

Preparing for life in the UK



Materials for:

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



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Introduction

Preparing for life in the UK is part of *Welcome to the UK* – 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
- A volunteer befriender training programme with a training manual
- Events and workshops for participants and bendifenders
- Training for British Bangladeshi volunteers
- Capacity building training for ESOL teachers
- Research to evaluate the impact of participation on the project on participants' 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 toolkit for use in countries outside the European Union
- Research to evaluate the impact of participation on the project on participants' feelings of confidence and integration.

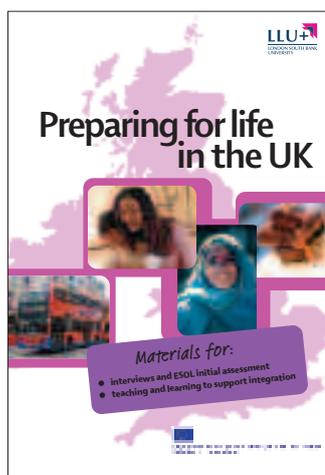
Preparing for life in the UK is a materials toolkit for providers working outside the EU with adult ESOL participants who are planning to settle in the UK. There is also a companion *Welcome to the UK* toolkit for use with adult learners in the UK. Both toolkits use everyday life in the UK as context for supporting integration and developing participants' confidence about life in the UK as well as their language, literacy and numeracy skills in English. There is a *Welcome to the UK Resources Pack* which supplements both the *Preparing for Life in the UK* and *Welcome to the UK* toolkits and the *Befriender Training Toolkit*.

The materials in this toolkit have been piloted in *Preparing for life in the UK* workshops in Bangladesh by bi-lingual British Bangladeshi volunteers from the UK, Bangladeshi teachers of English and women who are planning to settle in the UK. The *Preparing for life in the UK* workshops have been run in partnership and with support from UKBET (the UK Bangladesh Education Trust) and BRAC UK, part of BRAC – an international development organisation.

Although these materials have been developed for use in Bangladesh, in the first instance, we hope they can be easily adapted for use in other countries and with speakers of other languages to support the integration of adults who are planning to settle in the UK.

The materials have been designed for use by teams comprising local teachers of English (ESOL specialists) working with trained volunteers from the UK (experts on life in the UK). Consequently *Preparing for life in the UK* workshops are expected to include discussions with participants in their first or other expert languages as well as providing opportunities for topic specific language development and practice.

There is also a *Welcome to the UK Befriender Training Toolkit* which is designed to support providers in running a befriender training programme. Trained befrienders can then be matched with participants to support them in the UK.



About the *Preparing for life in the UK* toolkit

The *Preparing for life in the UK* materials toolkit comprises:

- Interview and ESOL initial assessment guidelines and materials
- *Preparing for life in the UK* topic based units with teacher's notes and teaching and learning materials
- Suggestions for adapting the topic based units in the companion *Welcome to the UK* toolkit for use in other countries with adults who are planning to settle in the UK
- A companion *Welcome to the UK* Resources Pack and CD.

Preparing for life in the UK is designed for use with adult participants working at ESOL Entry levels 1, 2 and 3 in a wide range of learning settings. Suggestions for differentiation and extension activities for participants working at higher levels are included as well as providing opportunities for English language learning and practice. Teachers and volunteers are expected to deliver some of the content in participants' first/additional language other than English in addition to providing opportunities for English language learning and practice.





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Aims of the *Preparing for life in the UK* materials toolkit

The aims of the *Preparing for life in the UK* materials toolkit are to:

- develop participants' knowledge about life in the UK prior to their arrival in the UK
- support participants' integration and build confidence through preparing them for their new lives in the UK
- develop participants' language skills
- provide materials, ideas and guidelines to support teachers in:
 - assessing participants' language levels and eligibility prior to placement in workshops
 - planning and delivering workshops which support integration and develop participants' knowledge about life in the UK
 - support the development of participants' English 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 participant's language levels in speaking, listening, reading and writing
- provide each participant with information about learning English and taking an approved and recognised assessment, as appropriate
- establish each participant's eligibility to join *Preparing for life in the UK* workshops.

Interview and ESOL initial assessment objectives

By the end of the interview and initial assessment, participants 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 *Preparing for life in the UK* workshops.

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 participant
 - establish whether the applicant is eligible to join *Preparing for life in the UK* workshops
 - identify any support and/or crèche places the applicant may need
 - assessed the participant's skills in speaking, listening, reading and writing
- given each applicant 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 and initial assessment results, notes and action.

The interview and ESOL initial assessment process

Welcome and introduce yourself to the participant and explain what is going to happen in participant's first language:

Process	What you can say
Interview	<i>"First of all I need to spend a little time finding out more about you. This will help me to make sure that you can join the Preparing for life in the UK workshops and, if so, that the workshops help you to get the information you need. We can use your first language for this part of the interview."</i>
ESOL initial assessment	<i>"After this, I am going to ask you some questions in English. Then I will ask you to do a little reading and writing in English. This will help me find out your level in English."</i>
Notes and records	<i>"I am going to make some notes. I can tell you what these say. I also need to make a copy of your passport or ID."</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 Preparing for life in the UK workshops. If we can't I can give you information about other places where you can learn English. I can also give you some information about where to find out about applying for a visa and the English exam that you need to pass to support a visa application."</i>



Good practice in the interview and ESOL initial assessment process

- Familiarise yourself with the **Interview Record** and **ESOL Initial Assessment Record** so that you can have a more natural and relaxed interview without having to refer to the forms constantly.
- Use the forms as the basis for conversations between you and the participant. Try not to write answers after each question as this will interrupt the flow of the conversation.
- If possible, sit next to the participant 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 participant to complete, other than the **About you** section of the **Initial Assessment 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 pass your Secondary School Certificate?*

The interview

The Interview Record has five sections:

1. Personal details
2. Eligibility
3. Support needs
4. Languages, education, qualifications, work experience and future plans
5. Notes/action

1. Personal details		
First name (s) (2nd one)	Yes	No
Surname		
Last name		
Full address		
Telephone number(s)		
Email address		
Date of birth	Age	
Nationality at birth	Nationality now	
Partner (married/partnered)	Yes	No
(if no other ID want copied details?)	Do you have any children? Yes No	
	(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)		
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 UK one)		
<input type="checkbox"/> Spouse (if so, date of marriage)		
<input type="checkbox"/> Partner (if so, engagement 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"/> Husband/partner in the UK		
<input type="checkbox"/> Other (please specify)		
Date your (family relation) moved to the UK?	Age of your (family relation) in the UK?	
Date you hope to travel to the UK:	How did you hear about this project?	

3. Support needs	
Workshops may be in the evenings or afternoons. Are there any particular days or times that you cannot come to workshops? (if yes, please note why days and times you 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 languages?	Yes No
3. Did you go to school?	
(Only if questions 4 and 5 are 'Yes')	
4. Did you study English at school?	Yes No
5. What is the highest class you studied? (tick ONE of answers from 10-12)	
6. Have you passed any public exams?	Yes No
(if yes, list and note which exams the participant has passed e.g. GCSE, A-level, college, university or otherwise)	
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)	

Sections 1-4 form the conversation you need to have to find out essential information about each participant and check their eligibility to take part in the programme. Although you can conduct the interview in the participant's first language, it may be a funding and auditing requirement to record each participant's answers in English. 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

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. Use the participant's first language for this part of the interview.

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

Part 2 Eligibility

Follow the sequence of questions to establish whether the participant is eligible to join the *Preparing for Life* workshops. In order to take part participants need to:

- be planning to settle in the UK
- be aged 21 or over when they plan to travel to the UK (i.e. participants who are 20 can be accepted on to the programme)
- have a husband, fiancé or close family relation in the UK who they are planning to join.
- be a Third Country National (TCN) i.e. have citizenship from a country outside the European Union.

Part 1: Overview of the 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 participant is eligible, circle YES in 'EIF criteria met' box at the top of the form and continue with the interview.

If the participant is not eligible, or not eligible yet, explain why. Provide the participant with information about learning English and taking a recognised ESOL exam. 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 3 Support needs

Follow the sequence of questions and note any relevant information. Remember, this may include information about disabilities.

Part 4 Languages, education, qualifications, work experience and future plans

Follow the sequence of questions and record the answers. It is important not to assume literacy skills or previous education. Encourage the participant to identify and describe what her future plans are.

Part 5 Notes/action

Make a note of any relevant information and action taken. Sign and date the **Interview Record**. You can then begin the ESOL initial assessment process.

Preparing for Life in the UK Interview Record

1. Personal details

EIF criteria met: <i>(Circle one)</i>		Yes	No	Not sure
First name				
Last name				
Full address				
Telephone number(s)				
Email address				
Date of birth			Age	
Nationality at birth			Nationality now	
Passport seen/copied/attached		Yes	No	Do you have any children? Yes No <i>If yes, please give ages:</i>
<i>(If no, other ID seen/copied/attached?)</i>				

2. Eligibility

Do you plan to settle in the UK? Yes No		Have you applied for UK visa? Yes No <i>(If yes, note details. If no, note plans)</i>	
Have you taken an approved English assessment yet? <i>(If yes, note details. If no, note plans)</i>		Yes	No
		Type of UK visa being applied for <i>(Tick one)</i>	
		<input type="checkbox"/> Spouse <i>(if so, date of marriage)</i>	
		<input type="checkbox"/> Fiancé <i>(if so, engagement date)</i>	
		<input type="checkbox"/> Family dependent <i>(please specify)</i>	
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"/> Indefinite Leave to Remain			
<input type="checkbox"/> Other <i>(please specify)</i>			
Date your <i>(family relation)</i> moved to the UK?		Age of your <i>(family relation)</i> in the UK?	
Date 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 these languages? Yes No
(If yes, note languages participant can write)

3. Did you go to school? Yes No
(If yes, ask questions 4, 5 and 6)

4. Did you study English at school? Yes No

5. What is the highest class you studied? (Ask Q6 if answers class 10+)

6. Have you passed any public exams? Yes No
(If yes, ask and note which exams the participant has passed, e.g. school, college, university as appropriate.)

7. Do you have any work experience? Yes No
(If yes, note details)

8. What are you doing now?

5. Notes/action (i.e. anything that needs to be checked or followed up)

Name Date Venue



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

ESOL initial assessment

The ESOL initial assessment toolkit contents will help you find out more about each participant, their skills in speaking, listening, reading and writing in English. This is what you will need for each part of the ESOL initial assessment process:

Speaking and listening	<ul style="list-style-type: none"> ● ESOL Initial Assessment Record (p17 + p34) ● Photographs to use as speaking and listening prompts (Resources Pack) ● Simplified levels descriptors for speaking and listening (p18-21). Print as double sided documents
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). Print as double sided documents
Writing	<ul style="list-style-type: none"> ● About you page of the ESOL Initial Assessment Record (p34) ● Simplified level descriptors for writing (p35 – p36)

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 **ESOL Initial Assessment Record** needs to be copied as a two sided document:

Page 1: The **Initial Assessment Record** is used as the basis for a conversation in English with each participant. It must be completed by the interviewer and used to record the questions asked, participant's skills levels in English and any action taken.

Page 2: **About you** – this page is used to help assess the participant's writing skills and is used by the participant for their English writing task.

Assessing speaking and listening skills

- Assess the participant's speaking and listening skills through a conversation in English. Explain to the candidate that this part of the interview will be in English. You can use the questions on the reverse of the **ESOL Initial Assessment Record** form and tick the questions you ask. Depending on how much the participant is able to understand and respond to, you can try asking some of the questions about the past and the future too. It is important to stop asking these questions as soon as the participant finds them difficult to understand or answer.
- If you are not sure of the participant's speaking and listening levels you can use some of the ESOL initial assessment photographs to elicit more language. Put the photographs in a 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 rather than Did you?*You can also ask more complex questions, e.g. about the past, the participant's 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 do you feel about moving to the UK?*
- Now use the **Simplified ESOL levels descriptors for speaking and listening** to help you identify the participant'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 **ESOL Initial Assessment Record** and enter the speaking and listening levels in the **Level** column. You can record any further information about the participant's speaking and listening level in **Notes on Initial Assessment results**, 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.*

Reminder: print pages 17 and 34 back to back, i.e. the **ESOL Initial Assessment Record** and **About you**.

Preparing for Life in the UK ESOL Initial Assessment Record

Please tick the questions that you ask. Make a note of the participant's understanding and responses in the speaking and listening boxes below:

<input type="checkbox"/> What's your name? <input type="checkbox"/> Where do you live? <input type="checkbox"/> How did you get here today? <input type="checkbox"/> How long did your journey take? <input type="checkbox"/> Who do you live with? <input type="checkbox"/> Did you go to school? <input type="checkbox"/> Where did you go to school?	<input type="checkbox"/> When did you leave school? <input type="checkbox"/> Did you learn English at school? <input type="checkbox"/> What did you like most at school? <input type="checkbox"/> What are you doing now? <input type="checkbox"/> What did you do yesterday? <input type="checkbox"/> What do you like doing in your free time? <input type="checkbox"/> When are you hoping to go to the UK?
<hr/> <p>Make a note of any other questions that you ask:</p>	

ESOL Initial Assessment Results

Skill	Level	Notes on ESOL Initial Assessment results			
Speaking					
Listening					
Reading					
Writing					
<p>Additional notes/action taken:</p>					
<hr/> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: left;">Name</td> <td style="width: 33%; text-align: center;">Date</td> <td style="width: 33%; text-align: right;">Venue</td> </tr> </table>			Name	Date	Venue
Name	Date	Venue			

Important: Please attach this sheet to the participant's **Interview Record**

Speaking – simplified ESOL levels descriptors

At Entry 1, the participant can:

- Ask and respond to simple questions on simple everyday topics, e.g. I live in Sylhet.
- 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

At Entry 2, the participant can:

- Initiate, respond to and sustain straightforward conversations or discussions on familiar topics within structured situations, e.g. *I'm from Mymensingh. 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 participant 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 Sylhet since 1997.*
I'm studying English at the moment.
- Use turn-taking conventions and different interruption strategies.

Speaking – simplified ESOL levels descriptors

At Level 1, the participant 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 feel so excited about going 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 range of conjunctions, reported speech/questions/instructions with a range of tenses, e.g. *My husband told me I could go to England when I am 21.*
- Communicate accurately and fluently with some inaccuracies which do not impede message.

At Level 2, the participant 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 and understand that 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 participant 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. 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 participant 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 participant 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 participant 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, such as 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 participant 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 participant'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 participant has told you about her educational experience, select an appropriate range of reading passages and place them on the table facing the participant. Set the reading passages in context, e.g. *Here are some texts by different women about their lives in the UK.*

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

- Allow the participant enough time to read the passage and when she is ready, ask the prompt questions for that text (see page 30) to establish her level of understanding.
- If the participant successfully and confidently answers the questions for the reading task she has chosen, encourage her to try reading the text for the next level. If the participant has chosen the social sight signs, ask her to indicate which signs she can read/give meaning to. Alternatively, you could ask the participant to point to single words on the **About you** side of the **ESOL Initial Assessment Record**, e.g.

– *Where is 'name'?*

– *What does this say?*

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

- Now use the indicative level on the **Prompt questions** table to identify the level. You can also use the simplified **ESOL levels descriptors for reading** for additional guidance, if necessary.
- Go to the **ESOL Initial Assessment results** section of the **ESOL Initial Assessment Record** and write the results in the **Level** column. You can record any further information about the participant's reading level in the **Notes on ESOL Initial Assessment results** column, e.g.

X read single words with some support but was not able to read a sentence.





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 participant 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.

Entry 2, the participant 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.

At Entry 3, the participant 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 participant 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 wide 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 participant 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 to this. If the participant has difficulty completing any task, do not insist she finishes it.

- Ask the participant about her reading and writing skills in her first language and in English; what she can do and what she has difficulties with.
- Give the participant the **About you** side of the **ESOL Initial Assessment Record**. Ask her to write her name, then her address and then her telephone number (if she has a phone) . Observe how she holds the pen or pencil and how well and 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 these details if necessary. If the participant struggles to do any of this, do not ask her to write anything else. Write 'Entry 1 new writer' in the Level column of the ESOL Initial assessment results.
- For all other participants, explain that you are now going to ask her to do a short piece of writing in English. Choose how much to ask her to do in the first instance based on her reading level. Always set writing tasks in context. You can ask the participant if she would like to write something linked to the passage she has just read, e.g.
 - *Could you write a about your family?*
 - *Could you describe a typical day at school when you were a child?*
 - *Could you write about what you hope to do in the future?*



Alternatively, the participant may choose something else to write about.

- Before the participant starts writing, ask her a few questions about the topic she has chosen as this will help her formulate some ideas first. It's important to make sure that participants do not write a memorised text.
- Now ask the participant to do her writing in the **More about you** section. You can give her additional lined paper if she is keen to write more.
- Discuss the content of the participant's writing briefly with her and make a positive acknowledgment of what she has written.
- Now use the Simplified Levels descriptors for writing to identify her writing level and record this in the ESOL Initial Assessment Results section of the **ESOL Initial Assessment Record**. Note any further information about the participant's writing skills, e.g.
 - *X can write her name but not her address.*
 - *Y writes confidently but with many spelling errors.*

About you

Name

Address



More about you

Writing – simplified ESOL levels descriptors

At Entry 1, the participant 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 participant 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

At Entry 3, the participant 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 participant 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 participant 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 participant

Now you have completed the assessment of the participant's skills levels in English, you can give her information about her current level and the options available regarding joining a course or workshop programme.

Participants who are planning to apply for a visa will also need information about preparing for and taking an ESOL speaking and listening exam with a recognised awarding body (see the UK Border Agency website for details: <http://www.ukba.homeoffice.gov.uk/sitecontent/newsfragments/26-english-language-partners>).

Record what you and the participant have discussed, any decisions made and action taken in the **Additional notes/action taken** on the **ESOL Initial Assessment Record**.

When you have done this, check you have completed all parts of the **ESOL Initial Assessment Record**, sign and date it, record the venue and staple it to the participant's **Interview Record**.



PART 2

Preparing for life in the UK materials

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 participants in the UK:** ideas for key action for participants to follow up when they get to the UK 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
- **ESOL 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 participants 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 participants. 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 participants and incorporate these into their own more detailed lesson plans.

Equipment and resources needed

It is important that materials and activities should be as relevant as possible to participants' 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 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 and cut up.

The *Preparing for life in the UK* toolkit materials can be photocopied or printed off from the CD. The materials are designed to provide high quality reproduction when photocopied and printed. Teachers are encouraged to customise these resources as appropriate, to make them as relevant as possible for participants 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 *Preparing for life in 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 participants in a wide range of settings outside the EU.

These materials and activities are designed to be used with adult participants who are planning to settle 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 participants, teachers and volunteers are reminded of a few key points of good practice:

Participants' lives in the UK

In every group, participants will inevitably have different hopes and anxieties about their new lives in the UK. It is important to consider how much personal information participants 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 participants. It is important that teachers consider individual needs, priorities and personal contexts and involve the participants in deciding which topics to prioritise in order for courses or workshops to be as participant-centred, participant-friendly and relevant as possible. Participants can be encouraged to draw on, share and compare their different ideas, expectations and experiences of the topics being covered. This can be done in participants' first language.

Sharing aims and objectives

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

Differentiation

In order to ensure that participants 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 participants with difficulties

As some participants 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 participants' needs. Where photocopying facilities are available, materials can be enlarged to A3 to facilitate group work and for participants who may need larger print. It is also important to check with participants, 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 participants in developing their self-confidence about life in the UK, as well as their language and learning skills:

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

Learning styles

The *Preparing for life in 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 participants to physically engage with their learning. This can be through handling resources and moving around using the whole classroom/learning environment.

Living in the UK



Pack contents

- Teacher's notes
- Matching activity
- Worksheets

What to prepare

- Access to the *Welcome to the UK* film on the *Welcome to UK* CD.
- Make the **Feelings** template into a bilingual activity. Write the corresponding word in participants' first language in the right hand column. Then enlarge, laminate and cut up into separate cards, one set for each group.
- Copy **Feelings** key words worksheet – one for each learner.

Key points to cover

- Talk about key aspects of everyday life in the UK
- Identify and describe feelings
- Ask and answer simple questions about living in the UK

Key language and skills

- Language relating to:
 - Going shopping
 - Going to the doctor
 - At the Jobcentre
 - At the Post Office
 - How to be a good mother
 - Finding your way
 - Going to English class
 - How we feel now.

- Vocabulary for feelings; happy, nervous, confident etc.

- *What are* | *schools* | *like?*
 | *doctors* |
 | *shops* |
 | *ESOL classes* |

Additional materials

- Laptop/data projector to show film
- Map of world or globe

Suggested action in the UK

- Find out where the nearest markets and shops are.
- Register with a doctor.
- Find out where the nearest Jobcentre is (if relevant).
- Find out where the nearest Post Office is.
- Find out about local ESOL classes.

Useful websites/published materials and website/publication contents

<http://www.ukba.homeoffice.gov.uk>
 Information and video clips

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) ● Listen for gist and detail (Lr/E1.1, Lr/E1.2) ● Ask questions to obtain information (Sc/E1.3) ● Read and understand key words (Rw/E1.1) 	<ul style="list-style-type: none"> ● Speak clearly (Sc/E2.1) ● Make statements of fact clearly (Sc/E2.3) ● Listen for gist and detail (Lr/E2.1, Lr/E2.2) ● Listen for main points (Lr/E2.3) ● Ask questions to obtain information (Sc/E2.2) 	<ul style="list-style-type: none"> ● Speak clearly (Sc/E3.1) ● Make statements of fact clearly (Sc/E3.4) ● Listen for gist and detail (Lr/32.1, Lr/E3.2) ● Listen for and identify relevant and new information (Lr/E3.3) ● Ask questions to obtain information (Sc/E3.3)

N.B. These units are designed to encourage discussion in participants' first language as well as provide opportunities for language learning.

Welcome to the UK film Part 1

E1

E2

E3

- Set the context by explaining that participants are going to watch a short film made by women in the UK who are new arrivals to the UK from different countries around the world. The women's film is about living in the UK.
- Ask participants to predict some of the things which women might cover in the film, e.g. shopping, health, how they feel etc. and write these headings on the board.
- Ask the women to watch and say which of their topics are covered in Part 1.
- Play part 1 (up to end of *How to be a good mother in the UK*)
- Check back against the topics the women suggested. Which were covered? Elicit and add any additional topics which were covered in Part 1.
- Have a short discussion about what the participants found out about each topic covered in Part 1, and check that participants understand 'ESOL', i.e. English for speakers of other languages:
 - Before I came to the UK
 - When I first arrived
 - Going shopping
 - Going to the doctor
 - At the Jobcentre
 - At the Post Office
 - How to be a good mother in the UK.

- Explain that you are going to watch Part 1 again and talk about it in more detail. Ask participants to watch the beginning of Part 1 and see what they can identify in London, (e.g. buses, taxis, London Eye, police officers etc.) and to listen to what the women say about ESOL classes. Play the first minute up to when the whole group wave and say 'Welcome to the UK'.
- What did participants see and recognise? What did the women say at the beginning of the film about their ESOL classes? It is important to point out that most ESOL classes now are **not** free.
- Point out that the women in the film talk a lot about their feelings. Elicit feeling words that the women know in English, e.g. happy, worried, nervous. Give a **Feelings** worksheet to each participant. Check that participants can understand, read and say each word. If helpful before this activity, you can use the **Feelings** worksheet as a bilingual matching activity.
- Explain that participants are going to watch the next two sections of Part 1 again. Ask them to tick the box each time they hear any of the feelings words.
- Play the next 2 sections in Part 1 i.e. **Before I came to the UK** and **When I first arrived**.
- Check how many times each of the feelings words were mentioned. Have a short discussion about the main feelings the women described and the difference between how they felt before they left their countries and when they first arrived. What did the women say they found interesting or surprising? How does this compare to how the participants feel themselves about moving to the UK? (This topic can be covered in more detail as part of the **Lives in transition** unit).
- Elicit some questions for the next 5 sections: Going to the doctor, At the Jobcentre; At the Post Office; How to be a good mother in the UK, e.g. *What are shops like? Do you have to pay to see a doctor?* Record participants' questions on the board. What else would they like to know about? What questions do they have about these topics?
- Play the rest of Part 1. Elicit/discuss answers to the participants' questions on the board. Ask participants to discuss each of these topics and compare with their expectations of what these aspects of every day life would be like in the UK. Ask them to compare these with the same aspects of their every day life in their own country.

Welcome to the UK film Part 2

E1

E2

E3

In the same or a follow up session:

- Refer back to list of topics which were covered in Part 1. Ask participants to add topics they think the film may cover. Add any additional topics the participants would like to know about to the topic list. What questions do they have about the topics? Record these on the board.
- Ask the participants to watch Part 2 and say which of the topics are covered.
- Play part 2.
- Check back against the topics the women suggested. Elicit and add any additional topics which were covered in part 2 i.e.
 - Finding your way in London
 - Going to English class
 - How we feel now
- Have a discussion about Part 2. What did participants understand/learn about? What did they find interesting or surprising? What questions do they have about the topics? Record any questions the participants have on flip chart paper.
- Play the section **Finding your way in London**. Ask participants if any more of their questions were answered. Ask them to retell the story, e.g. *Two women were lost. They asked a woman for directions. The woman was in a rush. The directions were confusing. They asked another woman. etc.*
- Explain that you are going to play the final 2 sections **Going to English class** and **How we feel now**.
- Participants have to listen and answer the following questions:
 - Which topic were the students in the class learning about?
 - How many different countries do the women in class come from?
 - Which countries do the women in the class come from?
 - Which topic are the students going to learn about next in their ESOL class?
 - Which song did they sing and why?
- Ask participants what they can remember from the first viewing of Part 2 about how the women in the film feel about their lives in the UK now. Record a few examples as the beginning of a bullet point list on the board, e.g.
 - more confident
 - positive.





- Now elicit some examples of what the women said they can do now and record these on board in a separate column, e.g.
 - speak more English
 - catch a bus
- Explain that participants are now going to watch and answer the questions about the class and listen for more examples of feelings and what women can do now to add to the 2 lists.
- Play the final section. Ask the participants to discuss their answers in pairs and then check answers with the whole group. If you have a map of the world or a globe, ask the participants to find the different countries mentioned (i.e. Algeria, Albania, Azerbaijan, Bangladesh, Bolivia, China, Morocco, the Philippines, Taiwan, Turkey).
- Get feedback from the participants about the film. What else would they like to know about? What questions do they have about these topics? Did what they saw meet with their expectations of these aspects of everyday life in the UK? How do these compare with same aspects of every day life in their country?
- Give out **Living in the UK key words** worksheets. Participants can add more words and record the meanings in their first language in the right hand column.

E1

E2

E3

Welcome to the UK: action planning

- Elicit and record key actions for participants to follow up in the UK. Participants record in their action notebooks, e.g.
 - Find out where the nearest markets and shops are
 - Register with a doctor
 - Find out where the nearest Jobcentre is (if relevant)
 - Find out where the nearest Post Office is
 - Find out about local ESOL classes

Differentiation

- There are two versions of the *Welcome to the UK* film – one with subtitles in Bengali and one without. Participants who cannot read Bengali or who have a higher level of English can watch the version without subtitles.
-

Extension activities

- Participants can work together to formulate questions prompted by the film and subsequent discussions about the film. These questions can be recorded and sent by email to an ESOL group/teacher in the UK to start a virtual dialogue.
 - Use interest in the film, feedback, questions and discussion as the basis for doing new/additional work on different topics covered in *Preparing for Life in the UK* workshops.
-



confident	
excited	
happy	
nervous	
sad	
scared	
surprised	
upset	
worried	

confident	
excited	
happy	
nervous	
sad	
scared	
surprised	
upset	
worried	
shopping	
doctor	
Jobcentre	
Post Office	
ESOL	



Lives in transition

<p>Pack contents</p> <ul style="list-style-type: none"> ● Teacher's notes ● Images ● Worksheets ● Going to the UK activity texts 	<p>What to prepare</p> <p>Your life: past, present and future worksheet:</p> <ul style="list-style-type: none"> ● Make a different collage which is suitably tailored to your group or use the existing Your life worksheet. ● Print and laminate enough copies for participants to share in 2s and 3s. <p>Going to the UK worksheet:</p> <ul style="list-style-type: none"> ● Laminate and cut out the stories in Going to the UK. ● Record stories in Going to the UK onto a CD/memory stick/tape – rephrasing as necessary, so that they are suitable for the level of the participants in the group.
<p>Key points to cover</p> <ul style="list-style-type: none"> ● Your life: past, present and future ● Going to the UK ● Your life now: in transition to a new life in the UK 	<p>Key language and skills</p> <ul style="list-style-type: none"> ● Use a range of vocabulary and structures to talk about the past, present and future, appropriate to level. ● Tell the story of own life and ideas about the future, using a range of vocabulary and structures to talk about the past, present and future, appropriate to level. ● Listen to, understand and tell the story of another person's life and ideas about the future. ● Read and/or listen to people's stories about moving to the UK and their new life and discuss key issues . ● Describe and discuss own feelings about moving to the UK. ● Describe and discuss the ways in which lives will be different and some of the issues, challenges and opportunities. ● Edit other participants' writing about moving to the UK, including, correcting grammar and punctuation. ● Participants discuss their lives in transition and identify the challenges, the effects of the challenges, solutions and strategies for their new lives in the UK.
<p>Additional materials</p> <p>Large sheets of paper, coloured paper, coloured pens, scissors and glue.</p>	<p>Suggested action in the UK</p> <ul style="list-style-type: none"> ● Link these to opportunities, challenges, solutions and strategies identified, e.g. find out where local ESOL classes are held.

Useful websites/published materials and website/publication contents

<http://www.nrdc.org.uk/content.asp?CategoryID=1042> 'Voices on the page' (NRDC) – participants' stories
<http://www.reflectaction.org.uk> The tree tool in the 'Reflect for ESOL resource pack' (In section 3 'Tools', pages 5.1 & 5.2)

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) ● Listen for detail Lr/E1.2 ● Follow a short narrative (Rt/E1.1) ● Express views (Sd/E1.1) 	<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) ● Listen for detail Lr/E2.2 &/or ● Follow a short narrative (Rt/E2.1) ● Express views (Sd/E2.1) ● Edit a piece of writing for grammar and punctuation (Ws/E2.1 & Ws/E2.3) 	<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) ● Listen for detail Lr/E3.2 ● Follow a short narrative (Rt/E3.1) ● Express views (Sd/E3.1) ● Edit a piece of writing for grammar and punctuation (Wt/E3.4)

N.B. These units are designed to encourage discussion in participants' first language as well as to provide opportunities for language learning

For all levels:

The activities in this unit are designed to trigger talk about how the participants are experiencing and dealing with their lives in transition to a new life in the UK. Create and use opportunities that arise for focused language learning, but keep the emphasis on opportunities to talk and share thoughts and ideas, i.e. discussion in first/shared language as well as fluency work in English.

Your life: past, present and future

E1

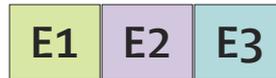
E2

E3

- Ask participants to identify the aspects of life depicted in the picture collage **Your life: past, present and future**– explain that these pictures are designed to show general aspects of lives and are not a story of one person's life. The pictures in the collage are designed to depict: home (1), family (2), school (3), childhood and/or school friends (4), work outside the home (5), work inside the home (6), adult friends (7 & 8).
- Follow the sequence of images on the **Your life: past, present and future** worksheet to talk about these aspects of your own life. Tailor the length and language of what you say to the participants' levels. Identify which aspects of language (vocabulary and grammar) participants would benefit from practising.
- Ask participants to retell the information that you gave about your life and focus on the identified vocabulary and grammar.

- Now use the picture collage to support controlled practice of language structures for participants to talk about their past, present and ideas for the future.
- Work on structures for expressing past, present and ideas about the future as appropriate. Participants who are beginning to learn English can use the present simple and signal past and future by marker words/phrases, such as 'before', and 'in the UK'.

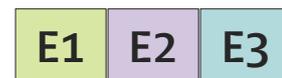
Going to the UK



- Elicit some ideas from participants about what life in the UK will be like.
- Either: divide participants into pairs and give each pair a different text appropriate to their level. Ask them to underline or highlight any new words.
Or: tell the participants a few of the stories – rephrase them so that you tailor the length and language of what you say to the participants' levels. For each, use the questions at the top of the **Going to the UK** worksheet to structure discussion. All these stories come from 'Voices on the page' (NRDC) <http://www.nrdc.org.uk/content.asp?CategoryID=1042> and you could select alternatives from this bank of stories.
- Follow up with the **Other activities** to structure further discussion and the proof reading and writing English task.



- Explain to the participants that these are the stories as written by ESOL participants and haven't been fully corrected by teachers. Ask participants to work in pairs, for example, on grammar and punctuation and decide on what changes could be made and rewrite them. All these stories were written by participants in the UK. They are from 'Voices on the page' (NRDC) <http://www.nrdc.org.uk/content.asp?CategoryID=1042>
- Participants can also write their own stories.



Lives in transition

- Build on previous discussions and facilitate a discussion on any challenges in participants' lives during transition to the UK, i.e. preparing to leave their current lives prior to going to the UK, and discuss ways of dealing with them. You can use the tree tool from the Reflect approach to help facilitate and structure this discussion. You can show the example of a reflect tree to help participants understand the concept and activity.
 - Trunk = topic of the discussion, i.e. your life now: in transition to a new life in the UK
 - Roots = challenges faced during this transition period
 - Branches = effects of these challenges
 - Fruit = solutions & strategies to deal with these challenges

- To start, draw an outline of a tree with trunk, roots, branches and fruit. Check that participants know these words. Explain the topic and write it on the trunk, checking that participants understand the notion of 'transition'. Elicit the challenges that participants are facing now, during the transition period (check understanding of 'challenges') and encourage participants to write them on the roots of the tree. Elicit the effects of these challenges and write them on the branches. Discuss strategies and solutions to deal with these challenges, and encourage participants to write them inside outlines that you have drawn of fruit next to the tree. For more information about this tree tool, see the pages about the tree tool in the 'Reflect for ESOL resource pack' (www.reflectaction.org.uk)
- Participants can start the tree activity as a whole group but then continue in smaller groups. When working as a whole group, the scribing role could be shared between the group, i.e. it doesn't need to be the teacher who scribes. Display the trees and use as the basis for further discussion.

E1

E2

E3

Lives in transition: action planning

- Elicit and record key actions for participants to follow up in the UK based on discussions and priorities identified by participants. Participants copy/record these in their action notebooks.

Differentiation

- Participants can read or listen to the stories in **Going to the UK**.

Extension activities

- Participants can write their own stories after reading/listening to the stories in **Going to the UK**
- Review ideas about how participants are feeling and add to the tree in a later workshop.



Your life: past, present and future



1. What aspects of life do the pictures show?
2. Listen to your teacher.
3. Did she talk about the things in the pictures?
4. What did she tell you about:
 - her past
 - her present
 - her ideas about her future
5. What other things did she talk about?
6. What will you talk about:
 - your past
 - your present
 - your ideas about your future
7. In pairs, tell each about your lives and your ideas about your future.
8. Tell the group what your partner told you.

Your life

Going to the UK

Read or listen to different people's stories about moving to the UK and their new lives.

1. What is different in the UK?
2. What were the challenges?
3. How did they deal with them?
4. What do they like about their life in the UK?
5. What is interesting in these stories?



Other activities

1. After you have discussed the stories, tell each other your thoughts about moving to the UK.
2. What do you know about life in the UK?
3. What do you want to know?
4. In what ways do you think your life will be different in the UK?

Writing English

1. These stories were written by people like you who moved to the UK.
They are in English classes. Can you help with their writing? What grammar, punctuation or other changes would you suggest?
2. Imagine you are in England. Write a short story, letter or postcard to send back to your family about your new life.

Going to the UK



Life in England by Shadia Salem

I came here last year. At first I stayed at home because I didn't know any places here I depended on my husband in doing everything outside.

After four months I started to go out and get to know the area which we live in. Now I know everything better than before. I went to the library and took English courses. I found a computer course and I went there. Now I have become better in computers and now I taught some people how to use a computer.

Going to the UK



How I changed my life by **Nebi Eassi**

I came to Bedford with my husband to begin a new life in a new town in England. My husband got a new job, he is a teacher. I go to an English course three days a week. All the time me and my husband are meeting new people in school and in the town. We visited more new towns.

We visited Luton to see new building and new shops and meet new people, and also Milton Keynes. I am meeting new friends on my course and I like the talking, and have a nice time studying.

Sometimes we walk by the river and see the ducks swimming and eating and see some people in boats on the river. My husband and I went to the café in the town centre, at the weekend for hot chocolate and cake, before that I went shopping in the market to buy fruit and vegetables. Sometimes we want to buy shoes for me and a shirt for my husband. I am looking for a job in the town centre. I work with my husband in the school but its voluntary.

Going to the UK

My life in Britain by **Emily Blake**

My name is Emily Blake. I came to England as a young woman. In 1960 I got a job in the hospital. I liked my job at the hospital.

The weather was much colder in England, but we enjoyed the weather because it was hot in Jamaica. My family were already living in England. We all lived in Walsall. It was difficult at first to find a place to live. My sister bought a house and we all lived together. There were six of us living in my sister's house. My sisters showed me around.

In Jamaica everybody was friendly, I found that in England everybody was not friendly.

Now I have my own house and I live there alone.



Then and now by **Sharda Sinhal**

I came to England in 1984 by airplane. My airplane was stopped in Damascus for two hours. After that I changed to another plane and journey was very long from Mubiy to London took about fifteen hours. I arrived at Heathrow airport at 8 o'clock at night. When I came out with my luggage I met my husband and family. It was very happy time for me because I met my husband after two years. Then I saw different types of people White, Black, Chinese.

After that we sat in the car and we came out of the airport. Outside it was very cold but the light was beautiful and dazzling, so looked wonderful. I noticed road signs, road markings and road was very wide, lots of cars on the road and big lorries. We were hungry so we stopped at a service station and we had coffee and biscuits, chocolate and we came home very late.

After my first baby we decided to move house. Later on I had another baby so I was just a housewife. When my son was three years old and he started nursery. At that time I was busy with my children and started a part time job. Those days were an enjoyable time because nowadays I'm doing full time job in nursing home with elderly people and sometimes I talk with them. It is very interesting. They have got really good experiences in life.



Going to the UK

My story

by **Parminder Kumari**

I come from India. I was born in a small village called Banga. It is near a big city – Phagwara. The houses are simple brick houses, painted green.

I like my village because it's small, clean and had friendly people. There is a big dual carriageway road with lots of traffic. I don't like the road.

In my house there is me, 2 brothers, 2 sisters and our mum. our house is comfortable, 1 of my sisters got married and moved away. Now I share a room with my other sister and mum. My 2 brothers share a room.

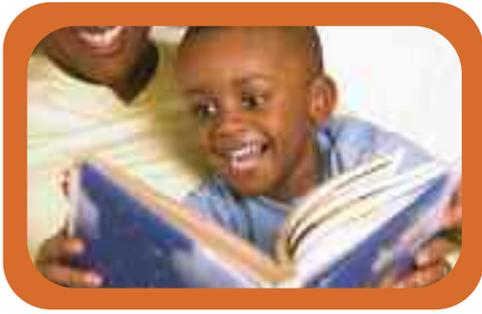
One of my brothers drives a van, my other brother some times goes with my older and other times he is fun. My sister is also at college studying banking. My mum has a job, she is a school clerk in another village.

I stayed at home and did the house work, and cooking. I learnt to sew so the that I could make Indian suits. I was happy in my village and I miss it.

How is life different in England? Now I am in England I miss my family. I life with my husband in a big house, he goes to work, he works for the railway. He works from 7am. Until 2pm. I don't go to work. I stay at home on my own, I cook and do the house work. Sometimes I watch TV. I like to watch the nature programmes, as it helps me with my English. I like living in England.



Going to the UK



My journey to England by **Manjula Bokhria**

Hello my name is Manjula. I was born in Uganda in 1954. When Idi Amin took over Uganda, he said that all immigrants have to leave Uganda immediately. At that time my father left Uganda and came to the UK and settled down in Leicester.

When I was twelve we all went to India with my mum. I have one brother and one sister. My mother decided to put us all in a private school.

When we all finished our education, in 1975, we went to England.

I remember that it was winter. It was so cold that I shivered!

We arrived at Heathrow at 7.00am. My father was there to pick us up. He hired a taxi to his rented house in Leicester.

In the first few weeks we struggled a lot because everything was new for us: the weather, the food, the language and the people. We tried so hard but we could not find a job. How could we, because we could not speak English? Luckily we found jobs and we started work. We were so happy. Our salary was okay but we enjoyed our job. It was very difficult to do a job without being able to speak English but we tried very hard and settled down. When I was twenty, I married. We bought a new house and a car. I have two children; a son and a daughter.

Now I have started to learn English at the Adult Education College. This one of the best colleges. The people here encourage me, support me and help me. All the staff and teachers are very good. I would like to say many thanks to them.

Also I have many qualifications which help me to find a good job. now I have a good job; I am a supervisor in Judgemeanow Community College. I am still taking English classes, which makes me more independent.

Libraries in the UK



Pack contents

- Teacher's notes
- Bingo game
- Worksheets

What to prepare

What is a library? and **Library services in the UK**,

- Make copies for participants to share.

Information about library services

- Print enough copies of **Information about library services A** or **B** for participants to share. Select which sheets to use according to participants' literacy levels.

Library bingo

- Print, laminate and make a **Library bingo** card for each participant.

How to join your local library, A visit to the library and **Finding out about libraries in the UK**

- Make a copy for each participant.

Key points to cover

- What is a library?
- Have you used one?

- Library services in the UK

- Joining the library

- Finding out more about libraries in the UK

Key language and skills

- *Yes, I have. No, I haven't. I often/sometimes/never use one.*

- Vocabulary for the services in the pictures and on the 'Riversdale' library information sheet
- Questions to obtain information about libraries
- *There is a .../There are ...*
- Read and obtain information from a short text

- *You have to ...*
- Read and obtain information from a short text

- Questions about library services

Additional materials

- Forms for joining the library
- Hard copy information about library services, if available
- Your library card, if you are happy to take it with you

Suggested action in the UK

- Find out where your nearest libraries are.
- Find out what their opening times are.
- Visit the library and join it.
- Find out about the services it offers.

Useful websites/published materials and contents

Local library webpages on the Local Authority websites

Section c, Unit 2 in Living in Britain: Language and Citizenship Skills for Accessing Information, Help and Advice in the UK. Charlotte Haenlein and Sonja Roffey (2005). Published by Charlson Publishers, Oxford. (Hard copy resource)

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) ● Ask questions to obtain information (Sc/E1.3) ● Listen for detail (Lr/E1.2) ● Follow a short narrative (Rt/E1.1) ● Express views (Sd/E1.1) ● Complete a simple form (Wt/E1.1) 	<ul style="list-style-type: none"> ● Speak clearly (Sc/E2.1) ● Make statements of fact clearly (Sc/E2.3) ● Ask questions to obtain information (Sc/E2.2) ● Listen for detail (Lr/E2.2) ● Follow a short narrative (Rt/E2.1) ● Express views (Sd/E2.1) ● Complete a simple form (Wt/E2.1) ● Write a short narrative (Wt/E2.1) 	<ul style="list-style-type: none"> ● Speak clearly (Sc/E3.1) ● Make statements of fact clearly (Sc/E3.4) ● Ask questions to obtain information (Sc/E3.3) ● Listen for detail (Lr/E3.2) ● Follow a short narrative (Rt/E3.1) ● Express views (Sd/E3.1) ● Complete a simple form (Wt/E3.1) ● Write a short narrative (Wt/E3.1)

N.B. These units are designed to encourage discussion in participants' first language as well as provide opportunities for language learning.

What is a library?

E1 E2 E3

- Hand out **What is a library** worksheet for participants to share. Use the photos to elicit what a library is, whether participants have ever used one and discuss questions from worksheet.
- Conduct as a free discussion and support participants to formulate/reformulate what they want to say during or after the discussion as appropriate (avoid breaking the flow of the discussion)

Library services in the UK

E1 E2 E3

- If any participants have used a library, talk about what services it provides and whether they are useful and free. The discussion could be conducted in participants' expert languages.
- Hand out copies of **Library services in the UK** for participants to share. Use this to elicit the services a UK library can provide. Drill and practice 'You can borrow/use...' etc.
- Ask participants if they are interested in using a library in the UK. Emphasise that libraries are more than books and can offer classes and information about local classes such as ESOL.

Information about library services

E1 E2 E3

- Elicit what participants would like to know about library services and record their questions on the board.
- Give participants **Information about library services** information cards A or B according to their literacy levels. Participants read their cards in pairs and try to guess the meaning of any new words.
- Go through the information lists as a whole group and explain any new words.
- Participants who have used a library before can discuss which of the library services in the UK are the same or different to libraries in their own countries. Participants can also discuss which services they would find useful. This discussion can be conducted in participants' expert languages.

E2 E3

- Refer back to questions about library services in the UK. Participants with information sheet B see if the information sheet answers their questions. Organise groups so that each group has someone who can read the leaflet to the others if some participants need literacy support.
- Write: 'children (C), adults (A), everyone (E)' on the board and ask participants to put C, A or E against each bullet point to identify who this library service is for. Participants then can ask you for more information or check some library services on the internet and report back to the whole group.
- Show the participants any hard copy information you have brought with you about library services or, if you have access to the internet, show participants the websites for library services in the towns/cities they are moving to.

Library bingo

E1

E2

E3

- Give out the bingo cards A or B to different participants. Participants can use pieces of card as counters. Demonstrate the activity: you describe one of the pictures at a time, and participants place a counter over the picture you are describing. Describe in terms of the library services, e.g. *There are books. There is a photocopier. There are music CDs* etc. The bingo cards are the images used on **Library services in the UK** – you can use this sheet to keep track.
- Hand over the calling for the bingo game to the participants – if appropriate. In preparation, drill 'There are ...' and 'There is a ...' and clarify that they should say 'There is a ...' when they think the library (not the picture) only has one. Decide whether to work as a whole group or in small groups.

How to join your local library

E1

E2

E3

- Set the context by showing your library card, if you have one, or use the picture. Find out if participants have anything similar for any local services where they live now.
- Hand out copies of **How to join your local library**. Ask participants to read the text and then answer the questions.
- Discuss in any language whether the joining procedure in the UK is different or similar to any library joining systems they are familiar with.

E2

E3

- Find out if participants would like to practise form filling, e.g. to join a library. Use forms you have brought with you, design one or download one from the internet.
- Do an oral practice activity, e.g. you make statements about joining, such as 'You have to fill in an *application form*' etc and participants say whether this is true or false. Then you can ask participants to make statements.

E3



A visit to a library

E1	E2	E3
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- Hand out copies of **A visit to the library** and introduce Lili and her visit to the library. Focus on her comment in the large speech bubble and read it together.
- Make up a short story in the present or the past (depending on level of participants) using some of the statements in the small speech bubbles. Participants either tick or sort the statements they hear (if you have cut these up).
- Participants create a story from the statements about her visit to the library – by rearranging cards or ordering the statements. Read statements to participants who need this literacy support. Emphasize that there is not just one answer. They can practise using 3rd person/they.

E2	E3
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- Participants can write the story using the past simple tense. Elicit/present some sequencing words that participants can use to improve the story, and support participants in using them, e.g. *Yesterday morning... First... Then... After that... Finally...* etc.
- Participants can write the story using their own words. Ask them to add more information and sequencing words. Support participants in editing their story for meaning and accuracy – they could peer edit first.

E1	E2	E3
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Finding out more about libraries in the UK

- Introduce this section, which is an opportunity for participants to clarify information and ask more questions about libraries. Hand out copies of **Finding out more about libraries in the UK** and introduce Lili and the questions.
- Decide on the most appropriate way to present Lili's comments. You could play the role of Lili talking about using the library, using the text provided or paraphrasing, using English and/or participants' expert languages (you could ask participants to cover the text up).
- Find out what participants would like to know and ask them to write their questions individually or in pairs in the speech bubbles.
- Participants can share their questions with the whole group. Answer participants' questions, explain the systems and provide the necessary information.
- Facilitate a discussion on how participants feel about using a service like a library and developing strategies for finding out how to use it. Ask participants if they think it would be useful to join a library when they arrive in the UK and discuss further. Judge whether this is best conducted in English and/or participants' expert languages.

E2	E3
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- Judge whether participants would find it useful to role play aspects of using a library, or asking questions about the systems and asking for clarification.

E1

E2

E3

Libraries in the UK: action planning

- Elicit ideas from participants about what they can do in the UK in relation to using library services, e.g. Find out where my nearest library is. Participants record in their action planning notebooks
-

Differentiation

- Learners can work in mixed level literacy groups so that learners with more literacy can support beginner readers.
-

Extension activities

- Participants can look at the website for the Local Authority library service in the town or city in the UK where they will be moving to and identify the nearest library to where they will be living and the services they are interested in using.
 - Participants can practise asking more questions about library services and local services which libraries may be able to signpost, e.g. *Excuse me. Do you have any information about local ESOL classes, please?*
-

What is a library?



Have you used a library?

If you have:

- What services does it provide?
- Are they useful?
- Are they free?

Library services in the UK

You can borrow...

You can...

Look at these pictures.
What services do libraries in the UK usually provide?



Welcome to the UK

- free ESOL, literacy and family learning classes for women who:
 - have been in the UK for under 5 years
 - came from a country outside the EU
 - are planning to settle in the UK
- free crèche places* and money towards travelling expenses
- run by LLU+ at London South Bank University

Please see reverse of sheet for more details on eligibility.



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

Information about library services A

Riversdale library

- Adult study spaces
- Baby and toddler session
- Homework help club
- Book club
- Teenage reading group
- Computer Games Club
- Photocopying
- Free internet access
- Dual language books



Information about library services B



Riversdale library

- Adult study spaces
- Baby and toddler session every Wednesday 10.30am to 12 noon.
- Homework help club every Thursday during term time, 4pm to 6.30pm.
- Book club, third Tuesday of every month, 4pm to 5.15pm. For ages 7 to 12.
- Teenage reading group on the third Monday of every month 5.30pm to 7pm.
- Computer Games Club every Saturday 2.00pm to 4.00pm, for ages 11 to 16
- Photocopying
- Free internet access and word processing
- Dual language books

Read the information about Riversdale library

1. Which services are for children?
2. Which services are for adults?
3. Which services are for everyone?
4. Which services do you think you would like to use?
5. Which services would you like to find out more about?
6. Ask about words/phrases you don't understand.
7. If you have used a library before, are these services different or similar to libraries you know?
8. Do you think you will find any of these services useful when you arrive in the UK or in the future?

Library Bingo

Library bingo A



Library bingo B



Welcome to the UK

- free ESOL, literacy and family learning classes for women who:
 - have been in the UK for under 5 years
 - come from a country outside the EU
 - are planning to settle in the UK
- free crèche places* and money towards travelling expenses
- run by LLU+ at London South Bank University

Please see reverse of sheet for more details on eligibility.



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

How to join your local library

Before you can use library services, you need to join a library.

When you join, you will get a library card.



Joining the library

It is easy to join your local library. Just come to the library and fill in an application form. You need to provide proof of your name and address, for example, a utility bill, a medical card or any official letter you have received.

You can also join the library online.

There is no minimum age.

Now answer these questions

You have to...

	Yes ✓	No ✗
Fill in an application form		
Have an interview		
Pay money		
Bring proof of your name and address		

What can you use as proof of your name and address?

A visit to the library

Tell Lili's story of a visit to the library.



My daughter loves books and there is a big choice in the library.

I also like to borrow music CDs for myself.

Sometimes I use the computer and the internet in the library.

We went into the library.

I chose some new music CDs.

I used the computer to check my email.

I went to the desk and returned my books and music CDs.

My daughter and I chose some new books for her.

We left the library.

You can write the story here

Finding out more

Here is Lili talking about the library that she and her daughter use.

- What library services does she use?
- Was she confident about using the library at first?
- How did she find out what to do?



My daughter loves books and there is a big choice in the library. So we can read lots of different books.

We go to the library on Wednesdays for the baby and toddler session then we choose some new books.

I also like to borrow music CDs for myself. Sometimes I use the computer and the internet in the library.

The library is a great place to get information about the local area.

The librarians are very helpful. When I first arrived in the UK I wasn't sure how the libraries worked and I was a bit uncertain about going into one. But the librarians answered my questions and explained the systems to me.

What are your questions about libraries in the UK?

You can write them here in any language. Then ask your teacher.



My journey to the UK

Pack contents

Teacher's notes
 Images from Resources Pack
 Matching activity
 Worksheets

What to prepare

- Print, laminate and cut up **Key words and images** matching cards.
- You can print, laminate and cut up upper case and lower case matching cards for participants who need literacy practice using **Key words** template.
- Record each word/phrase in participants' first language to make this a bilingual activity.
- Enlarge, print off and cut up **Landing card words** to use as flash cards.
- Print off copies of **My journey to the UK Key words** and **Landing cards** worksheets – one for each learner.

Key points to cover

- Key stages in international flight journeys
- Read and understand key words and symbols to look for during the journey

Key language and skills

- Departure, Check in, Passport control, Baggage reclaim, Customs etc.

- Ask and answer simple questions

● Can I see your	ticket boarding pass landing card passport	please?
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● Excuse me, where	is	check in the transit desk the information desk	
	are	some public telephones the ladies toilets	please?

- Fill in a simple form

- Name, surname, passport no. etc

Additional materials

- Realia such as airline tickets, baggage tags etc

Suggested action for journey to the UK the UK

- Make sure you keep your ticket, boarding pass and passport with you at all times during the journey.
- Get as much information as you can about your journey, e.g. airlines, flight numbers, whether you have a direct flight or have to connect with another flight and, if so, where.
- Write down emergency contact details and keep these with you.
- If you do not have a cell phone, or a cell phone that you can use in different countries, make sure you have some of the currency for each country you will pass through in transit/destination, in case you need to make emergency telephone calls.
- Fill in a landing card on the plane and hand it in at the UK immigration desk.
- Take an extra layer of clothes in your hand luggage as you may feel cold on the flight and it could be a cold or wet when you arrive in the UK.

Useful websites/published materials and website/publication contents

www.baa.com/photolibrary Images of different key items and stages in journey

<http://www.gatwickairport.com/check-in-security/flying-to-gatwick/> Summary of main steps on arrival at Gatwick

http://www.heathrowairport.com/portal/page/Heathrow%5EGeneral%5EAirport+information%5EArriving+passengers/d7899e9260599110VgnVCM10000036821c0a____/448c6a4c7f1b0010VgnVCM200000357e120a____/ Summary of main steps on arrival at Heathrow

<http://www.ukba.homeoffice.gov.uk/travellingtotheuk/Enteringtheuk/arrivingatukborder/> Information

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) ● Make statements of fact clearly (Sc/E1.4) ● Ask questions to obtain information (Sc/E1.3) ● Read and understand key words (Rw/E1.1) ● Write and spell correctly key personal words (Ww/E1.1) 	<ul style="list-style-type: none"> ● Speak clearly (Sc/E2.1) ● Make statements of fact clearly (Sc/E2.3) ● Ask questions to obtain information (Sc/E2.2) ● Read and understand words on a simple form (Rw/E2.1) ● Complete a simple form (Wt/E2.1) 	<ul style="list-style-type: none"> ● Speak clearly (Sc/E3.1) ● Make statements of fact clearly (Sc/E3.4) ● Ask questions to obtain information (Sc/E3.3) ● Complete a simple form (Wt/E3.1) ● Listen for detail (Lr/E3.2) ● Estimate answers to calculations (N1/E3.8)

N.B. These units are designed to encourage discussion in participants' first language as well as provide opportunities for language learning.

Making a journey by plane

E1 E2 E3

- Set the context by having a short discussion with participants in their first language about flying. Has anyone been on a plane before? If so, where to, who with and how did it feel? If not, what have you heard about the journey to the UK? What are they looking forward to? What questions do they have? Will they be making their journey to the UK with family or independently? How long is the flight? Do they have any concerns? If so, what are they? Write these up on board/flipchart and aim to cover these during work on this topic.
- Use the images from the **Resources Pack** to elicit what these are in participants' first language and check that participants understand what each one represents. Now drill the words in English for each image, e.g. check in desk, passport etc.
- Ask participants to work together to sequence the images in the correct order for the key stages of their journey to the UK. Talk through the stages of the journey to the UK and check the sequence together. Ask participants what they may need to show at each stage, e.g. Check in – boarding pass and ticket, Passport control – passport and landing card etc.
- Introduce the word cards in English and ask participants to read and say the words.
- Divide participants into small groups to use the activity cards. Large and small images and word cards can then be used in a range of ways for different matching activities and pelmanism, e.g. matching words and images, matching upper case words and lower case words, matching words and images with key words in participants' first language.
- Participants can use the **My journey to the UK Key words** worksheet to make a record of what each word means in their first language.

What to take with you

E1 E2 E3

- Elicit ideas in participants' first language about what would be important and/or useful to take with you in hand luggage, e.g. passport, ticket, boarding pass, extra layers of clothes, cell phone, local currency for emergency calls for any country passed through in transit and the UK, full contact details for main family contacts in the UK i.e. name, address and telephone numbers
- Participants to record these in their action books
- Discuss prohibited items, liquids restrictions and luggage allowance.

Conversations on your journey

E1 E2 E3

- Practise a few short simple questions and statements or answers to questions linked to each stage, e.g.

<i>Excuse me, where</i>	<i>is</i>	<i>check in the transit desk the information desk</i>	<i>please?</i>
	<i>are</i>	<i>some public telephones the ladies toilets</i>	

Also, statements and questions about not understanding, e.g.

- *What's your name?*
- *Where are you going?*
- *I'm sorry, I don't understand.*
- *Could you repeat that please?*

E2 E3

- Introduce additional questions and answers appropriate to level, e.g. *Which flight are you on?*
Could I have an extra blanket, please? etc.

Filling in a landing card

E1 E2 E3

- Hold up landing card and ask participants if they know what this is. Explain in learner's own language what a landing card is, that you have to fill it in on the plane and that all citizens of countries from outside Europe have to hand this in at the UK immigration desk.
- Elicit ideas in participants' first language about what information they may need to give.
- Hold up word flash cards and elicit/explain what these words say.
- When participants are confident reading and saying the words, give them a copy of the **Landing card** worksheet to practise filling in.

Money

E1 E2 E3

- Discuss the currency system in participants' own country and the currency in the UK.
- Check the current exchange rate of participants' currency.
- Establish an approximate conversion between currencies. For example in May 2011, £1 = 122.345 Bangladeshi Taka so £1 is approximately 120 Bangladeshi Taka, £2 is approximately 240 Bangladeshi Taka. It is useful to have an approximate idea so that participants can quickly convert prices from one currency to another and make an approximate calculation of what an amount should be.
- Discuss when travelling if you would need to take any UK currency in case of an emergency. Perhaps you might need to make a phone call or buy a train ticket in the UK? How much UK money would you need to buy a train ticket from Heathrow to where you will live?

E2 E3

- Practise converting the cost of some items participants may need to buy during their journey, e.g. some refreshments in transit.

Arriving at a UK border

E2 E3

- Elicit questions from participants about what happens on arrival at a UK airport.
- Look together at the UKBA website to find answers to as many questions as possible.
[www.ukba.homeoffice.gov.uk/travelling to the uk/Enteringtheuk/arrivingatukborder](http://www.ukba.homeoffice.gov.uk/travelling%20to%20the%20uk/Enteringtheuk/arrivingatukborder)
- Highlight and explain any important new vocabulary.
- Participants can then role play different conversations between an immigration officer and a new arrival.

My journey to the UK: action planning

E3

- Elicit and record key actions for participants to follow up for their journey to the UK, e.g. check flight details on tickets, make a note of emergency telephone numbers, etc. Participants copy these into their action notebooks.

Differentiation

- New readers and writers can:
 - match words in their first language with images and symbols first. They can then add the cards with the words in English
 - match words in English in upper case with words using lower case
 - match words in English with words in their first language.
 - Learners with higher level language can use the links provided to look at the pages on the Heathrow or Gatwick websites about arriving at these airports. They can then develop more questions about their journey.
 - Participants with higher level language can use the links provided to look at the pages on the Heathrow or Gatwick websites about arriving at these airports. They can then develop more questions about their journey.
-

Extension activities

- Participants with higher level language can use the links provided to look at the pages on the Heathrow or Gatwick websites about arriving at these airports. They can then develop more questions about their journey.
 - Role play conversations at each of the key stages in the journey, e.g.
 - *Could I see your boarding pass please? Could I see your passport please? (Answer: Yes, here you are.)*
 - *What is your husband's name? What's your address in the UK please?*
 - In a subsequent workshop you can focus in more detail on the flight itself, e.g. toilets, emergency exits, health and safety, in flight meals and entertainment, what you can ask stewards for, e.g. water, extra blankets and pillows etc.
 - Participants who are not flying direct to the UK will need additional information and practice in relation to changing flights, transit etc.
 - You can introduce and practise numeracy skills in English in a range of ways:
 - weight and size of baggage in relation to baggage allowance and size restrictions
 - flight and seat numbers
 - check in time, time and length of flight and time zones
 - currency and coins for making calls from public telephones
 - weather and temperature in the UK on arrival
 - international and local dialing codes in relation to calling family if necessary in transit and on arrival.
-



<p>Check-in information</p>	 <p>© baa.com/photolibary</p>
<p>Check in desk</p>	 <p>© baa.com/photolibary</p>
<p>Departures</p>	 <p>© baa.com/photolibary</p>
<p>Passport</p>	
<p>Visa</p>	
<p>International arrivals</p>	 <p>© baa.com/photolibary</p>
<p>All other passports</p>	 <p>© baa.com/photolibary</p>
<p>Passport control</p>	 <p>© baa.com/photolibary</p>



<p>Landing card</p>	 <p>© baa.com/photolibrary</p>
<p>Baggage reclaim area</p>	 <p>© baa.com/photolibrary</p>
<p>Customs</p>	 <p>© baa.com/photolibrary</p>
<p>Nothing to declare</p>	 <p>© baa.com/photolibrary</p>
<p>Exit</p>	 <p>© baa.com/photolibrary</p>
<p>Meeting point</p>	 <p>© baa.com/photolibrary</p>
<p>Information desk</p>	 <p>© baa.com/photolibrary</p>



CHECK-IN INFORMATION	
CHECK IN DESK	
DEPARTURES	
PASSPORT	
VISA	
INTERNATIONAL ARRIVALS	
ALL OTHER PASSPORTS	
PASSPORT CONTROL	



LANDING CARD	
BAGGAGE RECLAIM AREA	
CUSTOMS	
NOTHING TO DECLARE	
EXIT	
MEETING POINT	
INFORMATION DESK	

Key words

Check in information	
Check in desk	
Departures	
Passport	
Visa	
International arrivals	
All other passports	
Passport control	
Landing card	
Baggage reclaim area	
Customs	
Nothing to declare	
Exit	
Meeting point	
Information desk	

Landing card

Please complete clearly and in BLOCK CAPITALS



Family name	
First name	
Sex	
Date of birth	
Town and country of birth	
Contact address in the UK (In full)	
Passport no.	
Place of issue	
Length of stay in the UK	
Port of last departure	
Arrival flight/train number/ship name	
Signature	

PART 3

Adapting teaching and learning materials from the *Welcome to the UK* toolkit

The *Welcome to the UK* toolkit contains the following topic-based units:

- Shopping and money
- Out and about on public transport
- Time
- Languages in the UK
- My area

Although these units were designed primarily for use with adult ESOL participants in the UK, they can be adapted for use with adults in other countries who are preparing to settle in the UK, and supplement the topic based units in the *Preparing for life in the UK* toolkit.

An important part of the approach for working with participants in their countries of origin prior to settling in the UK, is to encourage questions and discussion in participants' first language. This can then be followed by targeted English language teaching and learning, appropriate to level, focusing on key vocabulary and structures in English linked to each topic. Some of the topics covered need additional input in order to make the content accessible to participants with no experience of life in the UK. The table below gives examples of adaptations which can be made to the teacher's notes and activities.

Bi-lingual materials can also support learning. All of the matching activities can be adapted to create bilingual resources i.e. participants can match the words/images in English with the corresponding words in their first language. Key words activity sheets can also be used for participants to record words in their first language.

Additional useful teaching and learning materials with topics relevant to supporting integration can be found on the following websites:

<http://rwp.excellencegateway.org.uk/ESOL>

<http://www.niace.org.uk/projects/esolcitizenship>

Welcome to the UK topic based unit

Suggestions for use in non-EU settings

Shopping & money

Important information to cover with participants:

- Food has a date to show how fresh it is. You need to look for the date on food and check that it hasn't expired.
- Food in the UK has a fixed price and you have to pay that price.
- Some shops and supermarkets are much more expensive than others. Explain to participants that they need to ask friends which are the cheapest shops and supermarkets to go to.
- When shopping in the UK it is important to check written receipts (to ensure all of the items are included with no extras) and change (to ensure accuracy)
- It is important to have examples of UK currency for participants to handle.
- The currency conversion rates between the country of origin and the UK can be compared using information printed from currency conversion websites.
- Prices in the UK may be much more expensive than in the participants' country of origin. It will be helpful for participants to become familiar with typical costs in the UK through using examples of items which they think they may want to buy or pay for, e.g. basic foodstuffs, bus or train tickets, clothes, shoes, rent, utility bills, stamps, mobile phones, etc.

Out & about on public transport

- Compare the different types of public transport in the UK with public transport in participants' own country.
- Find out where participants are planning to settle in the UK and show/print off images of public transport in the nearest town or city. Only use activities relating to the London Underground with participants who are planning to live in or near London.
- When considering the cheapest forms of transport, or cheapest tickets, access and print off information from local transport, national rail sites or sites such as transport for London (www.tfl.gov.uk).

Part 3: Adapting *Welcome to the UK* materials

-
- | | |
|----------------------------|---|
| Time | <ul style="list-style-type: none">● As well as practising reading and recognising time expressed in different ways, this is also an important to discuss culturally specific attitudes and expectations in relation to time, e.g. do trains and buses leave on time, do meetings and appointments usually start at the given time, etc.● The time matching activity can be made easier by matching the words or numbers to those in the language of the country of origin. |
| Schools in the UK | <ul style="list-style-type: none">● Only cover the schools topic with participants who already have school/pre-school aged children.● Make sure participants understand that by law all children between 5 – 16 have to go to school. |
| Languages in the UK | <ul style="list-style-type: none">● Depending on where participants come from, moving to a very multi-cultural society could be a very new experience. This will be an important opportunity to discuss who the population of the UK is, the languages they use, plus issues relating to equality and diversity, social attitudes and discrimination law. |
| My area | <ul style="list-style-type: none">● Find out if participants know where they will be living in the UK. If they do, you can use the internet to show them images of that town or city. You can also use Googlemaps (http://maps.google.co.uk/maps?hl=en&tab=ll) to show them the specific area. |
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- UKBET (the UK Bangladesh Education Trust)

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- Clipart online
- BAA

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Working together to manage migration**



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