

Welcome to the UK



Materials for:

- interviews and ESOL initial assessment
- teaching and learning to support integration



Contents

Introduction	4
About the <i>Welcome to the UK</i> toolkit	6
Aims of the <i>Welcome to the UK</i> toolkit	7
<hr/>	
Part 1: Interview and ESOL initial assessment	8
Aims and objectives for the interview and ESOL initial assessment	8
Good practice in the interview and ESOL initial assessment process	9
What you need for the interview and ESOL initial assessment	10
The interview and ESOL initial assessment process	11
Assessing speaking and listening skills	17
Assessing reading skills	22
Assessing writing skills	33
Sharing information with the learner	39
<hr/>	
Part 2: Teaching and learning materials to support integration	40
Using the teacher's notes	40
Good practice in using <i>Welcome to the UK</i>	42
Topic based units:	45
● Shopping and money	45
● Out and about on public transport	67
● Time	87
● Schools in the UK	101
● Languages in the UK	119
● My area	133
<hr/>	
Acknowledgements	146
<hr/>	

Introduction

Welcome to the UK is a European Integration Fund (EIF) funded project led by LLU+ which aims to support the integration of third country national women in the UK.

The *Welcome to the UK* project in the UK comprises:

- *Welcome to the UK* classes at Entry levels 1, 2 and 3 which meet twice a week
- A volunteer befriender training programme with a training manual
- Events and workshops for learners and befrienders
- Training for British Bangladeshi volunteers
- Capacity building training for ESOL teachers
- Research to evaluate the impact of participation on the project on learners' feelings of confidence and integration
- A *Welcome to the UK* materials toolkit for use in the UK.

The *Welcome to the UK* project also includes a small pilot programme in Bangladesh which offers:

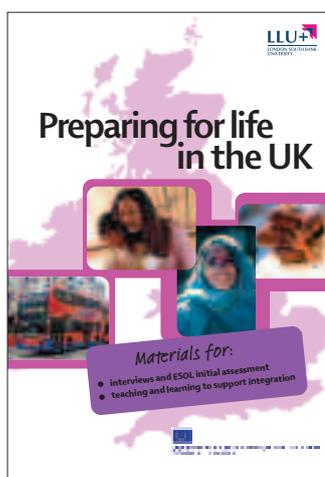
- *Preparing for life in the UK* workshops for women who are planning to settle in the UK, delivered by trained Bangladeshi teachers and British Bangladeshi volunteers from the UK
- A *Preparing for life in the UK* materials toolkits for use in countries outside the European Union
- Research to evaluate the impact of participation on the project on learners' feelings of confidence and integration.

Welcome to the UK is a materials toolkit to support integration for providers working with adult ESOL new arrivals in the UK. There is also a companion *Preparing for life in the UK* toolkit for use with adult learners in non EU settings who are planning to settle in the UK. Both toolkits use everyday life in the UK as contexts for supporting integration and developing learners' confidence about life in the UK as well as their language, literacy and numeracy skills in English.

There is a *Welcome to the UK Befriender Training Manual* which is designed to support providers in running a befriender training programme. Trained bendifenders can then be matched with learners to support in the UK.

There is a *Welcome to the UK Resources Pack* and CD, which supplements the *Welcome to the UK* and *Preparing for Life in the UK* toolkits and *Befriender Training Manual*.

The materials in this toolkit have been piloted on *Welcome to the UK* courses taught by LLU+ teachers and trainers.



About the *Welcome to the UK* toolkit

The *Welcome to the UK* materials toolkit comprises:

- Interview and ESOL initial assessment guidelines and materials
- *Welcome to the UK* topic-based units with teacher's notes and materials
- A companion *Welcome to the UK Resources Pack* and CD.

Welcome to the UK is designed for use with adult learners working at ESOL Entry levels 1, 2 and 3 in a wide range of learning settings. Suggestions for differentiation and extension activities for learners working at higher levels are included.



© Transport for London



Aims of the Welcome to the UK materials toolkit

The aims of the *Welcome to the UK* materials toolkit are to:

- develop learners' knowledge about life in the UK
- support learners' integration and confidence about life in the UK
- develop learners' language skills
- provide materials, ideas and guidelines to support teachers in:
 - assessing learners' language levels and eligibility prior to placement
 - planning and delivering lessons which support integration and develop learners' knowledge about life in the UK
 - support the development of learners' language skills.

PART 1

Interview and ESOL initial assessment

Interview and ESOL initial assessment aims

The aims of the interview and ESOL initial assessment are to:

- establish each learner's language levels in speaking, listening, reading and writing
- provide each learner with information about learning English and taking an approved and recognised assessment, as appropriate
- establish each learner's eligibility to participate on the *Welcome to the UK* programme.

Interview and ESOL initial assessment objectives

By the end of the interview and initial assessment, learners will have:

- had a friendly and supportive interview
- provided information about themselves, their background, their lives at the moment, their future plans and learning priorities
- had their speaking, listening, reading and writing skills in English assessed
- been given information on the options available regarding preparing for and taking an ESOL qualification, if they need to take one
- found out if they are eligible to join the *Welcome to the UK* programme.

By the end of the interview and initial assessment, the teacher will have:

- used each interview as the basis for a friendly and informal conversation to:
 - find out more about the learner
 - establish whether the learner is eligible to join the *Welcome to the UK* programme
 - identify any support and/or crèche places the learner may need
 - assess the learner's skills in speaking, listening, reading and writing
- given each learner information about:
 - their current level in English
 - workshops or courses available or where else they can find out about ESOL classes
 - information about ESOL accreditation
- made a thorough record of the interview, the ESOL initial assessment results, notes and action.

Good practice in the interview and ESOL initial assessment process

- Welcome and introduce yourself to the learner and explain what is going to happen, i.e.

Process	What you can say
Interview and ESOL initial assessment	<i>"First of all I am going to ask you some questions. This will help me to make sure that you can join the Welcome to the UK programme and help me find out your level in speaking and listening. Then I am going to ask you to do a little reading and writing in English. These will all help me find out your level in English."</i>
Notes and records	<i>"I need to make some notes. I can tell you what these say. I also need to make a copy of your passport or ID, please."</i>
Any questions?	<i>"Please feel welcome to ask questions as we go along."</i>
What next?	<i>"At the end I can tell you your level in English and whether we can offer you a place on the Welcome to the UK programme. If we can't, I can give you information about other places where you can learn English."</i>

- Familiarise yourself with the **Interview Record** and ESOL initial assessment materials so that you can have a more natural and relaxed interview without having to refer to the forms constantly.
- Use the **Interview Record** as the basis for conversations between you and the learner. Try not to write answers after each question as this will interrupt the flow of the conversation.
- If possible, sit next to the learner rather than opposite them.
- For the ESOL initial assessment, assess skills in the following order:
 1. speaking and listening
 2. reading
 3. writing
- Do not give the forms to the learner to complete, other than the **About you** record.
- Be aware that someone with little or no past experience of education or work may feel uncomfortable answering some of your questions. It is important **not** to assume literacy or IT skills, school/educational experience, qualifications or work experience. Phrase your questions sensitively.
 - *Did you go to school?* rather than *Which school did you go to?*
 - *How many years did you study at school?* rather than *Which secondary school did you go to?*
 - *What was the last class you studied at school?* rather than *Did you take leaving exams?*

What you need for the interview and ESOL Initial Assessment

The interview and ESOL initial assessment materials in the toolkit will help you find out more about each learner, their skills in speaking, listening, reading and writing in English and their eligibility to join the programme. This is what you need for each part of the interview and ESOL initial assessment process:

Speaking and listening	<ul style="list-style-type: none">● Interview record* (p15-16)● Photographs to use as speaking and listening prompts (Resources Pack)● Simplified levels descriptors for speaking and listening* (p18-19)
Reading	<ul style="list-style-type: none">● Social sight signs for E1 beginner readers (p23-24)● Reading passages Entry 1 – Level 2 (p25-29)● Interviewer reading assessment prompt questions (p30)● Simplified levels descriptors for reading* (p31-32)● About you* record (p36-37)
Writing	<ul style="list-style-type: none">● About you* record for learner's own writing (p36-37)● Simplified levels descriptors for writing* (p37-38)

All documents required can be found in the following pages, and copies of reading texts are also in the *Welcome to the UK Resources Pack*.



*The **Interview record** is used as the basis for a conversation in English with each learner. It must be completed by the interviewer and used to record learners' answers to questions, their skills levels in English and any action taken. The **About you** record can be used to help assess the learner's reading skills and is used by the learner for their English writing.

* Print all these as separate double-sided documents

The interview and ESOL Initial Assessment process

1. Personal details	
Full name (English)	Yes No Not sure
First name	
Last name	
Nationality	
Telephone number(s)	
Email address	
Date of birth	Age
Married or partner	Maritally co-hab
Partner's name (attached)	Do you have any children? Yes No
(If no, enter 17 years (approximate))	(If yes, please give ages)
2. Eligibility	
Do you plan to settle in the UK?	Yes No
Have you applied for UK visa?	Yes No
(If yes, note details. If no, note plans)	(If yes, note details. If no, note plans)
Have you taken an approved English assessment yet?	Yes No
(If yes, note details. If no, note plans)	
Type of UK visa being applied for (if not)	
<input type="checkbox"/> Tourist (if no, date of marriage)	
<input type="checkbox"/> Worker (if no, employment date)	
<input type="checkbox"/> Family dependent (please specify)	
Status of your family relation in the UK?	Address where you will live in the UK:
<input type="checkbox"/> UK citizen	
<input type="checkbox"/> In process of applying for UK citizenship	
<input type="checkbox"/> Immediate close relative	
<input type="checkbox"/> Other (please specify)	
Date your (family relation) moved to the UK?	Age of your (family relation) in the UK?
Do you hope to travel to the UK?	How did you hear about this project?

3. Support needs	
Workshops may be in the mornings or afternoons. Are there any particular days or times that you cannot come to workshops? (If yes, please note only days and times participant cannot attend)	
Is there anything which may affect your learning, attendance or punctuality?	Yes No
(If yes, please note any support needs)	
(Only if participant has children)	
Can you make childcare arrangements so you can come to workshops?	Yes No
4. Languages, education, qualifications, work experience and future plans	
1. Which languages do you speak?	
2. Can you write in any language?	Yes No
3. Did you go to school?	Yes No
(Only ask questions 4 & 5 if you go to school)	
4. Did you study English at school?	
5. What is the highest class you studied? (Add GCSE if answer class 10+)	
6. Have you passed any public exams?	Yes No
(If yes, list and note which course the participant has passed e.g. SEC, HSC, college, university (as appropriate))	
7. Do you have any work experience?	Yes No
(If yes, note details)	
8. What are you doing now?	
9. What are your future plans?	
5. Notes/action (i.e. anything that needs to be checked or followed up)	

The Interview and speaking and listening assessment

The Interview Record has five sections:

1. Personal details and eligibility
2. Support needs
3. Languages, education, work experience and future plans
4. ESOL initial assessment record
5. Notes/action

Sections 1-3 form the conversation you need to have to find out essential information about each learner and check their eligibility to take part in the programme. The conversation also enables you to assess each learner's speaking and listening skills. It is important to ensure all questions are answered, that responses are recorded and that the interview is friendly and informal.

Part 1 Personal details and eligibility

Follow the sequence of questions in this section of the **Interview record** which start with some general personal questions. Ask a question about each one.

- *What's your first name?*
- *What's your last name?*
- *What's your address?*
- *Do you have a home telephone number or a mobile phone? (If so, What's your number?), etc.*
- *Do you have an email address? (do not ask this if it does not seem likely)*

Follow the sequence of questions to establish whether the learner is eligible to participate on an EIF funded programme. In order to take part learners need to:

- be planning to settle in the UK
- be aged 21 or over
- have a husband, fiancé or close family relation in the UK whom they have joined
- be a Third Country National, i.e. have citizenship from a country outside the European Union

Part 1: Interview and ESOL initial assessment

Please note:

- their husband, fiancé or close family relation in the UK must be aged 21 or over
- their husband, fiancé or close family relation in the UK must be settled in the UK, i.e. now a UK citizen, in the process of applying for UK citizenship or with Indefinite Leave to Remain.

If the learner is eligible, circle YES in 'EIF criteria met' box at the top of the form and continue with the interview.

If the learner is not eligible, explain why. Provide the participant with information about other possible places where they could find out about ESOL classes. Thank them for coming. Circle NO in 'EIF criteria met' box at the top of the form. Make a note of any relevant additional information in section 5, sign and date the Interview Record.

Part 2 Support needs

Follow the sequence of questions; ask questions about availability, anything which may affect learning, attendance or punctuality, any access or learning support which may be needed and any childcare support needs. Remember, to include any action which needs following up in relation to support regarding disabilities, checking childcare places, etc. in the notes section.



Part 3 Languages, education, qualifications, work experience and future plans

Follow the sequence and ask a question about each one. In relation to spoken and written languages, remember that many people:

- can speak a number of languages
- may be able to speak a language but not write it
- may not have had their schooling in their first or main language.

Future plans may be related to education, family, training or work related aspirations. Record as much relevant detail as possible as this can help to inform their *Welcome to the UK* course tutor.

Now use the **Simplified ESOL levels descriptors for speaking and listening** to help you identify the learner's speaking and listening levels, e.g. Entry 1, Entry 2, Entry 3, Level 1, Level 2.

Go to the **ESOL initial assessment results** section of the **Interview Record** and enter the speaking and listening levels in the **Level** boxes. You can record any further information about the learner's speaking and listening level in the **Notes on ESOL initial assessment results** column, e.g.

- *X did not understand the questions in English although she was able to answer in English with some prompting.*
- *Y confidently answered a wide range of questions using different tenses accurately.*

Important:

At this stage in the interview, if you do not have enough information to fully assess a learner's levels in speaking and listening, follow the suggestions in the next section: *Assessing speaking and listening skills.*

Now assess the learner's reading and writing skills before completing parts 4 and 5 of the **Interview record**.

Part 4 ESOL Initial assessment record

Complete this part when you have completed all parts of the ESOL initial assessment, i.e. speaking, listening, reading writing. Write the level for each skill in each box. It can also be useful to make a note of whether this skills is emerging, consolidating or established.

Use the space provided to note anything which will be helpful for the course tutor to understand the learner's profile, e.g.

- *X did not understand many of the questions although she was able to answer in single words with some prompting.*
- *Y read the text quickly and answered the questions fully and confidently.*
- *Z could write her name and a few familiar words with some support but was not able to write a sentence.*

Part 5 Notes/action

At the end of the interview and ESOL initial assessment, make sure that all relevant notes and action have been recorded. Sign and date the **Interview Record**.

Welcome to the UK Interview Record

1. Personal details and eligibility

Criteria met:					
EIF	Yes	No	SFA	Yes	No
First name					
Last name					
Full address/postcode					
Borough			Date of birth		
Home telephone			Mobile telephone		
Email address					
Nationality at birth			Nationality now		
Date of arrival in the UK			Recourse to public funds		Yes No
In UK for 3 years or more?		Yes	No	In UK for 5 years or under?	
		Yes	No	Yes	No
Refugee		Yes	No	Asylum seeker	
		Yes	No	Yes	No
Passport seen/copied/attached		Yes	No	Plans to settle in UK	
		Yes	No	Yes	No
How did you hear about this course?			Notes		

2. Support needs

Availability: <i>(Circle one)</i>		Mon	Tues	Weds	Thurs	Fri	Sat
Anything which may affect learning/ attendance/punctuality?							
Any access/learning support needed?							
Any children? If yes, how many?		Yes	No	Crèche needed?		Yes	No
Could make own alternative childcare arrangements?						Yes	No
Consider child minder/other nursery?						Yes	No
Details for each child needing childcare:							
1. Full name			DoB		Age now		
2. Full name			DoB		Age now		
3. Full name			DoB		Age now		

3. Languages, education, work experience and future plans

Languages spoken
Languages written
Previous education, qualifications, work experience
Current education, work , other commitments and responsibilities
Future plans including courses interested in joining now

4. ESOL initial assessment record

S	L	R	W
Notes on ESOL initial assessment results			

5. Notes/action

Course offer (or details of referral to other course/centre)	
Notes/action	
Name	Date



Assessing speaking and listening skills

- In the first instance, assess the learner's speaking and listening skills through the conversation you have in English in order to complete the **Interview Record**.
- If you are still not sure of the learner's speaking and listening levels you can use some of the images from the *Welcome to the UK* Resources Pack to elicit more language. Put the photographs in context and ask open questions, e.g.
 - *This is a market. What can you see?*
 - *What are these called in English?*
 - *This is a school. What's happening in this picture?*

- At Entry 3, Level 1 and Level 2 you can expect someone to expand on their answers although you may need to prompt them to do this. Asking open-ended questions will encourage more communication, e.g.

- *Can you tell me about/describe, etc. rather than Did you ?*

You can also ask more complex questions, e.g. about the past, the learners' experience or their opinions:

- *What did you like most at school?*
- *Can you tell me about what you like doing in your free time?*
- *How did you feel about moving to the UK?*

- Now use the **Simplified levels descriptors** for speaking and listening to help you identify the learner's speaking and listening levels, e.g. Entry 1, Entry 2, Entry 3, Level 1, Level 2.
- Go to the **ESOL Initial assessment results** section of the **Interview record** and enter the speaking and listening levels in the Level column. You can record any further information about the learner's speaking and listening level in the **Notes on ESOL Initial Assessment results** column, e.g.
 - *X did not understand the questions in English although she was able to answer in English with some prompting.*
 - *Y confidently answered a wide range of questions using different tenses accurately.*

Speaking – simplified ESOL levels descriptors

At Entry 1, the learner can:

- Ask and respond to simple questions on simple everyday topics, e.g. *I live in Southwark.*
- Communicate basic information on familiar topics such as feelings, likes and dislikes using simple conjunctions like 'and' and 'but', e.g. *I like bananas and apples.*
- Use a limited range of vocabulary and a few simple structures for familiar situations, e.g. *I've got three sisters.*
- Engage in discussion with one person on a familiar topic.

At Entry 2, the learner can:

- Initiate, respond to and sustain straightforward conversations or discussions on familiar topics within structured situations, e.g. *I'm from the Phillipines. Where are you from?*
- Use a limited range of structures and vocabulary for a range of everyday functions such as, asking about people's feelings, interests, wishes, expressing views, e.g. *How are you? Would you like some tea?*
- Convey general meaning with some grammatical accuracy, e.g. using simple modals such as 'could' and conjunctions like 'and' and 'but'.
- Express feelings and opinions on familiar topics with some confidence and in an increased range of contexts, e.g. *I think she is a good teacher.*

At Entry 3, the learner can:

- Confidently hold a conversation on familiar everyday and new topics.
- Hold a conversation with language flowing well and without much hesitation.
- Move between topics and express feelings and opinions in structured situations, e.g. *I like Beanibazar because it's busy. I think/feel that ... In my opinion ...*
- Deal with the unpredictable in formal interaction, e.g. *I'm sorry, I don't understand.*
- Re-phrase if necessary in order to convey meaning.
- Use non-verbal strategies to clarify and confirm understanding.
- Use a range of tenses with some accuracy to express past, present and future actions and events, e.g. *I've lived in London since January 2011. I'm looking for English classes at the moment. I would like to go back to university and study architecture.*
- Use turn-taking conventions and different interruption strategies.

Speaking – simplified ESOL levels descriptors

At Level 1, the learner can:

- Initiate and sustain a conversation with some unpredictable elements.
- Speak comfortably and confidently at natural speed on a wide range of topics both within and beyond immediate experience including a variety of registers.
- Clearly express ideas and opinions, e.g. *I felt so excited about coming to England. I think it's very important to register with a doctor.*
- Interact confidently in a group which includes native speakers.
- Use weak forms in connected speech.
- Use stress, intonation and rhythm to convey feeling, opinions and attitude.
- Use a wide range of basic and complex grammatical and lexical structures, such as tenses, range of conjunctions, reported speech/questions/instructions with a range of tenses, e.g. *My friend told me I could apply to study English at this centre.*
- Communicate accurately and fluently with some inaccuracies which do not impede message.

At Level 2, the learner can:

- Communicate confidently, accurately and fluently in a wide range of formal and social situations, adapting speech to take account of audience, context, and situation, e.g. adapt register, understand direct disagreement is uncommon.
- Interact confidently in groups which include native and non-native speakers of English adapting speech and content as appropriate.
- Take part in discussions, making clear and effective contributions that produce outcomes appropriate to the purpose and topic.
- Initiate and sustain conversations with many unpredictable elements.
- Use a wide range of complex grammatical and lexical structures.
- Use body language, phraseology, stress, intonation and rhythm to convey feeling, opinions and attitude including using tentative, rather than direct, forms of disagreement in discussion, e.g. *Perhaps it might be better to*

Listening – simplified ESOL levels descriptors

At Entry 1, the learner can:

- Understand simple questions and statements, e.g. *What's your name? Please sit down.*
- Listen for gist in simple listening tasks, such as short explanations.
- Follow single step instructions, e.g. *Write your name here.*
- Follow simple directions and respond to requests for personal information in familiar contexts, e.g. *Wait over there, please. Do you have any children?*
- Recognise context and predict general meaning in very simple structured situations.
- Identify some details in a face-to-face situation.
- Demonstrate understanding of some short, common words, phrases and grammatical structures.
- Indicate a need for clarification either verbally or non-verbally, e.g. *Repeat please.*

At Entry 2, the learner can:

- Demonstrate an understanding of a limited range of familiar topics, functions and vocabulary including narratives, explanations and instructions.
- Listen and respond appropriately in a familiar context.
- Use knowledge of simple grammatical structures to aid understanding; predict general meaning.
- Indicate a need for repetition or rephrasing for clarification, e.g. *Could you repeat that please? What does that mean?*

At Entry 3, the learner can:

- Clearly demonstrate understanding of a range of familiar topics and functions, which include some new vocabulary.
- Use knowledge of stress and intonation and a range of grammatical structures to aid understanding.
- Listen and respond appropriately in a range of familiar and some unfamiliar contexts
- Begin to predict meaning from context.
- Use some strategies to clarify and confirm understanding, e.g. *Sorry, can you explain that again please? I see, you want me to fill in this form?*
- Differentiate between fact and opinion in familiar contexts.

Listening – simplified ESOL levels descriptors

At Level 1, the learner can:

- Understand unpredictable or unfamiliar elements including new vocabulary.
- Accurately follow extended speech and speakers who move between topics in authentic and prepared listening situations, e.g. with background noise.
- Use knowledge of grammatical structures to understand past, present and future actions and events.
- Confidently predict meaning from context.
- Confidently respond to oral cues in complex situations, e.g. formal social situations.
- Confidently use a range of strategies to clarify or confirm understanding.
- Differentiate between fact and opinion in familiar and unfamiliar contexts.
- Respond to speaker's register and intonation in a variety of contexts.
- May be able to understand variations in pronunciation and varieties of English.

At Level 2, the learner can:

All of Level 1, plus:

- Understand variations in pronunciation and varieties of English.
- Listen for and identify relevant information from extended explanations or presentations on a range of topics.
- Use strategies intended to reassure, e.g. body language.
- Recognise feelings and attitude expressed overtly and/or through pitch, stress and intonation, e.g. *I'm not surprised. Typical isn't it? Oh really?*
- Take part in discussions, making clear and effective contributions that produce outcomes appropriate to the purpose and topic.

Assessing reading skills



- For this part of the assessment, remember this is an assessment of the learner’s reading skills, **not** her speaking or writing skills. Pronunciation and structure of the answers are not important here. **Answers should show an understanding of the texts.**
- Based on your observation of what the learner has told you about her educational experience, select an appropriate range of reading passages and place them on the table facing the learner. Set the reading passages in context, e.g. *Here are some texts by different women about their lives in the UK.*

Encourage the learner to choose one that she would like to read and talk about. Make it clear that the learner **does not** need to read it aloud to you.

- Allow the learner enough time to read the passage and when she is ready, ask the prompt questions to establish her level of understanding.
- If the learner successfully and confidently answers questions for the reading task she has chosen, encourage her to try reading the text for the next level. If the learner has chosen the social sight signs, ask her to indicate which signs she can read/give meaning to. Alternatively, you could ask the learner to point to single words on the **About you** record, e.g.
 - *Where is ‘name’?*
 - *What does this say?*

At Levels 1 and 2 you should expect the learner to infer meaning to answer the questions and to elaborate.

- Now use the indicative level on the Prompt question table to identify the level. You can also use the **ESOL reading levels descriptors for reading** for additional guidance, if necessary.
- Go to the **ESOL initial assessment results** section of the **Interview record** and write the results in the **Level** column. You can record any further information about the learner’s reading level in the **Notes on ESOL initial assessment results** box, e.g.
 - *X read single words with some support but was not able to read a sentence.*
 - *Y read the text quickly and answered the questions fully and confidently.*



Part 1: Interview and ESOL initial assessment



© Used with permission of Microsoft



© Used with permission of Microsoft



© Used with permission of Microsoft

Syeda

I get up at 7.00 a.m. and I make breakfast for my family.

Every weekday morning I take the children to school.

On Tuesday and Friday mornings I go to English classes.

The classes start at 10.00 a.m. and finish at 12.30 p.m.

At the weekend, I enjoy watching television and cooking.

I like going to the market and visiting my relatives too.



Amina



My life in London

My name is Amina and I came to the UK in 2008. I live with my husband and our two children in London. I love this multi-cultural city. The people are friendly and I have made new friends.

I started English classes in September. I had never learned English before and wanted to learn very much. At first I felt nervous but I feel more confident now. I like my English classes because the teacher and the other students are very friendly.

I have visited a lot of famous places such as the London Eye and the Tower of London.

In the future I want to get a job. I would like to work as a primary school teacher.

Rasheda

My experience of coming to London

My name is Rasheda and I was born in a small village in Sylhet. I came to London when I was 19 years old and I've been here for 11 years. My parents still live in the village where I was born, although my brother and his family live in London too. My first child was born in 2000 and now I have two sons and two daughters. They all go to a school near our home.

I like living in London because it is such an interesting, lively, multi-cultural city. I really like the libraries in this country too because they are suitable for adults and children.

I like going shopping because it isn't as crowded as Bangladesh. There are so many different kinds of tasty fruit and vegetables. However London is much more expensive than Bangladesh. Also I don't like it when I go shopping if people are speaking in English and I don't understand them.

Bangladesh is much sunnier than the UK. Although I like my life in London, the weather lets it down!



Aysha



My name is Aysha and I have two daughters. They are my life and soul and I have learned so much from them. They are funny, loving, supportive and caring.

I came to the UK about 5 years ago. I decided to go to English classes as soon as I could because I knew how important it would be for me to know and understand the English language. My sister lives with us in London. She went to university in London and now she is working as a photographer.

When my children were younger, I worked as a volunteer at an after school club. Every day after school we organised a range of activities for the children to do. I really enjoyed working with the children and the experience helped me to feel a lot more confident interacting with different people in English. After that I decided to go to college and train to work with families. Now I work as a family support worker in my local area. I get a lot of job satisfaction from helping families although at times it can be very tiring. Sometimes I hear very sad stories about people's lives and this can be quite difficult.

I have a lot of dreams about the future. When I came to London I didn't realise that learning English would take so long. I really want to be fluent in English because I don't want to watch life; I want to be actively involved in it.

Dilara



Writing about myself is not an easy thing to do. I can tell stories like anyone else, but when it comes to my life, it is different.

I come from a small family and as I am the only child, it was very hard for my family to let me go. I came to England 7 years ago and in the beginning it was hard to adapt. However, this now feels like home and I feel that I belong more to this country than the country where I was born and grew up.

I like reading books, travelling and visiting as many places as I can. At weekends I like going to the countryside for a walk when the weather is nice.

When I was a child, I loved going to school. My school was one of the biggest in the area. When the school bell rang for break, hundreds of children ran out of their classes and the playground was filled with noise and laughter. However, when it was time for exams, this was a nightmare time for me. I especially dreaded the maths exam. I will never forget my first teacher either. She was very strict and used to pick on me because I was left-handed.

My work is very important to me. I like working in a busy, active environment where you can develop your skills every day. I'm very well organised and I like to finish what I have started. It's good to be proud of yourself and the work that you have achieved by the end of each day.

My dream had been to be a lawyer but I did not have the chance to go to university in my country. So for now I am doing administrative work, and I put every effort into developing my skills. In the future I hope to go to university in this country and then I will see what my future brings.

Prompt questions for the ESOL initial assessment reading task

Reading passage	Prompt questions	Level
Social sight signs 	<ul style="list-style-type: none"> ● Which sign can you read? ● What does it mean? 	Entry 1 new reader
Syeda 	<ul style="list-style-type: none"> ● What time does Syeda get up? ● Does Syeda go to English classes? ● What does Syeda do at the weekend? 	Entry 1
Amina 	<ul style="list-style-type: none"> ● When did Amina come to the UK? ● Does she like London? (Why?) ● Did she learn English before going to the UK? ● What does she want to do in the future? 	Entry 2
Rasheda 	<ul style="list-style-type: none"> ● How long has Rasheda been in the UK? ● How many children does she have? ● Does she have family in London? ● Does she like living in London. Why? ● What doesn't she like about London? 	Entry 3
Aysha 	<ul style="list-style-type: none"> ● Has Aysha been to English classes? ● Does Aysha have family in London? ● What is Aysha's job? ● Does she like her job? Why? ● Why does Aysha want to be fluent in English? 	Level 1
Dilara 	<ul style="list-style-type: none"> ● Why didn't Dilara's family want her to come to England? ● What did Dilara like about school? ● What didn't she like? ● What is Dilara's job? ● What does Dilara want to do in the future? 	Level 2

Reading – simplified ESOL levels descriptors

At Entry 1, the learner can:

Word level:

- Recognise the alphabet in upper and lower case and most numbers.
- Recognise familiar letter combinations, e.g. sh, ch.
- Read and understand social sight/high frequency words, e.g. name, exit, toilets, closed.
- Recognise and understand a variety of common frequently used words.

Sentence level:

- Use basic reading conventions, e.g. left to right.
- Read phrases and short groups of simple sentences.
- Recognise the purpose of and read a limited variety of short familiar texts.

At Entry 2, the learner can:

Word level:

- Recognise common spelling patterns and use context to recognise new/unfamiliar words.
- Use context and a range of phonic strategies to read and understand some unfamiliar words.

Sentence level:

- Use knowledge of simple punctuation and grammar to support reading for meaning at sentence and simple text-level, e.g. capital letters and full stops.

Text level:

- Read and understand simple texts with two to three paragraphs.
- Read for meaning, main points and some details.
- Recognise and understand information in a variety of formats, e.g. a leaflet, a diagram.

At Entry 3, the learner can:

Word level:

- Use a variety of reading strategies to help read and understand some unfamiliar words.
- Read and understand some specialist vocabulary, e.g. words on forms.

Sentence level:

- Use knowledge of simple, compound and some complex sentence structure to work out meaning.
- Use knowledge of some complex punctuation and grammar to extract meaning.

Text level:

- Read, understand and identify the main points in straightforward longer texts incorporating an extended range of vocabulary and structures.
- Skim and scan to extract gist and specific information.
- Distinguish between fact and opinion.

Reading – simplified ESOL levels descriptors

At Level 1, the learner can:**Word level:**

- Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words.

Sentence level:

- Use knowledge of complex punctuation, grammar and spelling to extract meaning.

Text level:

- Read, understand and interpret a wider range of texts.
- Skim and scan texts with confidence to extract gist and specific information.
- Predict meaning from context.
- Understand and use organisational features of a text to locate information.

At Level 2, the learner can:**Word level:**

- Read, understand and interpret a range of texts of varying complexity.
- Read and obtain information of varying length and detail from different sources in a wide range of text types.
- Identify the purpose of a wide range of texts, and infer meaning which is not explicit.
- Confidently use skimming, scanning and detailed reading to find, obtain and summarise information.

Sentence level:

- Use implicit and explicit grammatical knowledge to help follow meaning and judge the purpose of different types of text.
- Use punctuation to help interpret meaning and purpose of texts.

Text level:

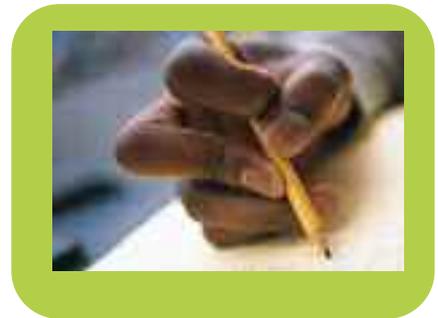
- Read and understand technical vocabulary.
- Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and purpose.

Assessing writing skills

Important: Adults can find writing very stressful, particularly in an interview situation. It is important to be sensitive about this. First of all, discuss the learner's reading and writing skills, what they can and cannot do, what they have difficulties with, etc. If the learner has difficulty completing any task, do not insist she finishes it.

- Give the learner the **About you** record. Depending on her reading level, choose how much to ask them to do in the first instance.

If someone is an Entry 1 new reader, first of all only ask her to write her name. Observe how she holds the pen or pencil and how well or confidently she does this before asking her to write anything else. Some people may not be able to do this at all or may have to copy from another document. Be sensitive and offer to fill in her name if necessary.



If someone is an Entry 1 or Entry 2 reader, start by asking her to fill in her name and address.

- If the learner is unable to complete her name and address on the form, do not ask her to write anything else. Write 'Entry 1 new writer' in the **Level** column of the **Initial assessment results**.
- Ask learners if they have a home or mobile telephone, and ask them to fill in the details.
- Now ask learners, who are able to write more, to complete the **More about you** section. Always set writing tasks in context. You can ask the learner if she would like to write something linked to the passage she has just read, e.g.
 - *Could you write a little about your life in the UK?*
 - *Could you write about what you enjoyed doing when you were a child?*
 - *Could you describe a typical day at school when you were a child?*
 - *Could you write a little about past, what you are doing now and what you would like to do in the future?*

Alternatively, the learner may have something else they would like to write about.

- Before the learner starts writing, you can ask her some more questions about the topic she has chosen as this will help her formulate some ideas first. It's important to make sure that learners do not write a memorised text.

Part 1: Interview and ESOL initial assessment



© Transport for London

- Ask the learner to write about what they have just told you in the **More about you** section. Learners can write on the reverse of the sheet if they are keen and able to write more.
- When the learner has completed her writing task, you can discuss it briefly with her and remember to make a positive acknowledgment of what she has written.
- Now use the **Simplified Levels descriptors for writing** to help identify her writing level, then go to the **ESOL initial assessment results** section of the Interview record and write the level in the **Level** box. You can record any further information about the learners writing in the **Notes on ESOL initial assessment results** column, e.g.
 - *X can write her name but not her address*
 - *X writes confidently but with many spelling errors.*

About you

Name

Address



Email

More about you

A large rectangular area containing 25 horizontal dotted lines, intended for writing or drawing.

Writing – simplified ESOL levels descriptors

At Entry 1, the learner can:

Word level:

- Correctly spell some personal and familiar words, e.g. own name and address.
- Use upper and lower case for the alphabet.
- Write simple numbers correctly.

Sentence level:

- Write short simple sentences to convey meaning.
- Use basic word order, capital letters and full stops.

Text level:

- Write a short simple text, e.g. *My name is Syeda. I come from Sylhet. I am 23.*

At Entry 2, the learner can:

Word level:

- Use a personal context based vocabulary and spell familiar common words.
- Spell correctly the majority of personal details and familiar common words.
- Increase legibility and fluency of handwriting.

Sentence level:

- Construct simple and compound sentences, e.g. use common conjunctions such as 'and' and 'but'.

Text level:

- Compose a simple text showing some awareness of format, e.g. a simple letter or story.

At Entry 3, the learner can:

Word level:

- Spell common words correctly and develop spelling vocabulary for special interests, e.g. study, ICT, recipes.
- Use knowledge of spelling to aid understanding and word building.
- Produce legible text.

Sentence level:

- Write some complex sentences showing correct use of basic grammar.
- Use a range of common punctuation accurately.

Text level:

- Show some understanding of planning and drafting writing.
- Compose a variety of simple texts with some understanding of paragraphing, e.g. short report, simple instructions.
- Check work for accuracy, e.g. grammar and spelling.

Writing – simplified ESOL levels descriptors

At Level 1, the learner can:

Word level:

- Spell common and frequently used words correctly.

Sentence level:

- Write compound and complex sentences using appropriate conjunctions and clauses.
- Use punctuation correctly to aid clarity

Text level:

- Write continuous text divided into paragraphs, show sequencing through the use of discourse markers and conjunctions, e.g. a letter, a description of a place or a person.
- Begin to show an awareness of register and audience appropriate to the task.
- Begin to proof read for meaning and accuracy.

At Level 2, the learner can:

Word level:

- Use a range of strategies to spell accurately.
- Apply knowledge of vocabulary to aid accurate spelling.

Sentence level:

- Construct complex sentences.
- Use correct grammar.
- Use pronouns to lessen repetition and improve clarity of writing.
- Use a range of punctuation to aid clarity in simple and complex sentences.

Text level:

- Plan and draft writing showing understanding of how much to write and the level of detail to include.
- Use different types of paragraph structure and linguistic features to aid sequencing and coherence.
- Use format and structure to organise writing.
- Use different styles of writing and formal and informal language appropriate to purpose, proof-read and revise writing.

Sharing information with the learner

Now you have completed the ESOL initial assessment, you can complete part 4 of the **Interview record** and discuss with the learner her current level and whether you can offer her a place on a course. If necessary, add her to a waiting list give and give her information about and the options available regarding joining other courses or going to other centres.

Record what you and the learner have discussed, any decisions made and action taken in **Part 5 Notes/action taken** on the **Interview record**.

When you have done this, check you have completed all parts of the **Interview Record**, sign and date it and staple it to the learner's **About you** writing task.

If you are able to offer the learner a place, give her an offer letter with full details of the course, centre, time, day, room number, start date and whether or not she has been offered a crèche/ nursery place.



PART 2

Teaching and learning materials to support integration

Using the teacher's notes

The Teacher's notes are presented in the same format for each topic based unit:

- **Pack contents:** a list of the contents to use for this topic
- **What to prepare:** directions on which materials may need preparation before use such as enlarging, laminating and cutting into cards or making sets for group work
- **Key points covered:** a list of the main points linked to this topic
- **Key language:** key vocabulary and structures linked to each of the main points to cover
- **Additional materials needed:** ideas for other materials, including realia, to help support the work on this topic
- **Suggested action for learners in the UK:** ideas for key action for learners to follow up outside the classroom linked to each topic to support their confidence, independence and integration
- **Useful websites/ publications and contents:** suggested sources for additional material linked to each topic
- **Entry level objectives:** the main ESOL objectives at Entry levels 1, 2 and 3 referenced to the Adult ESOL Core Curriculum
- **Language activities at each level:** suggested activities for each topic linked to the main language learning objectives at Entry levels 1, 2 and 3
- **Differentiation:** ideas for making activities easier or more challenging for learners with different language and literacy skills
- **Extension activities:** ideas for follow-up activities linked to each topic both in and out of the classroom.

Please note: the teacher's notes provide a wide range of ideas to support work on particular topics with learners. They are designed to provide a quick and easy overview for teachers who can then use and adapt them in order to ensure that the content and activities best meet the needs and interests of their learners and incorporate these into their own more detailed lesson plans. detailed lesson plans.

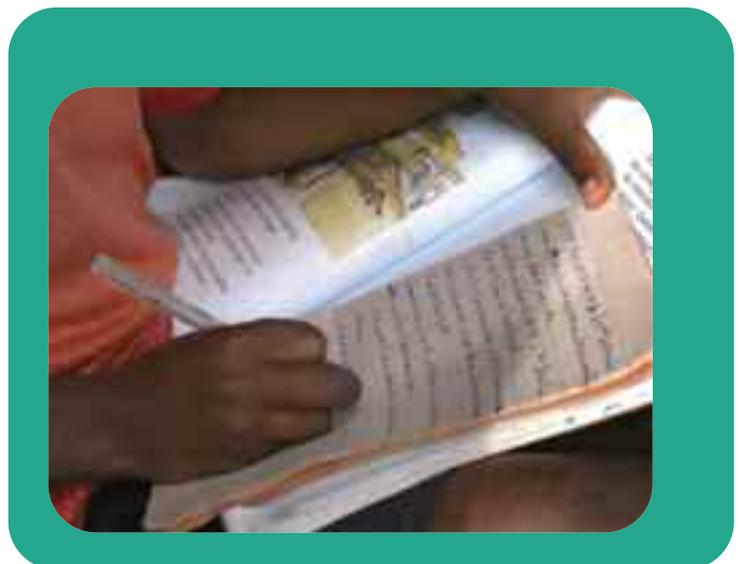
Equipment and resources needed

It is important that materials and activities should be as relevant as possible to learners' lives, everyday experience and needs in relation to developing their confidence about settling and integrating in the UK. Providers are encouraged to use realia and authentic materials such as leaflets, flyers and advertisements as much as possible by collecting realia and downloading and using relevant examples from the internet, e.g. train timetables, supermarket items and prices.

Many of the materials are designed to be enlarged, colour copied, laminated and cut up so they can be re-used and shared as well as minimising the expense of copying and printing resources. Laminators, A3 and A4 laminating pouches, a guillotine and Velcro will be useful for preparing some of the activities. Instructions show where materials are designed to be used double-sided.

Teachers are encouraged to customise these resources as appropriate to make them as relevant as possible for learners and the local area. When customising resources, teachers are asked to ensure copyright continues to be attributed fully to images used.

All materials and activities are as up-to-date as possible at the time of going to print. Please ensure that any information or details which may have changed, such as prices of tickets or phone calls etc., are correct and updated as necessary before using the materials.



Good practice in using the *Welcome to the UK* materials

The guidance and teacher's notes for the toolkit have been kept as jargon-free as possible to support ESOL teachers, volunteers and teachers of other subjects to use these materials with adult learners in a wide range of settings.

These materials and activities are designed to be used with adult learners who are new arrivals in the UK. In order to ensure the teaching and learning experience is as productive and supportive as possible, and meets the different needs of learners, teachers and volunteers are reminded of a few key points of good practice:

Learners' lives in the UK

In every group, learners will inevitably have different hopes and anxieties about their new lives in the UK. It is important to consider how much personal information learners are expected to disclose and how such information will be treated. A group agreement is a useful tool to use to help emphasise how important it is that everyone respects each other's privacy and doesn't disclose other people's personal information outside the workshop or classroom.

Negotiating content

Learning needs to take place within clearly defined contexts agreed with the learners. It is important that teachers consider individual needs, priorities and personal contexts and involve the learners in deciding which topics to prioritise in order for courses or workshops to be as learner-centred, learner-friendly and relevant as possible. Learners can be encouraged to draw on, share and compare their different experiences of the topics being covered.

Sharing aims and objectives

Learning aims and objectives should be shared with the learners at the beginning and recapped and evaluated at the end of classes and workshops.

Differentiation

In order to ensure that learners are provided with learning opportunities appropriate to the level of their language and literacy skills, teachers need to adapt, customise and grade language, activities and materials. Suggestions for differentiation are included in the teacher's notes. Teachers also need to provide a variety of activities which are responsive to different learning styles.

Supporting learners with difficulties

As some learners may have difficulties, including physical and mental health issues, and hidden disabilities such as dyslexia, content should be delivered in ways which sympathetically and unobtrusively meets these learners' needs. Where photocopying facilities are available, materials can be enlarged to A3 to facilitate group work and for learners who may need larger print. It is also important to check with learners, in particular those who are dyslexic or have visual impairments, if they have colour, font style or size preferences.

Independence in and out of the classroom

A number of strategies can be used to support learners in developing their self-confidence about life in the UK, as well as their language and learning skills:

- Encourage learners to regularly discuss how they feel in and out of the classroom in relation to their new lives in the UK, as well as in relation to their English and learning skills
- Each topic has a list of suggested actions for learners to follow up outside the classroom, e.g. finding out where the nearest station is, asking neighbours about different GPs in the area. Encourage learners to keep an action book to record these action points in as well as important contact information such as their new address, telephone number and emergency contact details
- Self-checking, individually and in groups, is extremely valuable for learners in developing effective and independent learning skills, learner autonomy, confidence and communication skills. Teachers can facilitate this by printing off separate answer sheets for learners to share or, when using cards, supplying the correct answer on the reverse of each card.

Learning styles

The *Welcome to the UK* toolkit has been designed to promote a range of visual, auditory, tactile and kinaesthetic learning. Teachers are encouraged to supplement these with realia, visual aids, inviting guest speakers and using different media such as TV, internet, radio clips and DVDs where these are available.

Teachers should also provide opportunities for learners to physically engage with their learning. This can be through handling resources and moving around using the whole classroom/learning environment and going on trips.

Shopping and money



Pack contents

- Teacher's notes
- Images
- Matching activities/pelmanism
- Worksheets

What to prepare

- Print, laminate and cut up words and images, one set for each group as needed: **Shops, Shopping items, Money, Money for shopping, Price cards 1 and Price cards 2.**
- Print copies of activity sheets – one for each learner; **Money matching and Shopping list.**
- Bring in examples of real money if possible, otherwise use visuals and fake money. Learners can also be asked to bring in examples of the currency from their own countries.
- Bring in examples of common shopping items and empty boxes and packets which can be used in activities.

Key points to cover

- Find out about different places to shop in the UK and the range of goods sold
- Become familiar with money in the UK
- Compare cost of items between different places
- Develop awareness of the value of coins and notes and recognise the correct change

Key language and skills

- Vocabulary for different types of shops, e.g. post office, chemist's, baker's, butcher's, supermarket, £1 shop and the items that they sell.
- Vocabulary for common food items, e.g. *milk, loaf of bread, fruit and clothes, e.g. shoes, jumper.*
- Vocabulary for shopping and paying, e.g. *supermarket, cashier, receipt, bill.*
- Vocabulary and structures for asking cost, e.g. *How much does it cost? It's £7.50*
- Vocabulary for money, e.g. coins, notes.
- Vocabulary and structures for comparing, e.g. *Some supermarkets are more expensive than others. Fruit and vegetables from markets are cheaper than from supermarkets.*

Additional materials

- Currency – full range of notes and coins
- Receipts

Suggested action in the UK

- Find out where your nearest shop, supermarket and chemist's are.
- Talk to family, friends and neighbours to find out which are the cheapest shops, markets and supermarkets in your area.

Useful websites/published materials and website/publication contents

<http://rwp.excellencegateway.org.uk/readwriteplus/LearningMaterialsESOL> Units at different levels on shopping topics. Wide range of activities and resources available.

www.esolscotland.com/ Lots of useful resources in particular numerous photos of different parts of shops, e.g. exits, toilets, customer services, food items with prices, etc.

www.talent.ac.uk Lots of useful resources and activities at different levels related to money, e.g. currencies in different countries, making money transfers, using the internet, shopping on a budget, etc.

www.talent.ac.uk/uploads/contributions/1191_Flash_cards_4_per_page.pdf Flash cards with objects, e.g. food, clothes

www.oft.gov.uk/about-the-oft/partnership-working/partnership-working-info/consumer-education/resources Lots of useful resources related to consumer matters. Of particular relevance are resources to support understanding discounts

<http://www.woodlands-junior.kent.sch.uk/customs/questions/shops/main/> Website with pictures of shops and services in England and what they sell

<http://rwp.excellencegateway.org.uk/readwriteplus/LearningMaterialsNumeracy>

Numeracy E1 Unit2 has a coin recognition activity

Numeracy E2 Unit1 has an activity to develop awareness of the value of coins

Numeracy E2 Unit3 has an activity to develop awareness of the value of coins and notes and to recognize correct change

<http://www.mysupermarket.co.uk/> Price comparison website

<http://www.skillsworkshop.org/resources/bank>

Bank Balance Game adaptable for any level . Uses whole numbers and concepts of income and spending

http://rwp.qia.oxi.net/learning_material/portal/recognising-coins_num_e1/m04/t15/index.htm

Activities at Entry 1 which allow learners to match coins with amounts, using audio to reinforce language

ESOL and numeracy entry level objectives and language activities at each level

Entry 1	Entry 2	Entry 3
<ul style="list-style-type: none"> ● Speak clearly (Sc/E1.1) ● Recognise key words, images & symbols (Rw/E1a) ● Recognise and select coins and notes (MSS1/E1.3). 	<ul style="list-style-type: none"> ● Express statements of fact (Sc/E2/3a) ● Construct simple sentences (Wt/E2/1a) ● Make requests (Sc/E2/2a) ● Make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins (MSS1/E2.2) ● Calculate the cost of more than one item and the change from a transaction in pence or whole pounds (MSS1/E2.2). 	<ul style="list-style-type: none"> ● uhiuoiuy ● Add and subtract using 3 digit whole numbers (N1/E3.2) ● Add and subtract sums of money using decimal notation(MSS1/E3.1).

E1

E2

E3

Types of shops and what they sell

- Find out what learners usually buy when they go shopping, what they like to buy and where they like to shop. Use **Shops** and **Shopping items** images and realia to help elicit and practise names for these common shopping items, e.g. *stamps, oranges*, etc.
- Ask learners to say where they usually buy these items in their country. Use images to elicit and practise names for different types of shops/places to shop in the UK. Elicit/explain what the shops sell, e.g. *I go to the supermarket for fruit and vegetables*.
- You can make this into a game by each person having to add to what the previous person said and then add an additional item, e.g. *I go to the post office for stamps. I go to the post office for stamps and envelopes. I go to the post office for stamps, envelopes and cards*, etc.
- In pairs or small groups, learners can do one or more of the following activities with the **Shops** and **Shopping items** cards:
 - match and say the words and images for shops
 - match and say the words and shopping items
 - match the shops and shopping items as words or images or a mixture of both
 - turn cards face down and play pelmanism
- Ask learners to report back, e.g. *You can buy bread at a baker's and a supermarket*.

Money

E1 E2 E3

- Use real coins and notes to elicit and practise names and pronunciation for currency in the UK.
- Learners talk about their experience of using the currency in the UK and any similarities or differences between the UK and their own currency, e.g. size of coins, use of notes, how denominations are made up, e.g. *In Bangladesh there are 100 paisa in a taka. In Algeria there are 100 santeem in a dinar.*
- Divide learners into small groups and give each group a set of cards from the **Money** activity sheet. Learners work together to either:
 - match the image and the amount
 - or match the image with the amount and the words.
- Some learners may find it useful to complete the **Money matching** worksheet. In a subsequent session learners can use the same cards to revise this by playing pelmanism.

Comparing prices

E1 E2 E3

- Revise the names for common shopping items using **Shopping items** images and realia. Display these on a large table. Hold up a few price cards from **Price cards 1** and elicit what this says and which item this is the price for. Learners discuss together and agree which item the price is right for. Some items have an obvious price, e.g. eggs per dozen and stamps per book, whereas many items are priced per kilo and learners will have to discuss which items are cheaper than others in order to price the items.
- When you are happy that learners are clear about the process, divide learners into 2 groups and allocate a few tables to each group. Explain that each group has their own supermarket. Ask learners to agree a name for their supermarket and to display this on the wall behind their tables.
- Give each group a complete set of **Shopping items** images but a different set of price cards, i.e. either **Price cards 1** or **Price cards 2**. Each group needs to display and price up its items.
- Give each learner a **Shopping list** worksheet. Explain they each need to remember and record any 5 items from the displays in the first column – without looking at the displays. They then enter the name for each supermarket at the top of each column and visit each supermarket to find and record the prices for their items. Learners can then total up the price for their shopping in each supermarket and decide which supermarket is the cheapest.

E2 E3

- Elicit some feedback from the supermarket and introduce and practise the use of comparatives.
- Learners write some sentences based on the prices on their shopping list, e.g. *(Supermarket 1) is cheaper than (Supermarket 2).*
 - *Bananas in (Supermarket 1) are cheaper than in (Supermarket 2).*
 - *Bread in (Supermarket 2) is more expensive than in (Supermarket 1).*
- Learners needing more support can use **Words card for comparative sentences** to help them form the comparative structures.

Check your change

E1

E2

E3

- Divide learners into pairs; one is the shopkeeper and the other is the customer. Give each pair a set of **Shopping items** image cards or realia which the shopkeeper displays and fake money or cut up images from **Money** activity sheet.
- Customers need to practise asking for individual or several items, e.g. *Could I have a kilo of bananas please?* The shop keeper hands over the items and explains how much it/they cost, e.g. *That's £2.50 please.*
- The customer counts up the correct amount of money to pay for the item(s), the shop keeper checks the amount and gives change if necessary. Remind learners to check their change.

Money in your purse

E2

E3

- Divide the learners into groups to play **Money in your purse**. Each learner is allocated a budget, e.g. £20 (or another agreed amount) for their purse. Place **Money in your purse price cards** face down and then all learners take turns to pick up a card and record the price of each item and the balance left in her purse on the **Money in my purse** worksheet. The winner is the person with the 'best buys' and the most money left in her purse.

Shopping and money: action planning

E1

E2

E3

- Elicit and record key actions for learners to follow up outside the class based on the discussions and their own priorities, e.g.
 - Find out where your nearest shop, supermarket and chemist's are
 - Talk to family, friends and neighbours to find out which are the cheapest shops, markets and supermarkets in your area.
- Learners copy these in to their action notebooks

Differentiation

- Beginner readers and writers can match words/images; copy key words; use word cards to help make sentences; practise spelling using Look Say Cover Write Check

Extension activities

Learners in the UK can:

- Compare prices of key items in shops in the local area and report back
- Use real receipts to practise reading and checking items and prices
- Encourage learners to produce their own image, name and price cards based on the items they buy regularly and use these for further practice.



supermarket



baker's



butcher's



post office





chemist's



£1 shop



market



greengrocer's





<p>bread</p>	 <p>©Used with permission of Microsoft</p>
<p>oranges</p>	 <p>©Used with permission of Microsoft</p>
<p>eggs</p>	 <p>©Used with permission of Microsoft</p>
<p>chicken</p>	 <p>©Used with permission of Microsoft</p>



rice



carrots



© Used with permission of Microsoft

milk



© Used with permission of Microsoft

bananas



© Used with permission of Microsoft



fish



birthday cake



peas



pizza





toilet roll



© Used with permission of Microsoft

stamps



© Image: Matt Banks / FreeDigitalPhotos.net

toothbrush



© Used with permission of Microsoft

medicine



© Image: Carlos Porto / FreeDigitalPhotos.net



	£2	two pounds
	£1	one pound
	50p	fifty pence
	20p	twenty pence
	10p	ten pence
	5p	five pence



	2p	two pence
	1p	one pence
	£20	twenty pounds
	£10	ten pounds
	£5	five pounds

Money matching

Draw a line to match each picture with the correct amount



50p

20p

£2

£1

5p

1p

£10

£5

10p

2p

£20



£1.00 a loaf	£5.00 each
£1.50 a kilo	£1.50 each
£3.00 a dozen	£5.50 a book
£2.00 a pack	£6.00 a kilo
£10.00 for 10 kilos	£7.40 for a prescription
£1.00 a kilo	£1.50 a kilo
£1.00 a litre	£3.50 each
£2.00 a kilo	£4.00 each



£5.50 a book	£7.40 for a prescription
£1.20 a litre	£1.50 a loaf
£6.00 each	£1 each
£2.50 a dozen	£3.00 a pack
£1.25 a kilo	£11.00 for 10 kilos
£1.50 a kilo	£1.70 a kilo
£4.50 each	£7.50 a kilo
£2.35 a kilo	£3.75 each

Shopping list

Shopping list	Supermarket 1	Supermarket 2
1.		
2.		
3.		
4.		
5.		
Total		

Now write some sentences comparing the prices, e.g.

Bananas at (supermarket) are cheaper than at (supermarket).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



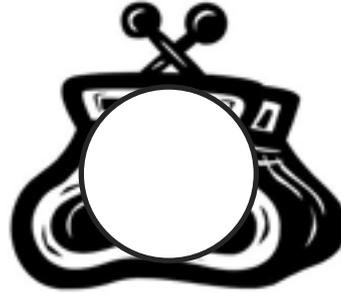
convenient	more convenient
expensive	more expensive
crowded	more crowded
cheap	cheaper
big	bigger
clean	cleaner
is	are
than	than



Money in your purse

2. Pick a shopping item card with a price. Write the cost here.



3. Write your balance the circle.

1. How much money have you got in your purse? Write the amount in the purse.

4. Pick another shopping item card with a price. Write the cost in the box.

5. Continue shopping. Buy 4 items in total.

6. How much do you have left in your purse?





£1.00 a loaf



© Used with permission of Microsoft

£5.00 each



© Used with permission of Microsoft

£3.00 a dozen



© Used with permission of Microsoft

£5.50 a book



£1.00 a kilo



© Used with permission of Microsoft

£1.50 a kilo



© Used with permission of Microsoft

£1.00 a litre



© Used with permission of Microsoft

£3.50 each



© Used with permission of Microsoft



£7.50 a kilo



© Used with permission of Microsoft

£7.40 for a prescription



© Used with permission of Microsoft

£6.00 each



© Used with permission of Microsoft

£1.00 each



© Used with permission of Microsoft

£1.50 a kilo



© Used with permission of Microsoft

£3.00 a pack



© Used with permission of Microsoft

£1.70 a kilo



© Used with permission of Microsoft

£11.00 for 10 kilos



Out and about on public transport



© Transport for London

Pack contents

Teacher's notes
 Images from **Resources Pack**
 Worksheets
 Matching activity/pelmansim

What to prepare

Public transport key words and images, Using the tube matching activity and Keeping safe

- Copy, laminate and cut up one set for each group

Travel in London – key words, Using the tube, Advice about keeping safe and Out and About in London – advice

- A copy for each learner

Using the tube quiz

- One copy for each pair or small group

Fares tables

- Copy **Fares table 1** or **Fares table 2** for each learner according to their numeracy and literacy levels

Key points to cover

- Local transport options, e.g. tram, bus, tube, train
- Main types of tickets
- How to buy tickets
- Planning your journey
- Getting on and off at the right place
- Numbers in journeys
- Being safe

Key language and skills

- Vocabulary for main types of transport options in an area, e.g. *bus, bus stop, underground/tube, underground/tube station, Oyster card.*
 - Vocabulary and structures for buying and asking about journeys and tickets, e.g. *How much is a one day travel card, please? Can I top up my Oyster card, please?*
 - Recognising and understanding key information from timetables and other relevant texts (appropriate to language and literacy level), e.g. underground map, bus timetable, journey details from websites.
 - Vocabulary and structures for planning and making journeys and asking for and giving directions, e.g. *Where is the 196 bus stop please? Is this the right stop for?*
 - Recognising and pronouncing names for most important stops, stations and destinations.
- Language and numeracy skills relating to:
- Understanding prices and buying tickets.
 - Reading and understanding information in tables.
 - Understanding safety signs and notices.
 - Understanding and giving safety advice, e.g. *Keep your money in a purse or wallet. Don't wear lots of jewellery.*

Additional materials

- Underground maps
- Train/bus/tram tickets and travel cards
- Example timetables
- Clear and simple street maps of local area
- An Oyster card
- Tourist leaflets and flyers

Suggested action in the UK

Find out:

- where your nearest bus stops are
- which bus routes go near your home
- where the nearest train/tube stations are

Useful websites/published materials and website/publication contents

www.tfl.gov.uk Travel information, journey planner and maps for all types of transport in London

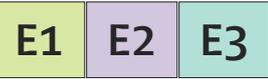
www.nationalrail.co.uk Information about train tickets and journeys transport across the UK

<http://rwp.excellencegateway.org.uk/readwriteplus/LearningMaterialsESOL>

<http://rwp.excellencegateway.org.uk/resource/Numeracy+learner+materials%3A+Entry+1%2C+Unit+2/pdf/> Matching coins and notes pg 17-19; Bus fares pg 7; Change from taxi fares pg 9

ESOL and numeracy entry level objectives and language activities at each level

Entry 1	Entry 2	Entry 3
<ul style="list-style-type: none"> ● Speak clearly (Sc/E1.1) ● Recognise key words & symbols (Rw/E1a) ● Ask for and give simple information and directions and information (Sc.E1.3c, 4c) ● Listen for information (Lr/E1.2) ● Read and write numbers up to 10, including zero (N1/E1.2) ● Extract simple information from lists (HD1/E1.1). 	<ul style="list-style-type: none"> ● Speak clearly (Sc/E2.1) ● Recognise key words and symbols (Rw/E2.2) ● Ask for information and directions (Sc/E2.2d, 2e) ● Give directions (Sc/E2.3e) ● Listen to and follow directions (Lr/E2.4a) ● Calculate the cost of more than one item and the change from a transaction in pence or whole pounds. (MSS1/E2.2) ● Read, write, order and compare numbers up to one hundred (N1/E2.2) ● Read and understand time displayed on analogue and 12-hour digital clocks in hours, half hours and quarter hours (MSS1/E2.3) ● Extract information from tables and lists graphs(HD1/E2.1). 	<ul style="list-style-type: none"> ● Speak clearly (Sc/E3.1) ● Ask for and give information and directions (Sc/E3.3c, 4e) ● Narrate events in the past (Sc/E3.4c) ● Listen for information (Lr/E3.3) ● Read, understand and use organisational features to locate information (Rt/E3.5) ● Add and subtract sums of money using decimal notation (MSSI/E3.1) ● Read, measure and record time (MSS1/E3.3) ● Extract numerical information from tables and lists (HD1/E3.1).



Public transport in the UK

- Use images from **Resources pack** to elicit and practise names for different types of public transport in the UK.
- Ask learners to say which types of public transport they have used, which they have used independently and how public transport in the UK compares to public transport in their country of origin.
- Learners can use post-it notes to label images or divide the learners into groups and give each group a set of cut up cards from **Out and about on public transport** to match the images and words.
- Elicit ideas from learners and build up a list about what it is important to know when you use public transport, e.g. bus stops, bus routes, prices of fares, understanding timetables, asking for information, being safe, etc. You can ask learners to prioritise the items on the list and use this as the basis for selecting which of the following activities to include and in which order.

Asking for information

- Present and drill simple question forms and responses. Learners then pick up images from the **Resource pack** and practise asking for and giving information relevant to the image they have selected, e.g.

<i>Where is the</i>	<i>196 bus stop underground station</i>	<i>please?</i>
---------------------	---	----------------

<i>How much is</i>	<i>a one day travel card a single bus journey</i>	<i>please?</i>
--------------------	---	----------------

<i>Can I</i>	<i>top up my Oyster card buy a one day travel card</i>	<i>please?</i>
--------------	--	----------------

<i>Which</i>	<i>bus</i>	<i>goes</i>	<i>to X please?</i>
<i>Does this</i>	<i>train</i>	<i>go</i>	
	<i>tram</i>		
	<i>coach</i>		

<i>Yes,</i>	<i>it does</i>
	<i>it's over there.</i>
	<i>it's on X Street.</i>
	<i>it's £3.60</i>

E2

E3

- Learners can practise using direct and indirect questions and giving more detailed information, and more complex directions using modal verbs and conditionals using maps, images of the local area and timetables, e.g.

Could you tell me	where the	196 bus stop underground station	is please?
	how much	a one day travel card, a single bus journey	
	how long	the journey to takes	

Yes,	go straight along	Yes	a travel card costs	£8.00
	take the first on the	left	two children cost	£1.40
	it's on your	right		

What time is the next number X bus?	It will be here in 15 minutes
How long will the journey take?	About half an hour

Using the tube

E1

E2

E3

- Have a whole group discussion about using the tube. Find out who has ever used the tube, what it was like and whether they have made journeys on their own. For learners who have not used the tube, find out why not and what they think would help them to feel more confident about using it. Check that learners understand that the words tube and underground are both commonly used.
- Make A3 colour copies of the large print tube map from the Transport for London website and, if you have access to a data projector, project an image of an underground map onto the white board (see <http://www.tfl.gov.uk/assets/downloads/large-print-tube-map.pdf>).
- Dive learners into pairs and give each pair a large print tube map and a set of **Using the tube matching activity cards**. Explain that learners need to use the map to help them match the different coloured cards with the right underground line. Alternatively learners can use the Using the tube worksheet to match the colours and names for lines. Check together and drill the pronunciation of the lines.
- Focus on the direction of travel, i.e. northbound, southbound, eastbound, westbound and practise by pointing out different directions on the enlarged or projected map.
- Build up a list of some different places that learners would like to visit in London. Use tourist maps and information to help generate ideas. Learners find out the nearest underground for each place, e.g. the nearest underground for the Science museum is South Kensington.
- Use the maps for whole group then small group practice for travelling from one underground station (e.g. the nearest to your centre) to the different places of interest, e.g. *Take the Bakerloo line northbound to Embankment. Change onto the Circle line westbound.*

Numbers in travelling

E1

E2

E3

These activities can support the development of financial awareness skills for learners:

- For learners based in or travelling to London, have a whole group discussion about the different ways that people can pay for fares. Make sure learners understand what an Oyster card is; either show them a real one or an image of one.
- Explain that fares are different depending on how you pay. Divide learners into pairs to read and answer the questions for **Fares table 1** or **Fares table 2** (according to level). For learners using public transport in other parts of the country, make similar tables using local information.
- Divide learners into pairs and give each a copy of the underground map. Learners can role play asking about the cost of different fares and giving the correct information, e.g. How much is a Zone 1 fare with an Oyster card?
- Learners plan a trip to a local place of interest and plan the journey using the local transport options, e.g. tube, buses, trams. Including the time of the journey.
- Round sums of money to the nearest £1 and 10p and make approximate calculations

How much is	a one day travel card,	please?
The fare is	a single bus journey	
	£ 8.00	
	£1.90	

E2

E3

- Learners describe a journey they have made recently using suitable verb forms (e.g. past simple, past continuous, present perfect) and prepositional and adverbial phrases. They include the time of the trip, e.g.

Last Tuesday afternoon I had to go to While I was waiting for the bus, it started to rain. I didn't have an umbrella so I got really wet.

I was about 10 minutes late for the appointment.

The total cost of the trip was

- Consider including hours, quarters and half hours in questions on time. If learners need more practice with speaking and telling the time see unit on **Time**.

E1

E2

E3

Keeping safe

- Have a whole group discussion with learners about the importance keeping safe when out and about and using public transport. Elicit ideas about what learners can do to protect themselves and their belongings, e.g. Use a bag with a zip.
- Divide learners into small groups and give each group a set of cut up **Keeping safe** cards and explain they need to match the cards to make correct statements.
- Give each learner a copy of **Advice on keeping safe** and in groups then can check their answers and share ideas on other things people can do to keep safe. They can record these on the worksheet and then share ideas with the whole group.
- For learners who travel in London, to recap or revise in a future session, divide learners into pairs and give each a copy of **Out and about in London – advice** to complete together. Check the answers together as a whole group.

Out and about on public transport: action planning

- Elicit and record key actions for learners to follow up outside the class based on the discussions and their own priorities, e.g.
 - Find out which bus routes go near your home and where the nearest bus stops are.
 - Find out where your nearest train station is and where you can travel to from this station.
 - Plan and make a journey on public transport on your own or with a family member or friend.
- For learners in London.
 - Find out which underground stations are nearest to your home and which lines they are on.
- Learners copy these into their action notebooks.

Differentiation

Beginner readers and writers can:

- Match words/images; copy key words; match upper case and lower case words; re-order dialogues; gap fill dialogues; have further spelling practice using Look Say Cover Write Check.
- Use the time pelmanism in the **Time** unit to practise reading, saying and understanding time relating to journey times.
- Use money images in the **Shopping and money** unit for practice in buying tickets.

Extension activities

Beginner readers and writers can:

- Learners in London can:
 - practise using tube map to ask for, give and follow directions
 - plan and lead a journey on the underground
 - compare costs of a journey by bus or tube, and by method of payment, e.g. single tickets, returns, travel cards or Oyster card
 - discuss how to use an Oyster card or travel card. How much it costs. How to put the ticket in the machines. How to “touch in and touch out” to ensure they are not charged too much.
- Learners in other parts of the UK can:
 - practise using local maps to ask for, give and follow directions.
 - plan and lead a journey using public transport in the local area
 - compare costs of a local journeys using different forms of public transport and/or methods of payment, e.g. single tickets, returns, travel cards
 - discuss how to get and use travel cards.
- Learners can work together to produce a small pamphlet for other new arrivals about using public transport in their local area and include advice on keeping safe.



<p>Oyster card reader</p>	 <p>© Transport for London</p>
<p>Tube or underground</p>	 <p>© Transport for London</p>
<p>Bus driver</p>	 <p>© Transport for London</p>
<p>Pedestrian crossing</p>	 <p>© Transport for London</p>
<p>Platform</p>	 <p>© Transport for London</p>
<p>Ticket machine</p>	 <p>© Transport for London</p>



<p>Screen</p>	 <p>© Transport for London</p>
<p>Zebra crossing</p>	
<p>Taxi or black cab</p>	 <p>© Transport for London</p>
<p>Traffic island</p>	 <p>© Transport for London</p>
<p>Help point</p>	 <p>© Transport for London</p>
<p>Emergency alarm</p>	 <p>© Transport for London</p>

Travel in London – key words

Copy the words next to the pictures

	© Transport for London		© Transport for London
	© Transport for London or		© Transport for London
	© Transport for London		© Transport for London
	© Transport for London		© Transport for London
	© Transport for London		© Transport for London
	© Transport for London		© Transport for London

Taxi

Tube

Oyster card reader

Black cab

Traffic island

Ticket machine

Screen

Platform

Pedestrian crossing

Zebra crossing

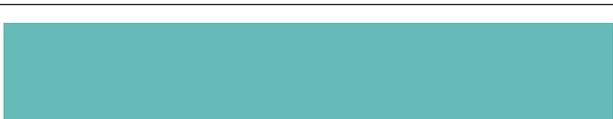
Underground

Bus driver

Emergency alarm

Help point



	Bakerloo
	Central
	Circle
	District
	Hammersmith and City
	Jubilee
	Metropolitan
	Northern
	Piccadilly
	Victoria
	Waterloo and City
	DLR (Docklands Light Railway)

Using the tube

Draw a line to match the colour with the tube line:



Victoria

Hammersmith and City

Jubilee

Metropolitan

Bakerloo

Piccadilly

Waterloo and City

Circle

District

**DLR (Docklands
Light Railway)**

Central

Northern

Check your answers on the tube map.

Using the tube quiz

Work together to find the answers to these questions:

1. Which lines have more than two ends?	
2. Which lines go under the river?	
3. Which lines go to Elephant and Castle?	
4. Which line goes between Victoria and King's Cross?	
5. I want to travel from Elephant and Castle to Kew Gardens. Which lines should I take?	
6. Which of the lines isn't an underground line?	
7. List 5 underground stations that have a connection with National Rail?	
8. List 3 stations that connect with riverboat services.	
9. Which line is closed at the moment?	
10. Which line is Covent Garden on?	

Fares table 1

Answer the questions:

1. How much is an adult single fare in Zone 2 with cash?

.....

2. How much is an adult single fare in Zone 2 with an Oyster card?

.....

3. How much is a child single fare in Zone 2 with cash?

.....

4. How much is a child single fare in Zone 2 with an Oyster card?

.....

5. Is it best to pay by cash or with an Oyster card?

.....

		Oyster
Adult Tube fares	Cash	Peak single
Zone 1 only	£4.00	£1.90
Zone 1-2	£4.00	£2.50
Zone 2	£4.00	£2.00
Zone 1-3	£4.00	£2.90
Zone 3	£4.00	£3.70
Child 5-10 Tube fares	Cash	Peak single
Zone 1 only	£2.00	£0.70
Zone 1-2	£2.00	£0.70
Zone 2	£2.00	£0.70
Zone 1-3	£2.00	£0.70

Fares table 2

Answer the questions:

1. How much does a single fare in Zone 2 cost?

.....

2. What is the maximum you pay with an Oyster card each day in Zones 1 and 2?

.....

3. How much is a single adult tube ticket for Zones 1-3 in cash?

.....

4. How much is the same journey with an Oyster card?

.....

5. How much is a one day travel card for Zones 1 and 2?

.....

6. How much is a single children's fare for Zone 1 in cash?

.....

7. How much is the same journey with an Oyster card?

.....

		Oyster	Oyster	Oyster	
Adult Tube fares	Cash	Peak single	Off-peak single	Peak price cap	Travel Card
Zone 1 only	£4.00	£1.90	£1.90	£8.00	£8.00
Zone1-2	£4.00	£2.50	£1.90	£8.00	£8.00
Zone 2	£4.00	£2.00	£1.90	£8.00	£8.00
Zone 1- 3	£4.00	£2.90	£2.50	£10.00	£10.00
Zone 3	£4.00	£3.70	£2.50	£10.00	£10.00
Child 5-10 Tube fares	Cash	Peak single	Off-peak single	Peak price cap	Travel Card
Zone 1 only	£2.00	£0.70	£0.65	£5.00	£5.00
Zone1-2	£2.00	£0.70	£0.65	£5.00	£5.00
Zone 2	£2.00	£0.70	£0.65	£5.00	£5.00
Zone 1- 3	£2.00	£0.70	£0.65	£5.00	£5.00

© Transport for London



Keep your Oyster card and travel tickets	in a safe place.
Make sure your bag is done	up and you can see it.
Bags and pockets with zips	are best.
Don't wear	lots of jewellery.
Hide	valuable things.
Don't carry too	much money.
Keep your money in	a purse or wallet.
Don't get your purse or wallet	out in the street.
Before you use a cash machine,	check who is around you.
Put your money away	before you walk away from cash machines.

Advice about keeping safe



Keep your Oyster card and travel tickets in a safe place.
Don't wear lots of jewellery.
Make sure your bag is done up and you can see it.
Hide valuable things.
Bags and pockets with zips are best.
Don't get your purse or wallet out in the street.
Don't carry too much money.
Keep your money in a purse or wallet.
Before you use a cash machine, check who is around you.
Put your money away before you walk away from cash machines.

Now write your own advice about keeping safe in London:

.....

.....

.....

.....

.....

.....

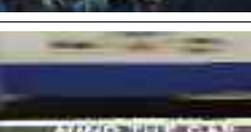
.....

.....

.....

Out and about in London – advice

Fill in the gaps

	<small>© Transport for London</small>	<p>1. Oyster cards are the way to make single journeys in London.</p>
	<small>© Transport for London</small>	<p>2. Make sure your bag is and you can see it. Hide things.</p>
	<small>© Transport for London</small>	<p>3. Don't get your or wallet out in the street.</p>
	<small>© Transport for London</small>	<p>4. Don't wear lots of</p>
	<small>© Transport for London</small>	<p>5. Before you use a, check who is around you and put your money away before you walk away.</p>
	<small>© Transport for London</small>	<p>6. On some buses, you have to 'pay before you board'. If you don't have an Oyster card, you buy a ticket from the machine before you get on the bus.</p>
	<small>© Transport for London</small>	<p>7. If there is a problem on a bus, tell the</p>
	<small>© Transport for London</small>	<p>8. Stand behind the lines on underground platforms.</p>
	<small>© Transport for London</small>	<p>9. If you have any problems on the underground, use a to ask a staff member for or help with your journey.</p>
	<small>© Transport for London</small>	<p>10. If you need help planning a journey, call the London Transport 24 hour Travel information line:</p>

cash machine

cheapest

done up

driver

help point

information

jewellery

need to

purse

valuable

yellow

020 7222 1234



Time

Pack contents

- Teacher's notes
- Images
- Feet templates
- Matching activity/pelmanism
- Worksheets

What to prepare

Matching the times – 12 hour digital clock activity sheet:

- Photocopy, laminate and cut up times for matching activity and playing pelmanism.

24 hour digital clock – morning or afternoon/evening activity sheet:

- Photocopy, laminate and cut up times for matching activity and playing pelmanism.

Key points to cover

- Parts of day, days of the weeks, months of the year, dates
- Telling the time
- Calculating the length of time of a journey, or an appointment, etc.
- Timetables

Key language and skills

- Name days of the week in order, time of day, i.e. morning, afternoon; seasons and months of the year in order.
- Key structures for asking the time, including pronunciation (stress and intonation), e.g. *What time is it? What's the time?*
- Recognising and understanding spoken times, e.g. *It's 12.30. It's half-past 12 in the afternoon. It's 1 o'clock in the morning. It's a quarter to one.*
- Pronouncing times clearly and using contractions, e.g. *It's 8.15. It's a quarter past 8.*
- Reading digital and analogue clocks.
- Recognising and understanding the 24 hour clock and am/pm, e.g. *8.30 pm = 20.30. 00.00 = 12 midnight. 22.00 = twenty-two hundred hours = 10 pm.*
- Vocabulary for time and different periods of time, e.g. *hours, minutes, seconds; midday, midnight.*
- Recognising and understanding key information from timetables and letters, e.g. bus timetable, journey time, TV guides, appointments.
- Vocabulary and structures for making/changing appointments, e.g. *I'd like to make an appointment for on Can I make an appointment for on I'm sorry, I need to change my appointment on Can I change it to*
- Understanding vocabulary related to opening times, e.g. *Closed for lunch between 1 and 2. Back in ten minutes.*

Additional materials

- Diaries and calendars
- Clocks – analogue and digital
- Example timetables
- Example appointment cards and letters
- Examples of opening times for public places/shops

Suggested action in the UK

- Learners find and bring to class as many different examples of written time they can: TV guides, transport schedules, appointment letters, etc.

Useful websites/published materials and website/publication contents

<http://www.theteacherscorner.net/printable-worksheets/make-your-own/telling-time/>

Printable telling the time worksheets. Make your own worksheets with telling the time problems

www.nationalrail.co.uk Information about train tickets and travel across the UK.

<http://rwp.excellencegateway.org.uk/readwriteplus/LearningMaterialsESOL> Units at different levels on topics related to time, travel, health, shopping.

ESOL and numeracy entry level objectives and language activities at each level

Entry 1	Entry 2	Entry 3
<ul style="list-style-type: none"> ● Listen for detail (Lr/E1.2) ● Speak clearly (Sc/E1.1) ● Recognise key words and symbols (Rw/E1a) ● Write letters and numbers clearly (Ww/E1.2) ● Relate familiar events to: times of the day; days of the week; seasons of the year. 	<ul style="list-style-type: none"> ● Listen for detail (Sc/E2.3) ● Speak clearly (Sc/E2.1) ● Make requests (Sc/E2.2) ● Obtain information from letters/timetables/(Rt/E2.2) ● Read and record time in common date format (MSS1/E2). 	<ul style="list-style-type: none"> ● Obtain information from texts and detailed reading (Rt/E3.7, 8) ● Take part in discussion (Sd/E3.1) ● Read, measure and record time (MSS1/E3).

E1

E2

E3

My week

- Elicit and practise the days of the week and what happens on which days.
- Learners needing more practice with remembering and sequencing the days of the week can use the **Feet** templates and write one day on each foot alternating left and right. They can use different colours, images and materials to decorate each foot. The feet can then be laminated and used as a kinaesthetic activity sequencing the days on the floor.
- Learners can use the **My Week** worksheet to record the main things which happen each week for them and their families.
- Learners can then work in pairs to ask and answer questions about what happens in their week, e.g. *When do you go the mosque? Which day do you do your shopping? What do you usually do at the weekends?*

E1

E2

E3

My year

- Elicit and practise the months of the year and what happens in particular months.
- Learners needing more practice with remembering and sequencing the months of the year can use the **Feet** templates and write one month on each foot alternating left and right. They can use different colours, images and materials to decorate each foot. The feet can then be laminated and used as a kinaesthetic activity sequencing the months on the floor.

- Name and discuss the seasons of the year, e.g. *When is summer in the UK? When is summer in your country? When does the school year start? What season are we in now; winter, spring, summer or autumn?* You can link the weather, school terms and seasons to months of the year. Learners can also compare seasons in the UK with seasons in their country of origin and ask each other questions, e.g. *What is each season like in your country? Is it usually sunny, wet or cold? Which season did you arrive in the UK? What was the weather like then?*
- Discuss how dates are written in different formats, i.e. 30/03/2011; 30/3/11; 30th March 2011. Practise how we say dates as well as the correct pronunciation and intonation, e.g. *the thirtieth of March two thousand and eleven.*
- In small groups learners identify important dates in the UK and their own countries and write the dates on the **Our calendar** worksheet. Discuss in the whole group. Each person can say a date and ask why it is important. The person who gave the date can answer with reasons for importance, e.g. *When is Diwali this year? It's on October 26th.*

E1	E2	E3
----	----	----

Time

- Ask the learners *What time is it?* Drill the question and correct answer.
- Draw a clock face on the board. Put in a time and present and drill *It's six o'clock*. Draw several clocks, each with a different time and check understanding. Divide the class into two groups for choral practice. Point to one of the clocks. One group asks *What time is it?* and the others answer *It's* Focus on pronunciation, including stress and intonation.
- Keep the times in the 12 hour clock, refer to morning and afternoon and work with whole hours, i.e. 3 o'clock.
- Give learners a copy of **What time is it?** worksheet and check they understand what to do. Read out the time for each clock, e.g. *Clock number 1. It's 6 o'clock. Clock number 2. It's half-past three.* Learners listen and draw in the hands on each clock face as you read them out. Afterwards, learners check their answers. They can also write the equivalent digital times underneath.
- Learners can use the **What's the time?** worksheet to practise reading and understanding times and writing the times below each clock.
- Use the **Matching the times: digital 12 hour clock** worksheet to practise telling the time on the hour, quarter past, half past and quarter to.
- Cut out and laminate the cards in the **24 hour digital clock – morning or afternoon/evening** activity sheet to provide practice in reading/understanding 24 hour time. Mix up cards and ask learners to say the time and place it either under the AM or PM heading.

E2	E3
----	----

- Learners can have further practice talking about time related to their **My week** diary, e.g. *What time do you usually get up in the morning? What time do your children start/finish school?*

E2

E3

Appointments

- Learners practise and then role-play making an appointment, e.g.

<i>I'd like to make an appointment to see</i>	<i>Dr. Khan, please.</i>
<i>The first appointment we have is at</i>	<i>the dentist, please.</i>

<i>She can see you at</i>	<i>3 o'clock on Tuesday.</i>
<i>The first appointment we have is at</i>	<i>4.45 next Monday.</i>

- Use the **Appointments** worksheet to practise reading and understanding an appointment letter and phoning to change an appointment.

Time: action planning

- Elicit and record key actions for learners to follow up outside the class based on the discussions and their own priorities, e.g.
 - Know how to read a clock (12 hour, 24 hour, analogue, digital)
 - Know how to ask the time
 - Think about when they might need to know the time, e.g. travelling, appointments, TV, etc.
- Learners copy these into their action notebooks

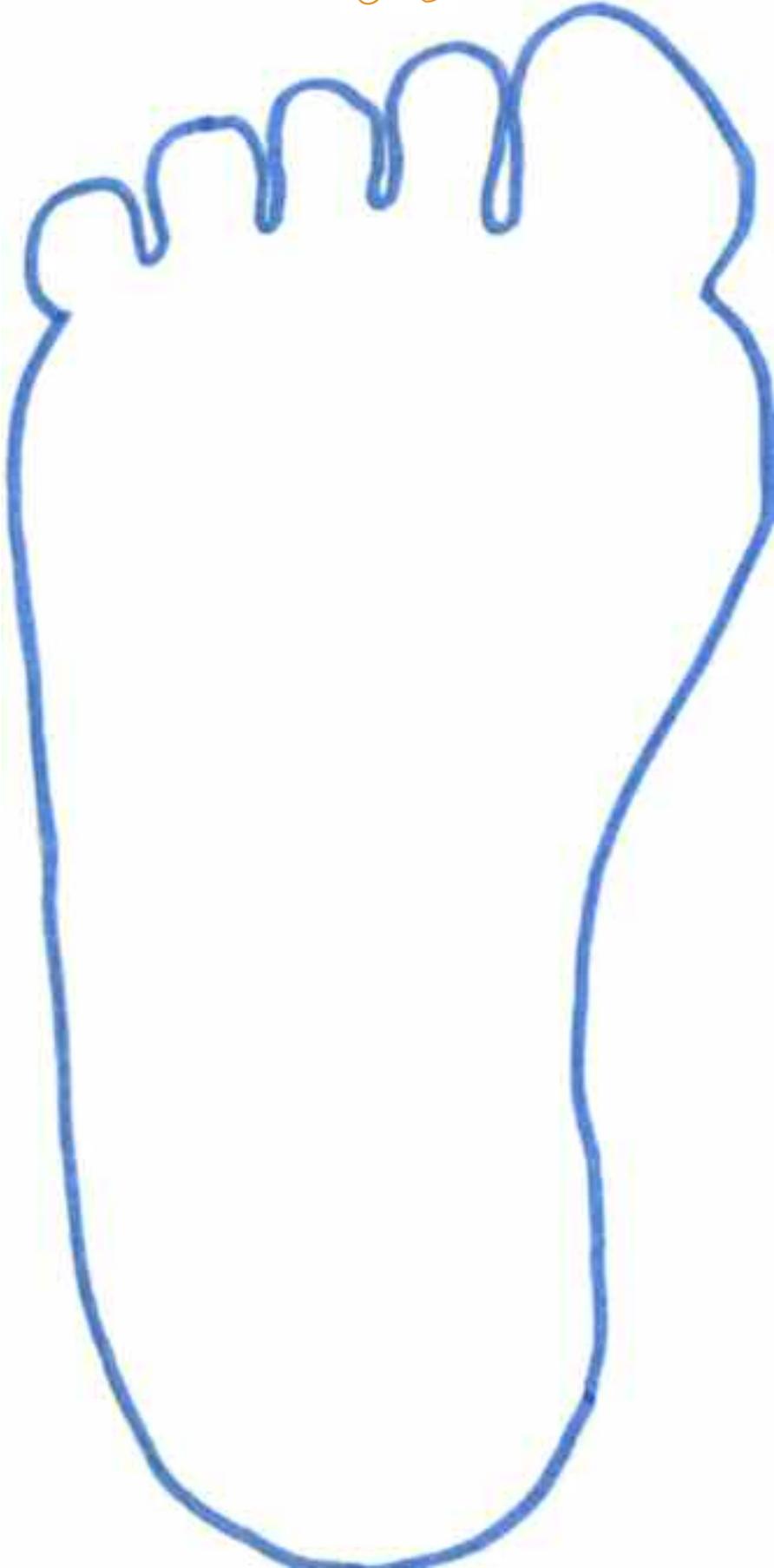
Differentiation

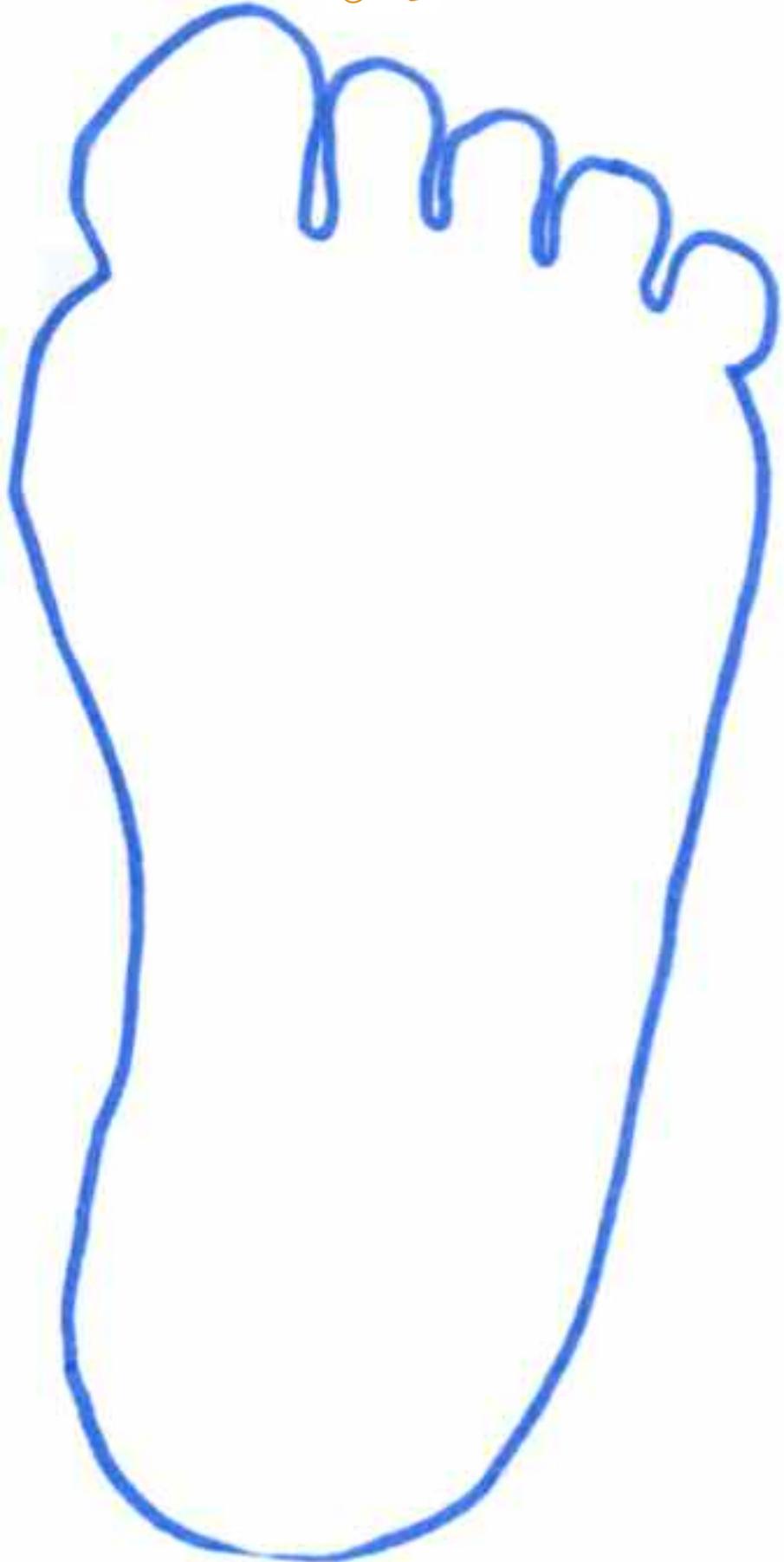
- Beginner readers and writers can practise drawing the hands on different clock faces, writing the times in numerals and words, matching different times in numbers and words.
- Learners look at the TV listings page in a newspaper. Each learner chooses two or three programmes to watch and notes the times the programmes start and finish and how long the programme lasts. Learners then work in pairs to agree which programmes to watch that evening.

Extension activities

Beginner readers and writers can:

- Learners in London can:
 - practise using bus and train timetables.
 - plan and lead a journey on the bus or train using timetables and calculate how long it will take. Learners listen to train announcements giving information about train times, and delays or cancellations (*see Skills for Life ESOL materials – audio*).







My week



Day	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

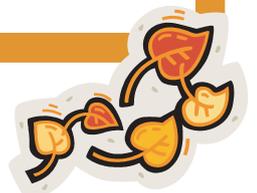




Our calendar



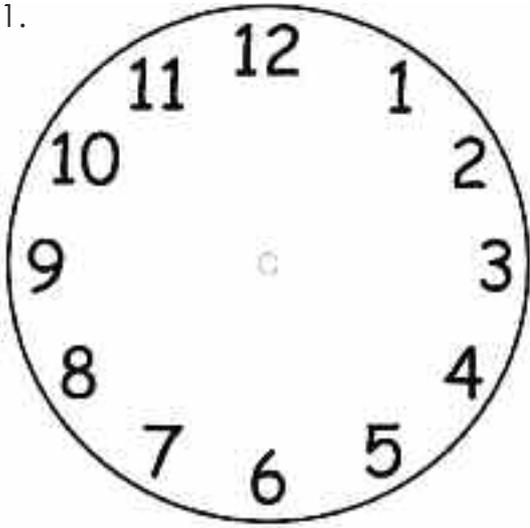
Name of country or learner			
January			
April			
November			



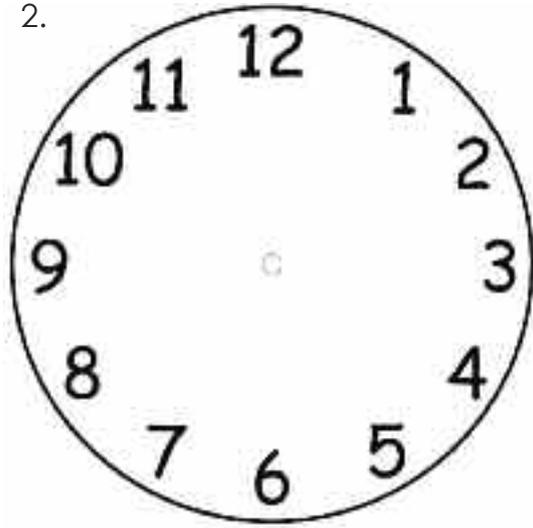
What time is it?

Listen carefully. Draw in the hands:

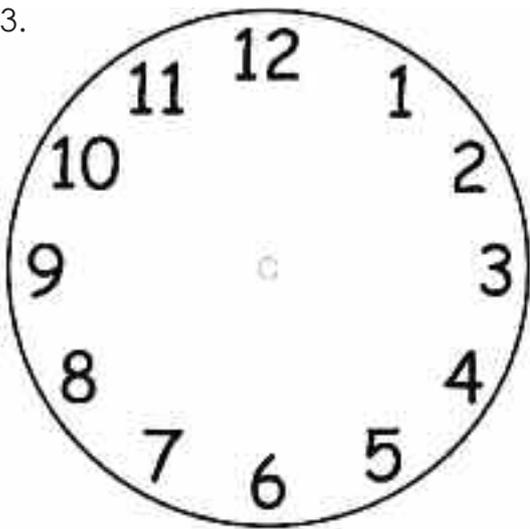
1.



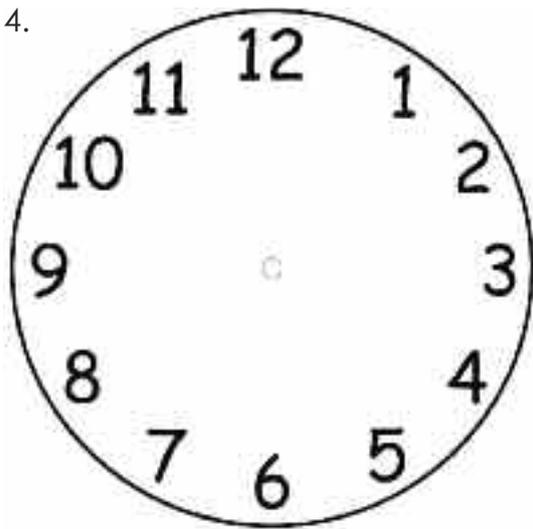
2.



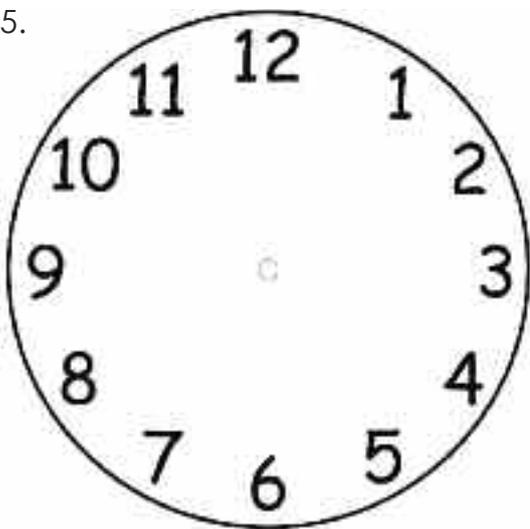
3.



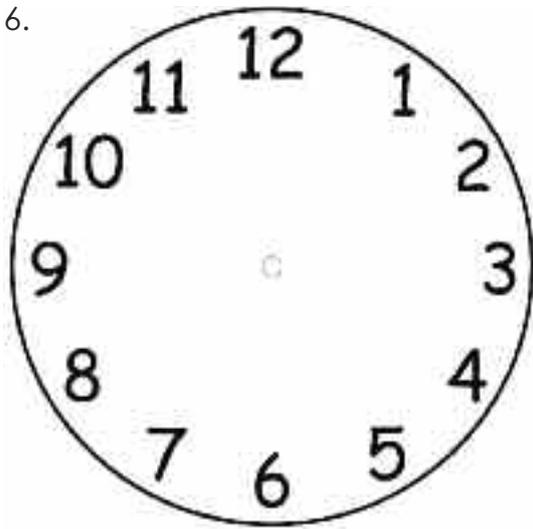
4.



5.



6.



What's the time?

Write the times below the clocks:

1.



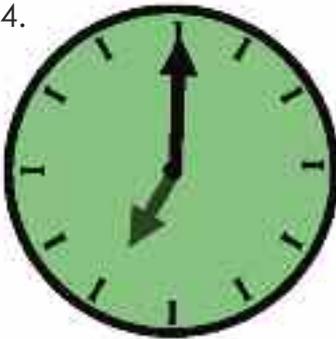
2.



3.



4.



5.



6.



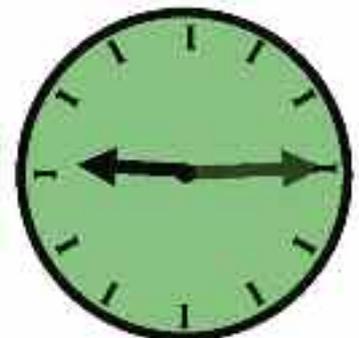
7.



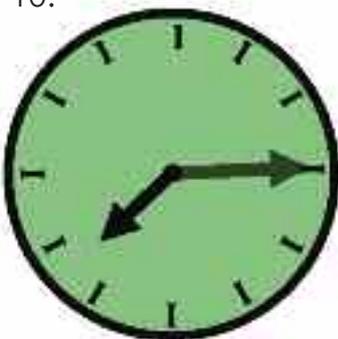
8.



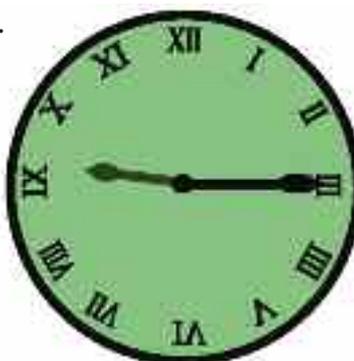
9.



10.



11.



12.





07:30	Seven thirty
05:00	Five o'clock
03:45	A quarter to four
11:15	A quarter past eleven
06:15	A quarter past six
12.00	Twelve o'clock
08:45	A quarter to nine
10:30	Half past ten
01:45	A quarter to two
02:30	Half past two
03.00	Three o'clock
04.15	A quarter past four



Morning	Afternoon/evening
am	pm
05:45	17:45
11:15	23:15
06:15	18:15
12:00	00:00
10:00	22:00
05:30	17:30
02:45	14:45
08:30	20:30
03:00	15:00
06:30	18:30

Appointment letter

Read the letter and answer the questions

Guy's and St Thomas' NHS
NHS Foundation Trust

Guy's Hospital
St Thomas Street
London SE1 9RT

Mrs A. Bulala
28 Ruskin House
Chestnut Road
London SE1 5PT

Dear Mrs Bulala

An appointment has been made for your cardio assessment:

Clinic: Cardio Clinic, **Guy's Hospital**, Great Maze Pond, London SE1 9RT
To see: Mr Peters (consultant)
On: Tuesday 6th November 2011 at 3.15 p.m.

If you are unable to attend, please telephone 020 7339 7722.

Yours sincerely,

K. Evans (Ms)
Appointments Officer

10th October 2011

Answer these questions:

1. Who is the letter to?
2. Who is the letter from?
3. When is the appointment?
4. What do you do if you cannot go?
5. You are unable to attend on this date. Phone the Appointments Officer and ask to change the appointment. What can you say?
Practise with a partner.

Good morning...

Schools in the UK



Pack contents

- Teacher's notes
- Images of schools from Resource pack
- Worksheets
- Activity sheets

What to prepare

Schools in the UK

- Print a copy for each pair or small group.

Letters from a school 1 and 2

- Photocopy letters and worksheets amending as appropriate.

Talking to teachers

- Print copies for learners to share or project onto whiteboard.

School report, Parent's evening role play and Application for free school meals

- Print one copy for each learner.

Information about free school meals

- Print one copy for each learner (Entry 2+ reader/writers only).

Key points to cover

- Schools in the UK
- Structure of parents' evenings in UK schools, i.e. purpose, time for looking at children, comparison with school system in other countries, experience of how parents' evenings work, time with teacher, letters from schools
- Letters from a school and free school meals

Key language and skills

- Vocabulary for schools, school roles and key features, e.g. *secondary, primary, nursery, compulsory, comprehensive, head teacher, form teacher, classroom assistant, school secretary.*
- Vocabulary and structures for talking to the teacher, e.g. *subjects studied at school, behaviour, greetings, class teacher, appointment, slip, return, delete.*
- Structures for questions, e.g.
 - How is my son/daughter getting on at school?*
 - Is my son/daughter OK in English/Maths?*
 - I'm worried about his/her English?*
- Vocabulary and key terms used on letters, reply slips, application forms and supporting information.

Additional materials

- Local school information, e.g. local authority and individual school websites, school newsletters, etc.
- Prepare tape or video of extract from parents' evening

Suggested action in the UK

If learners have children not yet in school, find out:

- where your nearest schools are
- talk to other parents to find out about the schools
- arrange to visit local schools

If learners have children in school, find out:

- the school's contact details
- their child's teacher's name and class name
- the head teacher's name

Useful websites/published materials and website/publication contents

<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/EducationalAwards/FreeSchoolMealsApplicationForm0505.htm>

www.talent.ac.uk Useful pack of materials for E1 learners created by Lisa Karlson at Lewisham College covers roles within schools, subjects, absence letters, etc.

<http://rwp.excellencegateway.org.uk/readwriteplus/LearningMaterialsESOL> Unit on school system at Entry 2 covers overview of education system and first interview with teacher.

ESOL entry level objectives and language activities at each level

Entry 1	Entry 2	Entry 3
<ul style="list-style-type: none"> ● Speak clearly (Sc/E1.1) ● Recognise key words and symbols (Rw/E1a). 	<ul style="list-style-type: none"> ● Take part in more formal interaction (Sc/E2/1b) ● Express views and opinions (Sc/E2/1d) ● Obtain information from texts (Rt/E2/1b, 2a). 	<ul style="list-style-type: none"> ● Express views and opinions (Sc/E3/1d) ● Take part in more formal interaction (Sc/E3/1b) ● Understand and distinguish the different purposes of texts at this level (Rt/E3/ 2a) ● Extract the main points and ideas (Rt/E3/ 4a).

Schools in the UK

E1

E2

E3

- Use images of schools to find out what learners know about schools in the UK and to elicit and practise key words.
- Divide learners into pairs or small groups to match the statements, headings and images on the **Schools in the UK** worksheet.
- Check the statements together and use this as the basis for a general discussion about learners' experiences of the school system.
- Learners can then practise making statements about schools in the UK and in their countries of origin, e.g. *In the UK, all children go to primary school from 5 to 11. Children under 5 can go to nursery. In Bangladesh, some children go to secondary school.*

E2

E3

- Learners can ask each other and give information about the school system in their country.

Letters from school

E1

E2

E3

- Have a whole group discussion about the different types of information which schools send home with children or post to parents, e.g. school reports, letters about trips, letters about parents evenings, etc.
- Learners read **Letter from a school 1** or **Letter from a school 2** and complete the reading task.
- Learners can practise filling in the reply slip with their and their child's details.

E2 E3

Talking to teachers

- To follow on from **Letters from a school task**, either hand out or project **Talking to teachers**. Use the image to present the topic of parents' evening. Learners share information about their experience of parents' evenings in the UK and other countries. Elicit norms in relation to parents' evenings, e.g. looking at children's work, discussing progress, parents asking questions, parents talk about anything they are worried about. Learners can record additional ideas in bubbles.
- Focus on the 4 questions and elicit ideas for each from learners about:
 1. different types of support children might need, e.g. language support, learning support, etc.
 2. difficulties children can experience at school, e.g. being shy, friendships, being bullied, behaviour, etc.
 3. information they want from teachers, e.g. regarding child's progress, interaction with other children, etc.
 4. how they can support their children's learning at home
- Use this as the basis to build up 4 different clusters of questions or statements, e.g.
 1. Can my daughter get support with her?
I think my son needs support with his?
 2. I am worried that my daughter/son is shy
doesn't have many friends
is being bullied
finds maths difficult
 3. Is my daughter/son making progress in maths?
English?
 - Does my daughter/son play with other children at playtime?
behave in class?
 4. How they can I support my child's learning at home?
 - Divide learners into pairs or 3s to role play a parents' evening.
 - Learners make a record of the questions or things they might want to say about their own children.

E3

- Learners can practise asking more complex questions, e.g. *Could you tell me whether*
- For further practice you can prepare a particular topic for the parents' evening discussion, e.g. the child's teacher suggests that the family speak English with their child and the parent provides reasons why it is important for them to use their first language at home.

E2 E3

School report

- Have a whole group discussion about school reports, e.g. *Who has received one? How often do parents get them? When do parents get them?*
- Learners read **School report** and complete **School report task sheet** individually or in pairs.
- Discuss answers as a whole group and highlight that if parents are worried about anything on a school report, they can make an appointment to see their child's teacher.

E1 E2 E3

Free school meals

- Ask learners what they know about school meals. Record key points on the board, e.g. *There is/isn't a choice of dishes. The school offers/doesn't offer halal/vegetarian options. Children can/can't take a packed lunch. School meals are not free.*
- Learners at all levels can practise filling in one of the versions of the **Application for free school meals** worksheets according to their literacy level.

E3

- Set learners some pre-reading questions. You can either write them on the board or dictate them.
 1. Who can apply for free school meals for their children?
 2. How many different benefits are named? (Answer: 7, i.e. bullet point list plus Working Tax Credit Run On)
 3. When should parents apply?
 4. How often should parents apply?
 5. What two things should parents send with their application form?
- Learners read text and compare answers in pairs.
- Check answers together as whole group and discuss any further questions that arise.

Schools: action planning

- Elicit and record key actions for learners to follow up outside the class based on the discussions and their own priorities.

Examples for learners who need to find schools:

- Find out where your nearest schools are.
- Talk to family, friends and neighbours to find out which are the best schools in your area.
- Make an appointment to visit these schools.

Examples for learners with children at school:

- Let the school know if any letters or information from school are not clear.
- Make an appointment to see the class teacher if you are worried about anything.
- Make a note of the school contact details and the names of the class teacher and head teacher.
- Make a record of any questions or things they may want to ask or say about their own children.

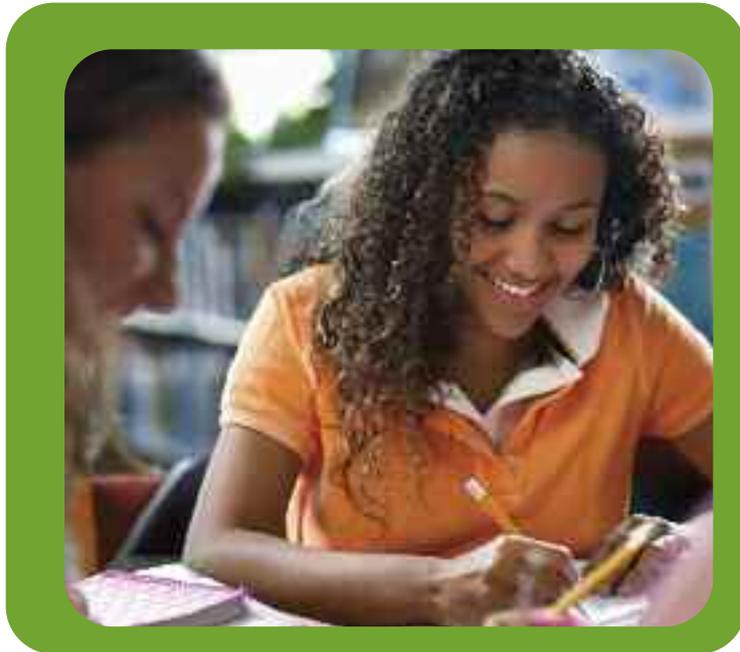
- Learners copy these into their action notebooks.

Differentiation

- Running dictation of various levels of challenge for beginner readers and writers.
 - Simplified letter with supported tasks.
-

Extension activities

Learners can bring in and compare information about local schools.



School statements

Nursery



1. Children can go to a nursery or a play group before starting school.

2. Some children go to college.

3. Children learn to play with other children at nursery.

Primary school



4. Children study lots of subjects in secondary school.

5. In the UK children have to start school when they are five years old.

Secondary school



6. At college students can learn about many jobs

7. Children begin secondary school when they are 11.

College



8. Children go to primary school Monday to Friday.

Letter from a school 1

GREENFIELDS PRIMARY SCHOOL

Welland Street, London SE11 4PR Tel: 020 7782 6123 Fax: 020 7782 6109

29th October 2011

Dear parents

Re: Parents' evening

The first parents' evening for this year will be on Thursday 9th November 2011.

This is a very important evening. You will be able to speak to your child's class teacher and look at your child's work.

Teachers will make appointments from 4pm to 7pm. Please remember to come on time for your appointment.

Please return the slip below to let us know that you are coming.

We look forward to seeing you.

Kind regards



B. Singh
Head teacher

.....
Please return this slip to the school before 7th November 2011

Please delete:

I will / will not be able to attend the parents' evening.

Name of parent

Name of child

Child's class

Letter from a school 2

GREENFIELDS PRIMARY SCHOOL

Welland Street, London SE11 4PR Tel: 020 7782 6123 Fax: 020 7782 6109

29th October 2011

Dear parents

Re: Parents' evening

Parents' evening is on 9th November 2011.

You can meet your child's teacher.

Teachers will make appointments from 4pm to 7pm. Please come on time.

We look forward to seeing you.

Kind regards



B. Singh
Head teacher

.....
I will / will not be able to attend the parents' evening.

Name of parent

Name of child

Child's class

Letter from a school – reading task

Tick ✓ the answer

1. Which school is the letter from?

- Greenfields Primary School
- Welland Primary School

2. Who is the letter for?

- Teachers
- B. Singh
- Parents

3. Who is the letter from?

- The class teacher
- B. Singh
- Parents

4. Who will parents meet?

- Other parents
- Their child's teacher
- The head teacher

5. What does the letter ask you to do to?

- Phone the school
- Nothing
- Fill in and return the slip



Talking to teachers

What support do children sometimes need at school?

What problems do children sometimes have at school?



What can you do to help your children at school?

What information do you need from the teacher?

Add your own ideas:

Parent's evening role play

You are a parent attending the school parents' evening.

You are going to talk to your child's teacher.

What question do you want to ask?

These examples may help you



Are the children going to do more science?

What can I do to help my son with his reading?

My daughter says she doesn't like the playground because the older children push the younger ones – is there someone to watch the children?

What do you want to say about your child's progress?

These examples may help you

I'm worried that my son feels too shy to ask for help.

My daughter really enjoys working on the computer.

My son says he finds mathematics difficult.

School report

GREENFIELDS PRIMARY SCHOOL

School report

Name: Ali Omar

Year: 3

Teacher: B. Gimenez

Languages spoken: English, Arabic

English: Ali has made **steady** progress in English. He listens well but needs **encouragement** to **contribute** in class discussions. His reading has improved. He has good comprehension skills. He is able to write **independently** but he needs to think more about the spelling and punctuation. He is working at the level expected for his age.

General progress

Ali is a shy boy and **prefers** the company of one or two friends to a large group. He has worked hard in all subjects. He needs to improve his concentration when doing written work. He has made good progress this year.

Days absent: 1

Signature of teacher: *B. Gimenez*

.....

School report

Answer these questions with a partner:

1. Who is this report about?
2. Who wrote the report?
3. Ali speaks Spanish at home – true or false?
4. Read the information about English and complete the table:

	Good	To improve
English	<ul style="list-style-type: none"> ● L..... ● Good ● Able to 	<ul style="list-style-type: none"> ● Needs encouragement..... ● Think more

5. Talk to your partner about the words in yellow. Can you explain what they mean?

6. Ali likes to have a large group of friends – true or false?.....
7. If you were Ali's parent would you be worried or happy about this report?

Information about free school meals

IMPORTANT: Please read the following information before completing the application form.

This form is for parents and guardians who have a child or children attending a state school full time and are in receipt of one of the eligible benefits listed below.

You are only entitled to free school meals if you are in receipt of one of the following benefits:

- Income Support (IS)
- Income-based Jobseekers Allowance (IBJSA)
- Income-related Employment and Support Allowance (ESA)
- Child Tax Credit without any Working Tax Credit and an annual family income below £16,190
- Support under Part VI of the Immigration and Asylum Act 1999
- Guarantee element of State Pension Credit

Note: You can receive Free School Meals if you are entitled to a **Working Tax Credit Run On** for four weeks after stopping work or reducing working hours to less than 16 hours per week. (You will need to provide your amended Child Tax Credit Notification letter as proof).

How to apply

You must apply at least one month before the start of term. Do not wait until your child starts school. You must complete the application form and return it to the school for processing. **Take your application form to:**

**Children & Young People's Service
One-Stop-Shop, Ground floor
International House
Canterbury Crescent
London SW9 7QE**

Eligibility for Free School Meals lasts for one year only. You must renew your entitlement each year and you must reapply in plenty of time for a re-authorisation.

Please note: Schools will not issue a free meal until they have received an authorisation letter. Free School Meals cannot be backdated. You will have to pay for school meals if you do not have an authorisation letter for a free meal to be issued.

Proof required

The name and address on any letters you provide must match those on this form. All claims must be accompanied by:

- A letter showing your entitlement to child benefit. This letter must have your child/children's name(s) on it and be less than one year old.
- A copy of your benefit letter, which must be recently dated. If you are in receipt of Child Tax Credit, you must provide a copy of your TC603 tax award letter for the current financial year.

Application for free school meals

Details of Parent or Guardian	
National Insurance no. or Asylum support no.	
Surname	(Mr/Mrs/Miss/Ms)
First name(s)	
Relationship to child	
Address	
	Postcode
Home telephone no.	Mobile no.
Have you applied for Free School Meals before?	Yes No

Surname	First name(s) in full	Male or female	Date of birth	Name of school

I hereby declare that I am currently in receipt of one of the following benefits (please tick) and I am including recent proof along with my Child Benefit letter.

Income Support (IS)	
Income-based Jobseeker's Allowance (IBJSA)	
Income-related Employment and Support Allowance (ESA)	
Child Tax Credit without any Working Tax Credit and an annual family income below £16,040	
Support under Part V1 of the Immigration and Asylum Act 1999	
Guaranteed element of State Pension Credit	

I declare that the information I have given is true and complete, and I agree to inform Lambeth Council or the School of any changes to my financial circumstances. I also understand that failure to do so may result in my repaying the full cost of meals from the date of change.

Parent/guardian signature: Date:

Application for free school meals

Details of Parent or Guardian

National Insurance No: or Asylum support No: _____

Surname: _____ (Mr/Mrs/Miss/Ms)

First Name(s): _____

Relationship to Child: _____

Address:

_____ Post code: _____

Home telephone No: _____

Mobile No: _____

Have you applied for **Free School Meals** before?

Yes/No

Details for each child

1	Surname	First name
	Date of birth	School
2	Surname	First name
	Date of birth	School
3	Surname	First name
	Date of birth	School

Parent/Guardian signature _____ Date _____

Lambeth is a community of people from many ethnic backgrounds. The Council's policy is to treat everyone fairly, whatever their race, colour or ethnic group. Your answer to this question will allow us to check that everyone is being treated fairly.

Ethnic categories

White

- British (English/Scottish/Welsh)
- Irish
- Traveller or Irish Heritage
- Gipsy/Roma
- Any other White Background (please specify)
- Greek
- Turkish
- Portuguese

Mixed

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed Background (please specify)

Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Any other Asian Background (please specify)

Black or Black British

- Caribbean
- African
- Any other Black background

Chinese

- Chinese
- Vietnamese
- Any other ethnic group (please specify)
- I do not wish an ethnic background category to be recorded.



Languages in the UK

Pack contents

- Teachers' notes
- Images
- Worksheets

What to prepare

My languages

- Prepare your own **My languages** river on a large sheet of paper.
- Project image or make copies of **My languages** worksheet for learners to share.

Languages in an ESOL class, Languages in our class, Languages bar chart and Languages in the world

- Project worksheets as examples or give learners copies to share.
- Print, laminate and cut out strips for the Languages bar chart about languages.

The English language

- Select, print and cut out either or both texts, according to the level of the class, or print a copy of the worksheet for each learner (Entry 2+ only).

Languages at home and in society 1 and 2

- Photocopy a worksheet for each learner (Entry 2+ only).

Key points to cover

- My languages

- Languages in an ESOL class
- Languages in our class
- Languages bar chart
- Languages in the world

- The English language

Key language and skills

- Talk about past and present language use and learning and understand key points in the stories of others, e.g. *I speak..... I used to speak.....I can speak.....*
- Interpret information and make a bar chart to show the languages in the group, and how many people speak each one.
- Talk about how many people speak each language using *quantity structures*, e.g. *Everybody speaks.....A few people speak.....*
- Guessing and saying how many people speak different languages, using words and phrases for expressing small and large numbers.
- Talk about the languages you speak, giving explanations of when you use them and information about the languages.

- Read and extract key information from a written text about English and join in a discussion about the role of English in the world, using language for expressing views and opinions.

<ul style="list-style-type: none"> ● Languages at home and in society 	<ul style="list-style-type: none"> ● Distinguish between different views about raising children bilingually and join in a discussion about this issue ● Identify strategies for using other languages to help you learn English
<p>Additional materials</p> <ul style="list-style-type: none"> ● Large sheets of paper and coloured pens for the Your languages river activity ● Collect printed or audio visual clips of stories or features about English, world languages, bi-lingualism and language use in society 	<p>Suggested action in the UK</p> <ul style="list-style-type: none"> ● Elicit and record actions for learners to follow up outside class based on the discussions and their own priorities, e.g. <ul style="list-style-type: none"> - Find out whether the local library has newspapers in community languages - Find out if there are local mother tongue classes for children - Learners copy these into their action notebooks.

Useful websites/published materials and website/publication contents

<http://www.reflect-action.org/~reflecta/sites/default/files/u6/Reflect%2520for%2520ESOL%2520Resource%2520Pack-1.pdf> Resources to support a Reflect approach to teaching and learning

You may wish to read something on raising children bilingually before you discuss this with learners. There are a range of articles on the internet designed to advise parents, e.g.

<http://www.bilingualoptions.com.au/constXTDigest.pdf>

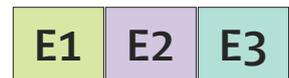
http://www.bbc.co.uk/languages/european_languages/definitions.shtml

<http://en.wikipedia.org/wiki/London>

<http://www.rln-london.com/pdf/MultilingualLondon-factsfigures.pdf>

ESOL entry level objectives and language activities at each level

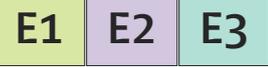
Entry 1	Entry 2	Entry 3
<ul style="list-style-type: none"> ● Speak clearly (Sc/E1.1) ● Make statements of fact clearly (Sc/E1.4) ● Give personal information (Sc/E1.4) ● Express views (Sd/E1.1) ● Listen for detail (Lr/E1.2) ● Follow a short narrative (Rt/E1.1) ● Obtain information from a table and bar chart (Rt/E1.1b) 	<ul style="list-style-type: none"> ● Speak clearly (Sc/E2.1) ● Make statements of fact clearly (Sc/E2.3) ● Give personal information (Sc/E2.3) ● Give an explanation (Sc/E2.3) ● Express views (Sd/E2.1) ● Listen for detail (Lr/E2.2) ● Follow a short narrative (Rt/E2.1) ● Obtain information from a table and bar chart (Rt/E2.4a) 	<ul style="list-style-type: none"> ● Speak clearly (Sc/E3.1) ● Make statements of fact clearly (Sc/E3.4) ● Give personal information (Sc/E3.4) ● Give an explanation (Sc/E3.4) ● Express views (Sd/E3.1) ● Listen for detail (Lr/E3.2) ● Follow a short narrative (Rt/E3.1) ● Obtain information from a table and bar chart (Rt/E3.5)



My languages

- Use the images of rivers to talk about the features of rivers, and learn key vocabulary, e.g. calm, rough, dangerous, beautiful, etc.
- Show and present your own example of a river of language learning (a Reflect tool) – which uses the features of a river to represent different aspects of the person’s language learning experience.
- Give out paper and coloured pens. Support the learners in drawing their own rivers.
- Learners use their drawings to talk about their own rivers of language learning. While they are talking, identify aspects of learners’ language use (discourse, grammar, etc. appropriate to level) that worked very well for communicating meaning, and aspects for further work and follow up on these.

Languages in our class and languages bar chart



- Ask learners to guess how many different languages are spoken in their class, and what these are.
- Make a **Languages in our class** table similar to the example provided.
- Provide scaffolded activities as necessary so that learners can create and read a table, answer the questions and make statements about their own class using **Languages in our class**.
- Divide learners into pairs and give out **Languages bar chart**. Learners work together to answer the questions and then create a bar chart about some or all of the languages spoken in the class. As an initial activity, learners can cut out and use the bar chart strips on cards. They can also use the Excel bar chart function if appropriate for the group.

Languages in the world



- Learners practise reading and saying large numbers.
- Learners use language of guessing and estimating (e.g. I think about.....) to guess how many people in the world speak the languages in the class, and check on the internet.
- Learners talk about their languages, including their own language use, using the spidergram for preparation.

The English language

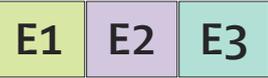


- Learners discuss what they would like to know about the English language and record the questions on flipchart sheets or the board.
- Either choose and cut up the appropriate text for the level of learners or hand out copies of **The English language** worksheet for learners to select the text they would like to read.
- Learners read one of the texts and see if it answers their questions. If it doesn't, discuss with the group ways of finding out the answers to their questions and follow this up in this or a subsequent session.



- Facilitate a discussion about the role of English in the world, supporting learners to use the language of opinions, e.g. *In my opinion, I think, etc.*

Languages at home and in society



- Facilitate a discussion about the languages people speak at home and issues arising relating to use of English, mother tongue, bi-lingualism, the languages which children use at home, etc.

E2

E3

- Give out copies of **Languages at home and in society (1)**. Learners read the views about children speaking their mother tongue at home, tick the views that say that it is important, and add any other views that they are aware of. As an alternative to learners reading the views, you could give learners a listening comprehension where you read out the views one at a time (giving each a number), and learners note down the numbers of the views that say that it is important. Facilitate further discussion
- Introduce the issue that in multilingual families in the UK, children sometimes start to use English at home more than their mother tongue. Facilitate a discussion about what they do/would you do as a parent in this situation.
- Introduce the situation where someone's next door neighbour says that everybody in the UK should speak English at home. Facilitate a discussion, supporting learners to use the language of opinions. You could organize a follow up role play where people respond to the neighbour.
- Give out copies of **Languages at home and in society (2)**. Learners read and give their views about what politicians have said about languages at home and in society.
- Learners consider how using languages other than English in their ESOL class can help with learning English. Decide how to gather the ideas together, for example, in a spidergram.

Languages in the UK: action planning

Beginner readers and writers can:

- Elicit and record key actions for learners to follow up outside the class based on the discussions and their own priorities. For example, learners who are parents can:
 - Use mother tongue at home with children.
 - Find out about the language policy at children's school.
 - Find out about local mother tongue classes/Saturday schools
 - Learners copy these in to their action notebooks

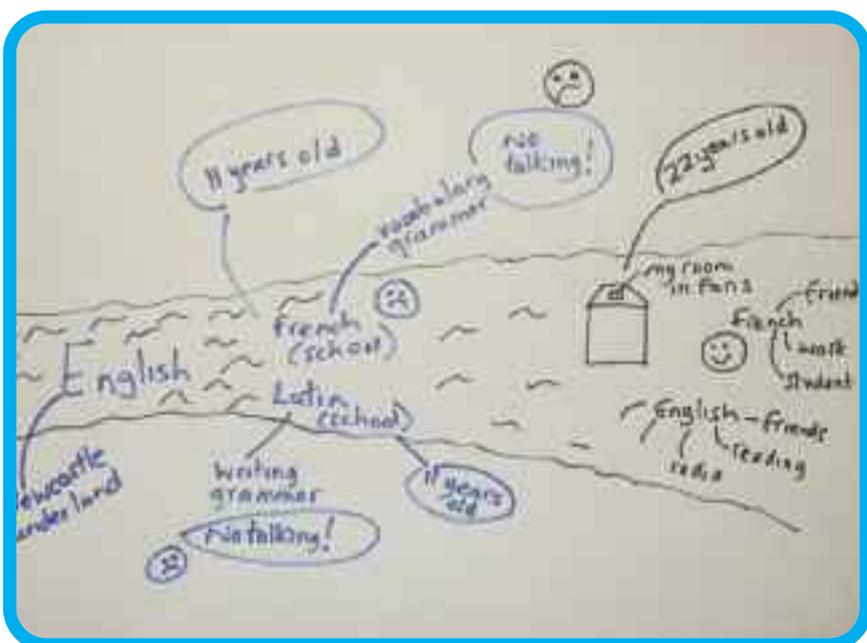
Differentiation

- Provide scaffolded support as necessary throughout the unit being aware that some learners will need more guidance than others with bar charts and the internet
- Put written texts onto tape for learners as necessary
- Use language experience where appropriate

Extension activities

- During the work and discussions on this topic, notice what learners appear to be particularly interested in, and negotiate further work as relevant to the specific group of learners.

My languages



Languages in an ESOL class

Languages	Names of speakers	Number of speakers
Arabic	Ayba, Berhan, Aida, Suad, Leila, Teriza, Loubna	7
Somali	Sadia, Aida, Safiya	
French	Aida, Pauline, Loubna	
English	Everyone	13
Tigrinya	Berhan, Teriza, Leila	
Amharic	Berhan, Teriza, Leila	
Zaghawa	Ayba	
Italian	Sadia, Efisia	
Dari	Jamila	
Farsi	Jamila	
Saho	Suad, Leila	
Bengali	Amina	
Sylheti	Amina	
Tegre	Leila	1

How many languages do the students in this class speak?

Efisia and Pauline are the teachers. How many students are there?

Languages in our class

Talk to your partner to find out what languages they speak. Tell the class.
As a class, draw a table together and complete it.

Languages	Names of speakers	Number of speakers

Talking about the languages in our class.

Discuss the languages in the ESOL class in south London and in your class.



Languages bar chart

Look at this chart. It shows 3 of the languages in the ESOL class in south London.

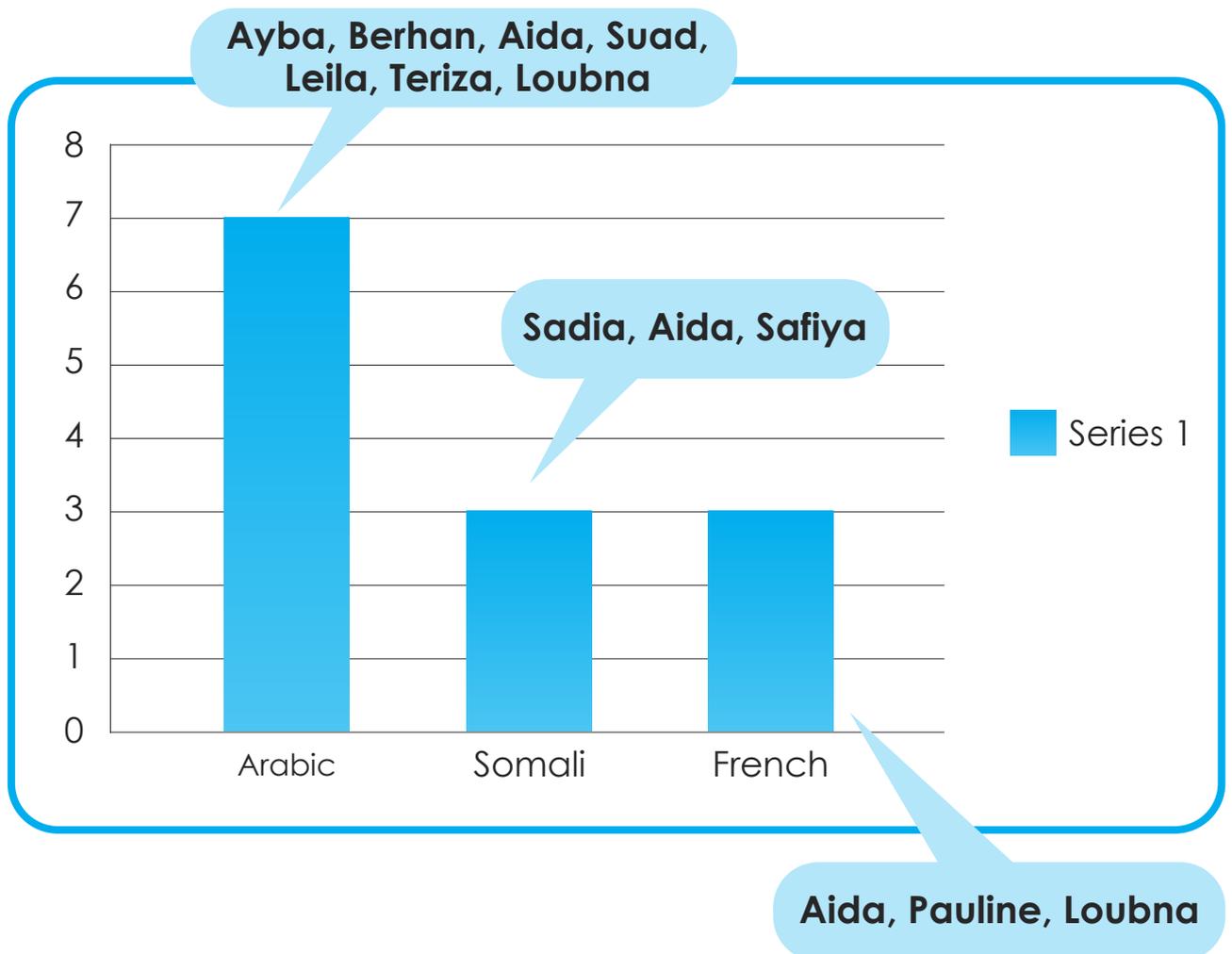
Fill in this information:

people speak Arabic.

people speak Somali.

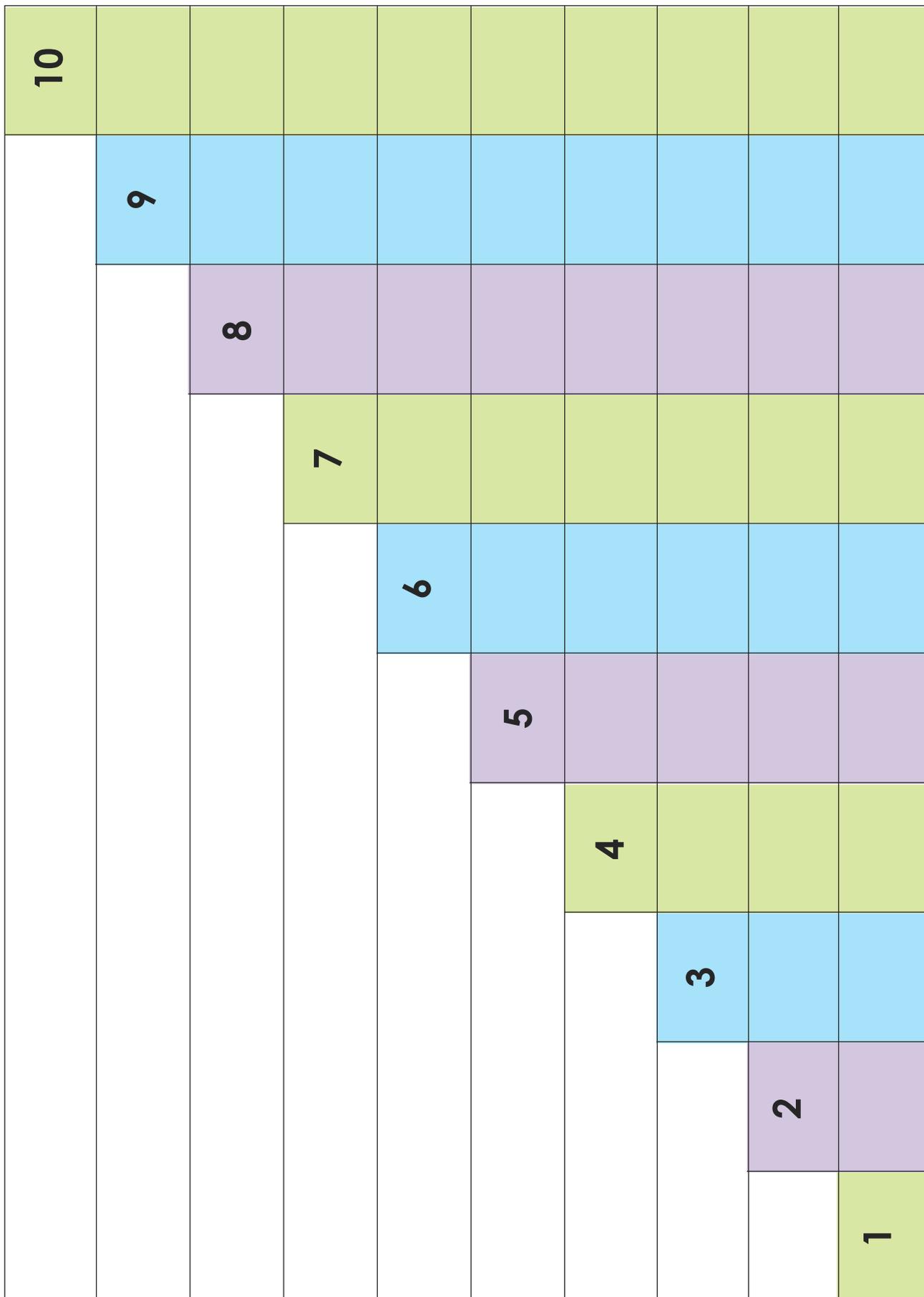
people speak French.

Find these numbers on the bar chart



Now, make a bar chart to show the languages in your class.

You can make the bar chart with cards first. Cut out and use the bars overleaf.



Languages in the world



Say these numbers:

10 million 90 million 390 million 305 million

How many people in the world speak your languages?

If you are not sure, guess.

How many languages do people speak in the UK? In London?

Where you live?

Check your answers by looking on the internet.

I think about 90 million people speak...

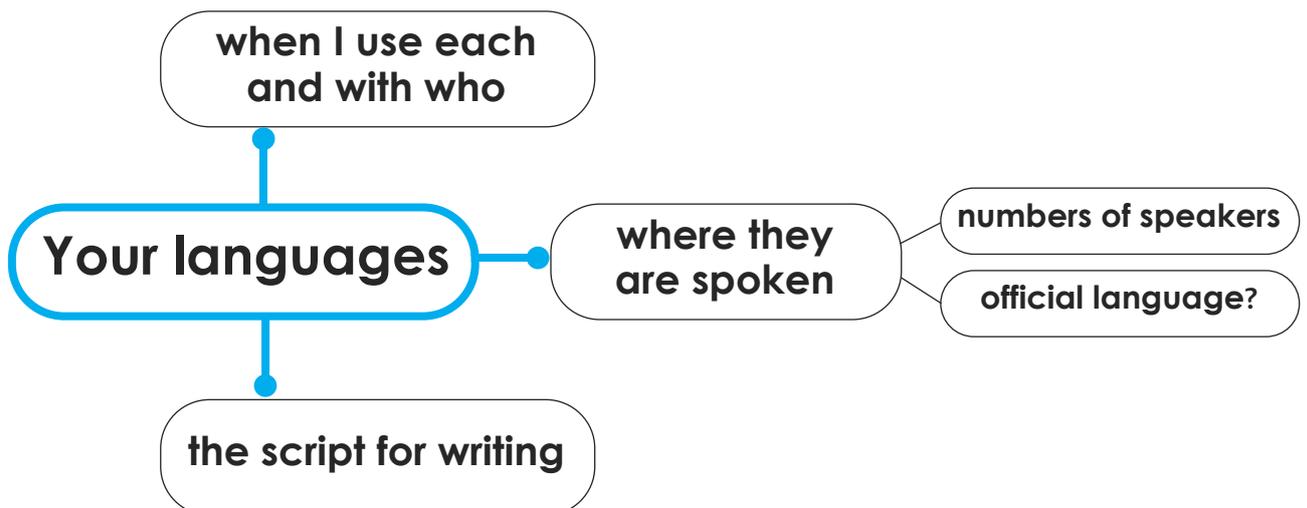
Tell people about your languages

What could you tell them? Use your river drawing to help.

You could add more ideas to this spidergram to help you decide what to say.

Tell a partner.

Write about your language.



The English language



- What do you know about the English language?
- What do you want to know?
- Tell the class and write it on the board.
- Read this information – choose the reading you prefer.
- Does it answer your questions? If not, you could ask your teacher, or look on the internet.
- Do you have any questions about what you read? Ask your teacher.

The English language

English has mixed origins. Over one thousand years ago, people from the German, Danish, Swedish and Dutch areas of Europe came to the UK. They brought their languages. A new language was created called 'old English'. Then the Normans, from France, came to the UK in 1066. Old English changed. French words came into English. Today, English has words from many languages.

Several hundred years ago, people in North America started to speak English because of British Imperialism. Today, the English language is very powerful in the world because the USA is very powerful in the world.

Some languages in the UK are older than English: Welsh, Irish and Scottish Gaelic.

Today, English is spoken as a first and other language and used for official business in many countries in many parts of the world.

The English language

English comes from many languages. Old English came from Germanic languages. Then French words came into English. English now has words from many languages.

People in North America speak English because of British Imperialism. Today, English is very powerful in the world because the USA is very powerful.

Welsh, Irish and Scottish Gaelic are older than English.

Today, people speak English in many countries.

Discuss the role of English in the world. Tell a partner what you think and then tell the group.

Languages at home and in society (1)

In multilingual families in the UK, children sometimes start to use English at home more than their mother tongue. What do/would you do as a parent in this situation?

Read the views about languages in the table. Tick (✓) the views that say it is important for children to speak their mother tongue at home.

Children need to speak the language of their family. Children understand the family's culture if they speak the language.	
Children will forget their mother tongue if they don't hear it at home.	
Some parents cannot talk to their children easily if they use English.	
Knowing more than one language is good thing.	
Children will be slow to learn English if they don't speak it at home.	
Children have difficulty at school if they don't use English at home because they will not understand the teacher.	
Children will not be able to make friends at school if they don't speak English at home.	
Children need to be able to talk to relatives or family friends who do not speak English.	
Children need English at home to be part of life in the UK.	
Schools have difficulties when children do not speak English.	
Children must speak English because they live in the UK.	
Children who are bilingual do better in many subjects.	

- Are there any other views about children speaking their mother tongue at home? Add them to the table.
- Discuss strategies for raising children bilingually.

Languages at home and in society (2)

Imagine that your next door neighbour says that everybody in the UK should speak English at home. What is your opinion? What would you say?

You might find these phrases useful.

Did you know that...



I understand what you are saying but...

Politicians talk about languages at home and in society. Read a few things they have said, and Habib Rahman's response. What do you think of their views? What would you say to them?

"...speaking English enables parents to converse with their children in English, as well as in their historic mother tongue, at home and to participate in wider modern culture."

David Blunkett, 2002, in 'Reclaiming Britishness'. David Blunkett was the Home Secretary in 2002 (Labour)

"You cannot go telling people what language to speak at home."

Habib Rahman, director of the Joint Council for the Welfare of Immigrants, 2002, in The Observer

In the House of Commons, January 2011

This week, I met a gathering of ESOL-English for speakers of other languages-students at the Keighley campus of Leeds City college. Sadly, too many children in Keighley start school unable to speak English. Does the Prime Minister agree that there is a responsibility and obligation on parents to make sure that their children speak English?

Kris Hopkins, MP for Keighley (Conservative)

I completely agree, and the fact is that in too many cases that is not happening.

David Cameron, the Prime Minister (Conservative)

Using languages other than English in your ESOL class

In your ESOL class, how can you use your other languages to help you learn English? Discuss with your teacher.

My area



Pack contents

- Teachers' notes
 - Images
 - Matching activities/pelmanism
- Worksheets

What to prepare

My area, Describing my area and Signs in public places 1:

- Laminate and cut up the words and images – one set for each group
- Laminate and cut up smaller images and words – these can be used for a matching activity and playing pelmanism
- Photocopy worksheets
- **Signs in public places and key words**

Key points to cover

- The most common buildings and facilities that can be found in most areas
- Talking about, asking about, giving directions and describing the local area

Key language and skills

Vocabulary: mosque, GP's surgery, primary school, playground, etc.

There's a.....

There are some

Excuse me. Where's the....., please?

It's next to/ opposite/on the corner of/near.....

What's	your road	like?
	your area	
	the local swimming pool	

It's busy/noisy/quiet, etc.

- Recognising, reading and understanding signs in public places

Vocabulary: ladies, gents, lift, exit, etc.

Additional materials

- Plan of a local area with blank numbered spaces for learners to populate with the appropriate photos
- Images of local area and local services and facilities

Suggested action for learners in the UK

- Find out where the facilities are and how to get there
- Visit the local facilities that are important for you
- Make a note of the telephone numbers for local people, places and services that you may need to ring

Useful websites/published materials and website/publication contents

<http://rwp.excellencegateway.org.uk/readwriteplus/LearningMaterialsESOL>

ESOL entry level objectives and language activities at each level

Entry 1	Entry 2	Entry 3
<ul style="list-style-type: none"> ● Speak clearly (Sc/E1.1) ● Recognise key words & symbols (Rw/E1a) ● Ask for and give simple information and directions (Sc/E1.3c and 4c) ● Give a description (Sc.E1.4). 	<ul style="list-style-type: none"> ● Speak clearly (Sc/E2.1) ● Recognise key words and symbols (Rw/E2.2) ● Ask for information and directions (Sc/E2.2d and 2e) ● Give directions (Sc/E2.3e) ● Listen to and follow directions (Lr/E2.4a) ● Give a short description (Sc/E2.3). 	<ul style="list-style-type: none"> ● Speak clearly (Sc/E3.1) ● Ask for and give directions (Sc/E3.3c and 4e) ● Give short explanations and descriptions(Sc/E3.4) ● Listen for detailed instructions (L3/E3.2).

My area

E1	E2	E3
----	----	----

- Select a number of relevant large images of your own or from the **Resources pack** to elicit and practise names for each local place, service and facility
- Divide learners into small groups and give each group a set of images and words from **My area**. Learners can work together to match images and words. In this or a subsequent session, learners can use the same sets to revise the vocabulary by playing pelmanism.

E1	E2	E3
----	----	----

Describing my area

- Use the images from **My area** to elicit some descriptions of local places, services and facilities, e.g. *That shop's very expensive. The market's really cheap.*
- Divide learners into small groups to and give each a set of **Describing my area** cards. Learners have to work together to match the opposites. N.b. there are two *quiets*.
- Check together as a whole group.
- Use the images from **My area** to present and drill simple question forms and responses. Learners then practise asking each other about local places, services and facilities

Excuse me.	Where's	the market the park the post office	please?
	It's	near opposite next to	the station. the supermarket. the bus stop.

- Learners can use the **Describing my area** key words sheet to record the meaning of the words or the word in their first language

E2

E3

- Learners can ask more complex questions, including indirect questions, as appropriate to level, and provide more descriptive or informative answers, e.g.

What's | *your road* | *like?*
 | *your area* |
 | *the local swimming pool* |

Could you tell me what | *your estate* | *is like?*
 | *that health centre* |
 | *that local shop* |

In my area, there's a It's really busy/noisy/quiet, etc.
What is there in your area?

E3

- Learners can use local maps to give detailed directions and descriptions of where places are, e.g.

Signs in public places

E1

- Ask learners to find and name some signs in or near their classroom, e.g. Fire exit, Ladies, etc.
- Divide learners into small groups to match the signs and words from **Signs in public places 1**.
- Check as a whole group
- In this or a subsequent session, learners needing more practice can use the cards to play pelmanism or match the words and images in **Signs in public places 2**.

My area: action planning

- Elicit and record key actions for learners to follow up outside the class based on the discussions and their own priorities, e.g.
 - Find out where your nearest market, library and chemist's are and how to get there.
 - Visit the local places, services and facilities that are important for you.
 - Make a note of the telephone numbers for local people, places and services that you may need to ring.
- Talk to family, friends and neighbours to find out which are the cheapest shops, markets and supermarkets in your area.
- Learners copy these into their action notebooks.

Differentiation

Beginner readers and writers can:

- use **Signs in public places 3** to practise reading, copying over and copying key words
 - do guided writing tasks on describing their area, e.g.
I live in There's a, a and a
-

Extension activities

Learners can:

- find out the names, addresses and contact details of at least 5 facilities in their area and report back to the class
- take photos of other services they know about
- use images, words and text to create a small booklet, a poster about the local area or a display in the classroom which would be of interest and use to other new arrivals
- write a letter or postcard to a friend or family member describing the area where they live.



playground



park



**local recycling
area**



rubbish bin



**household rubbish
and recycling**



letter box



zebra crossing



**pedestrian
crossing**



mosque



bus stop



© Arvina Valaraman/predigitalphotos.net

swimming pool



© Morley College

college



GP's surgery



Jobcentre



housing estate



attractive	unattractive
quiet	noisy
dirty	clean
expensive	cheap
peaceful	dangerous
friendly	unfriendly
interesting	boring
busy	quiet
nearby	far away

Describing my area – key words

attractive	
unattractive	
quiet	
noisy	
dirty	
clean	
expensive	
cheap	
peaceful	
dangerous	
friendly	
unfriendly	
interesting	
boring	
busy	
quiet	
nearby	
far away	



	© Used with permission of Microsoft	<p>entrance</p>
	© Used with permission of Microsoft	<p>exit</p>
	© Used with permission of Microsoft	<p>ladies</p>
	© Used with permission of Microsoft	<p>gents</p>
	© Used with permission of Microsoft	<p>cafe</p>
	© Used with permission of Microsoft	<p>shop</p>
	© Used with permission of Microsoft	<p>picnic area</p>
	© Used with permission of Microsoft	<p>lift</p>

Signs and public places – 1

Match the sign and the word



gents



ladies



cafe



entrance



lift



picnic area



exit



shop

Signs in public places 2

My area



gents

gents



ladies

ladies



café

café



entrance

entrance



lift

lift



picnic area

picnic area



exit

exit



shop

shop

Acknowledgements

The LLU+ *Welcome to the UK* project is funded through the EU European Integration Fund.

The *Preparing for life in the UK* toolkit was produced by LLU+ at London South Bank University. The materials were written by Karen Dudley, Judith Kirsh, Pauline Moon, Efisía Tranza and Beth Kelly.

We are grateful to the following organisations for giving us permission to use the images and content from their websites:

- The Reflect ESOL Project, ActionAid
- Transport for London
- Sainsbury's
- Morley College
- NRDC
- Lambeth Council

Additional copyright free images were sourced from the following websites and we are grateful for being able to use these in this toolkit:

- Clipart online
- BAA

The ESOL initial assessment process described in Part 1 is based on a model originally developed at Tower Hamlets College as part of the East London ESOL Pathfinder project.

This toolkit has been produced by LLU+. As from August 2011, LLU+ is no longer based at London South Bank University. It is an independent social enterprise *Learning Unlimited*.

For more information or to contact us, please visit www.learningunlimited.co



Actions co-financed by the European Fund for the Integration of Third Country Nationals.
Working together to manage migration



Actions co-financed by the European Fund for the Integration of Third Country Nationals
Working together to manage migration