or draw pictures of who they speak to in the left-hand column of the survey (or simply leave blank).
- For higher level learners, expand the class survey to include more than three skills and/or speaking to more than three others. They could also write sentences.
- Learners can add their names in a column on an enlarged grid version of the survey, or learners' place name cards can be stuck onto the table. Learners can transfer information onto this table to generate further oral and literacy practice.

Activity 4

Skills - Phonics and spelling activity (reading and writing)

- Display Resource 3.2.4, elicit/model the words and focus on the sound/letter correspondences.
- Using one set of cut-up letters/combinations, choose a word and hold up the letter(s) cards for that word, modelling the sounds and how to blend them. Repeat with different words, encouraging learners to say the sounds with you. (Note that *use* begins with the consonant sound /j/, not a vowel sound.) Focus on the final silent *e* in *drive*, *make* and *use*.
- Ask learners to work in pairs with a set of cut-up letters –(initial, medial and final letter/ combinations). They need to work together to build the words in Resource 3.2.4 and then match them to the skills images in Resource 3.2.1. Monitor, support and check.
- Handout Template 3 and ask learners to practise writing complete words.

Differentiation

- Adjust the number of letters/words selected according to the level of the learners.
- Demonstrate on board how /ɪ/ becomes /ai/ and /a/ becomes /ei/ when *e* is added to the end of the word

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| <i>sit</i> | <i>mat</i> |
| <i>site</i> | <i>mate</i> |
- Ask learners to find the words on the word cards (Resource 3.2.2) where this rule is exhibited (*drive*, *make*). Elicit/present other examples.
- Some learners can copy the words for handwriting practice.

Activity 5

My Skills – Building a sun activity (all skills)

- Before the class, assemble a sun, either with cut up yellow card or with Resources 3.2.5/3.2.6/3.2.7. Write skills that were included in Activities 1-3 as a whole sentence, e.g. *I can swim*. Draw or stick pictures on other rays that were not included, e.g. *a henna tattoo*. Show the learners your completed sun and ask them to read the written skills and to guess what each drawing represents.
- Give each learner a sun template (Resource 3.2.5) with some blank sunrays (Resource 3.2.6) and/or sunray sentence stems (Resource 3.2.7) according to level. Ask learners to write their skills and/or make their own drawings on each ray.
- Monitor, encourage and support learners to recognise skills they have, such as cooking for large groups of people, speaking several languages or looking after children.
- Display the suns around the room. Ask learners to go around, read the sentences, look at the drawings, guess who each sun belongs to and what the drawings depict. Encourage peer support in shared languages and use of translation apps to support understanding. Monitor and make notes of the skills that the learners have drawn or written that were not included in initial activities.
- Encourage discussion based on what learners have found out about each other and any surprises. Learners with smartphones can take photos of their suns to support revision of new words and target structures.

Extension activity

- While learners are looking at each other's suns, make notes of the skills that learners have drawn or written that were not included in initial activities.
- Write additional skills on the board, e.g. *I can play the guitar*. *I can look after children*.
- Read aloud – finger following each word. Allow learners to use translation apps if they don't understand. Ask learners to link the statements to the learners.
- If time, learners can write these sentences on sun rays to add to their suns.

Differentiation activity

- Divide learners into pairs and ask learners to look at their suns and think together what they could do with the skills – within their home, voluntarily within the community or as a way of making money outside the home.
- Draw/write on sticky notes and stick on their flowers. Some learners may already use their skills as a paid job e.g. *driving - taxi driver*. Go around room prompting/supporting if necessary.
- Feedback to whole class.

Additional differentiation and extension activities

- Use Text 7 and/or Text 8 for choral reading, comprehension and to provide a writing frame for learners to do more writing. Some learners may like to read and listen to sound file(s) of the text(s) at the same time.
- Include discussion throughout session – encourage questioning and demonstrating of skills.
- Include how to respond, e.g. *Really? You can swim? I can't.*
- Introduce 3rd person and use throughout session.
- Ask learners about how to develop skills they would like locally, such as *If you can't swim where can you learn.* Have information ready to share with them.

Follow up ideas




- Ask learners to bring some form of representation of a skill they have to the next session. This could be an object they have made, a photo of the learner doing the skill, or even a demonstration of the skill in the classroom. Explain that in the next session they will be sharing and showing their skills to each other, and maybe other centre users.
- Encourage learners to share their skills outside the classroom, e.g. helping someone to download and use an app, helping to take up a dress.



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|--------------------|---------------------------------------|
| cook | sew |
| fix things | speak another language |
| drive | swim |
| make things | sing |
| knit | use a computer |

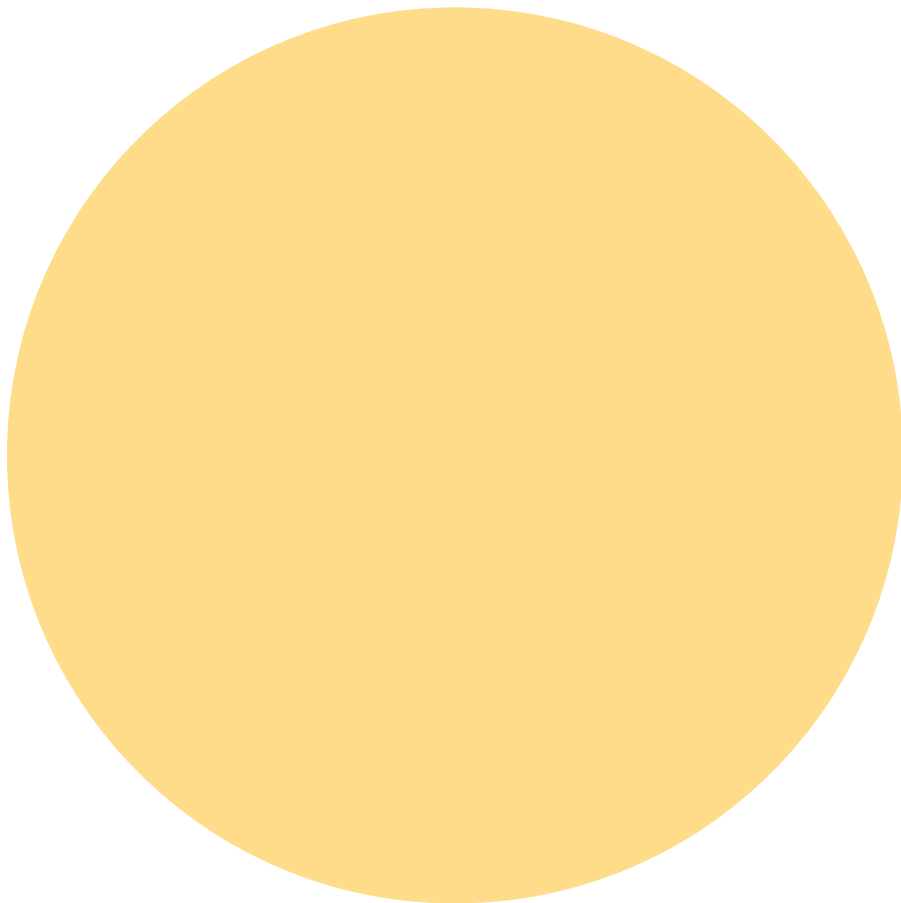
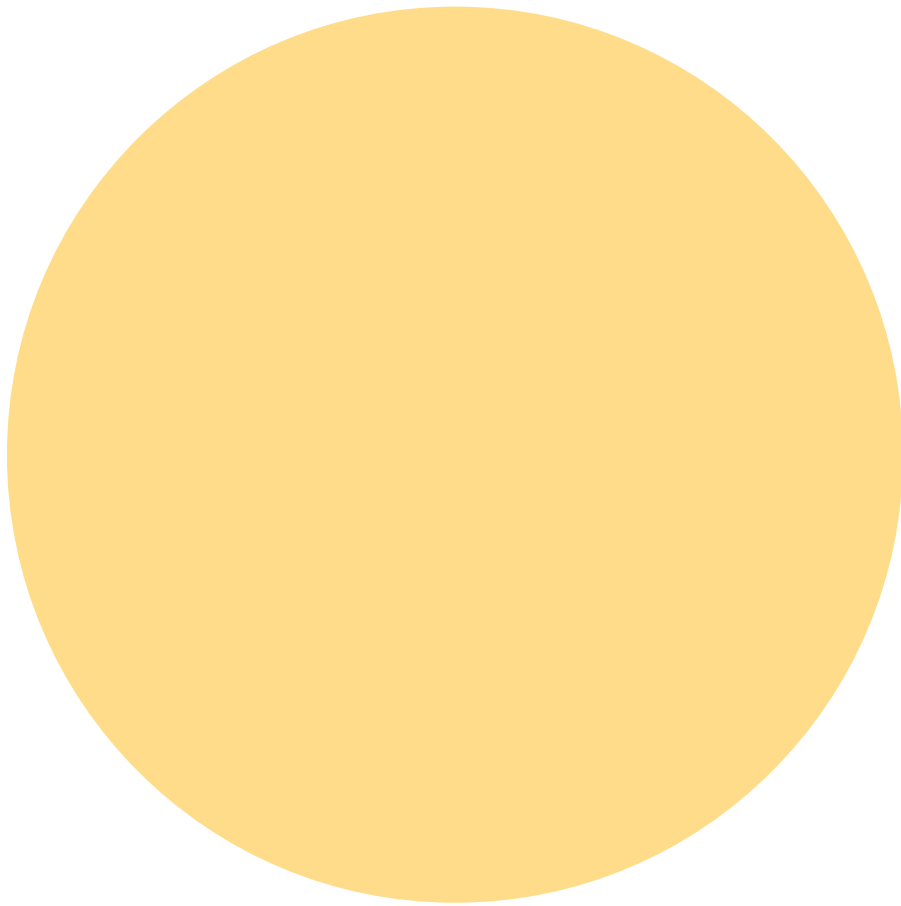
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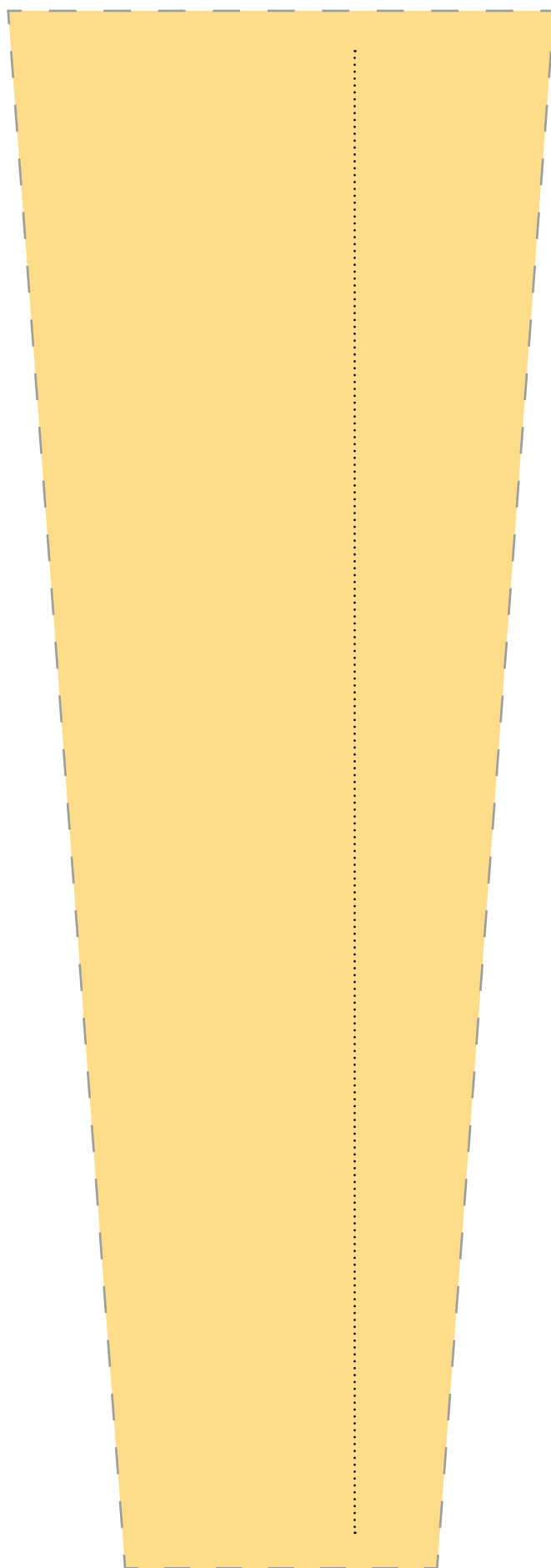
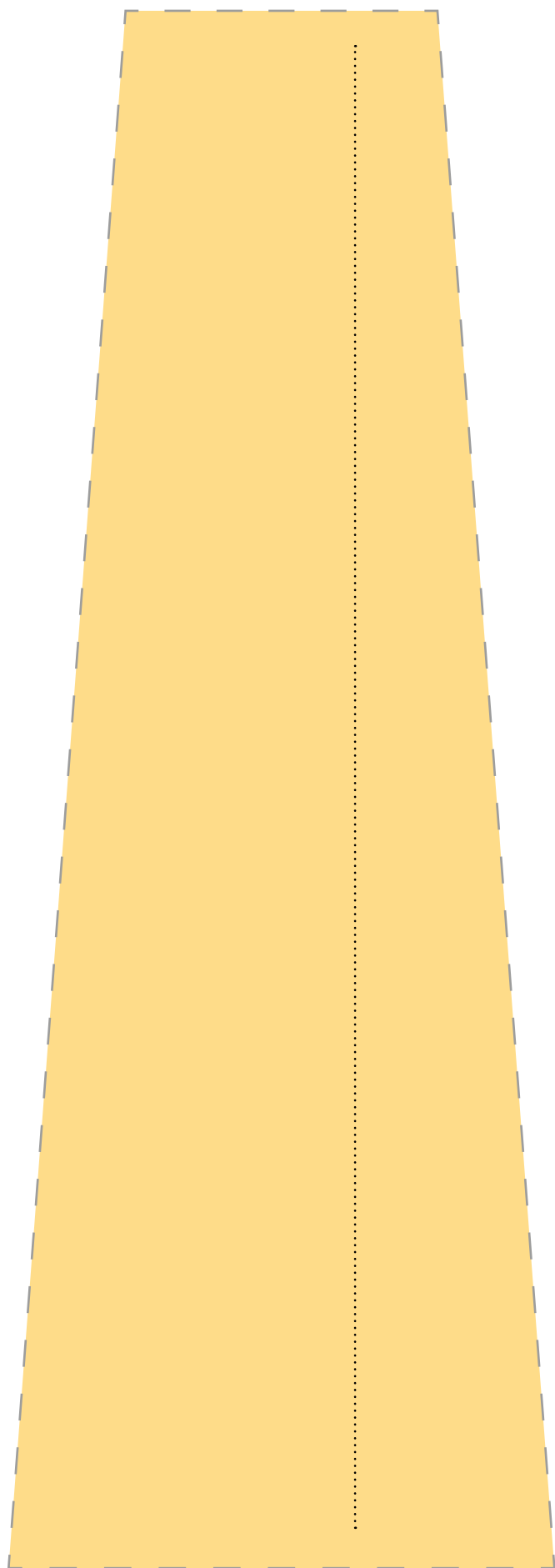
Can you ... ? Yes I can or No, I can't

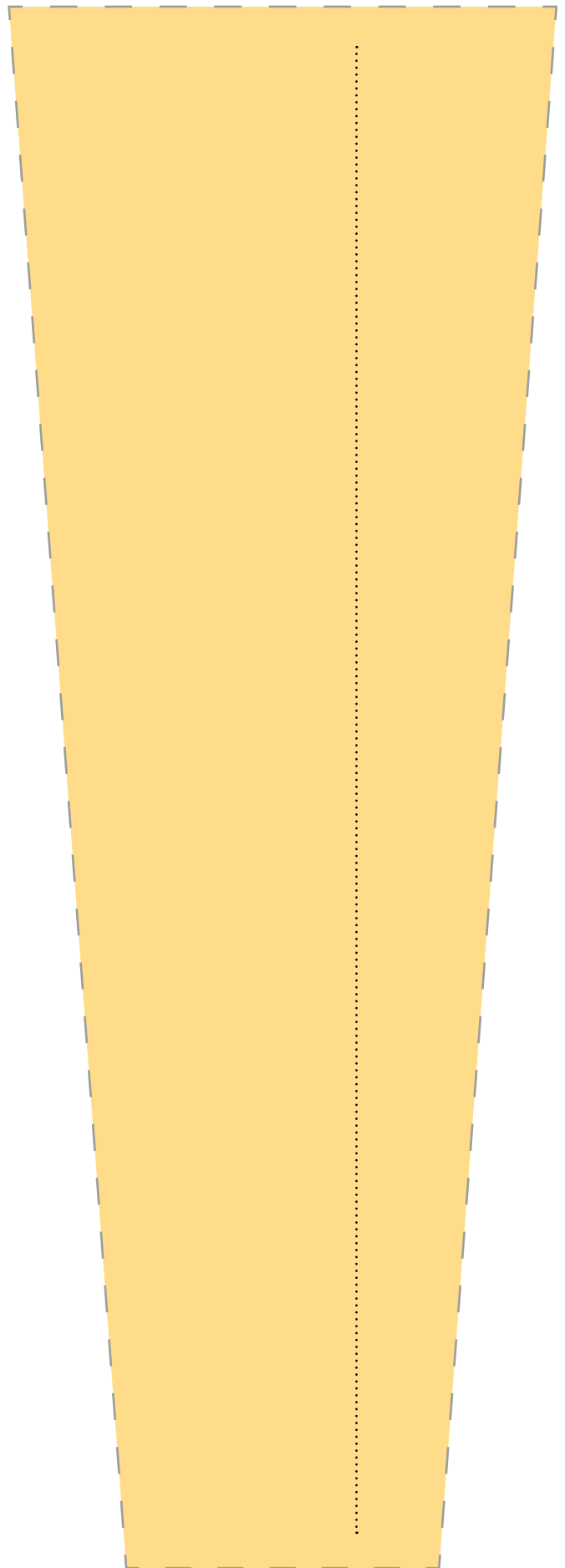
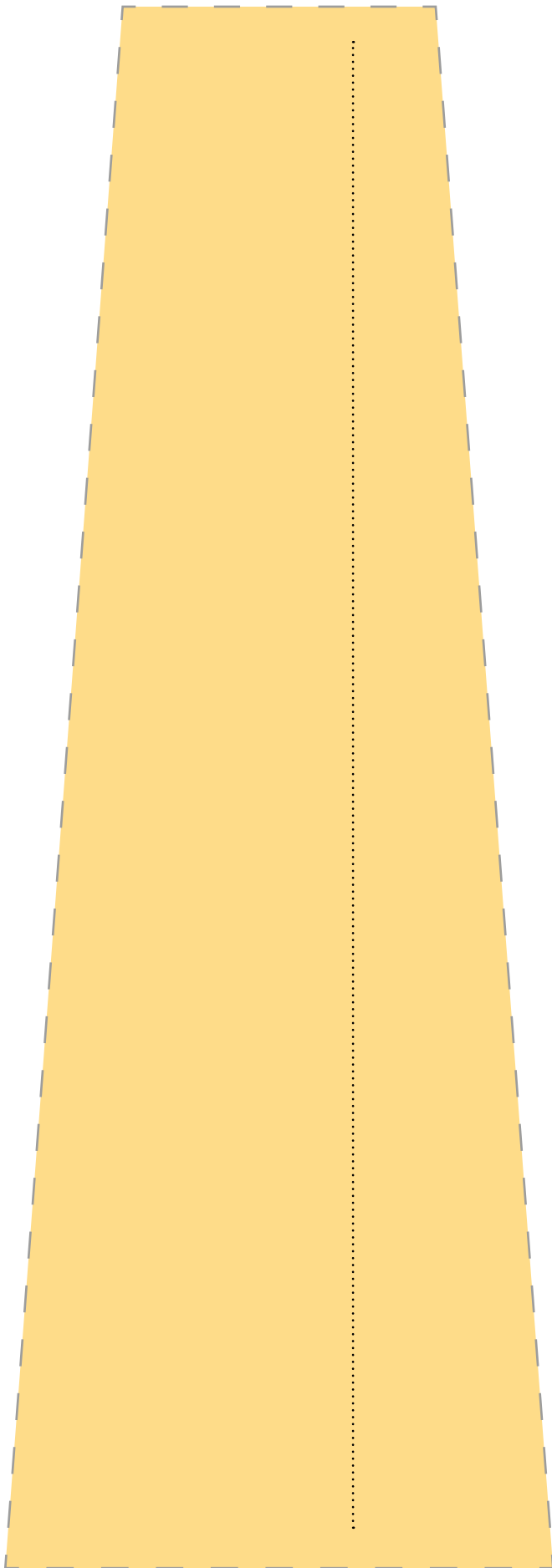
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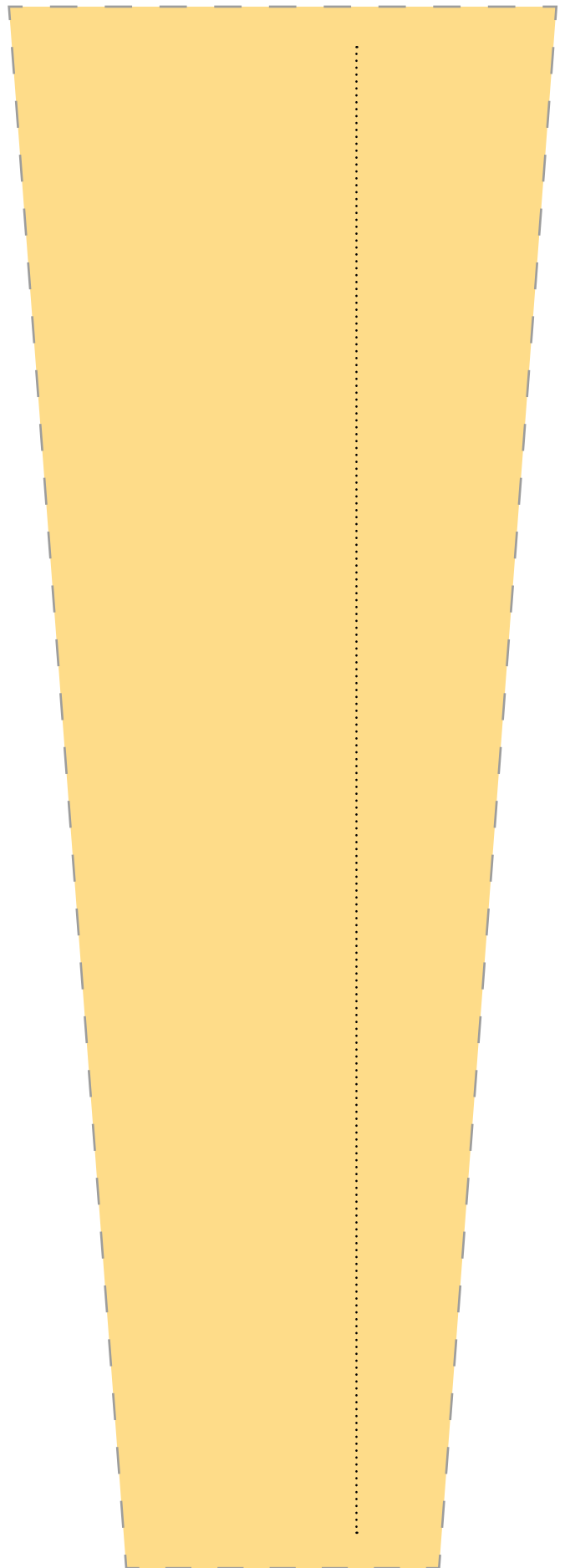
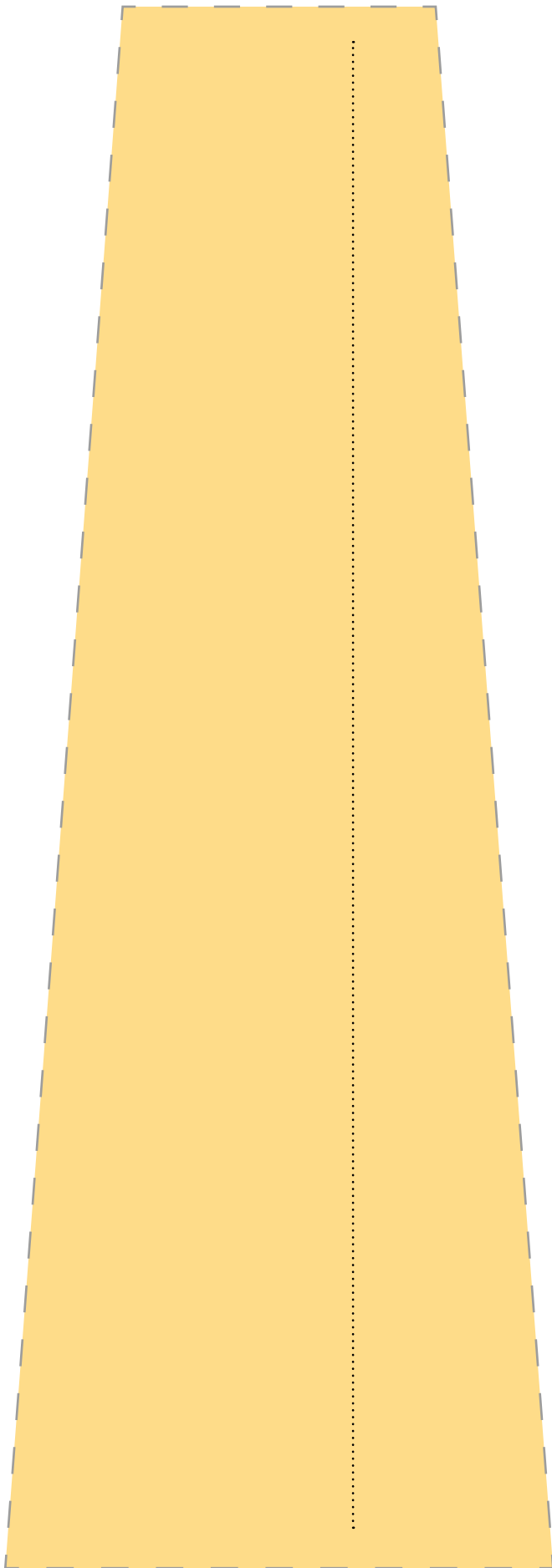
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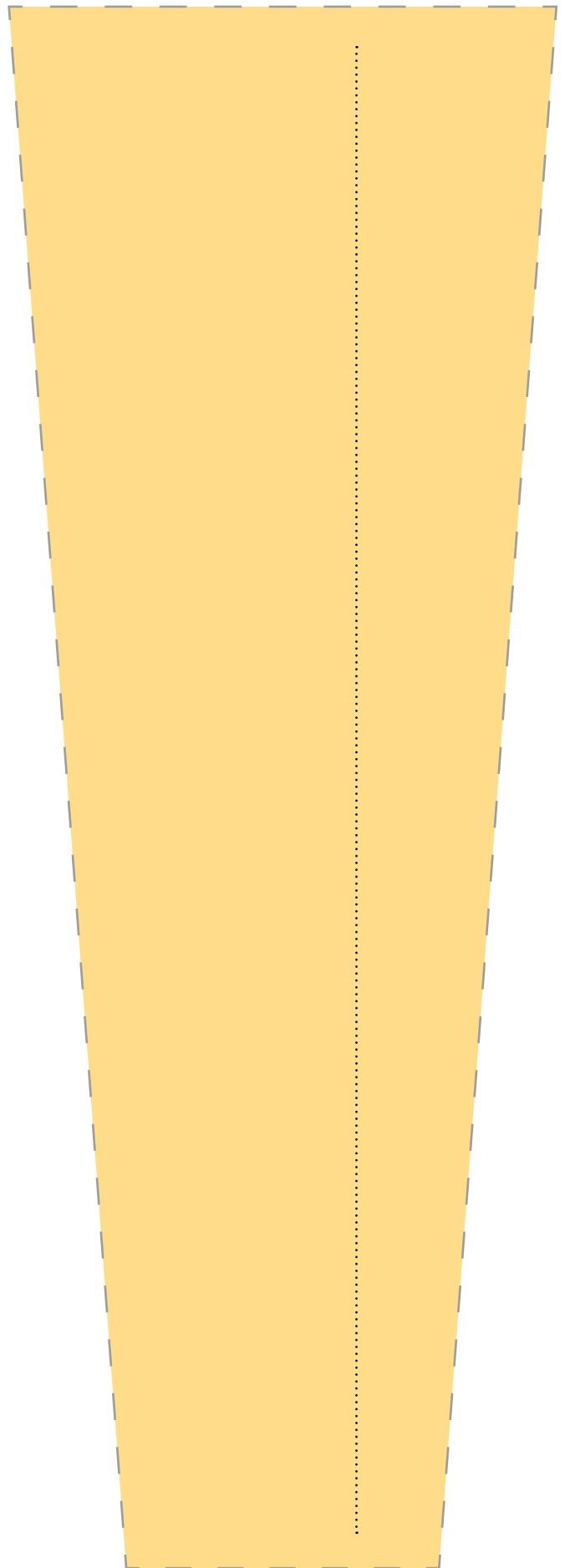
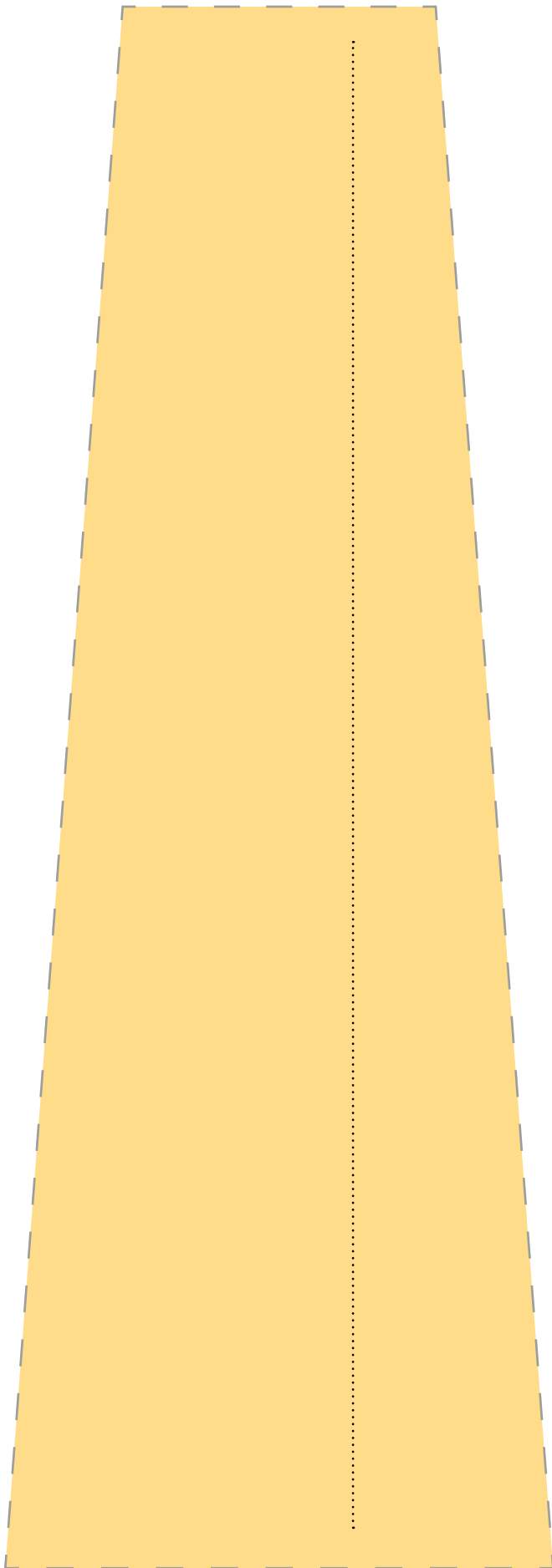
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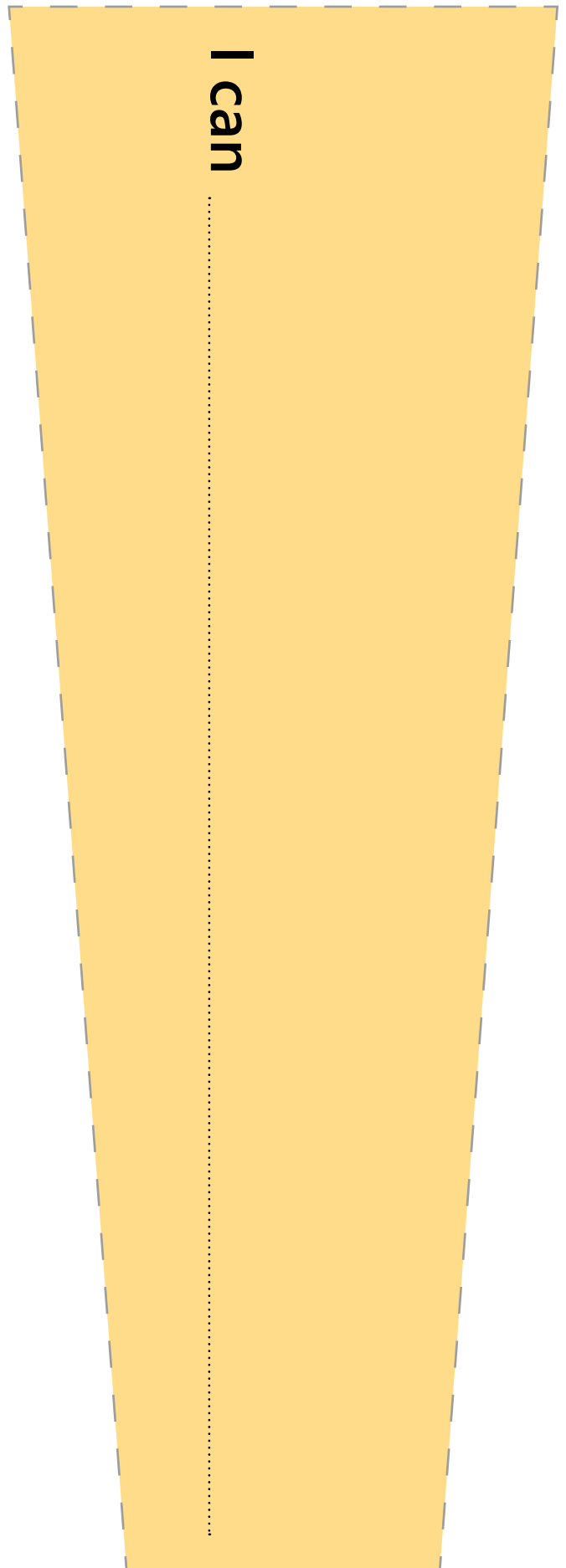
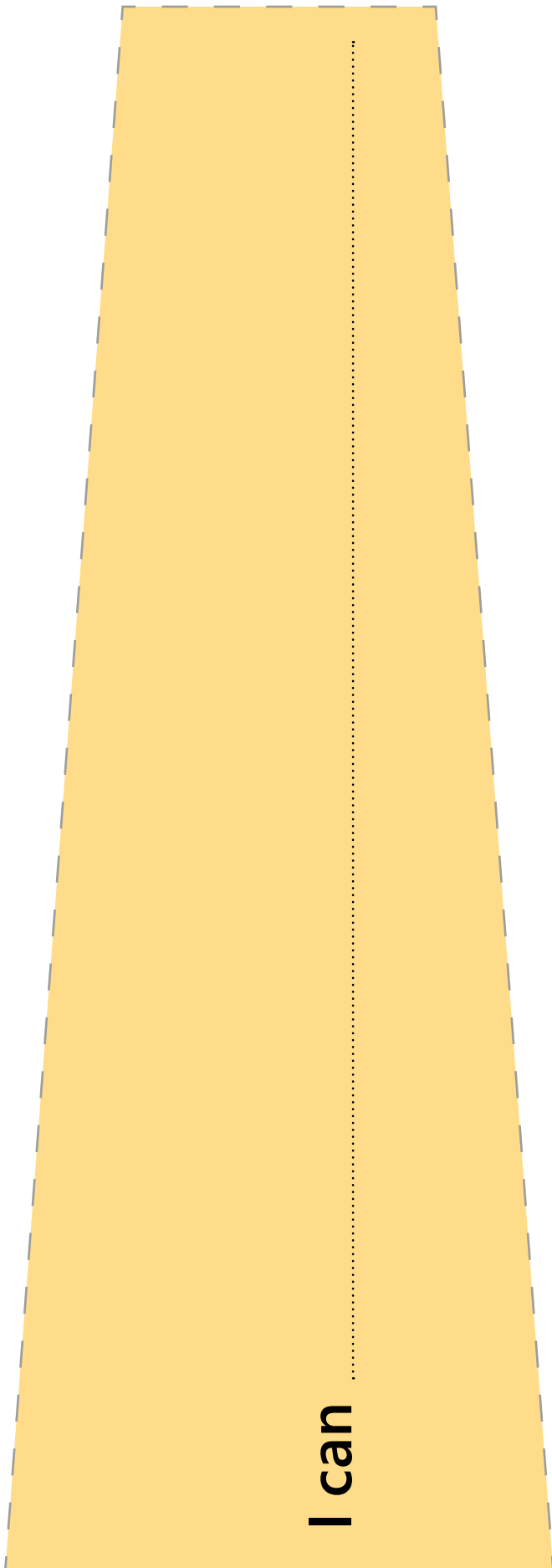


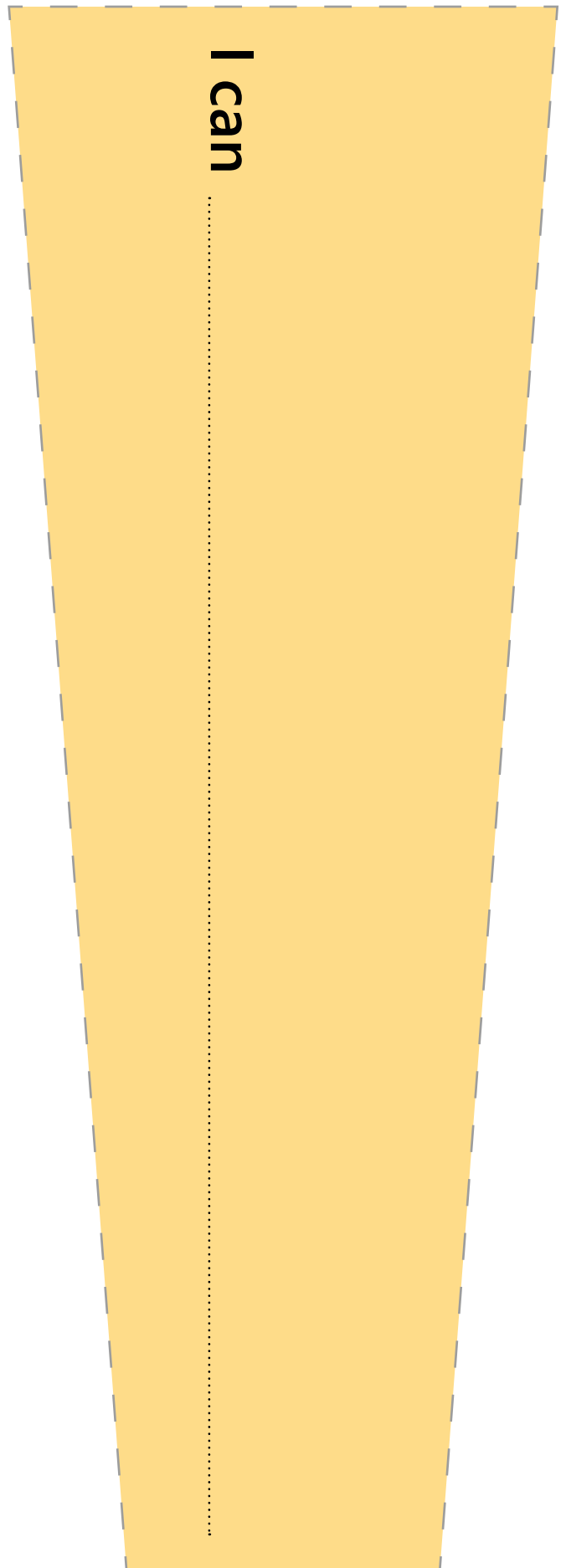
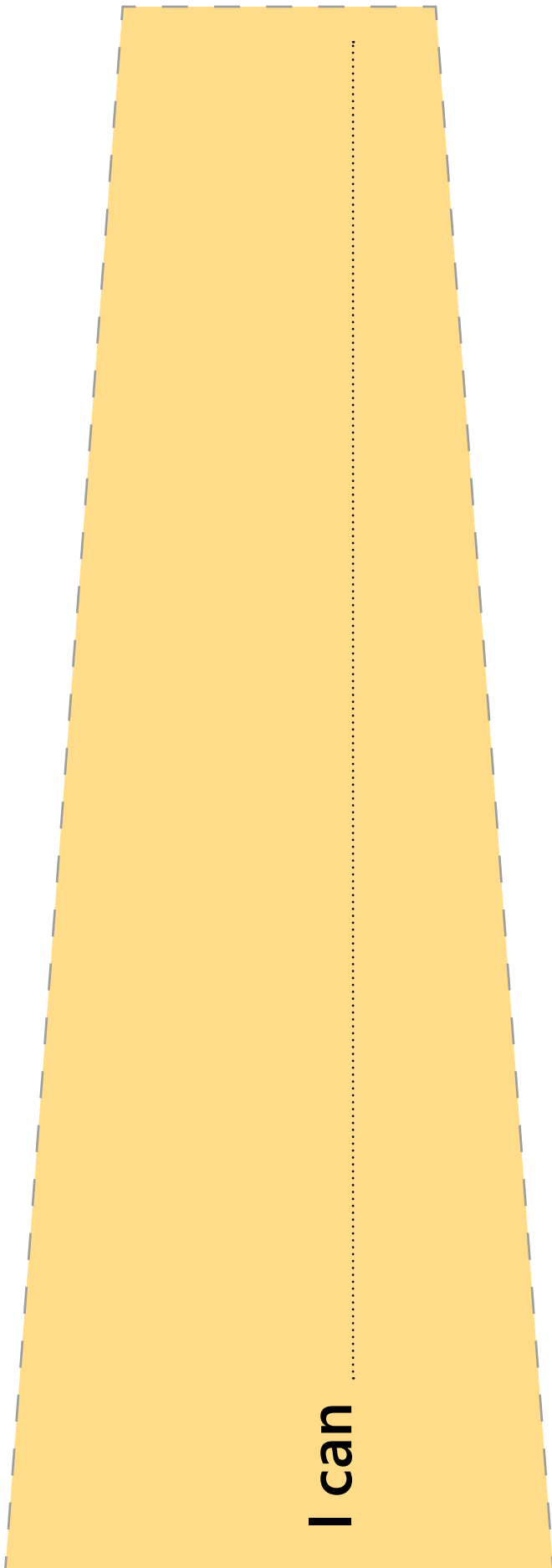


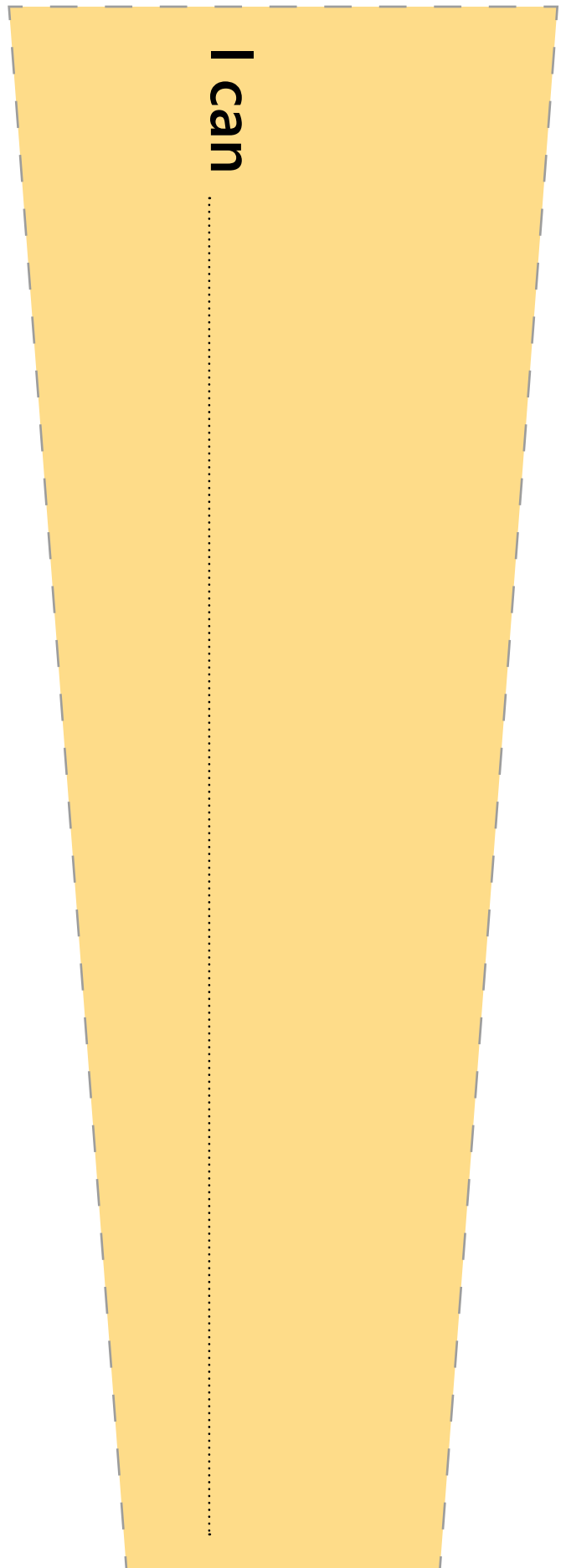
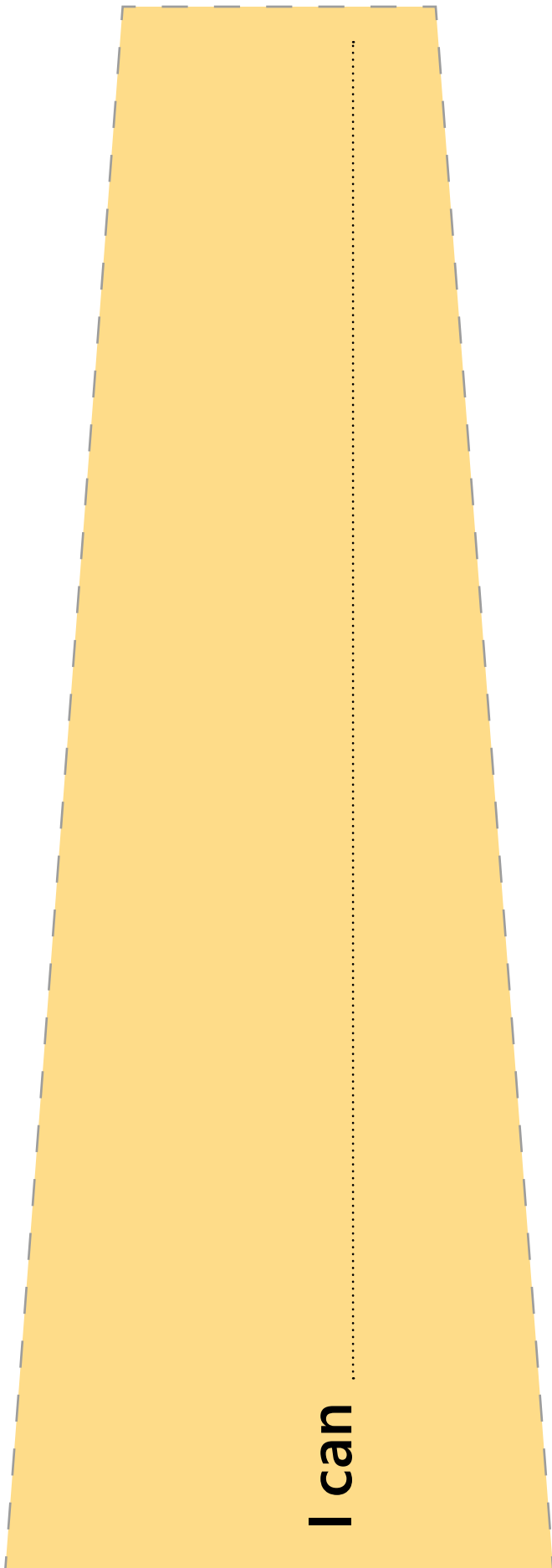


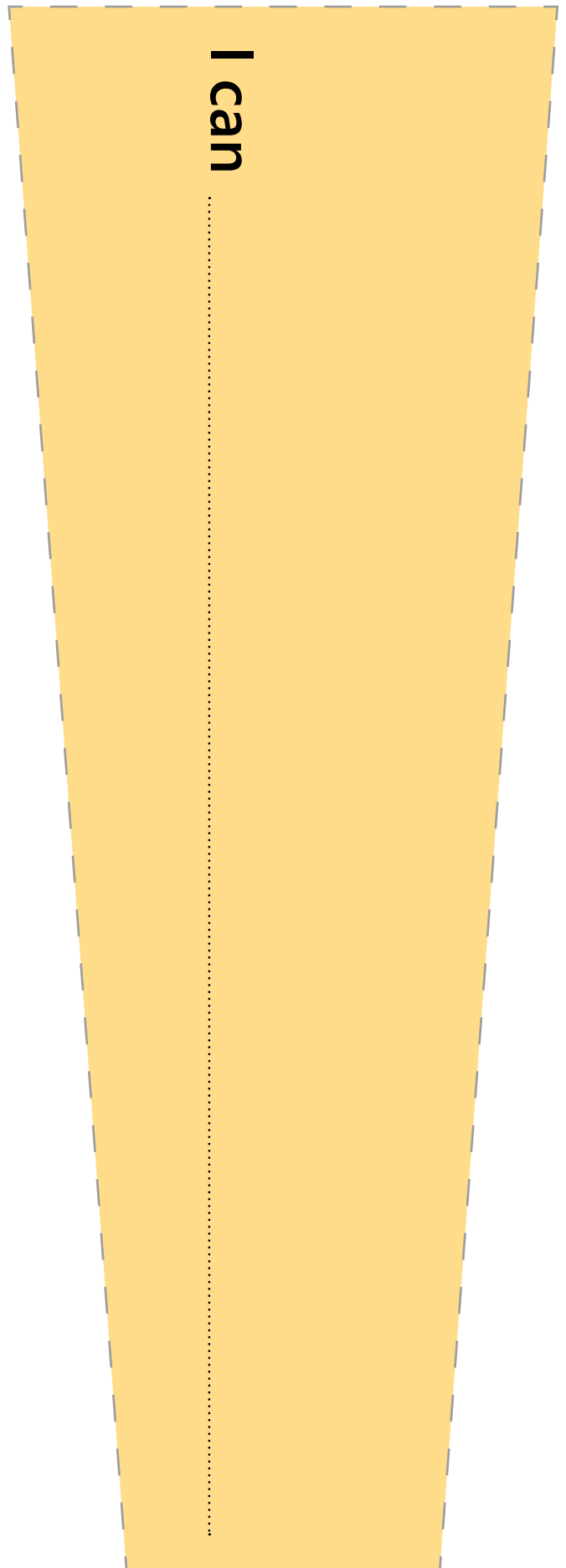
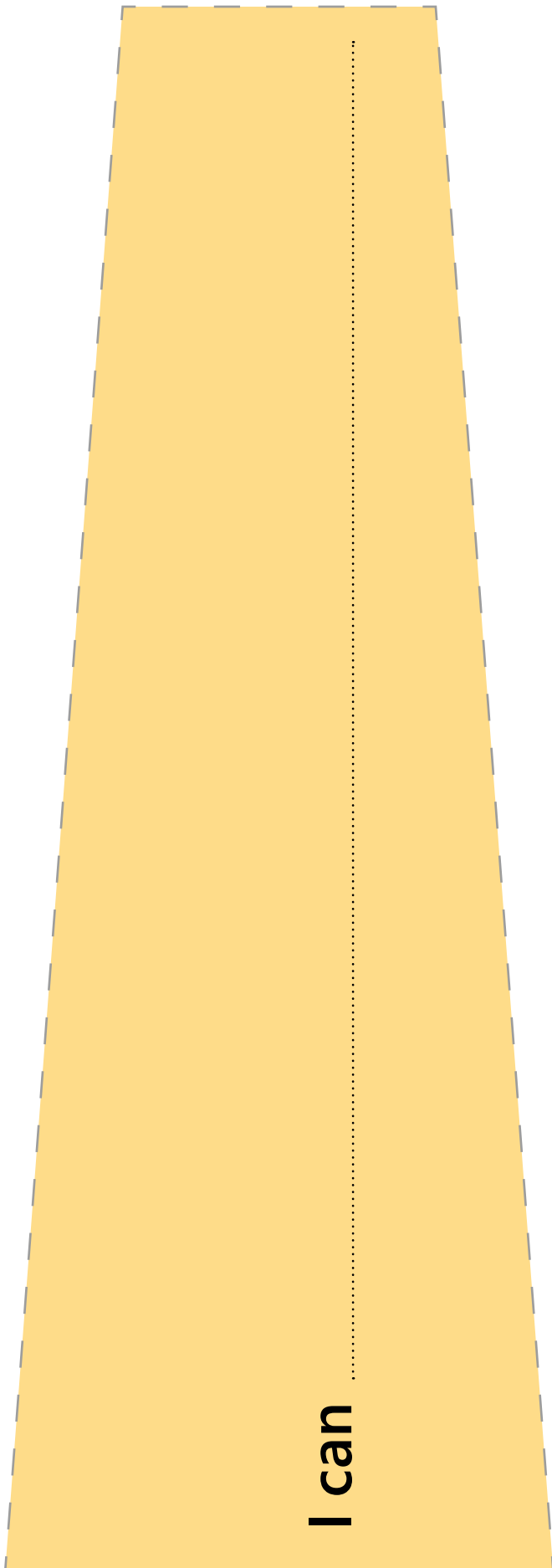


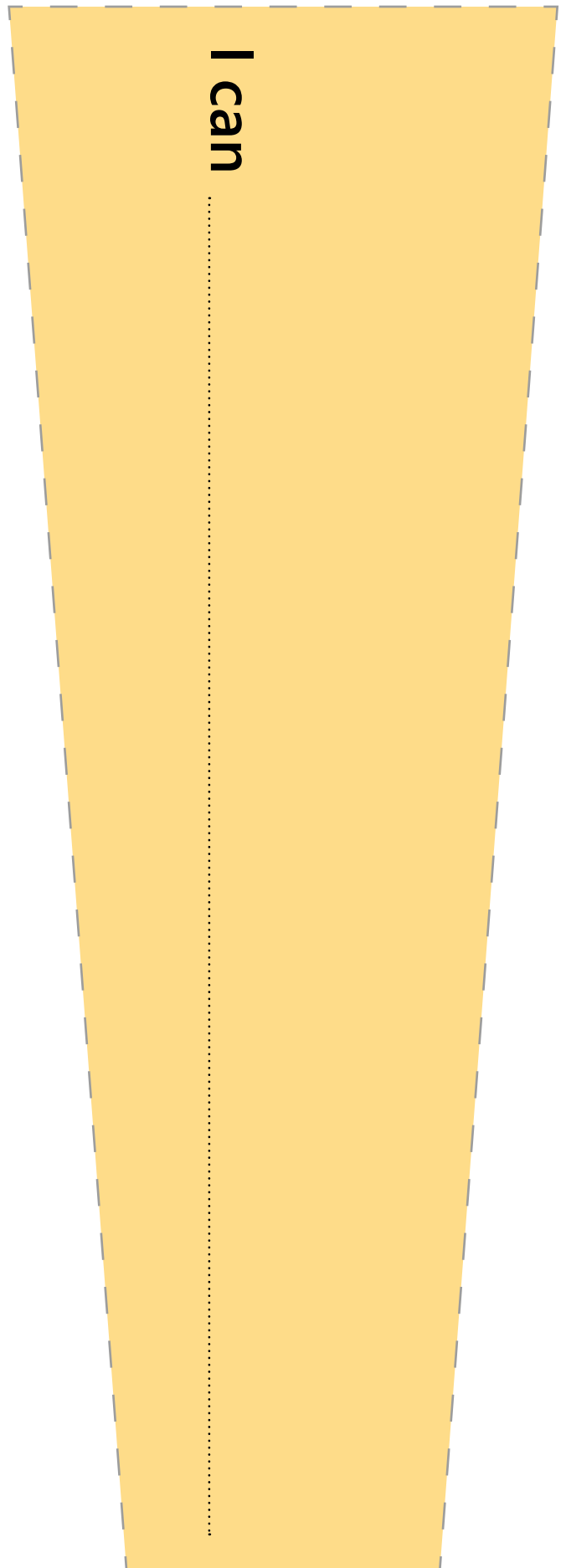
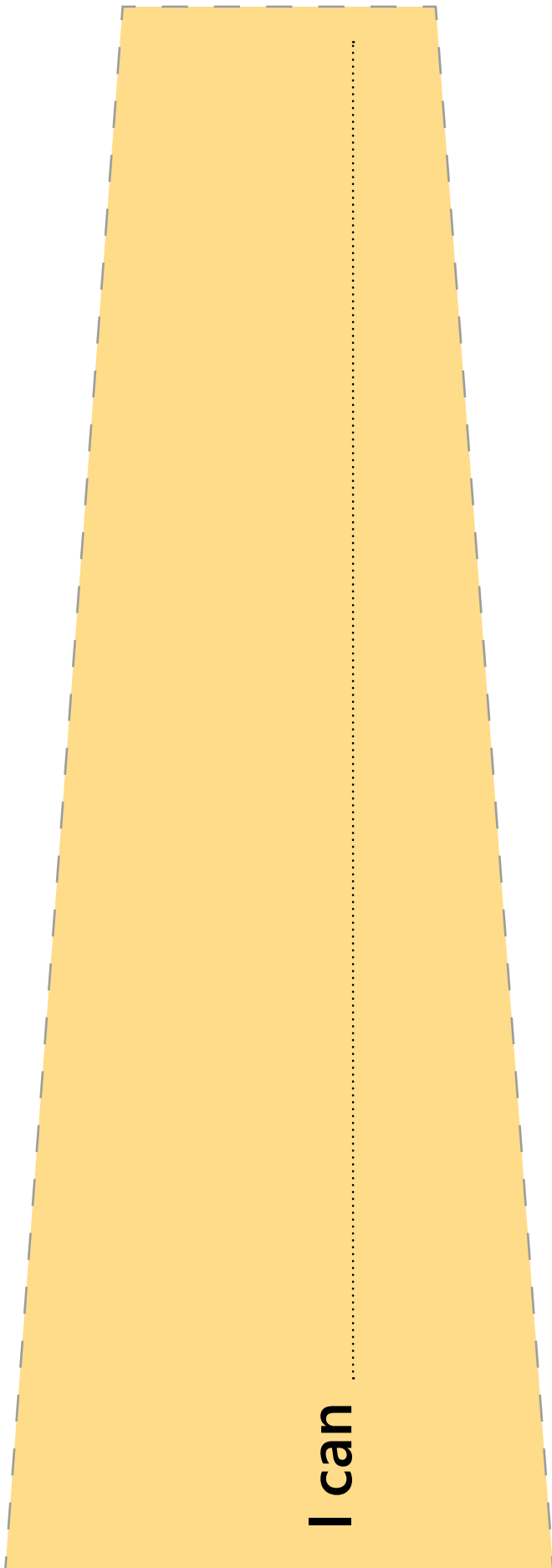












Mariam



I am Mariam.

I can make clothes.

I made this dress.



Ali



I am Ali.

I can fix bikes.

I fixed this green bike.

I can fix your bike.



Unit 3: Making a hot drink

Overview of topic

Learners tell, read and write about how they make coffee and tea.

Boil the water. Pour the milk. Stir the coffee.

Skills

Speaking and listening

- Learners listen and talk about how they make coffee and tea (Lr/E1.2b, Sc/E1.3a, Sc/E1.4b).

Reading, writing and phonics

- Read a set of instructions (Rt/E1.1a, Rs/E1.1a).
- Write a short text about making tea/coffee using basic punctuation (Wt/E1.1a, Ws/E1.1a, Ws/E1.2a).
- Form letters correctly, particularly 'e' and 'a' (Ww/E1.2a).
- Phonics work: 'i' spelling /ɪ/ sound, 'ea' and 'ee' spellings /i:/ sound (Rw/E1.2a).

Language points

- Coffee/tea making vocabulary e.g. *pour, stir, kettle, pot*.
- Imperative verbs for giving/writing instructions (plus *you*).

Materials

Activity 1

Resource 3.3.1 (Images and words) - one set for each group (printed, laminated and cut up) plus one enlarged for whole group work and blank cards for learner suggested words.

Tea or coffee equipment and other realia.

Activity 2

Resource 3.3.2 (Action cartoon cards) – a set for each pair.

Optional - Resource 3.3.3 and 3.3.5 adapted.

Activity 3

Resource 3.3.5 (Sound table).

Resource 3.3.6 (Letter blanked words).

Activity 4

Blank sentence strips (Template 2).

Selection of pens and pencils.

Resource 3.3.7 (Speech bubble example).

Blank speech bubbles (Template 7).

Blank flip chart paper or similar, sticky tack and/or glue/sticky tape.

Scissors.

Activity 1

Coffee/tea equipment (speaking and listening)

- Ask learners to tell you if they drink coffee or tea, and which they like. Give out sets of pictures from Resource 3.3.1 to small groups or pairs of learners.
- Tell learners how you prefer to drink coffee/tea. Using the picture cards, tell learners which items you use (but not how). Check understanding by saying the words and asking learners to hold up the relevant pictures or words.
- Ask learners to choose the pictures that are relevant to how they make coffee or tea. Each pair or group should discard any pictures of equipment that they do not use. Hold up each picture and ask *Who uses/Does anyone use this?* then say (or elicit) the word that goes with it.
- Introduce the written form: show the picture, elicit the word then hold up the word cards and read to learners pointing out initial/medial/final sounds. Drill and chorally read.
- Do a chain drill with word cards: ask the learner nearest you, *What's this?* The learner should say the word then ask the person next to them.
- Then ask groups to hold up their pictures, and see if other groups can hold up the correct word cards or say the words. Ask them to place the correct word with each of their chosen pictures. Drill as appropriate.

Differentiation

- Use fewer/more words as appropriate for learners.
- Learners draw any missing images onto blank cards and scribe any new words onto blank coloured cards (keep to same colour system – yellow for equipment/items, blue for ingredients).

Activity 2

Process words (speaking and reading)

- If possible, use the kitchen/refreshment area in your classroom to demonstrate how you make tea or coffee saying the process words as you do e.g. *put, pour, stir, leave, drink*. Otherwise, tell learners how you make coffee or tea, using pictures of the relevant equipment (or realia) and miming the process and actions. Encourage learners to physically copy the movements.
- Mime the actions again, elicit and write up the relevant action words from Resource 3.3.2. Drill as appropriate and practise reading the words together.
- Give out sets of Resource 3.3.2 (Action cartoon cards). Ask learners to arrange the cards, along with the picture cards from Activity 1 (Resource 3.3.1), to show their partner(s) how they make a cup/pot of tea/coffee.
- Working with the whole class or each pair/group as needed, support learners to put into words how they make tea/coffee. Ask a few learners to tell the whole class how they do it.

Differentiation/extension/optional activity

- Prepare word cards for the actions in Resource 3.3.2 and give out one set per pair of learners. The word cards can be used for reading practice, a matching activity using pictures or mime, and matching to the same words in Resource 3.3.3.
- Make a short text plus blanked version like Resources 3.3.3 and 3.3.4 that match the coffee/tea-making process you describe above. This could be the main activity for a very low-level group.
- Learners can read the full text aloud (as they or you mime the actions), then cover this and try to write in the missing letters from the action words. Adjust the difficulty to suit your learners.

Activity 3

Contrasting long and short /ɪ/ /i:/ sounds (spelling and phonics)

- Use enlarged word cards or write these words in two columns on the board and highlight the short /ɪ/ and long /i:/ sounds:

| | |
|---------------|---------------|
| <i>milk</i> | <i>coffee</i> |
| <i>filter</i> | <i>tea</i> |
| <i>briki</i> | <i>beans</i> |
- Give out Resource 3.3.5 (Sound table). Practise the pronunciation of these words and vowel graphemes.
- Now highlight (underline or circle) the 'ee' and 'ea' spellings. Ask learners to do the same on their copies.
- Give out Resource 3.3.6 (Letter blanked words) and ask learners to write in the missing 'e' s and 'a' s.

Differentiation

- Some learners can add extra words to either column.
- You could limit this to coffee/tea words (*leaves, teapot*) or elicit any words that use 'ee' (e.g. *knee, see*).
- For the letter blanked words activity, some learners can copy from Resource 3.3.5.

Activity 4

Coffee and tea advice (speaking, reading and writing)

- Give learners an example of an extra tip or piece of advice for making really good tea or coffee, e.g. *Put a little sea salt in your percolator with the coffee*. Write this up on the board, or use an adapted version of the completed speech bubble in Resource 3.3.7.
- Ask learners if they have any special advice, or extra ingredients that they use.
- When you have elicited a few ideas, ask each group or pair to write (or scribe for them) one extra tip/suggestion onto a blank sentence strip (Template 2). Ask each pair/group to read their sentence out.
- Using the scissors, ask them to cut up their sentence strip into words and give the pieces to another pair/group.
- Ask pairs/group to see if they can reassemble the tips, and then read them out. They now copy the reassembled sentence onto a blank speech bubble (Template 7).
- Now ask learners to stick the completed speech bubbles onto sheets of blank flip chart paper (or one sheet for the class) along with any relevant pictures to form a group text. Ask learners to photograph the final result if they wish.
- Suggest they try out some of the tips at home.

Differentiation

- Some learners may complete more than one tip/suggestion and/or add more information, e.g. *Bangladeshi tea is very sweet. Turkish coffee is very strong*.
- Cut up the texts to suit different learners - sentences could be cut into separate words, or phrases, or larger chunks.
- Some learners will need support to write just one or two words, e.g. *add mint*.
- Some learners may want to illustrate the final poster/flip chart sheet.

Additional differentiation and extension activities

- Some learners may be able to write a full recipe or instructions for a special tea, coffee or process.

Follow up ideas

- Ask learners to bring in examples of any special teas/coffees they use and, if possible, learners could group together and take it in turns to make traditional tea or coffee for the rest of the group over a series of lessons. This could lead to some simple language work on comparatives, e.g. *Turkish coffee is stronger than English coffee.*
- Take learners to a local or college cafe if you have one, to talk about how tea and coffee is made locally.
- Bring in - or ask learners to - a coffee 'menu' from a local café and use this for some speaking and reading practice on food, drinks and prices.
- Take learners to a local supermarket to look at and explore the different teas and coffees on sale and compare prices - or set this as a research/photography task.
- Ask learners to take a video, or a series of photos, on their phone of themselves making coffee or tea at home. They can bring these in to the next class as a 'Show and tell' activity.
- Check with learners and the centre if it is possible for the learners to organise and host an international coffee morning, to meet other centre users and share their traditional approaches and types of coffee and tea.
- Learners could apply the new process language to other skills e.g. knitting: *Get some wool and needles. Put the wool around the needle.*
- Introduce/revise language for hospitality (*Would you like a ...? Do you take sugar?*) when learners are making drinks.









| | |
|------------------|---------------------------|
| kettle | percolator |
| teapot | coffee pot |
| briki | espresso maker |
| cafetière | coffee grinder |
| samovar | cup |
| mug | teaspoon |

| | |
|-----------------------|---------------------|
| milk | sugar |
| instant coffee | coffee beans |
| tea leaves | teabag |
| mint | filter |



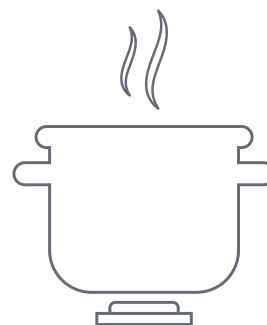
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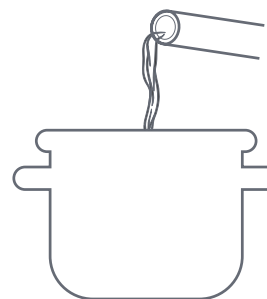
leave



boil



drink



put



add

Making coffee



Put the water in the pan.

Boil the water.

Pour the water on the coffee.

Add milk and sugar.

Stir the coffee.

Drink the coffee.

P _ _ the water and coffee in the pan.

B _ _ _ the water.

P _ _ _ the water on the coffee.

A _ _ milk and sugar.

S _ _ _ the coffee.

D _ _ _ _ the coffee.

| | |
|---------------|---------------|
| milk | coffee |
| filter | tea |
| briki | beans |
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| | |

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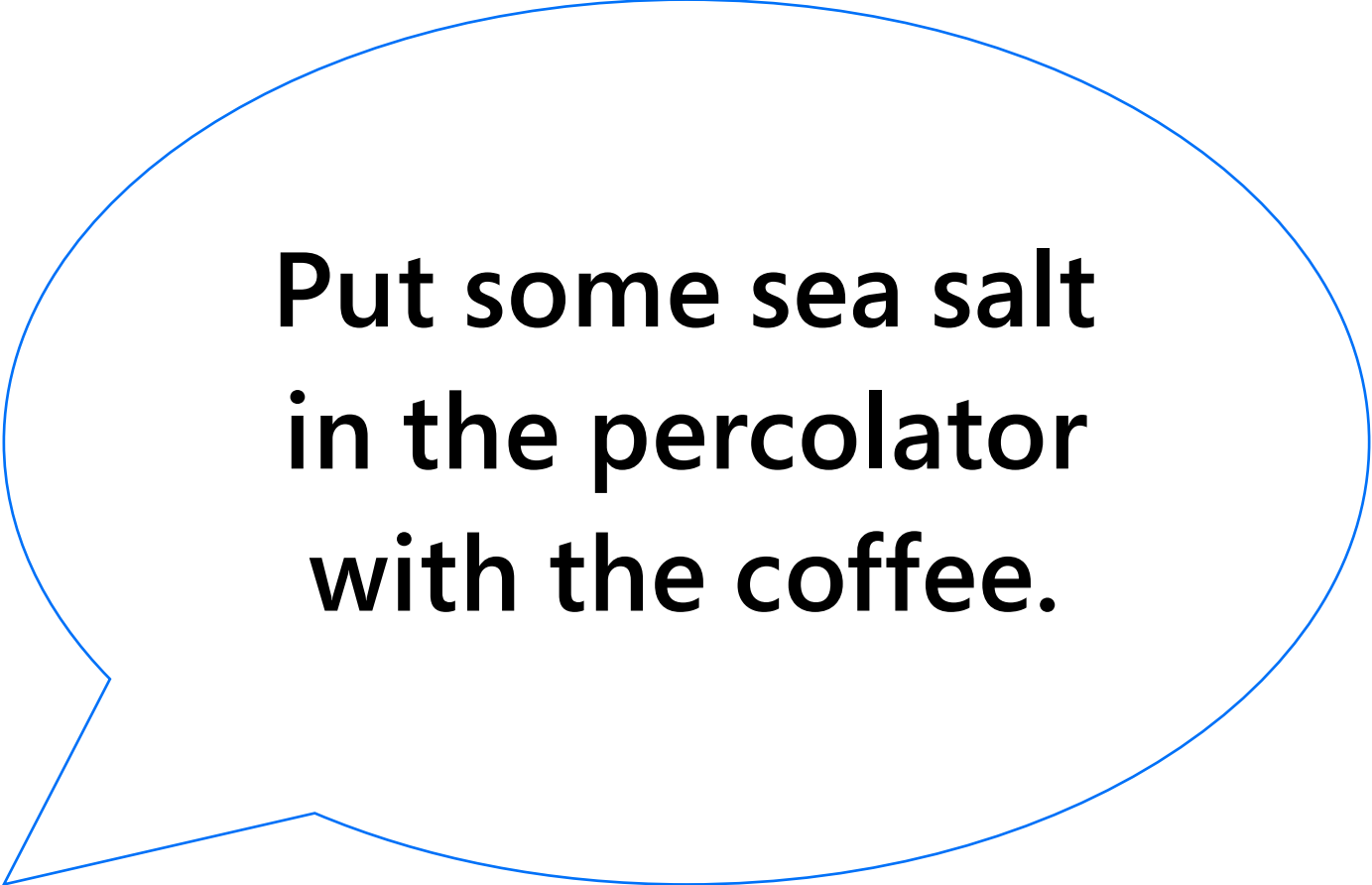
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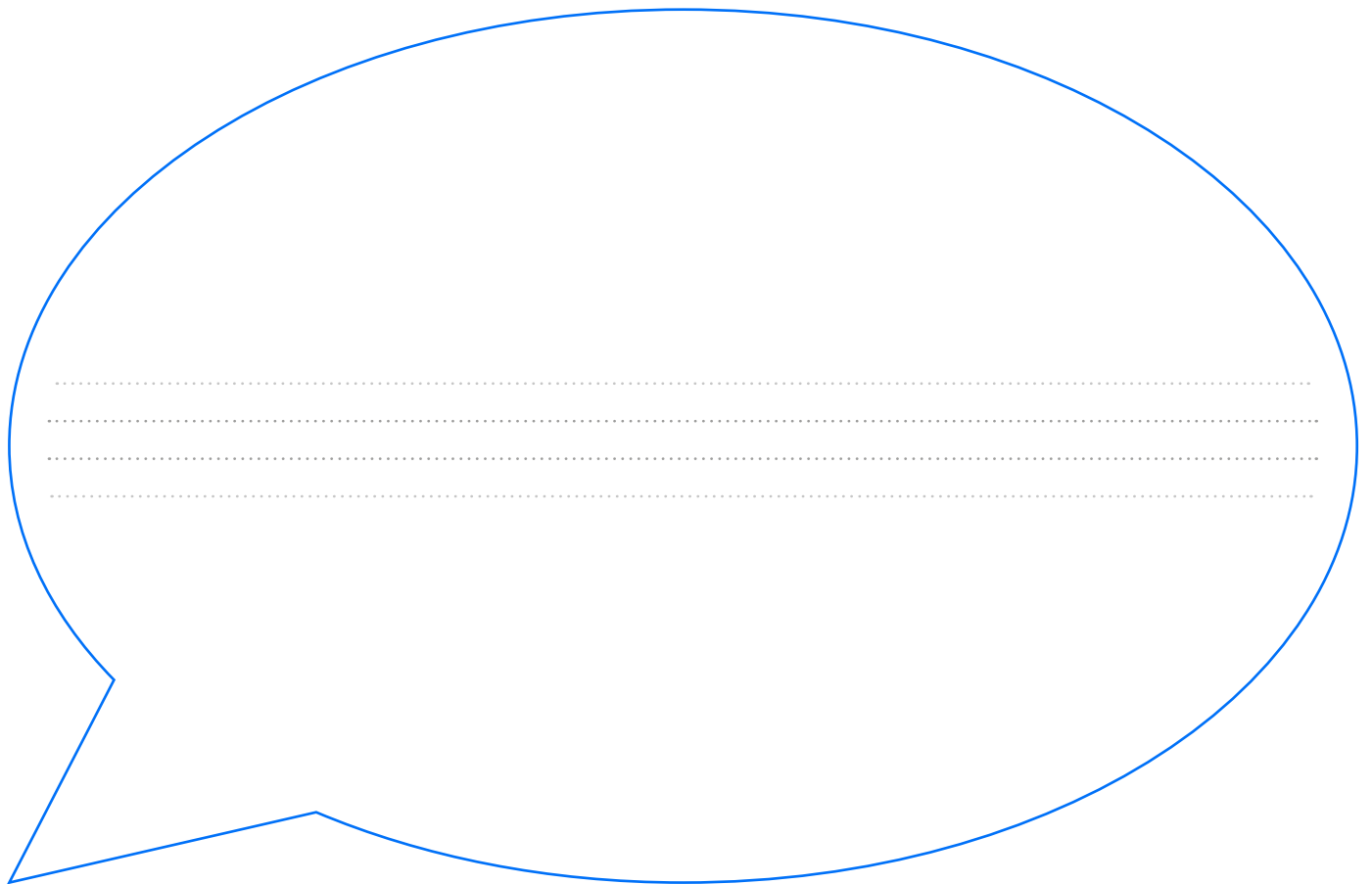
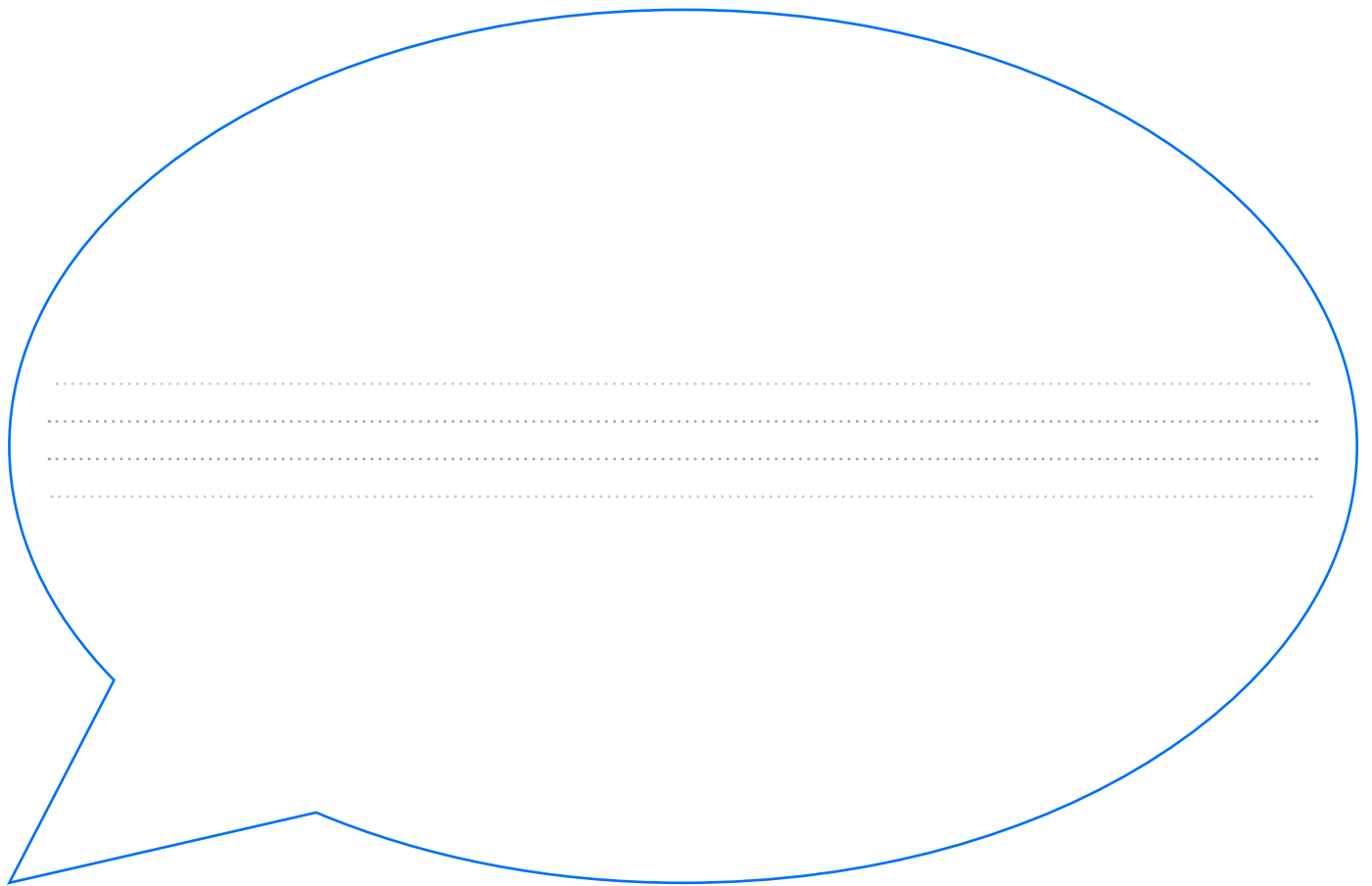
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| t | | | p | o | t |
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| t | | | b | a | g |
|----------|--|--|----------|----------|----------|



**Put some sea salt
in the percolator
with the coffee.**



Unit 4: Skills exhibition

Overview of topic

This unit uses a very learner-centred participatory approach. It builds on language and skills developed in the earlier units in Topics 1, 2 and 3, but the actual content should be designed dependent on and unique to your own learners.

The overall task, using language from Topic 3, Units 2 and 3, is for learners to create an exhibition or display (e.g. a series of posters, pictures, photographs, texts and/or a physical or digital display of actual objects with labels) that reflect skills they already possess and which have been referred to or talked about in the earlier sessions. How you set this up will depend on what skills learners have told each other about; objects or items they have brought in (see end of Topic 3, Unit 2); what local resources you have; the space available in your room/centre; the language skills you want to work on/revise and, of course, the learners' own preferences.

The words learners use/suggest in this session can be used for reading, writing and phonics practice.

It is key to involve learners in the choice of how and where and to display their work and who they are happy to see it. This will very much depend on the local context. You might, for example, be able to borrow a display board or cabinet temporarily from your centre. Whichever of the activities below you choose to use, you should begin by establishing with the learners what the eventual display outcome will be.

N.B. As there is potentially a lot of content/language, this unit could spread over two lessons.

Skills

Speaking and listening

- Learners talk about and share their skills, plus revisit skills as appropriate from the previous units (Sc/E1.4a, Sc/E1.4d, Lr/E1.2b, Lr/E1.5d).

Reading, writing and phonics

- Read a short text on a familiar topic (Rt/E1/1a).
- Read, understand and write a simple sentence linked to the topic using basic punctuation (Rs/E1.1a, Rs/E1.1b, Ws/E1.1a, Ws/E1.2a).
- Read and recognise key words (Rw/E1.1a).
- Use phonic strategies to help decode key words and aid spelling (Rw/E1.2a, Ww/E1.1b, Ww/E1.1c).

Language points

Possible language points, depending on context, learners and teacher:

- Vocabulary (verb + noun collocations) relating to skills learners possess.
- Structure *can/can't + infinitive*.
- Showing how to do something - *Imperative verbs /you+ verb*.
- Past tense for completed activity - *Ali fixed his bike*.

Materials

N.B. The activities in this unit are exemplars only, and will need to be adapted to suit your learners, the items they have brought in, language relevant to their needs and the skills they have demonstrated. Before this class, remind learners to bring objects/photos/items in.

For the exhibition/display: scissors, blank card, sellotape, flipchart paper, sticky tack, display shelving, file or binder, access to laminator.

Activity 1

Optional - blank cards to write skills, activities and items as labels.

Activity 2

Resource 3.4.1 (Verb-noun matching activity), blank sentence strips (Template 2), scissors.

Activity 3

Resource 3.4.2 (*Can* grid).

activity 4

Resources 3.4.3 (Past tense verbs) and Resource 3.4.4 (Past tense sentences).

Activity 5

Paper to draw on.

Activity 6

Slips of blank paper and cards.

Activity 7

Texts 7 and 8.

Activity 1

Learner's items (speaking and listening)

- Start by establishing what the learners have brought in. Allow plenty of time for these to be passed around and looked at. Encourage as much discussion as possible, including in shared languages to support understanding. Introduce and drill vocabulary orally as necessary for the items themselves (these will be taught more fully later). Discuss how and where to show these items to other people and/or create a display.
- Choose a series of activities that will enable learners to produce short texts to go with their exhibits - see Resources 3.4.5A and B as examples. These texts could be written, or spoken if the output is to be a video. The following activities are examples and are presented in no particular order.

Activity 2

Matching activity (vocabulary and reading)

- If you know what skills/items learners are planning to include, create a set of verb-noun collocation cards, colour coding the verbs and nouns, before the class (see Resource 3.4.1). Otherwise, create these during the class
- Present/show the verbs and nouns and recap understanding using pictures/images or mime.
- Say a full sentence about what you can do using the verb/noun collocations then ask learners to say what they can do.
- Read new verbs/nouns as a group then ask learners to choral/pair read or read individually.
- Model the collocations for each of the learner's items, miming or eliciting the verb as necessary, and writing them on the board or selecting the relevant cards.
- Give out the cut-up words and ask learners to match the verb/noun collocations.

Differentiation/extension activities:

- Use more or fewer words and cards depending on the level of your learners.
- Create picture cards to assist understanding of new verbs/nouns.
- Leave or hide the collocations on the board, or give out some copies of the collocations, for all or some learners to see, depending on the group.

Activity 3

Can/can't (speaking)

- Walk around the room looking at each learner's item in turn, and tell the class whether you can or can't do/make this yourself. Drill *can/can't* as a reminder of the difference in pronunciation.
- Ask learners, working in pairs, to do the same.
- Now ask learners to change partners. Give out Resource 3.4.2. (*Can* grid) and ask learners to tick the things they *think* their partner can or can't do (i.e. guess, without asking their partner). Model this using yourself and a learner first.
- Then ask learners to ask which activities their partner *can* do (*Can you fix a bike? No, I can't*).

Extension

- Learners write about what their partners can/can't do then read out sentences for each ability they have.

Activity 4

Past tense (reading, pronunciation and spelling)

- Using a learner as an example, ask a few simple questions, e.g. when they made the item they have brought in, what it is made from. Establish that this was in the past, contrast with now. Say/ elicit a model sentence e.g. *Ali fixed a bike*. Write the example on the board. Drill.
- Ask concept check questions to establish the difference between an action in the past e.g. *I made a jumper* compared to what they do on a regular basis e.g. *I make/can make jumpers*.
- Draw attention to the 'ed' verb ending (underline or write in a different colour), and the /t/, /d/, or /ɪd/ sound. Elicit some more examples based on learner's skills, write them up and read together. Note any irregular endings.
- Make a resource similar to Resource 3.4.3 showing past tense forms for verbs relevant to your learners. Give out copies to your learners and ask them to select some words to learn to spell using the *Look Say Cover Write Check* method (Template 3).
- Adapt Resource 3.4.4 based on your learners' words and ask learners to complete it.

Differentiation/extension activities:

- Past tense endings take a very long time to learn and use correctly. Aim to raise awareness in this session only, e.g. for learners to recognise some verbs in the past and /t/, /d/, /ɪd/ sounds of regular past tense 'ed' endings.
- Adapt Resources 3.4.3 and 3.4.4. to suit different learners or groups.
- Group learners according to skills and support those who need it e.g. by scribing.
- Copy the verbs you wrote on the board onto blank cards - these can be used to build a resource bank for learners to copy from and for phonics work.
- Learners with stronger literacy could write and share sentences.

Activity 5

Tell me how (speaking, reading and writing)

- This will suit a group where a majority of learners have a reasonable level of speaking skills at Entry 1 (or above in mixed level groups).
 - a. Invite a learner to tell you about what they made or did. Use a language experience type approach, asking the learner a few simple questions, using prompts as necessary and scribing what they say on the board. Encourage learners to mime/ use gesture to describe the process (you may want to refer back to the coffee making in Topic 3, Unit 3). Feed in vocabulary as needed - depending on the example, e.g. verbs for actions, or item/tools needed. Use the text for reading and writing practice activities.
- Choose from the following options for the next stage(s):
 - b. Keep working as a whole group through the different objects/items.
 - c. Pair/group learners to explain their skills/ processes to each other.
 - d. Ask learners to draw the process before trying to talk through it.
 - e. Encourage some use of shared and common languages.
 - f. Ask learners to recreate the process in gesture and mime.

Differentiation

- Turn this into a listening activity: describe (and ask stronger learners) a process for learners to hold up images/words as they hear them.
- Ask stronger learners to describe their process.

Activity 6

Running dictation for spelling - adjectives (reading and spelling)

- Walk around the room together looking at each object or item in turn or hold up/lay each item in turn. Ask learners to say a word to describe each item, or suggest some yourself, e.g. *big, small, new, old, red, blue, beautiful, tasty*. Write these on the board, check understanding, model and drill.
- Copy the words on the board on to a sheet of paper, small enough so they can only be seen if you are standing quite close to them. Stick the sheet of paper onto a wall some distance from the learners at head height.
- Erase the words on the board.
- Give out some blank strips of card, big enough to write one word on.
- Divide the learners into pairs. Explain that one will scribe, and one will walk and that 'Walkers' can go and look at one word, check its spelling, then return to their partner and spell the word. The scribe writes the word on the card. They can go and check their word is correct and then place the card on an item it matches.
- No shouting is allowed!

Differentiation/extension activities:

- Recap how to say and write the letters of the alphabet first.
- Ask learners to label any objects, not just those they have brought in.
- Adjust the adjective list to suit the level of your class.
- Supply more blank cards as learners need them.
- Restrict the 'walkers' to only being able to whisper.
- Some learner pairs could read/write sentences.

Activity 7

Texts for the exhibition (writing)

N.B. The aim here is for learners to produce a short statement or text to display with each item in the exhibition. These could be written on card to go with a physical or shelf display, written or word-processed on paper and glued into a class book, or onto a flipchart paper display, or on slips of paper to be placed, along with the items, into a box or container to make a mobile exhibition. If you are creating a virtual exhibition on a web or social media site - support learners to produce these texts digitally, using WhatsApp or other forms of text messaging/email.

- Introduce the task: with one learner as an example, use a language experience approach, and scribe on to the board.
- Now ask learners start to write their own texts, scribing for those who need it, or have learners who are more advanced writers do so.
- Texts 7 and 8 (see Unit 3.2) are examples of are examples of the type of text learners could produce. Adapt to suit your learners: some learners may only write one word as a label, others may include much more detail. Include photos of the learners if possible.
- Encourage learners to use some of the adjectives others chose to describe their object.

Follow up ideas

- Invite other learners or classes to come and view the display - or take it to them – and encourage discussion.
- Ask if learners want to set up any skills swap groups outside of their normal class. Help them set this up as necessary
- Base a subsequent session on learners demonstrating or sharing a skill in more detail, or learners can take it in turns over a series of classes to have their turn.
- Brainstorm a list of how these skills might make a practical difference to learners' lives.

| | |
|--------------|--------------|
| fix | bike |
| knit | scarf |
| make | salad |
| play | piano |
| take | photo |
| drive | car |

| | can | can't |
|-----------------------|------------|--------------|
| fix a bike | | |
| knit a scarf | | |
| make a salad | | |
| play the piano | | |
| take a photo | | |
| drive a car | | |

| | |
|-------|---------|
| fix | fixed |
| knit | knitted |
| make | made |
| play | played |
| take | took |
| drive | drove |

Ali f _ _ ed his bike.

George k _ _ _ ted a scarf.

Sarah m _ _ _ a salad.

Sonia p _ _ _ _ the piano.

Mohammed t _ _ _ a photo.

Nadya d _ _ _ _ a car.

TOPIC 4
My time

TOPIC 4: MY TIME

Unit 1: Socialising

Overview of topic

Learners practise language for meeting people and read and write a text message about meeting up.

Hi Muna! How are you?

Skills

Speaking and listening

- Practise greetings using the correct stress and intonation (Sd/E1.1a, Sc/E1.1a, Lr/E1.5b).
- Reading, writing and phonics
- Read a text message and recognise key words, digits and symbols (Rt/E1.1b, Rw/E1.1a, Rw/E1.3b).
- Use phonics to help decode, write and spell key words (Rw/E1.2a, Ww/E1.1b, Ww/E1.2a, Ww/E1.2b).
- Compose a simple text message (Wt/E1.1a, Ws/E1.2a, Ww/E1.1a).
- Recognise some different letter combinations that make the /e/ sound - 'ay', 'ea', 'ai' and 'ey'.
- Recognise how the letter 'i' is pronounced /ɪ/ in CVC words such as 'his' and /aɪ/ in many other common words such as 'nice'.

Language points

- Different forms of greetings, e.g. *Hello. Hi! Nice to meet you.*
- Question forms for socialising/making arrangements - spoken and written.
- Punctuation and symbols used in text messages, e.g. ! ? ;).
- Recognise the difference between an informal text and more formal written language.

Materials

Activity 1

Resource 4.1.1 Meeting someone (images) - to be projected on screen or one copy to be shown around class at the beginning of the session.

Activity 2

Resource 4.1.2 (Greetings transcript) - record or role play with member of staff at centre.

Resource 4.1.3 (Speech bubbles) - display for whole group and one set for each group cut up (change names if necessary, e.g. if two women talking).

Resource 4.1.4 (Conversation prompts) - one set printed, cut up and laminated.

Activity 3

Resource 4.1.5 (Image) - projected on screen.

Resource 4.1.1 (Image of parents meeting at children's centre) - projected on screen.

Resource 4.1.6 (Text conversation) - print one copy for each learner. Resource 4.1.7 (Text conversation strips) - print one set for each group and cut up into strips.

Resource 4.1.8 (Gap fill) - one for each learner.

Activity 4

Resource 4.1.9 (Phonics and spelling) - projected on screen, print one copy per learner and cut up one set per pair/group.

Resource 4.1.10 (Gap fill) - print one copy for each learner.

Activity 5

Resource 4.1.11 (Text response) - print one copy for each learner.

Resource 4.1.12 (Blank text conversation) - print one copy for each learner.

Activity 1

Greetings (speaking and listening)

- Project Resource 4.1.1 (Images) on screen or stick up paper copies. Start by greeting learners individually and encourage them to respond, e.g. *Hello, Maria. How are you? I'm fine thanks. How are you?* Choral drill.
- Ask learners what the people in the images are doing. Ask learners to demonstrate how they greet/say *Hello* in their cultures/main languages. Encourage everyone in the class to try/say each one.
- Elicit greetings in English other than *Hello*, e.g. *Hi, Good morning, Good afternoon*. Make sure common regional and informal variations are included, e.g. *Alright? Ay-up. Hiya*.
- Write some of the common greetings suggested by learners on the board and choral read together.
- Ask learners to mingle and greet each other in different ways and to include: *How are you? I'm fine thanks. How are you?* Demonstrate with several learners, if necessary, first.

Activity 2

Meeting people (speaking, listening and reading)

In advance of this session make a recording of 2 different conversations using the transcript (Resource 4.1.2) or similar changing names as required. Alternatively, ask someone from the centre or a strong learner to help do the role play with you.

- Explain the task and ask learners to listen and say which pair know each other and which are meeting for the first time. Replay and feedback. Ask the learners what helped them to tell if the speakers know each other.
- Repeat and this time ask learners to listen for word stress and intonation patterns. Ask learners to repeat each line after you focusing on word stress and intonation.
- Display speech bubbles (Resource 4.1.3) and choral read.
- Divide learners into pairs/groups and hand out the cut up, mixed up, speech bubbles (Resource 4.1.3). Ask them to read the words in each speech bubble, separate the two conversations and put them into the correct order. Monitor and support with reading as necessary.
- Ask learners to role play each conversation in their pairs, personalising the information and using the correct word stress and intonation. Encourage them not to read word for word, but to speak in a more fluent, natural way. Model with a strong learner first. Monitor and support when necessary.
- Ask learners to cover the roleplay then do it without looking (unless to check) then swap partners and repeat.
- Now ask learners to think about what they would say next in both scenarios. Brainstorm together and choral drill a few examples, e.g. *How are your family? Fine, thanks. It's (hot/cold/windy) today, isn't it? Yes, it is.*
- Select some conversation prompts (Resource 4.1.4) that will engage and work with your learners. Hold up each one and elicit what each image represents and what the speakers might say. Choral drill together.
- Hand one prompt to each learner. Ask learners to mingle and practise using their prompt. Clap your hands/ring a bell after one minute and ask learners to talk to someone else. Ask learners to swap prompts and talk to someone else. Repeat. Monitor and support as necessary.

Differentiation/extension

- Group beginner readers together and assist them to read and order at least one conversation from 4.1.3.
- Give some learners speech bubbles with some of the words missing. Learners fill in the words, either from memory or by looking at the transcript (depending on level).
- For higher level learners, use blank speech bubbles for them to write the continued conversation (or scribe) and get them to read back and role play the full conversation.
- Use the full transcript for further reading and writing work.

Activity 3

A text message (reading)

- Project Resource 4.1.5 (image of texting on mobile phone) and elicit what the person is doing. Ask learners if they send text messages (regular texts/ WhatsApp or similar) and, if so, who to? What language and script do they use?
- Now project the first image from Resource 4.1.1 of two parents (mothers) meeting at a children's centre. Elicit what is happening and who they are. Hand out the text conversation (Resource 4.1.6) and explain that the text conversation followed their first meeting at the children's centre.
- Display 4.1.6 and chorally read the text conversation aloud a few times and ask questions to check understanding e.g. *Have they met before? What is the conversation about? What are their plans?*
- On the board draw a full stop, question mark, exclamation mark and a smiley face. Elicit what these are called and then ask learners to find them in the text messages. Elicit from learners/demonstrate how these can change the meaning of the text. Ask learners if they use this punctuation in their languages and, those who send messages on their phones, if and how they use emoticons and/or faces using colons and brackets, e.g. :)
- Divide learners into groups, ask them to turn over their text conversation and hand out the text conversation strips (Resource 4.1.7 or cut up Resource 4.1.6), one set for each group, and ask them to put the conversation in the correct order. Monitor and check.
- Hand out Resource 4.1.8 and ask learners to fill in the gaps, either using the words in the table, copying from Resource 4.1.6 or from memory.

Differentiation/extension

- Support beginner readers to few sentences (4.1.6/4.1.7).
- Cut a few sentences into words to reorder.
- 4.1.8: could be an extension or homework.
- Ask learners in groups to build up a list of the different punctuation marks and emoticons they use in texting. See which group has the most!

Activity 4

A text message (phonics and spelling)

- Project Resource 4.1.9 and elicit/drill the words. Focus on the vowel sounds and spellings, noting that /eɪ/ is spelled 'ay' and 'ea'. Some learners may be aware that it is also commonly spelled with 'ai' (*rain*) and 'ey' (*they*). Note the letter 'i' is pronounced /ɪ/ in CVC words such as '*his*' and /aɪ/ in many other common words such as '*nice*'.
- Divide learners into pairs/groups and hand out a set of the cut-up colour-coded word cards (Resource 4.1.9) to each pair.
- Say each word at random and ask the group to hold up the word, saying it as they do so.
- Now ask each group to divide the words into four piles based on the four different underlined vowel spelling/sound patterns. Give an example to demonstrate. Monitor and support.
- Hand out Resource 4.1.10 and ask learners to fill in the missing letters, from memory if possible.

Differentiation/extension

- Ask learners to work in groups with the four different vowel sound/letter combinations and add other words with the same pattern to each list.
- Some learners may be able add other sound/letter combinations, e.g. /eɪ/ spelled 'ay' and 'ea'.
- Resource 4.1.10 could be an extension activity or homework.

Activity 5

Responding to a text message (reading and writing)

- Hand out Resource 4.1.11. Read the message from Ali together. Check understanding and elicit that this text comes after an initial meeting
- Ask learners concept check questions e.g. *Did Ali meet you yesterday? What does Ali want to do?*
- Ask learners to respond to the text using language and writing practice from previous activities, ideally by sending you a message on their phones or using the speech bubble on the handout.

Differentiation:

- Elicit how you would decline the invitation. Work on a group text and scribe on board e.g. *Hi Zoulfa, I'm sorry I can't come tomorrow. Can you meet on Thursday? At 3.30? Muna J*
- Ask learners to send you a text/WhatsApp message inviting you to meet up.
- Higher level learners can write their own response in the speech bubble, send you the message on their phones, or use the blank speech bubbles (Resource 4.1.12) to instigate a conversation with a new friend. They can work in pairs to start a conversation, pass to a partner and respond to each other.

Additional differentiation and extension activities

- Learners share how and where they socialise and say which online groups they are members of that may be of interest to other learners.
- Include mingling time throughout the session, or at a designated break time, when learners can show pictures on their phones, chat and socialise!
- Use Resource 4.1.12 (blank text conversation) for additional writing practice.

Follow up ideas

- If learners are happy to share their phone numbers and be part of an online group such as WhatsApp, and start a conversation. Ask learners to respond, e.g. *Hi everyone! Thanks for a great class today! :-)* *Hope to see you next week. Have a great week! Sarah.* Encourage learners to use WhatsApp to practise their English and arrange activities and meet ups outside the class (this may require supporting learners in downloading WhatsApp and showing them how to use it, and encouraging learners to do this between themselves).
- Assist learners to arrange a class social event, e.g. a picnic in the park with families, a night out, a jumble sale. If it is an event where others will be invited, create a poster/flyer/invitation together.



TEXT A: Rubina and Sara

| | |
|--------|---------------------------|
| Rubina | Hi. How are you? |
| Sara | I'm fine thanks. And you? |
| Rubina | Yes, fine thanks. |

TEXT B: Tamim and Ali

| | |
|-------|----------------------------------|
| Tamim | Hello, I'm Tamim. |
| Ali | Nice to meet you Tamim. I'm Ali. |
| Tamim | Where are you from, Ali? |
| Ali | Iraq. And you? |
| Tamim | Bangladesh. |

TEXT A: Rubina and Sara

Hi. How are you?

I'm fine thanks. And you?

Yes, fine thanks.

TEXT B: Tamim and Ali

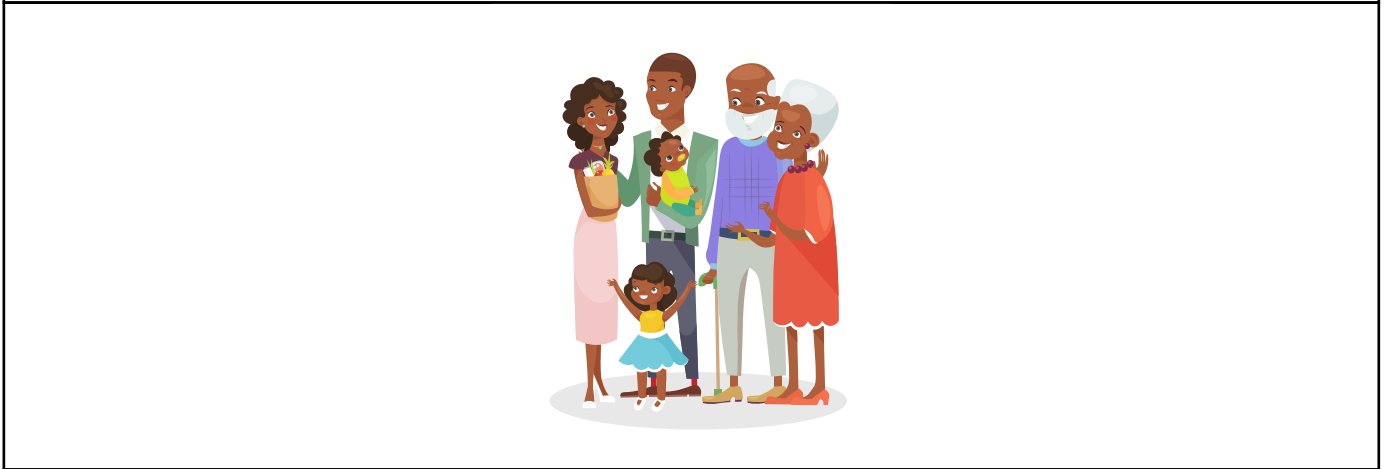
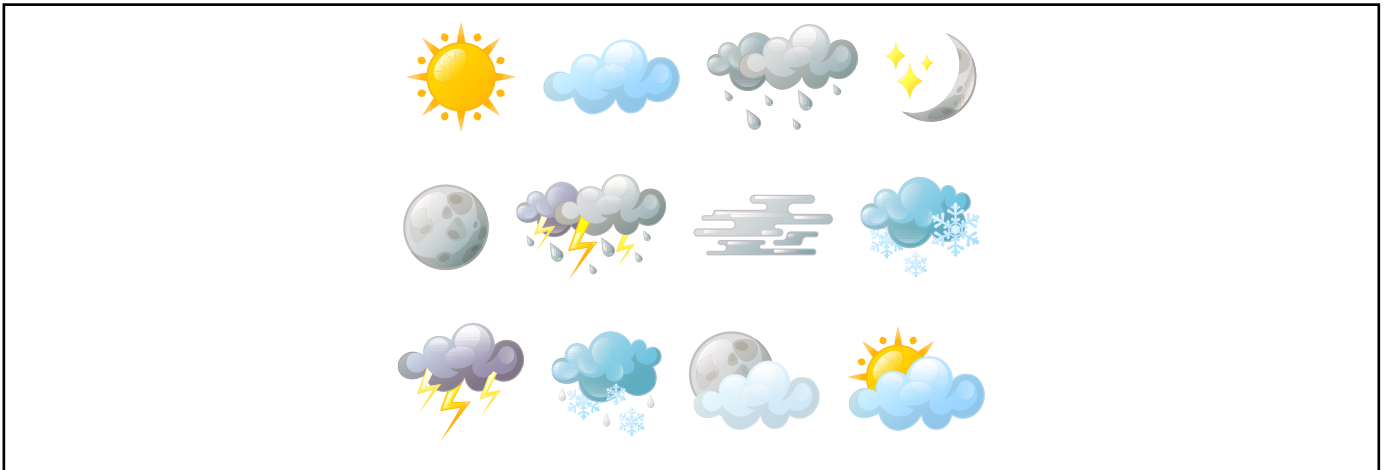
Hello, I'm **Tamim**.

Nice to meet you **Tamim**. I'm **Ali**.

Where are you from, **Ali**?

Iraq. And you?

Bangladesh.







Hi Muna. This is Zoulfa.
Nice to meet you today.
Are you free after school
tomorrow?
Meet in the playground
at 3.30? 😊

Hi Zoulfa! Great!
See you then!
Muna :-)

.....
.....
.....
.....

Are you free after school tomorrow?

Hi Muna. This is Zoulfa.

See you then!

Meet in the playground at 3.30? 😊

Hi Zoulfa! Great!

Nice to meet you today.

Muna :-)

Meet Great free Hi
This See Nice

_____ Muna. _____ is Zoulfa.

_____ to meet you today.

Are you _____ after school
tomorrow?

_____ in the playground
at 3.30? :-)

Hi Zoulfa. _____!

_____ you then!

Muna :-)

nice

hi

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Hi! How are you? Nice to meet you today. Do you want to meet for a coffee tomorrow?

At the cafe?

At 4pm?

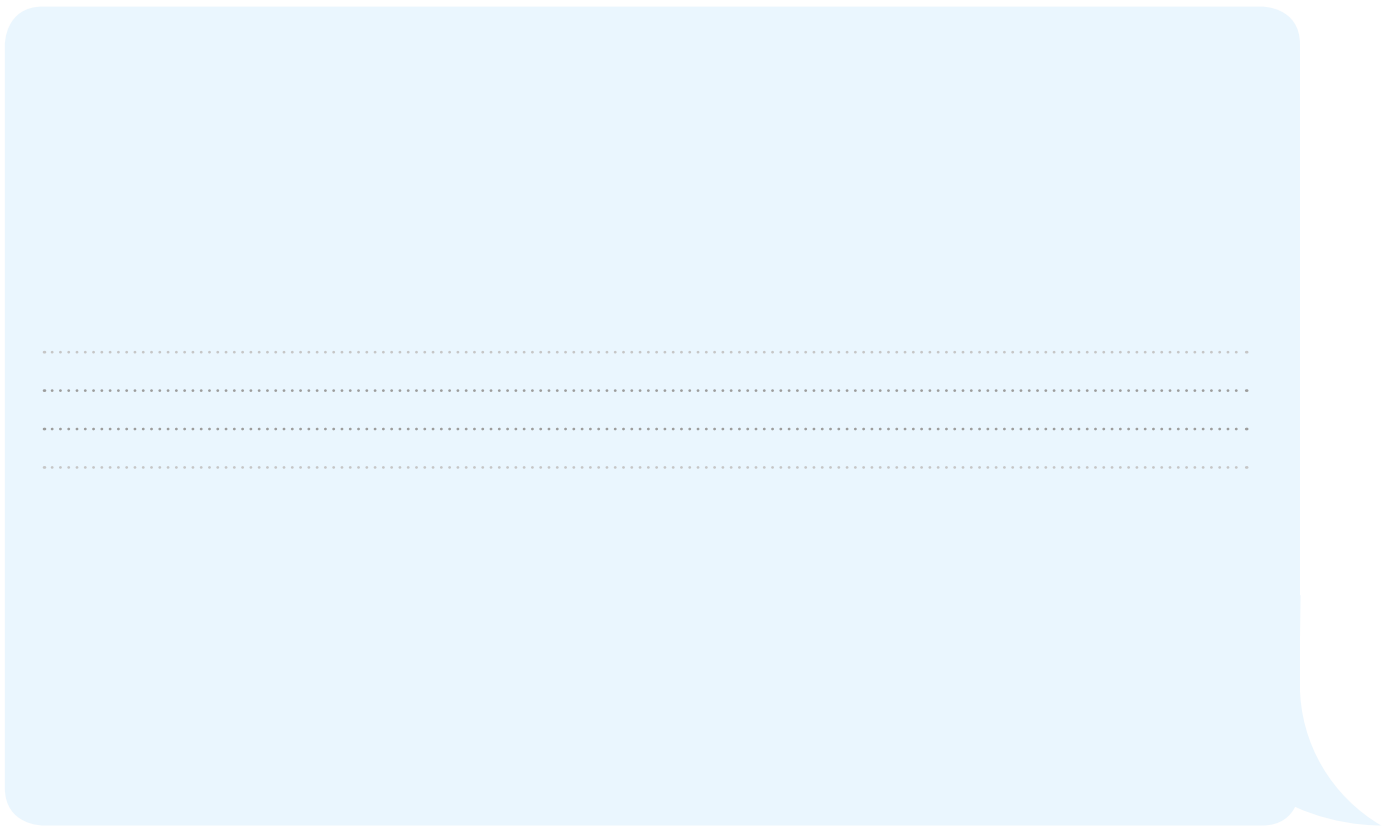
Ali 😊

.....

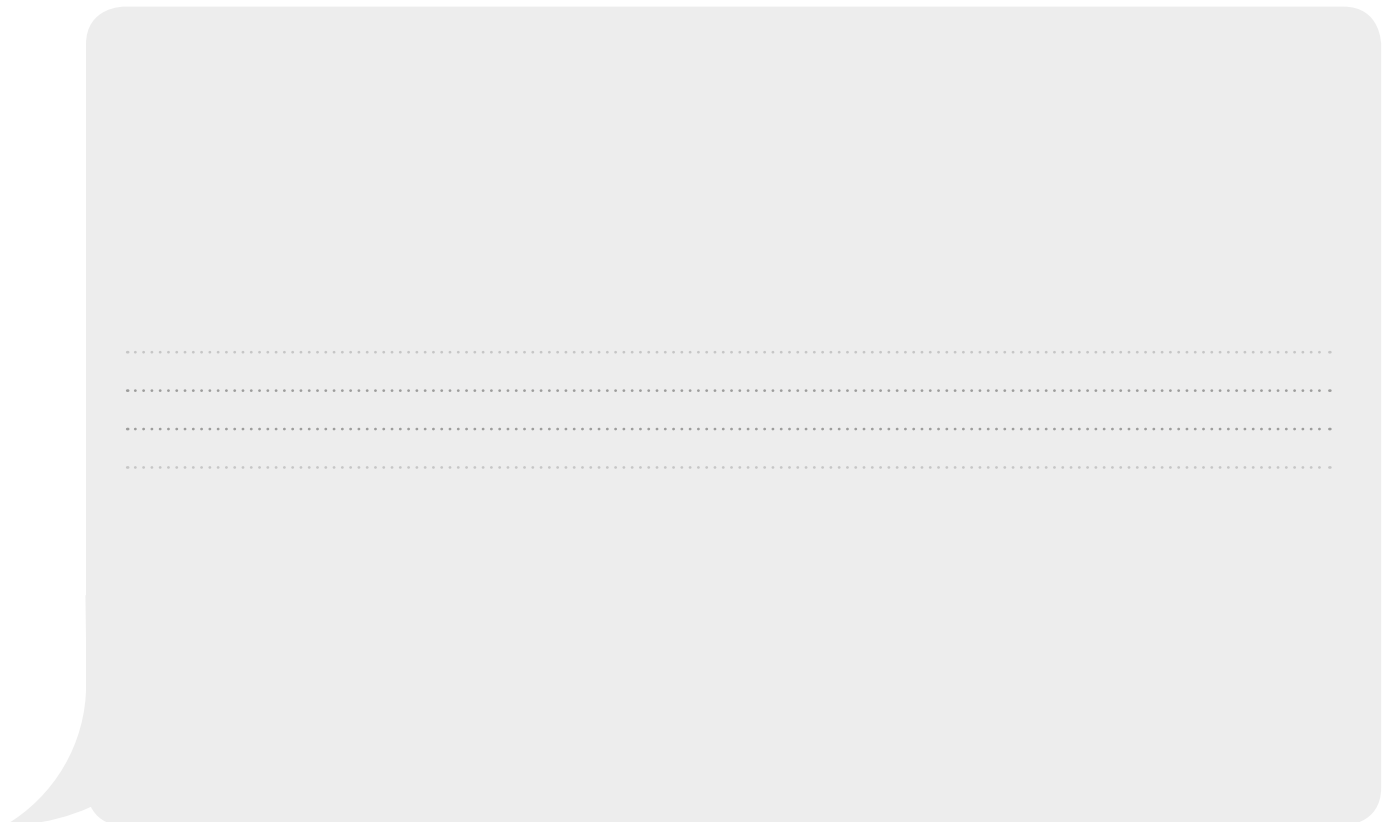
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A light blue speech bubble with rounded corners and a tail pointing towards the bottom right. Inside the bubble, there are four horizontal dotted lines spaced evenly, providing a template for writing a text message.



A light grey speech bubble with rounded corners and a tail pointing towards the bottom left. Inside the bubble, there are four horizontal dotted lines spaced evenly, providing a template for writing a text message.

Unit 2: My interests

Overview of topic

Learners talk and write about their interests and share with the rest of the class.

I like cooking and watching TV. I don't like swimming.

Skills


Speaking and listening

- Talk about interests and pronounce key words clearly (Sc/E1.1a, Sc/E1.4a, Lr/E1.4b).
- Ask and answer questions about the time (Sc/E1.3b, Sc/E1.4a, Lr/E1.4b).

Reading, writing and phonics

- Recognise and decode key words (Rw/E1.1a, Rw/E1.1b).
- Write a simple sentence using capital letters and full stops (Ws/E1.1a, Ws/E1.2a, Ws/E1.3a).
- Obtain information from a simple leaflet (Rt/E1.1a, Rw/E1.1a).
- Write key words and times clearly, using phonic knowledge to aid spelling (Ww/E1.1a, Ww/E1.1b, Ww/E1.2a, Ww/E1.2b).

Language points

- Vocabulary (nouns and verbs) relating to interests and leisure activities.
 - Structures: *I like/I don't like + verb (...ing form)* or *I like/I don't like + noun phrase; present simple + noun + adverbial phrase*.
 - Read, say and understand the time (12 and 24 hour clock).
- 

Materials

Activity 1

Resource 4.2.1 (Images) – use large images of your local area dependent on learners' interests or enlarge images provided. Also print as a handout, one per learner and make picture cards, one set per pair of learners.

Resource 4.2.2 (Key words) – one per learner. Also enlarge, print and cut into cards, one set per pair of learners. Sticky tack.

Activity 2

Resource 4.2.3 (Verbs and structures) – print and cut into cards, one set per pair of learners. Add words relevant to learners as per images.

Resource 4.2.4 (Sentence stems) – print as a handout, one per learner. Resource 4.2.5 (Phonics) and Resource 4.2.7 (Clocks) – as needed.

Activity 3

Resource 4.2.6A (Library information) - adapt for your area (e.g. local address, travel information, insert more images) and print one for each learner.

Resource 4.2.6B (Information gap/copying and Days of the week cards) – cut up as indicated, one per learner and supplement with days of the week cards (Template 9).

Resource 4.2.7 (Clocks) – differentiation: as many as learners need.

Activity 4

Resource 4.2.8 (Word cards) – print and cut into cards, one set per pair of learners.

Resource 4.2.9A and Resource 4.2.9B – handouts for spelling and phonics practice.

Optional: include days of the week resources from Topic 4, Unit 4 to match with abbreviations (Resource 4.2.10) and practise spelling days of the week with cut up word cards (Resource 4.2.11).

Additional differentiation/ extension activities

Texts 9 and 10 (to project for choral reading and/ or one for each learner according to level)

Activity 1

Talking about likes and dislikes (speaking, reading and phonics)

- Put the enlarged pictures (Resource 4.2.1) on walls around the room. Stand by each picture and elicit vocabulary, e.g. *computer, TV, swimming pool, park, library*, etc. Drill and focus on stress patterns by beating the stress using your hands and encourage learners to do the same.
- Using yourself as an example, point to relevant images and make two statements, one positive and one negative, e.g. *I like the gym. I don't like swimming*. Act/mime if necessary. Ask for volunteers to say what they like/don't like. Some learners may be able to give more details – encourage fluency and use of whatever language they know.
- Ask learners to stand by a picture which represents their main interest and say *I like ...* then ask them to stand by a picture which represents a dislike and say *I don't like ...*
- Learners return to their seats. Using Resource 4.2.2, display the words and give each learner a handout. Read the words aloud, pointing to each in turn, focusing on the syllables. Read aloud together and then ask for volunteers to read the words. Ask learners to practise reading them in pairs.
- Using the handout, ask learners to circle the initial consonant in each word. Then ask learners to identify the *...ing* endings. Elicit other words they know which have the same pattern.
- Give each pair a set of word cards (Resource 4.2.2). Say each word at random and ask learners to select the word card and hold it up. Check and recap pronunciation.
- Ask each pair of learners to choose one card and stick it next to the correct picture on the wall.
- Ask all the learners to get up and check the word cards are with the correct pictures, then return the word cards to the learners so that each pair has a full set.
- Hand out a set of images to each pair (Resource 4.2.1) and ask them to match the words and pictures, saying the words aloud as they do so. Monitor, support and check.
- Give each learner a handout of the images. Write a tick ✓ and a cross ✗ on the board and check understanding of the symbols. Hold up your own copy of the handout and mark each picture to indicate your likes and dislikes, saying: *I like I don't like ...*.
- Ask learners to mark each picture with a tick or cross and tell their partner what they like or don't like.

Differentiation

- Provide additional cards and images to suit the needs/interests of your learners
- Adjust the numbers of words given out according to the size of the group, learners' interests and the reading levels of learners.
- Encourage stronger learners to give reasons for their likes/dislikes using *because ...*
- Some learners may say *I like going to the gym/park/library/cinema*, etc. whilst others may just say the key words.
- Use Resource 4.2.2. to create further phonics, spelling, handwriting or copying practice.

Activity 2

Sentence making (reading and phonics)

- Hand out some or all the word cards from Resource 4.2.3 (according to level). Read the words aloud as you demonstrate how to put the words together to form a sentence.
- Ask learners to work in pairs to form sentences using the cards, putting a full stop at the end of each sentence. Then match an image to each sentence they've made.
- Depending on level, use Resource 4.2.4 (Sentence stems) and ask learners to write sentences that are true for them, or use Resource 4.2.5 (Phonics) for spelling practice.

Differentiation

- Some learners may ask about the double consonants in *swimming* and *shopping*. If so, ask for examples of other words they know with the same pattern and give a brief explanation of the CVC rule, if appropriate.
- For lower level learners reduce the number of words.
- More confident learners can join clauses using *and* or *but*, write more sentences or a short text using lined paper.
- Provide word cards for learner support.
- Select some of the words for copying and handwriting practice (Template 1).

Activity 3

Finding information and telling the time (reading and phonics)

- Show/project an image of your local library and find out what learners know about libraries, e.g. have they been to a library in their own country and/or in the UK? What is in a library? When are they open? Give some basic information using pictures and images from the internet. Check key vocabulary: books, computers, Wi-Fi, photocopier, toilets, car park, shop, staff, self-service.
- Project/hand out the library information sheet (Resource 4.2.6A) and read it aloud while learners follow, pointing to words as you say them. Ask comprehension checking questions and check understanding of the abbreviations for days of the week.
- Focus on initial consonants, noting /f/ is spelt with 'ph'.
- Practise saying numbers and times. Check *am* and *pm*. Say some of the times at random and ask learners to point to them or circle.
- Model and drill one question and answer *What time is the library open on (Mondays)? 2 till 5*. Write up the question on the board and model and drill some more questions about library opening times.
- Hand out resource 4.2.6B for pair work practice (Card A or B) and Template 9 strips: learners ask and answer, filling in the missing times.
- Feedback: ask each pair to demonstrate one question and answer to the group.

Differentiation

- You may wish to use speech bubbles to illustrate the model question and answer.
- Use text for a roleplay with learners asking and answering questions about the library, e.g. *What's the phone number? Which buses go to the library? Is it near the train station?*
- You may need to teach/revise days of the week (4.2.6B Day cards) and times: bring in a 'teaching clock' and teach times if learners are unfamiliar. Learners practise in pairs asking and saying the time. Use Resource 4.2.7 for learners to draw the times stated in the library information sheet. Reverse the activity by drawing in the clock hands and asking learners to write the time next to the clock.
- Practise saying the times in two different ways: *12.30* or *half-past twelve*
- A blank grid is provided in Resource 4.2.6B for lower level learners to copy the times from the library information sheet and practise writing numbers.

Activity 4

Key words and spelling (reading, phonics)

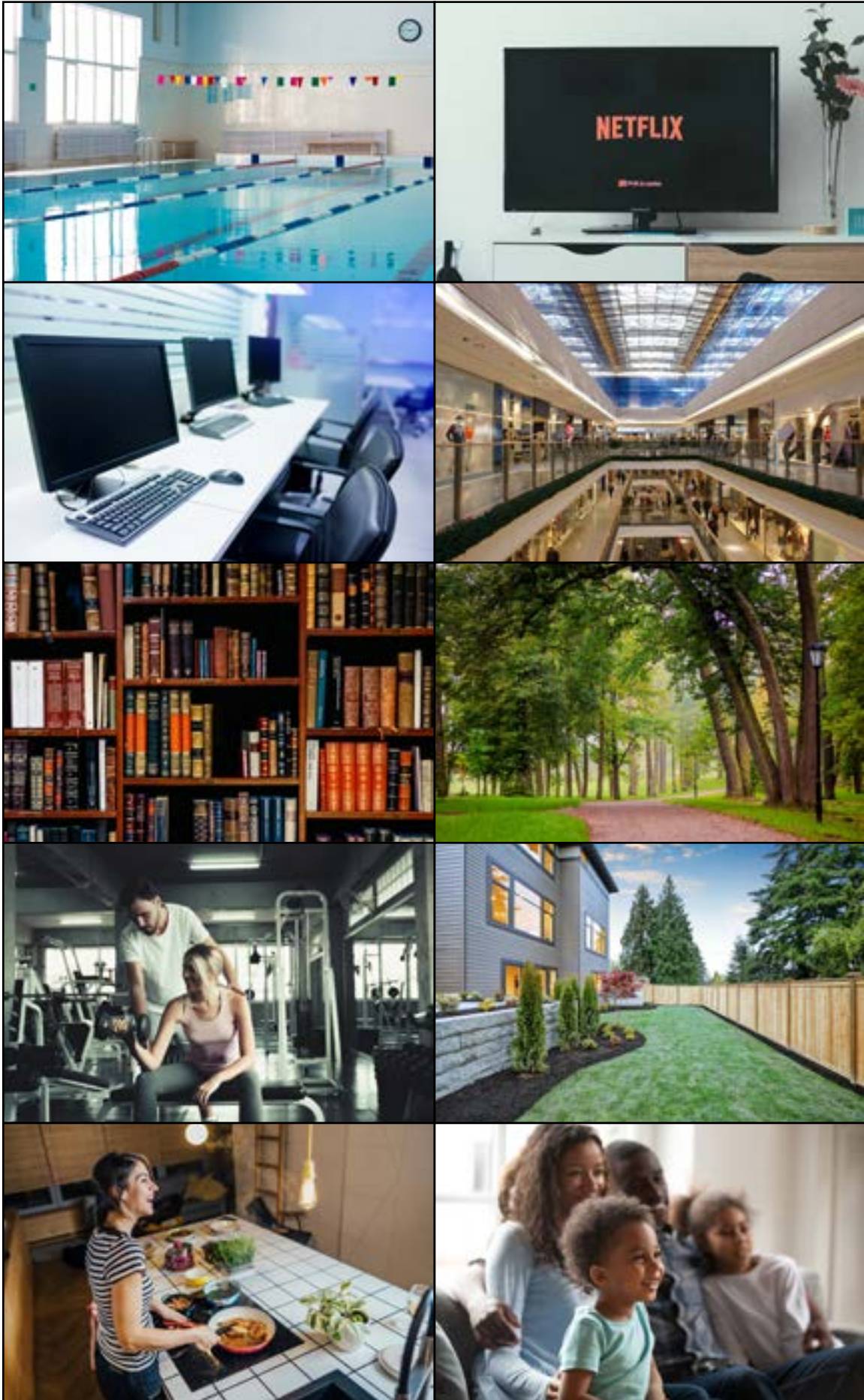
- Depending on level, do one these activities:
 - Give sets of word cards (Resource 4.2.8) for whole word matching practice – upper and lower case.
 - Use Resource 4.2.9A or 4.2.9B for forming letters, phonics and spelling practice. Focus on the /ɑː/ sound in *car* and *park* – one vowel sound which is spelled with two letters (ar). Elicit other words with the same sound/spelling pattern.
 - For practice saying, reading and writing the days of the week, use the word cards from Topic 4, Unit 4. Use Resource 4.2.10 (Abbreviations) to match to days and Resource 4.2.11 to practise spelling. Adapt cards for further spelling and phonics practice by removing one or more letters from each word.

Additional differentiation/extension activities:

- Use Texts 9 and/or 10 for further practise. You can project one or both on to a screen or use individual handouts according to level for choral reading and for learners to use as a model for further writing practise.
- Play numbers or times bingo (Template 4).
- Make a simple quiz for learners to do in pairs, e.g. How many books can you borrow? How much is it to use the internet? How much is a photocopy? Is there a newspaper in your language? Using the information, they can create their own 'Library information sheet'.
- Stronger learners work together to do an internet search to find out about their local library.

Follow up idea

- Find out how many learners are already members of a library. If very few, get library application forms and practise reading, understanding and filling in the forms together in class and then go with learners (and any evidence they need) to register.
- Roleplay asking for a form or giving personal information to join the library or other local amenity.
- Take learners on a visit to a local library. Use the experience as the basis for creating a Language Experience text in the next lesson.



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|------------------|-----------------|
| cooking | TV |
| computer | family |
| gardening | swimming |
| gym | library |
| park | shopping |

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| visiting | watching |
| using | going to |
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| | | |
|--------|--------------|---|
| I like | I don't like | . |
| I like | I don't like | . |
| I like | I don't like | . |
| I like | I don't like | . |
| I like | I don't like | . |

| | |
|----------------------------|-----------------------------------------------------|
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| <p>I don't like</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>I like</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>I don't like</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

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| __omputer | __amily |
| __ardening | __wimming |
| __ym | __ibrary |
| __ark | __opping |



Larchester Library

High Street, Larchester, N1 4XL

Getting there

- Bus: 160, 230, 266
- Train: Larchester station (5 min walk)

Facilities

- Wi-Fi
- Computers
- Photocopier
- Toilets
- Shop
- Car park

Telephone: 03584 792617

| | Mon. | Tue. | Wed. | Thu. | Fri. | Sat. | Sun. |
|---------------|-----------------|-------------|------|-------------|------|-------------|-------------|
| Opening times | 9 am - 12.30 pm | 2 pm - 5 pm | | 2 pm - 8 pm | | 9 am - 5 pm | 2 pm - 5 pm |

A

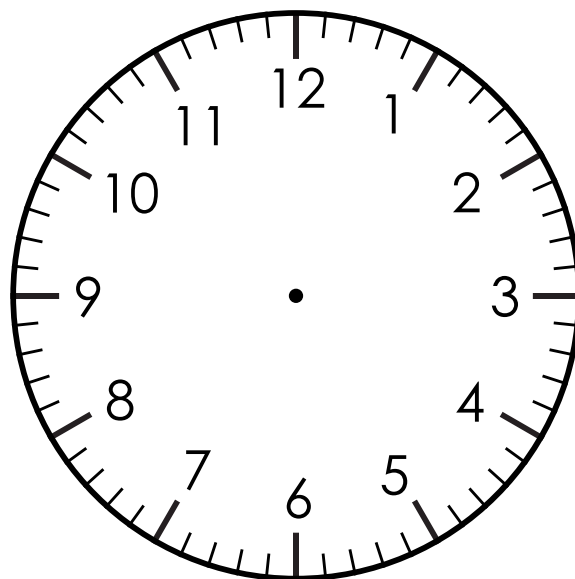
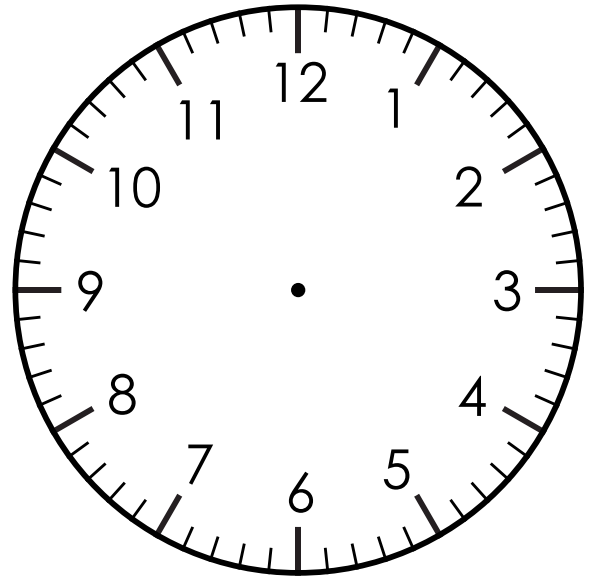
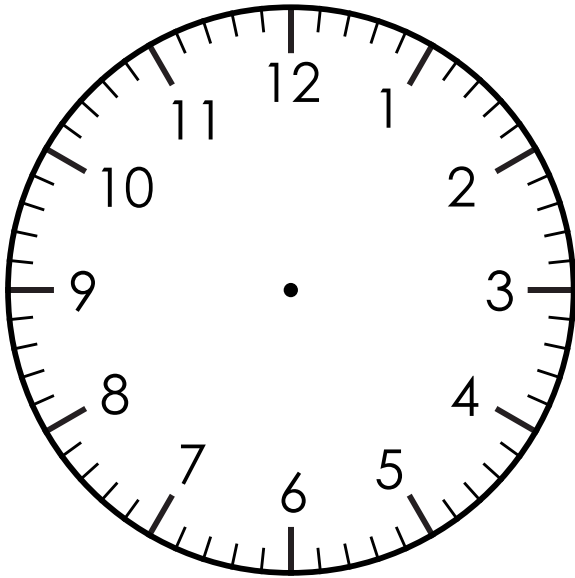
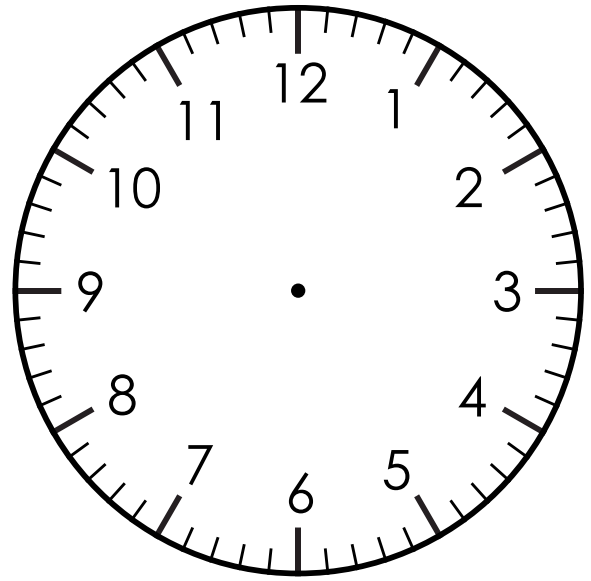
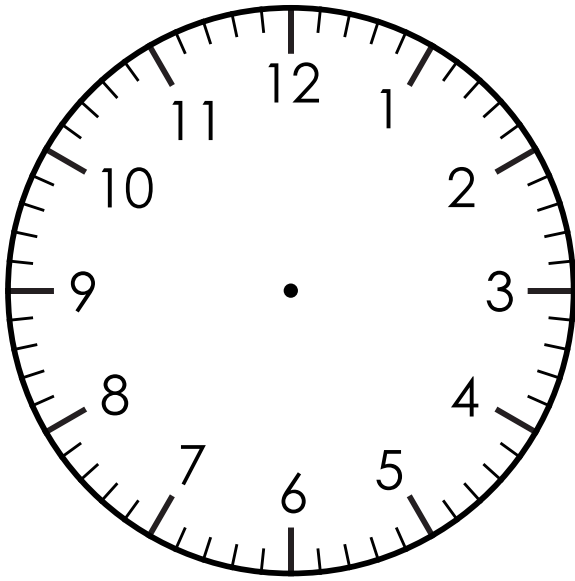
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| Opening times | | 2 pm – 5 pm | | | | 9 am – 5 pm | |

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| Opening times | 9 am – 12.30 pm | | | 2 pm – 8 pm | | | 2 pm – 5 pm |

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| Opening times | | | | | | | |



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| public | PUBLIC |
| Wi-Fi | WI-FI |
| photocopier | PHOTOCOPIER |
| toilets | TOILETS |
| library | LIBRARY |
| shop | SHOP |
| computer | COMPUTER |
| car park | CAR PARK |

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| Fri | day | |
| Sat | ur | day |
| Sun | day | |

Asal



My name is Asal.

I like gardening.

I don't like cooking.



Musa



My name is Musa.

**I go to the library every
week.**

I like reading.

I like using the computer.

I don't like writing.

TOPIC 4: MY TIME

Unit 3: Work

Overview of topic

Learners talk about places of work (formal, informal and domestic) and the work tasks:

I work in a hospital. I clean offices.

Skills

Speaking and listening

- Learners talk about where they work or have worked (including in the home) and the tasks they perform (Sc/E1.4a, Sc/E1.4b, Lr/E1.2b, Lr/E1.5d).
- Learners listen and pronounce clearly /tʃ/ and /ʃ/ (Sc/E1.1b, Lr/E1.2d).

Reading, writing and phonics

- Learners read and write a simple text (Rt/E1.1a, Rs/E1.1a, Rw/E1.1a, Wt/E1.1a, Ws/E1.1a, Ww/E1.1a).
- Focus on words with initial and final 'sh' and 'ch' spelling patterns, spelling them correctly (Rw/E1.2a, Rw/E1.3a, Ww/E1.1b, Ww/E1.1c).

Language points

- Vocabulary: work activity collocations e.g. *check the cash/look after children*.
- Sentence structures: present simple tense for habitual actions e.g. *I open the shop*; possible past simple tense formation.

Materials

Activity 1

Resources 4.3.1 (Workplace flash cards) - print one set for each group of 4-5 learners. Or use images more relevant to your learners.

Activity 2

Resource 4.3.2 (Work comic strip - no captions) - print one for each pair, plus one enlarged to show class, or projected.

Resource 4.3.3 (Work comic strip) - print one for each learner.

Activity 3

Resource 4.3.4 (Phonics table) - print one per learner.

Resource 4.3.5 (Spelling/writing table) - print one per learner.

Activity 4

Resource 4.3.6 (Blank comic strips) - print one for each learner.

Activity 1

Workplaces (speaking and listening)

- Ask learners to say where you all are (in a school/college/community centre). Ask/elicite what you do/what your role is, i.e. teacher/tutor/volunteer e.g. *I'm a teacher and I work in a college.* Write this on the board.
- Read the sentence aloud to learners and ask them to repeat. Ask for volunteers to read it. Point out '*I'm*' is short for *I am*.
- Give out sets of Resources 4.3.1 (Workplace flash cards) and ask learners to find and hold up the picture that best represents the place you are in.
- Ask them to look through the other cards and find places they work or have worked in (or friends or family members work). The object here is to create a group language experience opportunity so allow first language use.
- Feedback as whole class - any work facts you elicit will be used later in the writing activity. For now, keep it very speaking-focused.

Differentiation:

- Many learners may do mainly housework - make sure you include these tasks as 'work'.
- Monitor and support the groups as necessary as they look at the flashcards.
- Alternatively, run this as a whole class activity, holding up each flashcard in turn.

Activity 2

Comic strip (reading/phonics)

- Hold up the shop flashcard from Resource 4.3.1 (Workplace flashcards) and check the class understand 'shop'.
- Now give out and show Resource 4.3.2 (Work comic strip - no captions). Read out the words in the first pane (*I'm Nadia, I manage a shoe shop*). Ask learners if they can say what is going in the other pictures. Elicit, or provide the vocabulary, drill and write on the board.
- Ask learners questions to check understanding of comic strip e.g. *Where does Nadia work? Is she a shop assistant? (No, a manager.)*
- Now give out copies of Resource 4.3.3 (Work comic strip) and read the story together. Model, then ask learners to practise reading in pairs. Then read again together a few times as a whole class. Ask for volunteers to read it aloud to the class.
- Elicit which words have the /tʃ/ and /ʃ/ sounds. Ensure learners can distinguish between the sounds and can identify the correct graphemes for the sounds.

Differentiation/extension activities

- Learners could cut the captions off the pictures, jumble and then resequence.

Activity 3

Spelling/Phonics ('sh' and 'ch')

- Show/project Resource 4.3.4 (Phonics table). Check any new vocabulary using the cartoons or mime as necessary and recap the /tʃ/ and /ʃ/ sounds and spelling.
- Give out Resource 4.3.4 and ask learners to either write in 'ch' or 'sh' or place the 'sh' and 'ch' cards in the correct place.
- Feedback as a whole class and show correct model on screen/board.
- Phonics/spelling: write up two columns on the board: 'sh' and 'ch'. Elicit which words in the comic strip have this spelling/sound pattern. Invite learners to come to the board and write one of the words in the correct column, and any others they know that follow the same sound/spelling pattern.

Differentiation/extension activities

- Some learners can use Resource 4.3.5 (Spelling/writing table) for spelling and handwriting practice.
- Use Resource 4.3.5 for further phonics work, e.g. blending, short vowels, final consonants.

Activity 4

Comic strips (writing)

- Elicit some of the statements made by learners in the first activity (e.g. *I worked in an office. I work in my home*). Alternatively use yourself as an example (e.g. *I work in a college*). Ask learners to suggest more work activities. Draw activities on the board or flipchart paper.
- Give out Resource 4.3.6 (Blank comic strips) and ask learners to draw themselves in the first frame. (Draw yourself first as an example). Then ask them to draw some of their daily tasks. Encourage learners to support each other through use of L1/translation app.
- Once they have drawn the frames, ask for suggestions for captions then to write captions.

Differentiation

- Some learners may only manage one or two words for each frame.
- Support learners to help each other e.g. scribe for others and write sentences which could then be copied for homework.
- Some learners might write about their current daily activities using present simple, others about jobs they have done in the past. For these learners, this is an opportunity to review past simple tense endings, although for both groups, the focus should be on writing a text rather than the grammar.

Additional differentiation/extension activities:

- *So do !!/So did !!* – a variation on *Snap!* card game. Learners read out their texts - other learners call out *So do !!* or *So did !!* if they do/did the same activity.
- Learners who finish quickly can prepare questions to ask another learner about his/her work activities. Then work in pairs to ask/answer the questions.

Follow up ideas

- Learners make a similar text but instead use photographs or video from their phones instead of drawing pictures.
- Learners make mini-documentaries of their daily tasks.
- Learners could try to arrange visits to each other's workplaces.
- Use set of 4.3.5 cards to check sounds *ch* and *sh*: say the sound for learners to hold up a word with the sound in it.



School

College



Hospital

Home



Office

Farm



Shoe shop

Supermarket



Market

Taxi



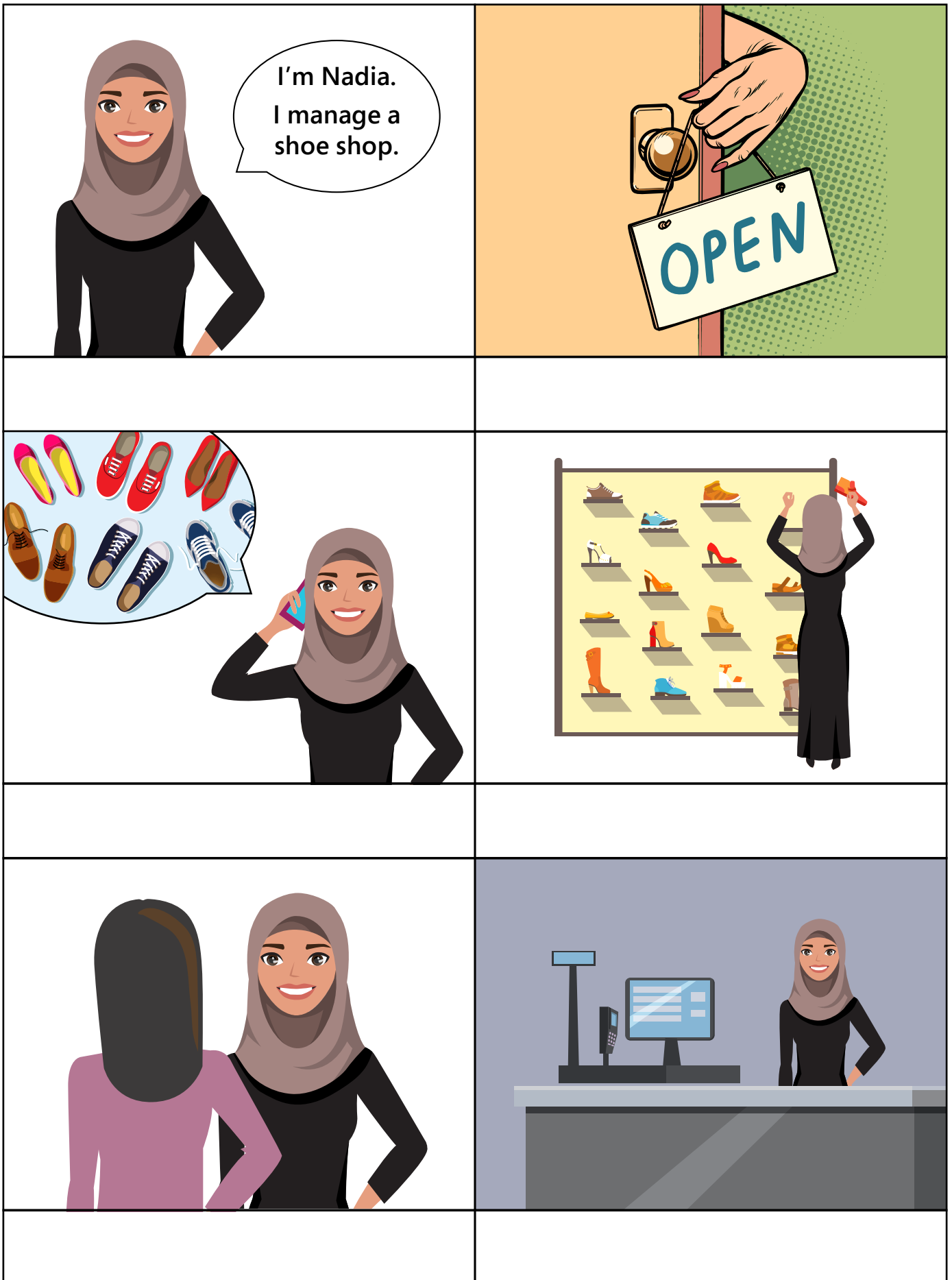
Hairdressing salon

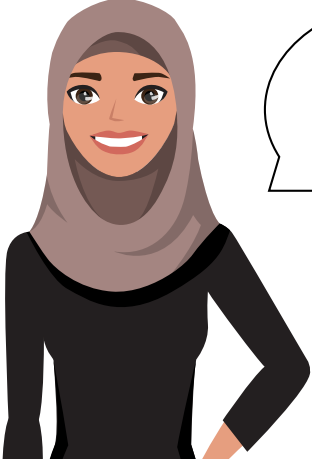



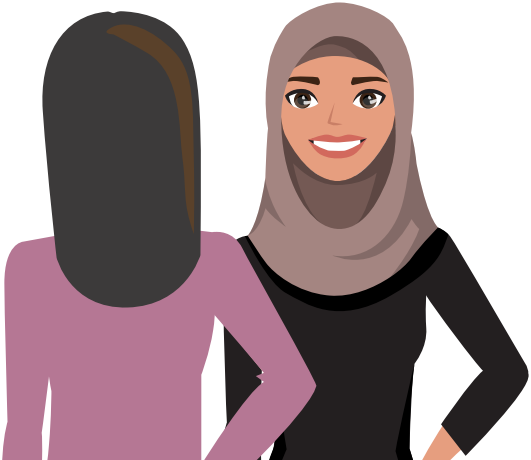
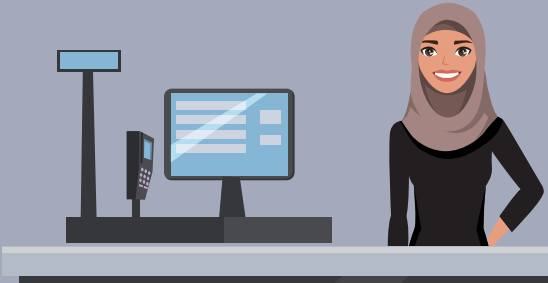
Hotel



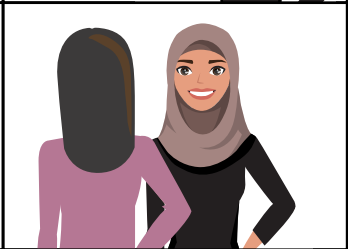
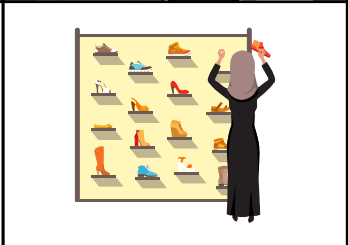



Nursery

Care home



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|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  <p>I'm Nadia. I manage a shoe shop.</p> |  |
| <p>I'm Nadia. I manage a shoe shop.</p> | <p>I open the shop at 9.30.</p> |
|  |  |
| <p>I choose some shoes for the summer.</p> | <p>I change the display.</p> |
|  |  |
| <p>I chat with my customers.</p> | <p>I check the cash.</p> |

| | |
|--------------------------------------|---------------------------------------------------------------------------------------|
| <p>I manage aoeop.</p> |  |
| <p>Ioose someoes.</p> |  |
| <p>Iat with my custom-ers.</p> |  |
| <p>Iange the display.</p> |  |
| <p>Ieck the ca......</p> |  |

| | | | |
|----|----|----|----|
| ch | ch | ch | ch |
| sh | sh | sh | sh |

| | | |
|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|
| <p>cash cash</p> <p>.....</p> | <p>shoe shoe</p> <p>.....</p> | <p>shop shop</p> <p>.....</p> |
|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|

| | | |
|------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <p>chat chat</p> <p>.....</p> | <p>check check</p> <p>.....</p> | <p>change change</p> <p>.....</p> |
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| | | |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------|
| <p>children children</p> <p>.....</p> | <p>choose choose</p> <p>.....</p> | <p>_____</p> <p>_____</p> <p>.....</p> |
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TOPIC 4: MY TIME

Unit 4: My community

Overview of topic

Learners identify and and share information about their communities.

There is a summer fair on Saturday. There is a Latin American women's group near here.

Skills

Speaking and listening

- Learners listen to a short presentation (Lr/E1.1b, Lr/E1.2a).
- Learners tell one another about their communities (Sc/E1.4a, Sc/E1.4b, Lr/E1.2b).
- Pronounce new words clearly (Sc/E1.1a, Sc/E1.1b).

Reading, writing and phonics

- Read and understand some information about a community event (Rt/E1.1a).
- Read and understand days of week and months (Rw/E1.1a, Rw/E1.2a, Rw/E1.3a).
- Read, understand and write a simple sentence linked to the topic (Rs/E1.1a, Ws/E1.1a).
- Write and spell correctly some familiar words (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c, Ww/E1.2a).
- Use phonic strategies to help decode key words and aid spelling.
- Recognise 'y' letter/sound correspondence.

Language points

- Use of capital letters for days of week and months.
- Some common nouns relating to the topic, e.g. *community, festival, meeting, country*.
- Sentence structures: *There is a/an ... on (day) (date). It starts at ... It finishes at ...*



Materials

Activity 1

Collect examples of publicity/flyers for a range of local community groups and events.

Resource 4.4.1 (Flashcards) – print one large set, or project onto screen.

Blank cards.

Activity 2

Prepare a short talk about communities you are part of with photographs and a simple text (see Resource 4.4.2 for an example).

Prepare a set of key words and images to go with your talk. Use Resource 4.4.3, (Key words) as an example with 4.4.5 (Days of the week) and 4.4.6 (Months).

Resource 4.4.4 or similar based on your talk – one for each learner or pair/group.

Resource 4.4.7 (Matching activity) – one set per each pair/group, laminated if possible and cut into strips with words still connected to the relevant image. Keep some copies of Resource 4.4.7 uncut for learners to use for self-checking.

Scissors.

Activity 3

Resources adapted and copied according to need and level:

- Tracing paper, lined paper (Template 1), blank key words sheets (Template 5), choice of pens and pencils.
- Resource 4.4.8 (Copying and handwriting practice – days of the week),
- Resource 4.4.9 (Copying and handwriting practice – months),
- Resource 4.4.10 (Sentence stems),
- Lined paper

Activity 1

Communities (speaking and listening)

- Start by writing the word '*Community*' on the board and asking learners what it means. Encourage learners to use shared languages or translation apps to understand the word.
- Check understanding using concept questions along with images (Resource 4.4.1): *Is this a community?* to elicit 'Yes' or 'No' answers. Sort images into two piles – 'Yes' and 'No'. Drill, check syllables and stress pattern.
- Hold up the images from the 'Yes' pile one by one and elicit where it is/what sort of community it is, e.g. people in the same class; people who use the same centre; people from the same country; people who live in the same area; people with the same religion or culture; people who like the same thing; parents with children the same age/at the same school; friends; family; etc.
- Phonics and spelling: point to *Community* and focus on the syllables, initial letter 'c' /k/ sound, double *mm* letters/sound, and the final 'y' letter/sound correspondence. Encourage learners to tell you other words they know that end in the same final sound/letter correspondence, e.g. *country, family*. Scribe or ask learners to copy these words onto cards to use later.
- Invite learners to tell each other about any communities they are part of – support with language as needed and scribe any other key words on cards for learners to use later.

Differentiation

- For higher level learners, elicit the plural forms of *community, family* and *country*. Elicit/explain that the plural is made by changing the 'y' to 'i' and adding 'es'. Write up on the board using colour pens to highlight the changes: *country – countries, family – families* and focus on how the pronunciation changes too.

Activity 2

The teacher's communities (speaking, listening and reading)

- Explain you are going to tell them about some communities you are part of. Use photos, flyers, realia or a PowerPoint using some of the target vocabulary for this unit. See Resource 4.4.2 as an example. Hold up/project the relevant key words and images (see example Resource 4.4.3) as you say them.
- Check understanding and give learners the opportunity to ask any questions, then repeat your presentation.
- Hold up/project the key words one by one, ask learners to point to the image and drill. As you drill, point out initial letters/sounds or other phonic features to help learners recognise and decode the words.
- Now divide learners into pairs/small groups. Give each a set of key words and images (Resource 4.4.3 or similar) cut into strips. Give your presentation again, but this time pause before key words and elicit missing words. Ask learners to hold up the correct key word.
- Choral read the text together.
- Ask learners to cut up each strip, jumble the key words and images and match them. Monitor, support and encourage self-checking using uncut copies of Resource 4.4.3 Give each learner/pair or group a copy of Resource 4.4.4 and ask them to work individually or together to put the correct key word in each missing word space.

Differentiation and extension activities

- Adjust the length of your presentation and text as appropriate for the level of your group OR use two levels of text for reading activities in a mixed level group.
- Learners who finish quickly, can try to remember and write or copy the missing words onto a copy of Resource 4.4.4.
- Learners can practise matching some or all of the key words in upper and lower case (Resource 4.4.7) or sequencing the words in the order they hear them while listening to the presentation again.

Activity 3

Community events (writing)

- Spread the copies of flyers/invitations etc. for local community groups and events on a table. Ask learners to gather round and elicit what each may be for.
- Point out and read aloud key words such the type of event (meeting, festival, etc.). Use this as another opportunity for learners to tell each other about any community groups and events they know of.
- Using the resources and information learners have shared, elicit/model and drill some sentences using the target structures: *There is a/an ... on (day) (date). It starts at ... It finishes at ...*
- Ask learners to write about a community meeting or event they know about or they are interested in going to. Depending on level, learners do one or more of the following writing activities:
 - Single word copying and handwriting practice using key word cards, tracing paper, Template 5 with important words which you scribe for them, Resource 4.4.8 (Days of the week) or Resource 4.4.9 (Months)
 - Sentence writing using Resource 4.4.10 (Sentence stems)
 - Independent writing on lined paper.

Differentiation and extension activities

- Encourage learners to use their shared/ common languages and translation apps to find words and support understanding.
- Use sets of days and months (Resources 4.4.5 and 4.4.6) for further practise, e.g. reading and sorting each set into the correct order on a board, table or the floor.
- Ask learners to find all the 's' /s/ letter-sound correspondences in the sentence strips and highlight the 'sh' digraph and sound. Elicit examples of the same patterns in other known words.

Additional Differentiation/extension activities:

- For learners working at single word level, encourage them to use the *Look, Say, Cover, Write, Check* sheets (Template 3) for words that are important for them.

Follow up ideas

- Ask learners to bring in/share flyers/information about community events and, where possible, make plans to go together in small groups or as a whole class.
- After the visit, create language experience text.
- Learners can practise the target structures/ language to invite each other to community events in Topic 5, Unit 3.
- If they haven't already created one, and if all learners are in agreement, support them to set up a WhatsApp group.

















I live in a small square.

Every July we open our community garden.

There is music, tea and cake.

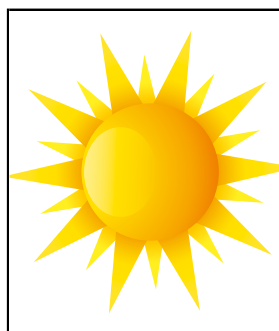
Every September we have a community festival.

There is music and food.
There are stalls.

I am in a book group.

We meet on a Sunday evening every month.

| | | | |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|  |  |  |  |
| <p>festival</p> | <p>music</p> | <p>stalls</p> | <p>Sunday</p> |

| | | | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |
| <p>July</p> | <p>garden</p> | <p>tea</p> | <p>cake</p> | <p>September</p> |

I live in a small square.

Every we open our
community

There is music, and
.....

Every we have a
community

There is and

There are

I am in a book group.

We meet on a evening
every month.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

| | |
|-------------------|---------------------------------------------------------------------------------------|
| <h1>January</h1> |  |
| <h1>February</h1> |  |
| <h1>March</h1> |  |
| <h1>April</h1> |  |
| <h1>May</h1> |  |
| <h1>June</h1> |  |

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| July |  |
| August |  |
| September |  |
| October |  |
| November |  |
| December |  |

| | |
|----------|--------------------------------------------------------------------------------------------|
| spring | SPRING  |
| summer | SUMMER  |
| autumn | AUTUMN  |
| winter | WINTER  |
| meeting | MEETING |
| sale | SALE |
| jumble | JUMBLE |
| fair | FAIR |
| festival | FESTIVAL |
| morning | MORNING |

| | | |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <p>Monday Monday</p> <p>.....</p> | <p>Tuesday Tuesday</p> <p>.....</p> | <p>Wednesday Wednesday</p> <p>.....</p> |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------|

| | | |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <p>Thursday Thursday</p> <p>.....</p> | <p>Friday Friday</p> <p>.....</p> | <p>Saturday Saturday</p> <p>.....</p> |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------|

| | | |
|----------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|
| <p>Sunday Sunday</p> <p>.....</p> | <p>_____</p> <p>_____</p> <p>.....</p> | <p>_____</p> <p>_____</p> <p>.....</p> |
|----------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|

| | | |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <p>January January</p> <p>.....</p> | <p>February February</p> <p>.....</p> | <p>March March</p> <p>.....</p> |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------|

| | | |
|--------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------|
| <p>April April</p> <p>.....</p> | <p>May May</p> <p>.....</p> | <p>June June</p> <p>.....</p> |
|--------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------|

| | | |
|------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <p>July July</p> <p>.....</p> | <p>August August</p> <p>.....</p> | <p>September September</p> <p>.....</p> |
|------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------|

| | | |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <p>October October</p> <p>.....</p> | <p>November November</p> <p>.....</p> | <p>December December</p> <p>.....</p> |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|

There is a

on

It starts at

It finishes at

TOPIC 5

What's important to me

TOPIC 5: WHAT'S IMPORTANT TO ME

Unit 1: My culture and heritage

Overview of topic

Learners identify and share information about their culture and heritage.

This is a Nigerian pot. These are some coins from Afghanistan.

N.B. This unit needs to be covered over at least two classes with the set up activities in one class and the follow up activities in subsequent class(es).

Skills

Speaking and listening

- Make simple statements of fact about objects relating to culture and heritage (Sc/E1.4a, Lr/E1.2b, Lr/E1.5d).

Reading, writing and phonics

- Read and recognise names of countries, adjectives of countries and languages (Rw/E1.1a).
- Decode simple, familiar words and distinguish between p, f and ph - /p/ /f/ sounds (Rw/E1.2a, Rw/E1.3a).
- Focus on similarities and differences between country names, adjectives and languages (Rw/E1.2a).
- Read, understand and write a simple sentence with correct punctuation linked to the topic (Rs/E1.1a, Ws/E1.1a).
- Spell correctly some familiar words (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c).

Language points

- Some common adjectives, e.g. *traditional, important*.
- Use of capital letters for countries, adjectives from country names and languages, e.g. *Nigeria/Nigerian/Fula*.
- Structures: *This is a/an ... These are some ... noun is/are + adjective*.

Materials

Activity 1 (set up stage)

Prepare a 'Culture box' example with 5 or 6 items which represent your culture and heritage, e.g. actual objects, photos, CDs, food etc. inside a box OR a PowerPoint presentation with images and links to music, video etc. Include items from the flashcards/key words in Resource 5.1.1 and 5.1.2 and prepare a word card for each different object you include.

If possible, collect some shoe boxes from a shoe shop, or bring in other empty boxes of that size or smaller.

Activity 2 (set up stage)

Resource 5.1.1 (Flashcards) – print one set, enlarge if necessary.

Resource 5.1.2 (Key words) - print one set, enlarge if necessary.

Resource 5.1.3 (Key words and images) - print and cut up one set for each group, laminate if possible.

Activity 3 (set up stage)

Resources from Activity 2.

Resource 5.1.4 (Phonics practice).

Activity 4 (set up stage)

Lined paper (Template 1), blank key words sheets (Template 5), choice of pens and pencils.

Activity 5 (follow up stage)

Your 'Culture box' from Activity 1

Learners' Culture boxes.

Activity 6 (follow up stage)

Photos/PowerPoint of learners' Culture boxes.

Resource 5.1.5 (Copying and writing practice) and/or Resource 5.1.6 (Sentence stems).

Template 1 (Lined paper), Template 2 (Blanks sentence strips) and Template 5 (Blank key words) and tracing paper as needed.

SET UP ACTIVITIES**Activity 1****Culture boxes (speaking and listening)**

- Start by asking learners a few questions on what they know about you – *What's my name? Where do I come from? What language(s) do I speak?* Draw/project an outline map of your country of origin on the board and check that learners understand what this is. If you have brought in a culture box, start to take items out and show them to the learners. For each item, if possible, elicit ideas about what it is, e.g. a Christmas tree bauble, a photo or toy of double decker bus, an Easter egg, a photo of people standing in a queue, a postcard of Big Ben or the London Eye etc. Create a display on the table and make a connection with the items and the map, e.g. *England – English culture for me.*
- Write the word *culture* on the board. Encourage learners to support each other using shared/common languages and/or translation apps to understand the word culture. Model, drill, check pronunciation. Focus on the two syllables and spelling. NB. 'ture' is pronounced /tʃ/ /ə/.
- Invite learners to suggest other things that they think represent English culture (depending on learners' oral levels, this could generate a lot of laughter!).
- Explain that the box is your '*Culture box*'. Hold each item up as you put it back in the box and check if learners can remember what each item is. Close the box.
- Elicit the total number of items from the learners then ask them to work in pairs or small groups to remember all the items. Encourage them to do this orally or quickly draw (N.B. not write) the items on a list.

Extension activity

- Learners orally build up a cumulative list in turn, e.g. Learner 1: *There is a (x).* Learner 2: *There is a (x) and an (x).* Learner 3: *There is a (x), an (x) and some (x).* and so on. This is a good opportunity to review/practise use of articles.
- Limit the quantity of new language items dependent on learners' level and/or focus on key, useful words.

Activity 2

Ideas for culture boxes (speaking, listening and reading)

- Explain to learners you would like them to make and bring in their own culture boxes from home next lesson/week. Elicit ideas about what sort of things could go in their boxes and use flash cards (Resource 5.1.1) to help with ideas, e.g. *fabric, coin, postcard*, etc. As far as possible, encourage learners to try and say a little about their suggestion, although it is not necessary to focus on accuracy at this stage, e.g. *Somali women bright colours*.
- Create a word card for any new items learners suggest not included in Resource 5.1.2. Then hold up some or all of the key words (Resource 5.1.2), read and drill. Stick each word card on the board. Choral drill each word as you point to it.
- Briefly highlight any useful phonic features such as words beginning with the same sound and same letter, or the same sound and different letters, number of syllables, etc.
- Highlight the 's' in *coins* and check if learners can remember why it is used.
- Divide learners into groups and give each a set of cards (Resource 5.1.3) to match the images and key words together.
- When all the groups have finished, invite some learners to use the larger cards from Resource 5.1.1. and 5.1.2 and stick these onto the board – again matching words and images.
- Ask the whole group to confirm if these are correct and then choral read the words together.

Differentiation and extension activities

- Adjust the number of images and words in each set according to the level of the group – focus on key words essential to your learners.
- Divide the whole class into groups to use the cards to play pelmanism, or use this an activity for groups who finish the writing activity (Activity 4) quickly.

Activity 3

/p/ and /f/ practice (phonics)

- Write the letter 'p' on the board. Ask learners what letter this is and what sound it makes. Drill /p/ together.
- Ask learners in their groups to find all the words that begin with 'p' and hold the word cards up then call out words to stick into a column on the board.
- Write up the letter 'f' on the board. Ask learners what letter this is and what sound it makes. Drill /f/ together.
- Ask learners in their groups to find all the words that begin with 'f' and hold the word cards up (Resource 5.1.2 or 5.1.3). Learners call out words to stick into a second column on the board.
- Ask learners to name the initial letter for each column – 'p' and 'f'. Remove the word *photo* then ask learners to make the initial sound for each column - /p/ and /f/. Hold up the word *photo* and ask learners which column this should go in. Draw learners' attention to the fact that 'ph' makes a /f/ sound.

Differentiation and extension activities

- Ask learners in pairs/groups to add three or more words to each column – either saying them or writing them on cards.
- Learners turn over a word card and write it down from memory.
- In pairs, learners can test each other on spelling the /p/ and /f/ words – take a word card at random, say it, and ask their partner to write it.
- Use Resource 5.1.4 for further phonics practice. Learners either write in the missing letter or use the letter cards.

Activity 4

Making a list (writing)

- Ask learners to share ideas about what they might put in their culture boxes to bring for the next session. Make a note of any other key words that come up to use next time.
- Ask learners to make a list of what they might put in their culture boxes. Depending on level, learners do one or more of the following writing activities:
 - single word copying and handwriting practice using key word cards, tracing paper or Template 5 with important words which you scribe for them
 - single word copying and handwriting practice (Resource 5.1.5)
 - independent list making on lined paper
- Finish by reminding learners to bring their culture boxes to the next session and ask learners to take a box home, use one from home or pick one up from a shop.

Differentiation

- Have plenty of blank cards and marker pens available to scribe any new words that learners need.
- Encourage learners to use their shared/ common languages and translation apps to find words and support understanding.
- Higher level learners can also write one or more sentences about their culture.
- Encourage learners to get input from their family or friends in making their culture boxes.
- Some learners may wish to audio record their lists (using their phones).

N.B. Before the follow up session(s), send everyone a text reminder to bring in their culture box to the next class.

FOLLOW UP ACTIVITIES

Activity 5

'Show and tell' (speaking and listening)

- Bring out your culture box but keep the lid on. Ask learners to work in pairs or small groups to try and remember what you had in it.
- When learners are ready, ask them to call out the items one by one. As each item is named, take it out of the box, elicit and choral drill a sentence for the item: *This is a/an ... These are some ...*
- Ask how many learners have brought in a culture box. In turn, each learner does their 'Show and tell' - they take items out of their box one by one and say what it is: *This is a/an ... These are some ...*. Learners can arrange items around their culture box. After each presentation, encourage a few questions and discussion so that each presenting learner feels a genuine interest in their culture and what they have brought in.
- With each learner's permission, take a photo of their culture box and their display of items.

Differentiation and extension activities

- If the group is large, 'show and tell' could be in 2 groups.
- Help all or some learners in different ways according to the level of support needed, e.g. telling them how many items there were in your culture box, taking the lid off briefly so everyone can have a quick look inside, putting the initial letters for each word on the board.
- Depending on the number of learners who have brought in culture boxes, spread 'Show and tell' over several lessons so that everyone has a turn but without learners losing interest if there are too many in one session. Finish by agreeing which learners are going to have a turn in the following sessions.
- In mixed level class, learners with higher level speaking skills can add a little more information, e.g. *This is a Nigerian pot. It is very old. These are some coins from Afghanistan.*

Activity 6

Making a culture record (writing)

N.B. If possible, before this activity, make a photocopy or PowerPoint presentation to include a photo of every culture box shared, or upload and project images of each photo.

This activity needs to take place in the follow up or a subsequent session, when all 'Show and tell' presentations have been made.

- Project or display images of all the culture boxes with their contents. Explain to learners they are going to make a class record of the boxes and what was in them. Using examples, learners decide what form their record will take, e.g. a booklet (so each learner can have a copy), a display in the classroom or centre, a PowerPoint presentation, etc.
- Ask learners to write about their culture boxes. Depending on level, learners do one or more of the following writing activities:
 - Single word copying and handwriting practice using language cards, tracing paper or Template 5 with important words you scribe which they can use to create labels, e.g. *pot*.
 - Sentence completion using Resource 5.1.6 (Sentence stems), e.g. *This is a pot. It is from Afghanistan.*
 - Independent sentence writing onto lined paper using word cards, as needed, and adding more information, e.g. *This is a traditional water pot from Afghanistan.*

Differentiation/extension activities

- Learners who finish their writing before others, support other learners, especially if they share a common language or start to collate the texts and images into the format chosen by the group.
- Learners who are confident with using computers can word-process their words/sentences, possibly insert images, and print out their texts.

Additional Differentiation/Extension activities:

- For learners working at single word level, encourage them to use the *Look, Say, Cover, Write, Check* sheets (Template 3) for words that are important for them.

Follow up ideas

- Learners can invite other learners/centre users to see their display of culture boxes with supporting texts and/or give a talk about their display.
- Depending on format chosen, make sure each learner gets copy.













packet

pan

postcard

photo

fabric

flower

flag

rug

recipe

coins

bowl

scarf

packet



pan



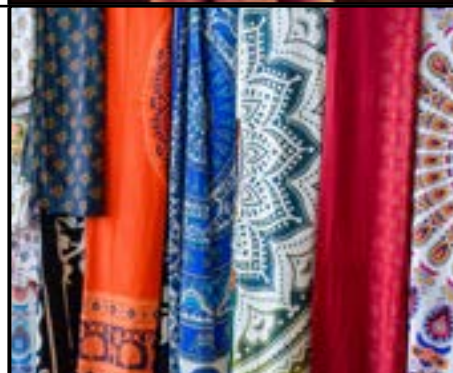
postcard



photo



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bowl















scarf



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| <p>flag flag</p>  <p>.....</p> | <p>fabric fabric</p>  <p>.....</p> | <p>flower flower</p>  <p>.....</p> |
| <p>photo photo</p>  <p>.....</p> | <p>rug rug</p>  <p>.....</p> | <p>recipe recipe</p>  <p>.....</p> |
| <p>coins coins</p>  <p>.....</p> | <p>bowl bowl</p>  <p>.....</p> | <p>scarf scarf</p>  <p>.....</p> |

This is a

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This is an

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some**

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They are from

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TOPIC 5: WHAT'S IMPORTANT TO ME

Unit 2: Opinions and feelings

Overview of topic

Learners talk about colour preferences for different objects, associate colours with emotions and write one or more short, simple sentences about them.

I love my red shoes. I don't like blue cars. Green is a sad colour.

Skills

Speaking and listening

- Learners talk about their colour preferences for common objects and clothes (Sc/E1.4a, Sc/E1.4d, Lr/E1.2b, Lr/E1.5d).

Reading, writing and phonics

- Read, understand and write a simple sentence linked to the topic (Rs/E1.1a, Ws/E1.1a).
- Recognise and decode familiar words and recognise letters of alphabet (Rw/E1.1a, Rw/E1.2a, Rw/E1.3a).
- Phonics: letter 'r' /r/ sound, e.g. *brown, orange* contrasted with the silent 'r' in words such as *purple, curtains* /ɜ:/ sound (Rw/E1.2a).
- Spell correctly some personal key and familiar words, forming letters accurately (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c, Ww/E1.2a).

Language points

- Vocabulary: names of everyday objects, e.g. *curtains, backpack*.
- Adjectives to describe colours and emotions, e.g. *yellow, red, happy, sad, bored*.
- Sentence structures with *like/don't like*, e.g. *I (don't) like yellow cars. I love red shoes*.

Materials

Activity 1

Resources 5.2.1 (Colour wheel), 5.2.2 (Colour names). Print one colour wheel for each pair, or one very enlarged one to use for the whole class. Print and cut up colour cards for each pair/group.

Activity 2

A large picture of an object in a colour you do not like.

Resource 5.2.3 (Likes). Resource 5.2.4 (Object cards) - print these double sided and then cut up so you have sets of cards with the name of the object on the back.

Resource 5.2.5 (Colour likes).

Activity 3

Resource 5.2.6 (Lorry flashcards) - print one copy, or show project onto whiteboard. Resource 5.2.7 (Small lorries) – print one copy for each pair or group of learners.

Activity 4

Resource 5.2.8 (Emotion words) – cut into strips, as many or as few as will suit your learners. Crayons, felt tips, or marker pens to shade in the letters. Scissors.

Activity 5

Resource 5.2.9 (Model text).

Activity 1

Colours (speaking and listening)

- Show Resource 5.2.1 (Colour wheel) and see how many names of colours you can elicit. Write these on the board. Say the words as you write them up, focus on initial, medial or final graphemes. Check learners can recognise the words, e.g. by pointing to the colour for learners to say and point to the word.
- Give out sets of Resource 5.2.2 (Colour names) and ask learners to place the correct card on the right segment of the colour wheel. There are three sets, with graduated levels of difficulty (correctly coloured/black/wrongly coloured). Use the most appropriate for your learners.

Differentiation:

- Start with the correctly coloured set to help learners match the words they do not know, repeat and drill the new vocabulary, then use the black or wrongly coloured set to test knowledge.
- Give different sets out to different learners according to level.
- Remember that some learners may be colour blind, and that colour boundaries can differ between cultures and languages, so be prepared for some negotiation!

Activity 2

Likes

- Before the class find a picture of an object in a colour that you don't think suits it (e.g. some people hate yellow on a car). Show learners the picture and tell them/mime that you don't like the colour for this object. (Use thumbs up/thumbs down/facial expression). Ask if the learners like or don't like this example.
- Now give an example of a colour/object that you love (this could be something of your own, or an item of clothing you are wearing).
- Give out Resource 5.2.3 (Likes) and ask learners to point to the words as you say them. Say a word at random and ask them to point to it. Then ask learners to draw lines to connect the words with the icons correctly. Check understanding of the relative strength of the words and drill.
- Display images from Resource 5.2.4 (Object cards) and elicit/drill words.
- Display the words from Resource 5.2.4 and read together chorally.
- Now give out Resource 5.2.4 and Resource 5.2.5 (Colour table) and ask learners to choose a colour for one of the objects (e.g. the car) that they like or don't like then write the name of the object in the correct column in the colour table.
- Learners write or draw any other objects they want to add.
- If the object vocabulary is new, you can ask learners to test each other on the names of the objects a few times (turning the cards over to check) before going on with the rest of the activity.
- Once learners have completed the activity, feedback together or ask learners to walk around and look at each other's tables/matrices.

Differentiation/extension activities:

There are many different ways you can vary or extend this activity. You could:

- work through the objects in lockstep (everyone working on the same object at the same time), or learners could work through freely in pairs or groups
- choose not to use Resource 5.2.5 and instead ask learners to place cards on four different colour wheels - one for each of the four grades of strength of feeling
- use the matrix tool from the *Reflect for ESOL* toolkit to make a matrix for the whole class (with objects down one side, names of learners or colours across the top)
- spend some time working on intonation and sentence stress for emphasis: *I love yellow walls.*
- Allow plenty of time for learners to experiment orally with the three categories they are using here - colours, objects and *like/don't like* expressions, including phrases like *I really like I can't stand*
- Learners could also talk about their possessions if you have modelled this (e.g. *I like your bag. I love my red shoes*)

Activity 3

Phonics (letter 'r')

- Ask learners to look at the colour words from Resource 5.2.2 again. Ask them to find and highlight/circle/underline all the letter 'r's. Check. Focus on the /r/ consonant sound in the words *red, green, grey and brown and orange*. Demonstrate how to make the /r/ sound and blend the sounds in *gr* and *br*. Drill.
- Now highlight the letters 'ur' in *purple*. Point out that this is the /ɜ:/ sound, also in *curtains*, and there is no /r/ consonant sound here (to many English accents). Point out that the letter 'r' in many words is silent (particularly when it is the final letter), e.g. *carpet, car*.
- Show Resource 5.2.6 (Lorry flashcards) or stick these on the white board. Ask the learners what the pictures show (a red lorry and a yellow lorry). Give out Resource 5.2.7 (Small lorries). Explain this is a kind of game/tongue twister. Drill, and then ask learners to try the tongue twister in pairs - who in the group can say it quickest?

Extension activity

- Invite learners to share/say some tongue twisters in their own languages. Depending on their speaking level, they may be able to briefly say what it's about.

Activity 4

Emotion words (speaking and reading)

- Using yourself as an example, talk to the learners about how different colours make you feel. Do you associate any colours with particular emotions? For example, give an example of a colour that makes you feel happy.
- Mime adjectives from Resource 5.2.8 (Emotion words), elicit and/or teach new words.
- Display Resource 5.2.8 and chorally read. Mime new words for learners to say/point to.
- Give out Resource 5.2.8 (Emotion words) cut into strips. Use as many or as few of these as suit your learners - read them aloud, check learners can read, say and understand them before doing the activity. (Use images/mime/L1/translation as necessary.)
- Give out sets of crayons/felt tips/marker pens.
- Ask learners to colour in the words with a colour they associate with the feeling. Then tell their partner how the colours they have chosen make them feel.

Differentiation

- Give out scissors for learners to cut words into individual letters, jumble up and try to reassemble the words.
- Learners can then swap card sets with another pair or group.

Activity 5

My colours (reading and writing)

- Adapt Resource 5.2.9 (Model text) to suit your learners, and what you have covered in the class, basing it on yourself or someone you know.
- Tell/remind the learners of the two or three colour facts about yourself.
- Show/give out the adapted text.
- Read it together a few times, check understanding and recognition of key words.
- Use the model as frame for learners' writing about their own colour preferences.

Differentiation

- The text could be cut up and reassembled for learners who need reading/text construction practice.
- Create a gap fill from the text so only the colour words or particular letters are missing for learners who need letter formation/spelling practice.
- Some learners could produce an entire short text of their own.
- The three sentences could be separated and added to on three separate pieces of flipchart paper to produce group/class texts.

Additional differentiation/extension activities:

- There is a lot of possible vocabulary in this unit, so practise spelling with the '*Look, Say, Cover, Write, Check*' approach (Template 3). Encourage learners to identify words that are important for them and use this approach in all classes and at home.

Follow up ideas

- Learners can bring in, show and talk about examples of items they own and have feelings about in subsequent sessions.
- Encourage learners to share some information about colours in their culture: which colours are used for weddings, mourning, flags, etc.?
- Play the 'sitting in circle' game with one chair fewer than people playing and one person standing in the middle. The person in middle says '*Anyone wearing (colour)*' and everyone wearing that colour has to get up and quickly sit somewhere else in the circle. The person without a chair is the next person to stand in the middle. Alternatively, learners can be given a card with a colour on it.
- Mark or create a local map showing local buildings or features that have a particular significance/link with a colour.
- Learners can 'decorate' a virtual building or room, designing their own colour scheme - this could be a colouring on paper exercise or an online task using a colour scheme generator such as the one at <https://colors.co>.



red

blue

yellow

purple

orange

green

black

white

brown

grey

grey

white

brown

green

blue

black

yellow

red

purple

orange

grey

white

brown

green

blue

black

yellow

red

purple

orange

love



hate

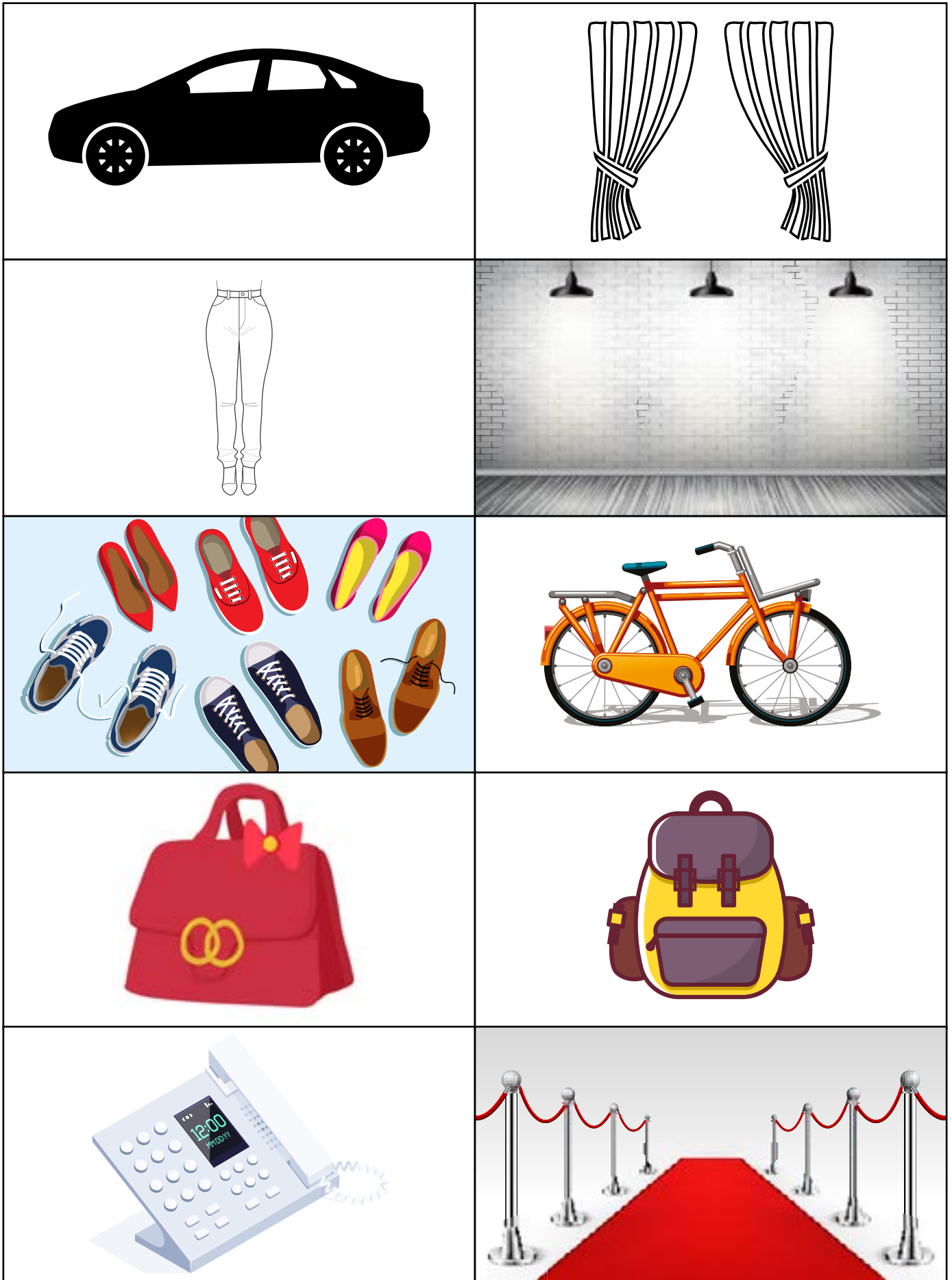


like



don't like





curtains

car

walls

trousers

bicycle

shoes

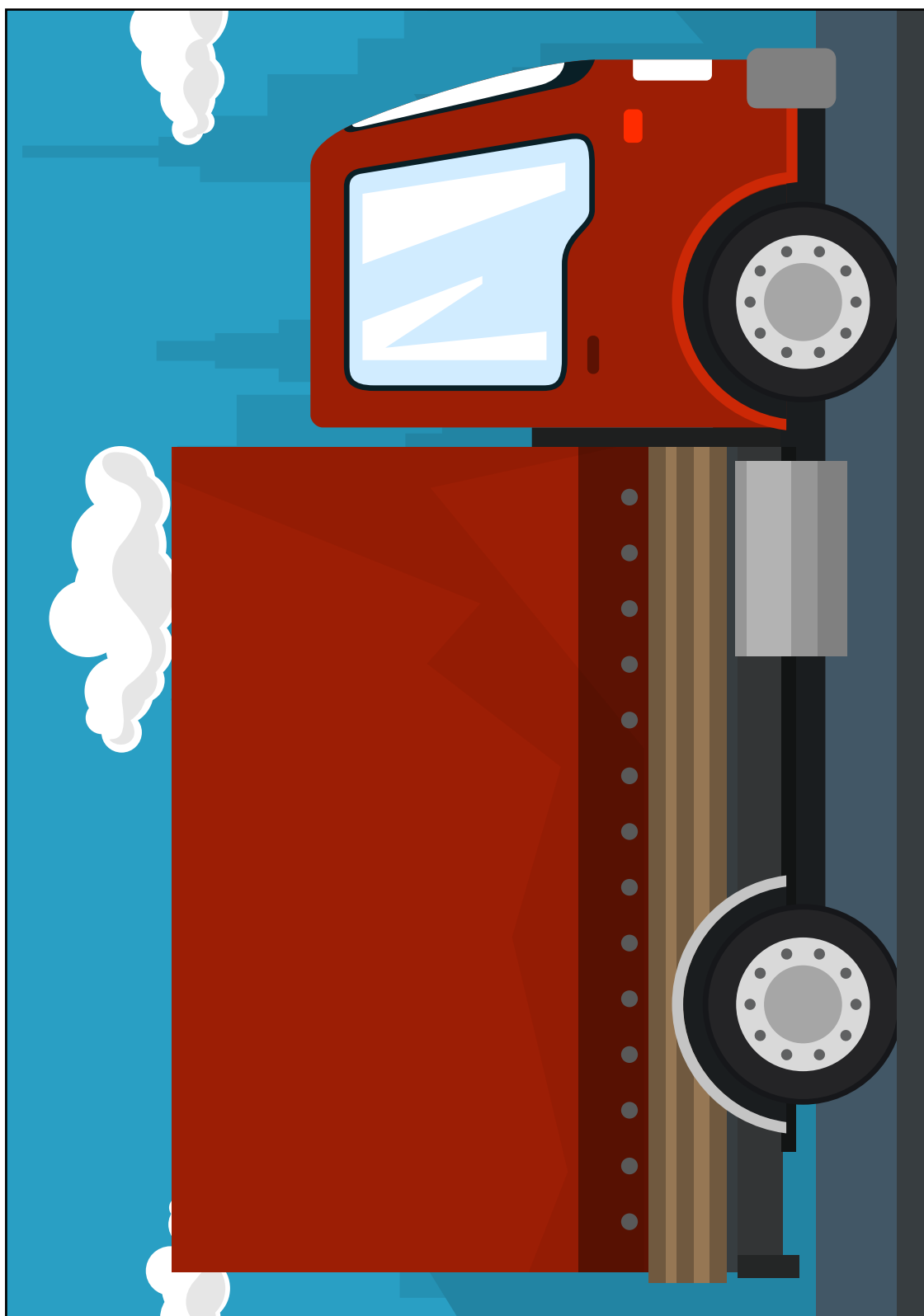
backpack

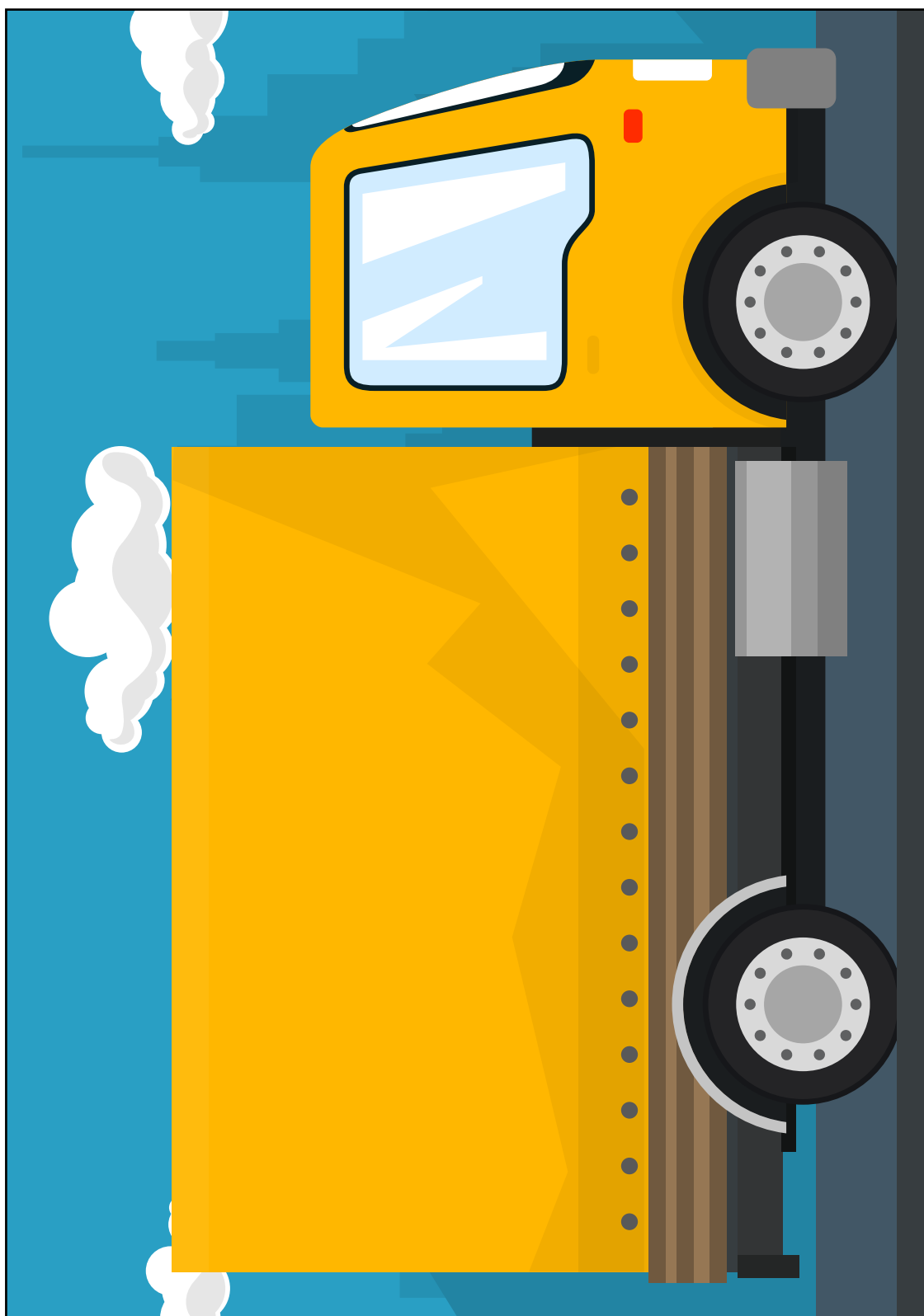
handbag

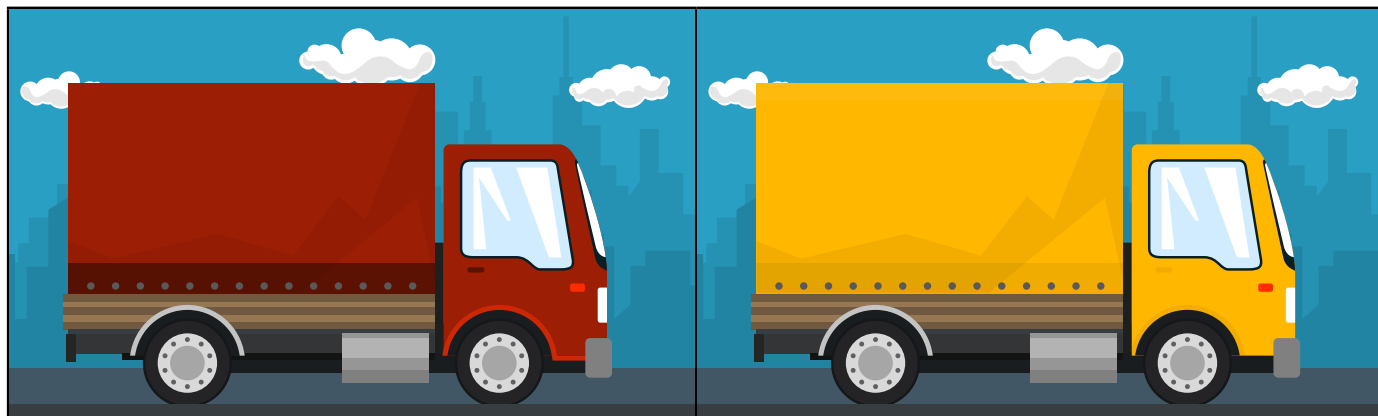
carpet

telephone

| | like/love | don't like/hate |
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| yellow | | |
| orange | | |
| black | | |
| brown | | |
| blue | | |
| purple | | |
| green | | |
| white | | |
| grey | | |







Red lorry

Yellow lorry

happy

calm

exciting

angry

sad

bored

Green is a sad colour.

I don't like blue cars.

I love my red shoes

..... **is a** **colour.**

I don't like **cars.**

I love my **shoes**

TOPIC 5: WHAT'S IMPORTANT TO ME

Unit 3: Relationships/keeping in touch

Overview of topic

Learners discuss, read and write about how they keep in touch with important people in their lives.

I Skype my sister in Sydney.

Skills

Speaking and listening

- Take part in simple exchanges about how technology is used in communicating with friends and family. Ask and answer simple questions about methods of personal communication (Sc/E1.3a, Sc/E1.4a, Sc/E1.4b, Lr/E1.2b, Lr/E1.4b).
- Say name clearly and spell it aloud (Sc/E1.1b).

Reading, writing and phonics

- Recognise key logos/symbols and read keywords associated with methods of communication (Rw/E1.1a).
- Read simple questions (Rs/E1.1a).
- Read and understand a short simple text (Rt/E1.1a, Rs/E1.1a).
- Write a simple sentence using correct word order and basic punctuation (Ws/E1.1a, Ws/E1.2a).
- Spell correctly personal keywords. Focus on initial, medial and final sounds and spellings of words (Ws/E1.1a, Ww/E1.1b, Ww/E1.1c).

Language points

- Vocabulary relating to keeping in touch, e.g. *message, text, email*; family members and other important people, e.g. *sister, mother, friend*.
- Question forms (present simple), e.g. *Do you text/email/use Skype?*

- Structures: pronoun + verb (present simple) + possessive + (important person) + preposition + place: *I Skype my sister in Sydney.*
- Use of third person: *Muna phones her mother in Bangladesh.*

Materials

Activity 1

Photo of a friend or family member you use technology to communicate with.

Resource 5.3.1 (Large images) - displayed on screen.

Resource 5.3.2 (Images and word cards) - print one set for each group and cut up.

Resource 5.3.3 (Communications table) - print one copy for each group.

Examples of written forms of communication, e.g. *a letter, an email, a text, a postcard*.

Activity 2

Resource 5.3.4 (Questions and survey) - print and cut up, either in doubles or singles depending on how being used.

Activity 3

Resource 5.3.2 – Images only to support board work.

Activity 4

Resource 5.3.2 – Word cards only, one set for each group.

Template 3 (Look, Say, Cover, Write, Check) – as needed.

Activity 5

Resource 5.3.5 (Sentence strips) - print and cut up at least one sentence strip for each learner, sticky tack.

Extension

Resource 5.3.6 (Past and present) - print one copy for each pair of learners.

Texts 11 and/or 12 (to project for choral reading and/or one for each learner according to level)

Activity 1

Methods of communication (speaking, listening and reading)

- Show learners the images (Resource 5.3.1) and elicit what the people are doing. If learners do not know these, display images, explain what they do and ask questions to check e.g. *Which is good if you like writing? (Email)*. Use first language/translation apps as necessary.
- Say the words then drill, say again and ask learners to point to the technology.
- Show learners your photo and give your example of who you keep in touch with and how you do this, e.g. *I Skype my sister in Sydney*. Ask learners if they use any of these methods to keep in touch with friends and/or family – which ones and who with.
- Encourage learners to share information on the forms of communication they use and show each other the apps on their phones, if they have them.
- Show images from Resource 5.3.2 and elicit what they are (or teach new words, drill and ask questions to check).
- Divide learners into groups and hand out sets of cut up images (Resource 5.3.2). Elicit the words associated with the images/symbols they use - and write these words only on the board, eliciting the letters to spell each one (sound and name of letter) and choral reading together.
- Hand out some or all of the word cards (Resource 5.3.2) and ask each group to match the word to the symbol/image. Make learners aware that some words are linked to more than one picture. Check answers and discuss.
- Now ask learners to look at words and find the ones that start with capital letters. Elicit the reason for some words starting with capital letters (names of companies).
- Hand out Resource 5.3.3 (Communications table) to each group. Ask learners to sort the image cards into spoken or written forms of communication only, and those that are both.
- Feedback, discuss and share personal preferences together.
- Hand out examples of different forms of written communication such as letters, bills, forms, notices, emails, etc. (or project on screen) and ask learners to work in groups or pairs to identify what form of written communication they are and how they can tell. Discuss as a group.

Differentiation

- Adjust the number of images and words given out based on learners' levels and the different forms of communication they use. It is important learners are not overwhelmed by too many symbols/words for communication methods they are unaware of/may never use.
- Use only images rather than written form of words at this stage.

Activity 2

Class survey (speaking, listening, reading and writing)

- Hold up the symbol for Skype and elicit/ model the question: *Do you use Skype?* Elicit/ drill: *Yes, I do. No, I don't.* Model and choral drill the question and answers, using appropriate intonation and stress patterns. Learners practise in open pairs. Repeat the activity, using *Facebook*.
- Display cut-up questions (Resource 5.3.4) and invite learners to volunteer to take one or two questions individually or in pairs.
- Give out Resource 5.3.4 and explain the task: learners should mingle, ask each other their question(s) and record the answer. Demonstrate with one learner and show how to fill in the answers.
- Come back together as a class and take any feedback from the learners.
- Draw a simple blank chart or table on the board or flipchart sheet. Stick the symbol for each question asked into the table. Ask learners to report their finding and stick their answer sheet onto the table, e.g. *3 people use Facebook* or *Ali, Sara and Miriam use Facebook*.
- Discuss which methods are the most popular and why.

Differentiation/extension

- Adjust the number of questions used based on the number of learners, their levels and the different forms of communication they have said they use.
- Some learners could use images from Resource 5.3.3 to ask their questions rather than Resource 5.3.4.
- Some learners may prefer to work together in pairs.
- According to level, for each '*Yes, I do*' answer, learners can either put a tick in the box or ask and write the responding learner's name.
- If asking learners to write names, check and practise key questions such as: *What's your name? How do you spell it?*
- Some learners may need to practise spelling their name aloud.
- Use the feedback from the class survey as an opportunity to practise the third person singular and plural, e.g. *Ali emails his friends, Amina and Fatma speak to their mothers every week.*
- Some learners may be able to write some sentences about the results of the survey.
- Learners share other apps they use or different methods of communication, either demonstrating on their phones or showing online how to access them.

Activity 3

Important people in our lives (speaking and listening)

- Hold up your photo and the Skype symbol again and use prompt questions to elicit the correct answers, e.g. *Who? - sister, How? – Skype, Where? - Sydney*. Elicit the full sentence and write on the board, asking learners to spell aloud some of the key words, e.g. *I Skype my sister in Sydney*.
- Use a different coloured pen (or underline) the key words and focus on a few important letters/sounds, e.g. 's' in *Skype, sister* and *Sydney*.
- Elicit an example from a learner and change the key words. Say aloud and ask learners to repeat. Elicit more examples from the learners.
- Now ask learners to talk in pairs and say who, where and how they keep in touch using the target language. Ask learners to report back to the group, e.g. *Muna phones her mother in Bangladesh*.

Differentiation/extension

- Focus on/revise and reinforce use of third person present simple singular.

Activity 4

Spelling and handwriting practice (phonics)

- Using Resource 5.3.2 (words only) ask learners to find the word as you say it aloud. Then ask them to turn it over and spell it out to you, sounding out the word as you spell it on the board. Focus on initial, medial and final sounds/spellings.
- Dictate one or more words for learners to write. Check and correct.
- Options:
 - some learners can select words to learn to spell using Template 3 (Look, Say, Cover, Write, Check);
 - others can practise their handwriting and copy some of the words using Template 1 (lined paper).

Differentiation

- Some learners could write the initial letter rather than the whole word when it is dictated.
- Ask how many syllables in each word.
- Tell each other how other friends or members of their family communicate with important people in their lives.

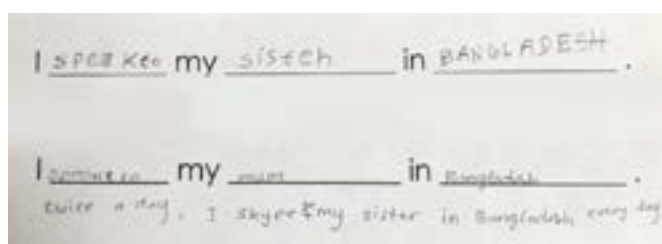
Activity 5

Writing about how we communicate (reading, writing and handwriting)

- Hand out the sentence strips (Resource 5.3.5) and ask learners to fill in the gaps to make sentences with information about themselves. If needed, add extra key words to support handwriting and spelling:
 - *message* (if they use Instagram or WhatsApp, for example)
 - *mother, father, sister, brother, friend* (for person)
 - and country and city names relevant to the group.
- Monitor and support with spelling as necessary.
- Stick all the sentences up on the board, ask learners to come and read them and guess who each one belongs to. Note punctuation: use of ‘/’ and full stop.
- Ask learners to copy the full sentence into their exercise books or on handwriting sheets, e.g.

Differentiation:

- Provide handwriting and letter formation practice for those who need it.
- Some learners can write their sentences on lined paper (Template 1), rather than using the sentence strips, and focus on their handwriting – the size and shape of letters, position on line, use of upper and lower case, etc.
- Learners can complete one or more sentences.
- Encourage higher level learners to extend their writing, adding more information and another sentence. See example below.



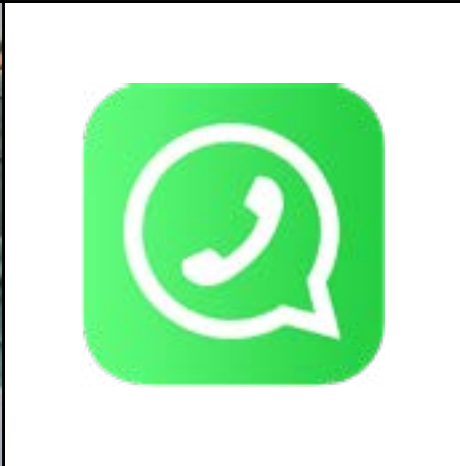
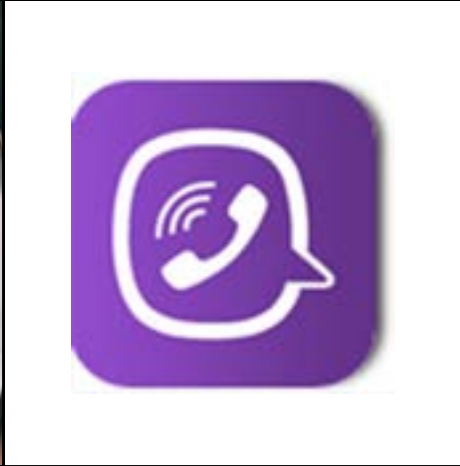
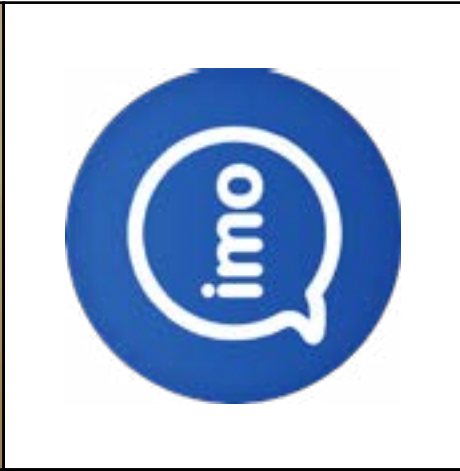
Additional differentiation and extension activities

- Some learners can use frequency words/phrases to add more detail, e.g. *once a week, every day, once/twice a week/month/year*.
- Use Resource 5.3.6 to compare how keeping in touch has changed, using past and present tenses and comparatives.
- Learners tell each other more about who they keep in touch with and how.
- Record a few short simple interviews with other learners or your friends and family to create a simple listening activity for learners to answer: *Who? How? Where?*
- Use Texts 9 and/or 10 for further practise. You can project one or both on to a screen or use individual handouts according to level for choral reading and for learners to use as a model for further writing practise.
- Learners practise writing a short text, email or postcard to a friend or family member.









Follow up ideas

- Encourage learners communicate with each other outside the class using one of the methods discussed.
- Encourage learners to try out new forms of communication discussed in the lesson. Ask learners who have shared apps in the lesson to help others to install them and/or find out more about using them.
- Ask learners to send you a text/message and/or set up a class WhatsApp group (taking into account learners rights and organisational policy).





| | | | |
|------------------|-----------------|-----------------|----------------|
| speak to | text | write | email |
| WhatsApp | Skype | Viber | Imo |
| Instagram | Snapchat | Facebook | message |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|     | |
|   | |
|   | |



Do you **write letters**?



Do you **use Skype**?



Do you **email**?



Do you **text**?



Do you **use WhatsApp**?



Do you **use Facebook**?



Do you use a phone card?



Do you use Instagram?



Do you use Viber?



Do you use Snapchat?



Do you use Imo?

Do you ?

I my in

I my in

I my in



1989



2019

My brother



This is my brother.

He lives in Denmark.

I Skype him every week.

Habiba



Habiba is my close friend.
She lives in Canada.
She is a doctor.
I phone Habiba every week.
We talk about home.

by Helen

TOPIC 5: WHAT'S IMPORTANT TO ME

Unit 4: What next?

Overview of topic

Learners talk about their lives, experiences and plans for the future.

I came to the UK in I'm a cleaner. Next year I want to go to college.

Skills

Speaking and listening

- Give personal and factual information about the past, present and future (Sc/E1.1a, Sc/E1.1b, Sc/E1.4a, Lr/E1.2b).

Reading, writing and phonics

- Read and decode simple, familiar words and distinguish between /ɪ/ in *with*, *children* and *visit* and / a / in *drive* and *library* (Rw/E1.1a, Rw/E1.2a, Rw/E1.3a).
- Write and spell correctly some familiar and key words (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c).
- Read and write years (Rw/E1.3b, Ww/E1.2b).
- Read, understand and write a simple sentence linked to the topic (Rs/E1.1a, Ws/E1.1a).

Language points

- Vocabulary relating to rivers, e.g. *island*, *waterfall*, *rock*.
- Noun/verb collocations: *drive a car*, *use a computer*.
- Time phrases: *next year*, *in two years' time*, *in the future ...*
- Structures: past simple, e.g. *I came to England in 2005*; present simple (now), e.g. *I work in a shop*; (future hopes/plans) e.g. *I want + to + infinitive + verb/noun*; (*I'd like + to ...*).

Materials

Activity 1

Image(s) of a river. Flipchart paper and coloured pens.

Resource 5.4.1 (Image cards) – and 5.4.2 (Word cards) enlarged and projected, and print and cut up one set per pair of learners.

Photos of you at different stages in your life.

Resource 5.4.3 (Year cards) - print and cut up one set for each group, laminate if possible. Adapt to suit your learners.

Resource 5.4.4 (Time phrases). Blank word cards and/or sticky notes.

Activity 2

Resource 5.4.3 (Year cards adapted to reflect your life) and Resource 5.4.4 (Time phrases).

Resource 5.4.5 (Key words and images) – enlarged and projected, and printed with words and pictures cut up: one set per pair of learners.

Activity 3

Flipchart paper and pens. Sticky notes.

Resource 5.4.6 (Sentence stems) – print and cut up one set per learner. Resource 5.4.7 (Verb/noun collocations) – print as a handout and also cut up words, one set per pair of learners.

Activity 4

Resource 5.4.8 (Writing frame).

N.B. This unit is based on the *Reflect ESOL* approach, using the tool of a 'river', an image used to map life experiences and skills that can help learners to reflect on their lives and what they want to do in the future. You can find information and download the resource pack from...

<https://www.skillsforlifenetw.com/article/reflect-for-esol-resource-pack/964>

N.B. This lesson may be best done over two sessions.

Activity 1

Reflect river preparation (speaking and listening)

- First, show learners an image of a river. Elicit the names of any rivers they know and establish that a river has a beginning, middle and end. Explain that they are going to draw a river to show important events in their lives – past, present and future. (Use shared languages and translation to support your explanation.) Now, using yourself as a model, draw an outline of a river on the board (or flipchart paper) and include features such as *islands, boats, waterfalls* and *rocks* to illustrate periods or events in your life.
- Elicit key 'river' vocabulary if possible and check understanding using Resource 5.4.1 (Image cards) and 5.4.2 (Word cards).
- Mark a few key dates/events on your river (past, present and future) – either using sticky notes or writing in the year and drawing a picture - e.g. when you left school, when you got your first job, when you had a baby, your current job and a future hope or plan.
- Tell learners a little about each event as you write it up using mime/gesture, images, photos, shared languages or translation apps. Use/recap the past simple, e.g. *I left school in 1989* for past events and concept check. Use the present simple for current job, e.g. *Now I'm a teacher* and use *I want to ...* to talk about future hopes/plans.
- Focus on the years and use Resource 5.4.3 to drill them. Focus on the way we say them, i.e. *nineteen ninety-five* (which is not necessarily the same in other languages).
- Introduce the time phrases (Resource 5.4.4), drill and check understanding, e.g. by using a timeline of your life with relevant dates/events.
- Hand out the year cards (Resource 5.4.3), one per pair of learners. Say each one in turn and ask learners to hold up the correct card. Learners practise saying the years in pairs.
- Give each learner some blank cards or sticky notes and ask them to write in important years in their lives, including a future year. They can stick these on their rivers later.

Differentiation/extension activities

- Higher level learners can use *I'd like to ...* Instead of *I want to ...* Recap or introduce.
- Some learners can use Resource 5.4.1 and 5.4.2 for word-picture matching activities, pelmanism, writing and/or copying practice if they need more practice or the words are new to them.
- Some learners may not produce accurate sentences e.g. *1980 I UK*. Accept these as this is a communicative activity.
- Adjust the number of year words according to the level of the group – focus on essential key words for lower level learners.
- If appropriate, do not introduce the Time phrases (Resource 5.4.4).
- Ask each learner to say the year in which they came to the UK and write it down on a piece of card. The cards can be collected and used for a guessing game.
- For writing numbers practice, dictate some years for learners to write down.
- Some learners may need to practise copying numbers as well as saying them.
- Use a set of year cards to create a bingo game (Template 4).

Activity 2

Reflect river and future hopes (speaking, listening, reading and writing)

- Explain task to learners – they are going to draw their own rivers with past, present and future times and events. Ask them to think for a few moments about times and events to include in their river. These need to be examples they are happy to share with the group. After a few minutes, elicit ideas about what they are going to include.
- Recap what you said about yourself and your river – past, present and future plans/hopes. Point to the relevant year as you speak and check that learners understand. Focus on the future and give a few oral examples for yourself, e.g. *Next year/in 202? I want to buy a new computer.*
- Elicit an example from each learner about their future hopes. Prompt by using the year cards (Resource 5.4.3) or time phrases (Resource 5.4.4). Drill a model sentence, marking the stress, e.g. *Next year I want to learn to drive.*
- Ask learners to help you write it up on the board – elicit letters in each word by focusing on the sounds/spelling and note the *schwa* in *to*. If learners don't want to specify a time, suggest they use *in the future ...*
- Read the sentences together. Hold up images/years and ask learners to say the relevant sentence and point to it.
- Display Resource 5.4.5, elicit what the image says then read the words together.
- Give each pair of learners a set of key words and images cards (Resource 5.4.5). Ask them to match the words to the cards and practise reading them to each other, making full sentences using *I want to ...*
- Hold up the word cards one at a time and practise reading them together. Focus on identifying syllables, the /ɪ/ in *with*, *children* and *visit*. Contrast this with the /aɪ/ sound in *drive* and *library*. Elicit other words learners know that follow these patterns and write them up on the board.

Differentiation/extension activities

- Some learners may say only a few sentences and make mistakes.
- Learners use the phrase *I'd like to* instead of *I want*. Check pronunciation and spelling. Clarify that *I'd* is a contraction, the same as *I would*, but is usually used in spoken English (refer back to Topic 1, Unit 4).
- Scribe cards with any other words/phrases learners want to use.

Activity 3

Drawing a *Reflect* river (speaking, listening and writing)

- Hand out a sheet of flipchart paper and pens to each learner/pair/group and ask them to draw a river, using yours as an example. Explain they can use pictures, words or both to label and illustrate their rivers. They can work individually, in pairs, or on one big shared river. Ask them to write key dates and write or draw the events, including at least one hope or plan for the future. N.B. If learners are working in pairs or a small group on the same river, they will need to use different colour pens and/or sticky notes.
- While learners are working on their rivers, monitor and support as required. Some learners may need a great deal of support. Encourage them to illustrate their rivers with pictures. Write words that learners ask for on pieces of card for them to copy, if possible.
- When learners have finished, stick the flipchart sheets on the wall and ask them to walk around and look at all the rivers. Learners can take photos if they wish and if others give permission.
- Ask learners to share their stories/rivers with the whole group (as long as they feel comfortable doing so). Focus on fluency and encourage them to use whatever language they can and to ask each other questions.
- Feedback and note common links in their stories, and how far they have progressed since they came to the UK.

Differentiation

- Learners who finish quickly can help others with writing or spelling.
- Identify words for future spelling practice.
- Use shared languages for support, or translation apps.

Activity 4

Forming sentences (reading and writing)

- Ask each learner to make one statement about a future hope or plan using *I want ...*
- Hand out the sentence stems (Resource 5.4.6) and ask learners to write sentences about their future hopes/plans, using the picture/word cards from Resource 5.4.5 for support.
- Use Resource 5.4.7 for one or more of the following reading/writing activities:
 - reading and phonics practice (focus on the initial, medial or final graphemes)
 - collocation practice - encourage learners to use the colour coding to help them (red for verbs, purple for nouns or complements).
 - matching the images (in Resource 5.4.5) to the words
 - single word copying and handwriting practice.

Differentiation

- For learners who may not manage to write sentences using Resource 5.4.6, focus on word level activities.
- Provide blank cards for any additional verbs and nouns learners want to read or write.
- Use some of the words for spelling practice.
- Encourage learners to record personal, key words in a vocabulary/spelling book.
- Higher level learners can use the phrases in Resource 5.4.4 and the writing frame (Resource 5.4.8) to write some sentences about their future hopes/ambitions.

Additional Differentiation/extension activities:

- For learners working at single word level, encourage them to use the *Look, Say, Cover, Write, Check* sheets (Template 3) for words that are important for them.
- Choose a few key words from the session. Write them on the board with the letters in the wrong order. Ask learners to put the letters into the correct order to make the word. This could be done as a team game.

Follow up ideas

- Encourage learners to use the internet (or their smart phones) to find out about things that they would be interested in doing in the future, including ESOL and vocational courses.
- Learners could practise writing a short, simple email enquiring about something they are interested in doing, e.g.

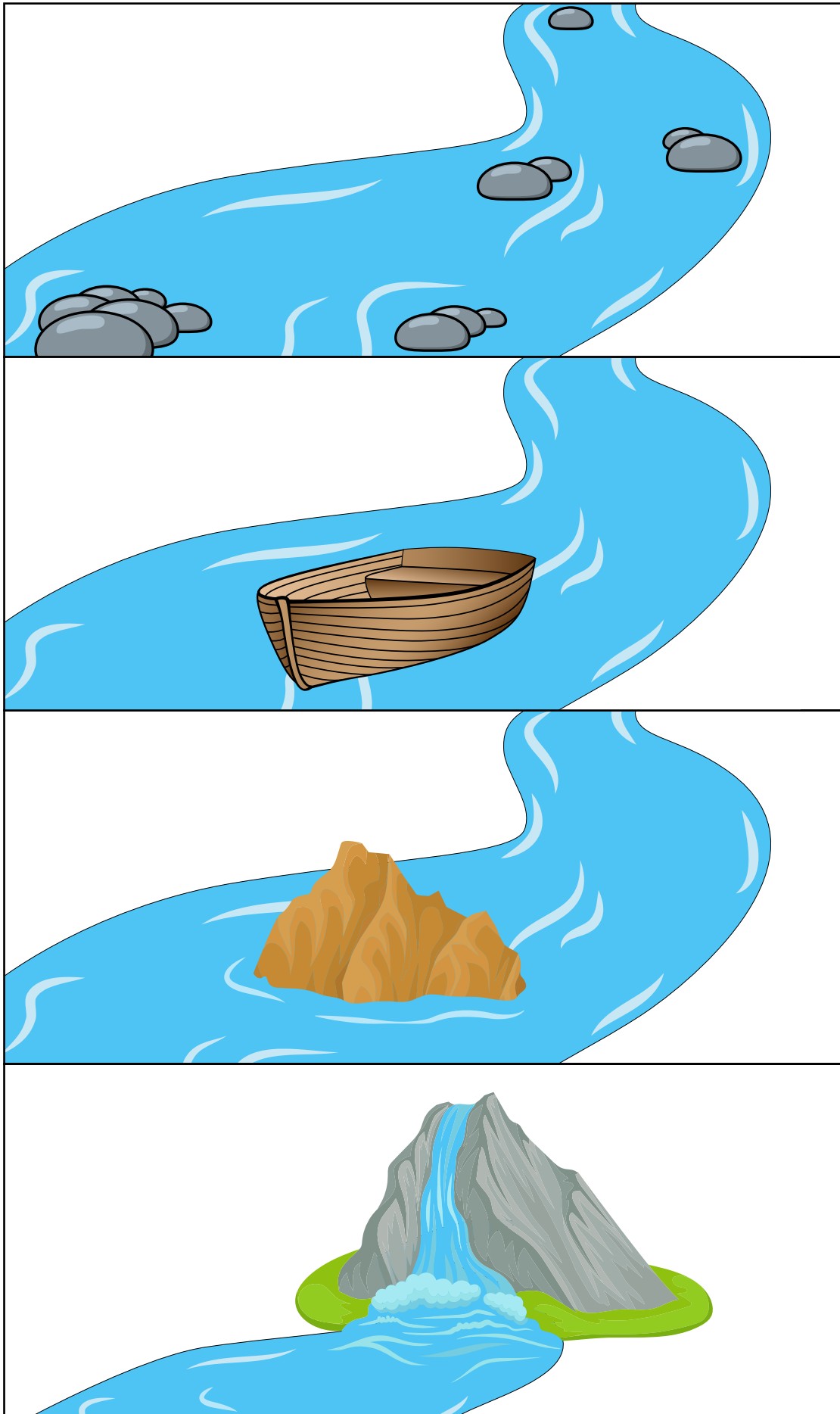
Dear

I want to study Please could you send me some information.

Thank you.

.....

- Learners could do an internet search to find information about something they are interested in doing.
- Recap/develop questions to ask about past, present and future plans.
- Ask an employer/vocational teacher to come and talk to the class using simple language, objects and photos. Before the talk, learners should prepare questions to ask him/ her. Focus on employment choices and current jobs, especially ones students are interested in.



island

rock

boat

waterfall

1975

1989

1995

2001

2010

2017

2024

2035

soon

next year

in the future

in three months' time

in five years' time



use a computer



learn to drive



speak English well



go to college



work with children



visit a library

| |
|-----------------------------------------------|
| <p>Next week I want to</p> |
| <p>In I want to</p> |
| <p>Next year I want to</p> |
| <p>In the future I want to</p> |
| <p>.....</p> |
| <p>.....</p> |

| | | |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <p>use use</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>a computer a computer</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>speak speak</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>work with work with</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>children children</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>learn learn</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>to drive to drive</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>a book a book</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>read read</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>English well English well</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>visit visit</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>a library a library</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

My name is

At the moment I

.....

In three months' time I want to

.....

.....

Next year I want to

.....

and

.....

In the future I

.....

.....