

Teaching and Learning English (TaLE) project

Topic-based unit:

ESOL in the UK



*Teacher's notes,
materials and activities
for use in adult ESOL classes
outside the UK*



Using this pack

The **Teaching and Learning English (TaLE)** is a 22-month European Integration Fund (EIF) project led by Learning Unlimited working in partnership with UKBET, St Giles Educational Trust and Greenwich Community College.

The TaLE project aims to provide an innovative and holistic approach to ESOL teaching and learning and teacher training in Bangladesh to support the integration of women who are planning to join husbands and families and settle in the UK. It is building on and developing the work of a previous EIF-funded project, *Welcome to the UK*, also led by Learning Unlimited, which ran pre-departure *Preparing for life in the UK* workshops in Bangladesh for women in and around the Sylhet district.

This pack has been designed to supplement the topic-based *Welcome to the UK* and *Preparing for life in the UK* materials toolkits which are free and downloadable from the Learning Unlimited website: <http://www.learningunlimited.co/LUorganisationsprojectsWttUK.html>. These materials all use everyday life in the UK as contexts for supporting adult learners to develop their language and literacy skills in English as well as their knowledge and confidence about life in the UK.

This pack includes teacher's notes and materials for use with adult learners in Bangladesh or other pre-departure (i.e. outside the UK) settings. The teacher's notes are designed to provide a quick and easy overview for teachers who can then use, adapt and incorporate them into their own lesson plans, as appropriate, in order to ensure that lesson content and activities best meet the needs, interests and levels of their learners.

The activities and materials are aimed at beginner and elementary adult learners working at the equivalent of ESOL Entry levels 1 and 2 in the UK/ A1 and A2 on the Common European Framework (CEFR). Suggestions for differentiation and extension activities for learners working at a higher level are included. Most of the learner materials are also available as authorable word documents.

For this particular topic-based pack, ESOL in the UK, the main objectives are for learners to:

- develop their skills, knowledge and confidence in English
- recognise the importance and value of continuing to develop their skills in English and the positive impact this will have on their lives in the UK
- recognise the importance and value of attending ESOL classes in the UK
- develop the skills, knowledge and confidence to find and enrol on ESOL programmes in the UK

Teachers using these notes and materials are advised to refer to the guidance *Welcome to the UK* and *Preparing for life in the UK* materials toolkits.

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For more information about Learning Unlimited, please see www.learningunlimited.co

ESOL in the UK

Pack contents

- Teacher's notes
- Worksheets/handouts
- Matching/sequencing activity cards
- Images
- Example ESOL course flyer and application form

What to prepare

- Print or photocopy handouts/worksheets
- Print sets of images and warm up activities – one set for each group. Laminate, if possible, and cut up. You can indicate correct matching on back to help encourage self-checking.

Additional materials

- Find hard copy and on line example information about ESOL classes in the areas learners are planning to live, e.g.
 - course publicity and flyers
 - college enrolment details
 - application forms
 - sample timetables with dates and times
 - other courses for ESOL learners such as ESOL and IT, ESOL for childcare or business, family language etc.
- Print examples as appropriate or save sites as favourites if computers/access to internet available
- Collect and print images of learning in Bangladesh/learners' country of origin

Suggested pre-departure action

- Ask learners to find out where the nearest ESOL classes are to their new home in the UK. Encourage them to look on the internet or ask their husband/ family members/ friends in the UK.

Suggested action in the UK

- Ask learners to find out:
 - where their nearest ESOL classes are (families in the UK, neighbours and local libraries can help)
 - how you can join a class
 - how much the classes cost or if they are free
 - when you can start
 - whether there are crèche facilities (if needed)

Useful websites

- Finding courses in the UK:** <https://www.gov.uk/improve-english-maths-it-skills>
<http://www.esolcourses.com/esol-courses/uk-esol-course-listings.html>
- Learning English:** <http://esol.britishcouncil.org/>
<http://www.esolresources.co.uk>
<http://www.eslvideo.com/>
- Citizenship:** <http://www.ukba.homeoffice.gov.uk/britishcitizenship/>

Objectives For this topic-based pack, ESOL in the UK, the main objectives are for learners to:	
<ul style="list-style-type: none"> ● develop their skills, knowledge and confidence in English ● recognise the importance and value of continuing to develop their skills in English and the positive impact this will have on their lives in the UK ● recognise the importance and value of attending ESOL classes in the UK ● develop the skills, knowledge and confidence to find and enrol on ESOL programmes in the UK 	
Main focus for each section	Target language for each section
Warm up activities	<ul style="list-style-type: none"> ● My name's ● Vocabulary for information about ESOL classes: days of week, months, dates ● Saying dates with correct stress and pronunciation, e.g. <div style="text-align: center;"> ■ ■ <i>The fifteenth of August.</i> </div>
1. Why is learning English important to you?	<ul style="list-style-type: none"> ● Express simple facts about learning English using: <i>In the UK, English is important for +ing/noun, e.g. In the UK, English is important for shopping.</i>
2. What is ESOL?	<ul style="list-style-type: none"> ● Express simple facts about ESOL classes using: ESOL classes help you to e.g. <i>ESOL classes help you to make friends, become more confident.</i>
3. Different experiences of learning	<ul style="list-style-type: none"> ● Express simple facts about learning in country of origin and the UK using a range of simple structures, e.g. <i>The students are sitting in a group.</i>
4. Finding out about ESOL classes in the UK	<ul style="list-style-type: none"> ● Ask and answer simple questions about ESOL classes, e.g. <i>How do you join?</i> <i>You have an interview.</i>
5. Joining an ESOL class	<ul style="list-style-type: none"> ● Read and obtain information about ESOL classes from short texts ● Fill in a simple application form with basic details
6. What happens in ESOL classes?	<ul style="list-style-type: none"> ● Discuss and describe ESOL classes in the UK using simple structures, e.g. <i>They are ..., I'll enjoy, I'm worried about ...</i>
General	<ul style="list-style-type: none"> ● Ask for clarification or repetition, e.g. <i>I'm sorry I don't understand.</i> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> Could you repeat that, please? </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> write that down, </div>

ESOL in the UK: Warm up activities

Here is a range of warm up activities to choose from to use at the beginning of lessons:

1. Getting to know you (use for first or second class)

- Say 'Name?' and elicit and drill the question: *What's your name?*
- Explain to learners they need to ask each other what their name is and stand in a line in correct alphabetical order by first name. Explain that where learners have names starting with the same first letter, they need to check spelling and get in order by 2nd or subsequent letters. Drill the question: *How do you spell that?*
- When learners are standing in a line, ask them to say their name in a sentence: *My name's ...* Ask learners to help each other to change places, if necessary.

2. Days of the week/Months of the year

- Preparation: Print, laminate and cut up sets of days and months cards.
- Use the days of week and months cards (**ESOL in the UK Warm up activity 2**).

Either:

- Jumble up each set and put a different set of cards on each table. Divide learners into two groups and ask them to work together to put the cards in the correct order on the table.
- When they have finished with one set, ask them to move to the next table and sequence the other set of cards.
- Hand out the answer sheet for learners to self-check.

Or

- Choose one set of cards, jumble up, give out one to each learner or learners sharing depending on the size of the group. Ask learners to work together to stand in the correct order holding their cards facing out.
- For both activities, drill and practise the correct pronunciation for each card and encourage learners to practise chanting/saying the days and months in the correct order.

3. Dates

- Say 'Date?' and elicit the question: *What's the date today?* Drill the date making sure learners understand the importance of stressing the number and date words, e.g.

The **■** **■** *twenty-second of October.*

- Say 'Birthday?' and elicit and drill the question: *When's your birthday?*
- Tell the group your birthday, again stressing the number and date words, e.g.

The **■** **■** *fifteenth of August.*

- Explain to learners they need to ask each other when their birthday (not date of birth) is and stand in a line in correct date order by date.
- When learners are standing in a line, ask them to say their birthday in a sentence: *My birthday's the of*
- Ask learners to help each other to change places, if necessary.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

January

February

March

April

May

June

July

August

September

October

November

December

ESOL in the UK 1: Why is learning English important to you?

- Preparation: Print copies of ESOL in the UK 1: *In the UK, English is important for ...* worksheet, one for each learner.

- Explain this topic is about learning English in the UK. Ask learners 'Why is learning English important to you?'. Elicit some examples using:

In the UK, English is important for +ing, noun e.g.

*In the UK, English is important for **shopping**.*

*In the UK, English is important for **talking to doctors**.*

- Divide learners into pairs or small groups. Give out **ESOL in the UK 1: In the UK, English is important for ...** worksheet. Ask learners to discuss and say what they can see in each picture using the same structure. N.b. There may be several possible correct answers for each picture e.g:

1. *In the UK, English is important for **reading**/going to the library/**work**.*

- When learners are ready, elicit one or two correct sentences for each picture, e.g.

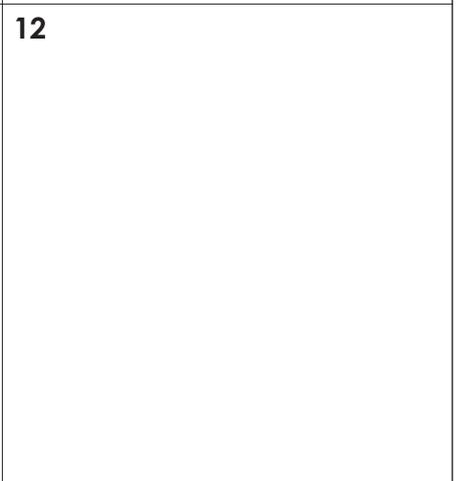
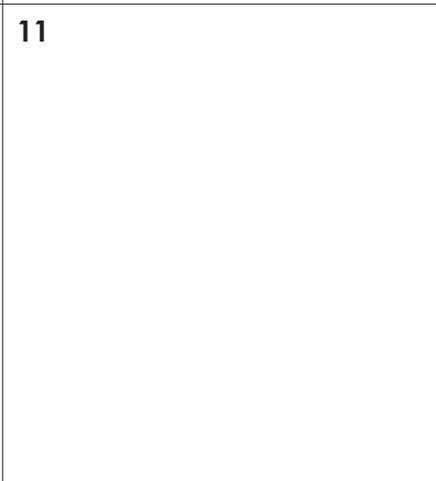
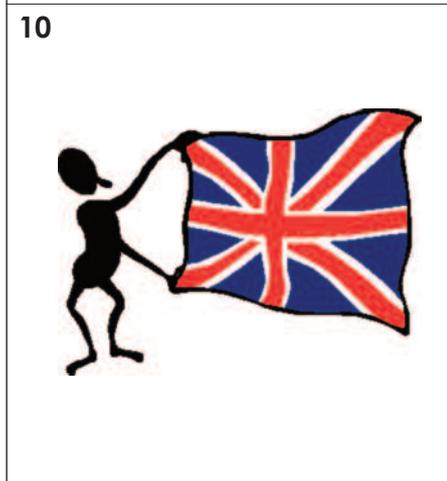
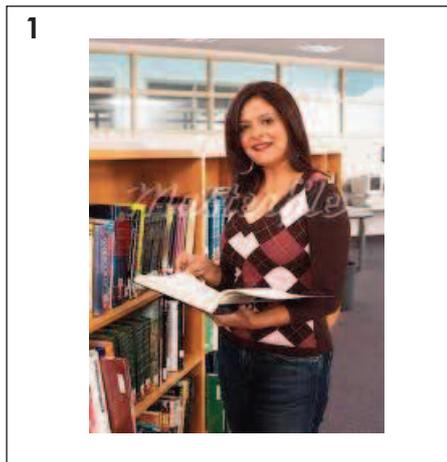
In the UK, English is important for ...

1. ***reading**/going to the library/**work**.*
2. ***children**/the family.*
3. ***travelling**/using public transport/**going on a bus**.*
4. ***housing**/accommodation/**finding a home**.*
5. ***talking to people**/using mobile phones/**phone calls**.*
6. ***shopping**/going to the post office/**sending letters**.*
7. ***computers**/using computers/**the internet**.*
8. ***health**/talking to doctors/**going to the health centre**.*
9. ***shopping**/going to the market/**buying food**.*
10. ***citizenship**/living in the UK/**taking the Life in the UK test**.*
11. ***keeping fit**/going to health centre/**exercise**.*
12. ***work**/employment/**jobs**.*

- Make sure there is time for small group and whole group discussions about why English is important for living in the UK and for learners to share their ideas of other examples of when English will be important for them. For each new example, invite some learners to draw a simple image on the board.
- Ask learners to choose two of the new examples that are very important for them personally and to copy the drawings from the board or draw their own pictures in the two empty boxes on the worksheet.
- Now ask learners to choose and tick the 3 most important examples for them personally of why English is important for them from the 12 on the worksheet.
- You can total the number of votes for each example and this information will help you to prioritise other topics to cover in the future with this group.

Extension activity

- If there is time, or for homework, ask learners to write a simple sentence using the same structure '***In the UK, English is important for...***' for each picture.



ESOL in the UK 2: What is ESOL?

- Preparation: Print copies of **ESOL in the UK 2: In the UK, ESOL classes help you to ...** worksheet, one for each learner.

- Ask learners to imagine themselves in the UK. Ask them to name some of things they want to do there, e.g.

I want to visit my family/visit some famous places etc.

- If no-one suggests 'Go to ESOL (or English) classes or 'Learn English', explain this should be a priority.

- Write **ESOL** on the board and elicit what the letters stand for:

ESOL = **E**nglish for **S**peakers of **O**ther **L**anguages

- Explain that although learners can learn English informally through television, family and friends, it is very important to go to ESOL classes in the UK. Write the following on the board:

ESOL classes help you to ...

- Elicit a few ideas about why going to ESOL classes is important. Divide the learners into small groups to discuss further using **ESOL in the UK 2: ESOL classes help you to....** handout. Learners can discuss in their first language, but ask for feedback in English, e.g.

*ESOL classes help you to **learn English**.*

- Give support where necessary. The images are there to provide ideas for discussion and learners may have many different suggestions. However, make sure the following main reasons are covered and that learners understand them:

ESOL classes help you to ...

1. *improve your speaking, listening, reading and writing skills in English*
2. *prepare for and take ESOL exams*
3. *find out more about life in the UK*
4. *prepare for and take the Life in the UK citizenship test*
5. *feel more part of life in the UK (integrated)*
6. *make friends*
7. *share ideas and experiences with other people in a similar situation*
8. *become more confident*
9. *find out about the local area such as schools, health centres, libraries, places to visit*
10. *find out more about the different cultures in the UK*
11. *prepare for other courses, training and work*

Extension activity

- If there is time, or for homework, ask learners to write a simple sentence for each picture using the same structure.

1



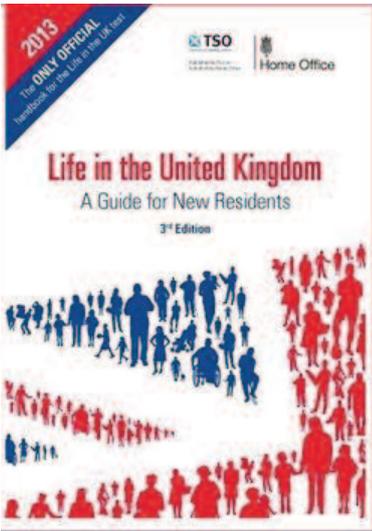
2



3



4



5



6



7



8



9



ESOL in the UK: 3. Different experiences of learning

Learning in Bangladesh/country of origin:

- Preparation: Print, laminate and cut up sets of images: **ESOL in the UK 3: Different experiences of learning – images** (page 1 as one set and pages 2, 3 and 4 together as a second set).
- Before the class starts, write these questions on a flipchart sheet or on the board.
 1. What can you see?
 2. What are the students doing?
 3. Was your school the same or different?
 4. What did you like about school?
 5. What didn't you like?
- Divide learners into small groups or pairs. Ask them to look at and pass round photographs of school education in Bangladesh/country of origin. You can use images you have collected or **ESOL in the UK 3: Different experiences of learning – images (page 1)**
- Ask learners to discuss the questions together in English. Explain they do not need to copy or write the questions or answers.
- While students are talking to each other, write some key structures on the board appropriate to the level of the learners, e.g:

The students are ...		The classroom	looks ...
		The teacher	is ...
There's a/ an ...	in the classroom.	At school, I liked
There are some ...		I didn't like	

- Collect all the photographs, hold each one up and elicit a correct sentence from learners using the target structures. Drill each correct sentence suggested by the learners, e.g.

The students are ...	<i>working on their own.</i> <i>sitting in a group.</i> <i>standing in the playground.</i>	The classroom looks	<i>large.</i> <i>small.</i> <i>quiet.</i> <i>noisy.</i>
The teacher is standing at the front.		The teacher looks	<i>strict.</i> <i>friendly.</i> <i>kind.</i>
There	is	a teacher	in the classroom.
	are	some benches	
		At school	I liked
			I didn't like
			<i>my teacher.</i> <i>the other students.</i> <i>working on my own.</i>

N.b. You do not have to drill all of the sentences above – just those suggested by the learners.

- Write any other key words as suggested by the learners (either in English or Bengali) in English on the board and check understanding, e.g. *rote learning, discipline, punishment*.
- Now ask learners to use the same structures to describe the ESOL classes they have attended. Try to highlight what is the same and what is different between learning at school and learning English as an adult in Bangladesh/country of origin.



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Learning in the UK

- Explain to learners that they are now going to find out more about learning in the UK.
- Divide learners into small groups and hand out the images showing a variety of different learning situations in the UK – **ESOL in the UK 3: Different experiences of learning images (pages 2, 3 & 4)**
- Ask them to discuss and pass round the photographs and answer these questions together:

What can you see?

What is the same in the UK?

What is different in the UK?

Which class would you like to be in?

- When each pair/group has had the chance to look at each image, hold them up individually and elicit as much information as possible about what learners have noticed about ESOL classes such as what the learners are like and what the learners are doing. Encourage the learners to use the same or similar structures as before, e.g:

The students are	talking. writing. playing a game.	The classroom looks	nice. bright.	
There are	a lot of books some children men and women	in the classroom.	In the UK, I would like to	use computers. meet different people. speak English a lot.

Extension activity:

- Some learners can practise making comparisons between learning in Bangladesh/their country of origin and the UK, e.g.

The classroom in	Bangladesh (country of origin)	looks	more comfortable. smaller. bigger. brighter.
The students in	the UK	look	more serious. older. younger.

- Encourage learners to make comparative sentences, drilling and correcting as necessary.
- Based on what learners want to compare, cluster some of the adjectives on the board and, encourage learners to identify and explain the rule:
 - For single syllable adjectives e.g. **old** etc. add **er** e.g. **old – older**
 - For single syllable words, if consonant /vowel/consonant form the final three letters, double the final consonant e.g. **hot – hotter**
 - For two syllable consonants ending in **y**, change the **y** to **i** and add **er** e.g. **happy – happier**
 - Two or more syllable consonants not ending in **y** – use **more + adjective**, e.g. **interesting – more interesting**

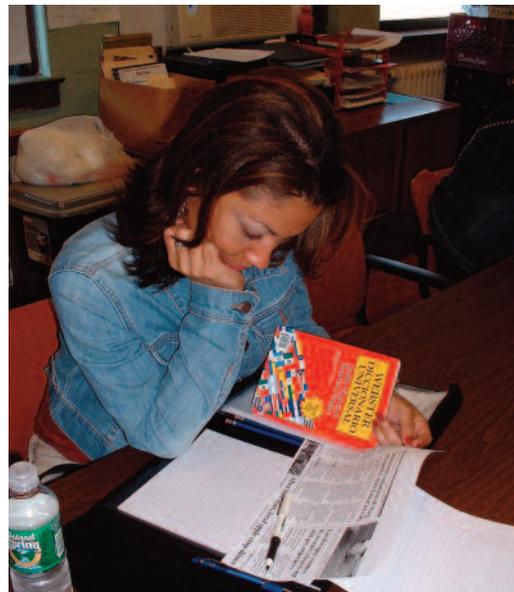


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ESOL in the UK 4: Finding out about ESOL classes in the UK

- Preparation: Print, laminate and cut up sets of cards: **ESOL in the UK 4: Finding out about ESOL classes - matching cards** (one set for each group). Also print some sheets for learners to use for self-checking.
- Explain to learners that they are now going to practise getting information about ESOL classes in the UK. Elicit and write up some key word question prompts on the board reflecting what learners would like to know, e.g:

1. Where	4. Days	7. Cost
2. Get information	5. How many	8. Travel
3. Joining	6. Times	9. Who
- Elicit simple questions and answers about learners' ESOL classes in Bangladesh/country of origin using the same key words. Depending on their level, encourage learners to ask and say as much as possible in English, correcting, modeling and drilling as appropriate, e.g.

	Example question	Example answer
1.	<i>Where can you learn English in (name of? town/village)</i>	<i>You can learn ESOL at (names of language schools)</i>
2.	<i>How do you get information about ESOL classes?</i>	<i>I found out about ESOL classes through (friends, relatives, flyers, newspaper, internet, posters etc.)</i>
3.	<i>How do you join?</i>	<i>You have an interview.</i>
4.	<i>Which days are ESOL classes?</i>	<i>Classes are usually twice a week from Saturday to Thursday.</i>
5.	<i>How many classes are there each week?</i>	<i>Usually two.</i>
6.	<i>How long do the classes last for?</i>	<i>ESOL classes are from 10 -12.</i>
7.	<i>Are ESOL classes free?</i>	<i>No, we pay for them.</i>
8.	<i>How do you travel to your ESOL classes?</i>	<i>I get a rickshaw.</i>
9.	<i>Who are the ESOL classes for?</i>	<i>Everyone in my class is a Bangladeshi woman.</i>

- Using the same key word question prompts, ask learners in pairs or small groups, to share ideas about what they think will be the same or different about learning English in Bangladesh and learning English in the UK.
- Give each group a set of matching cards to match the questions and answers: **ESOL in the UK 4: Finding out about ESOL classes – matching cards**
- Give out an answer sheet for self-checking then discuss as a whole group. Ask concept questions to make sure learners understand the information in the answers.
- Ask learners to discuss the similarities and differences between learning ESOL in Bangladesh/country of origin and the UK.

<p>Where can you learn English in the UK?</p>	<p>ESOL classes are held in many different venues such as local colleges, community centres, children’s centres, primary schools and libraries.</p>
<p>How can you get information about ESOL classes?</p>	<p>You can find out about ESOL classes from friends, family, local schools and libraries and the internet.</p>
<p>How can you join?</p>	<p>Many centres have enrolment weeks or you can phone for an appointment.</p>
<p>Which days are ESOL classes?</p>	<p>ESOL classes are usually Monday – Friday.</p>
<p>How many classes are there each week?</p>	<p>Depending on the centre and type of class, ESOL programmes might be one, two, three or four times a week.</p>
<p>How long do the classes last for?</p>	<p>Classes usually last between 1 – 2 ½ hours. They might be in the morning, afternoon or evening.</p>
<p>Are the classes free?</p>	<p>Some ESOL classes are free. Some centres charge for registration and exams. Some charge the full price.</p>
<p>How do students travel to ESOL classes?</p>	<p>You might find a local ESOL class that you can walk to. For others you may need to get a bus, underground train, tram or train – depending where you live.</p>
<p>Who are ESOL classes for?</p>	<p>People from all over the world go to ESOL classes in the UK; men, women, refugees, asylum seekers and people studying, working and settling in the UK.</p>

ESOL in the UK 5: Joining an ESOL class

- Preparation: Print the following for each learner: **ESOL in the UK 5: Information about an ESOL course**, **ESOL in the UK 5: An ESOL course flyer** (double-sided) and **ESOL in the UK 5: ESOL course application form** (double-sided)

Activity A

- Explain to learners they are now going to find out more about joining an ESOL class.
- Divide learners into pairs or small groups based on where they are planning to live in the UK. Give out copies of the **ESOL in the UK 5: An ESOL course flyer** or use print outs or laptops with links to ESOL class information in areas where the learners are planning to live in the UK.
- Refer learners back to the nine questions from **ESOL in the UK 4** and ask them to find the answers to as many questions as possible. Depending on learners' literacy levels they can either:
 - underline, circle or highlight the key information on the flyer.
 - fill in their answers on **ESOL in the UK 5: Information about an ESOL course**.
 - number their answers 1 – 9 on a sheet of paper.
- Monitor and give support as necessary.
- When learners have finished, find out what learners have found out, what questions they have and what else they would like to know about ESOL classes in the UK. Answer any questions you can and record other questions on a flipchart to research and refer back to in the next class.

Activity B

- Explain to learners they are now going to practise reading and understanding an application form for ESOL classes and practise filling it in.
- Hold up the example application form and elicit suggestions about the questions on it.
- Write up key words suggested by learners on the board e.g. *name, address, date of birth*.
- Give out copies of the **ESOL in the UK 5: ESOL course application form** and ask learners to find the questions they had predicted.
- Then ask learners to discuss the other questions and possible answers together. Ask concept questions to check their understanding of the other questions.
- Now ask learners to imagine they are in the UK and to complete the form with their own personal information. Monitor and support as needed.



National Research and Development Centre
for adult literacy and numeracy



Active citizenship and English (ACE)

FREE ESOL and citizenship courses for women at
Blackfriars Settlement and Working Men's College
starting soon!

- **Active citizenship and English** ESOL classes are for women who:
 - have been in the UK for under 10 years
 - come from a country **outside** the EU
 - have joined spouses or family and are planning to settle in the UK.
- **Active citizenship and English** offers ESOL with citizenship and supports integration
- **Active citizenship and English** classes, trips and events help women feel more confident about using English and living in the UK
- **Active citizenship and English** classes, childcare and travelling expenses are **FREE**

The Active Citizenship and English (ACE) project is run by Learning Unlimited in partnership with Blackfriars Settlement, Working Men's College and the Institute of Education with financial support from the European Integration Fund.

We are very sorry that we cannot offer places on this programme for:

- refugees or asylum seekers
- women from countries outside the EU who now have citizenship from an EU country.



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

What is the Active Citizenship and English (ACE) programme?

ACE is a FREE ESOL and citizenship programme which will help you to:

- develop your skills in English speaking, listening, reading and writing (ESOL)
- prepare for ESOL and other accreditation
- feel more confident about using English and living in the UK
- learn more about life in the UK and UK citizenship
- prepare for the Life in the UK test
- try out different short courses in IT, numeracy and sewing as well as vocational subjects such as childcare, business and administration
- plan for future learning, training, volunteering and work

ACE learners can also:

- go on trips and visits
- get support from a volunteer befriender
- get free Oyster card and money towards travelling expenses
- get free childcare support with child-minders or part-time places at a local nursery
- get support to do volunteering placements in the local community

Can I get accreditation? Yes, you can get ESOL and other accreditation

When does the ACE programme start? This part time programme is from September 2013 until June 2015

How do I join a class? Come to open enrolment in September or make an appointment at Blackfriars Settlement or Working Men's College. Please bring your passport and your husband's passport (or Home Office letters) AND proof of your address (an official letter such as a bill or a benefit letter with your name and address on it). Please tell us if you have a disability or learning difficulty and need support.

Blackfriars Settlement

1-5 Rushworth Street

London SE1 0RB

(near Borough and Southwark stations)

blackfriars-settlement.org.uk

Phone Laura Speller on **020 7928 9521** or

07809 377464 or email

laura.speller@blackfriars-settlement.org.uk to make an appointment.

Working Men's College

44 Crowndale Road

London NW1 1TR

(near Mornington Crescent station)

wmcollege.ac.uk

Phone **020 7255 4759** or email

enrol@wmcollege.ac.uk to make an appointment.

For more information about the **Active Citizenship and English** project, please contact:

Ian Foster at Learning Unlimited

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About you – please write clearly in CAPITAL LETTERS

Title (please tick ✓) Ms Mrs Miss Other

Name _____

Address _____

Postcode _____

Date of birth _____

 Telephone number _____

 Mobile number _____

@ Email address _____

Emergency contact name _____

Emergency contact telephone no. _____

Have you been to an ESOL class before? **Yes** **No**

If yes, which level was your most recent class? **Entry 1** **Entry 2** **Entry 3** **Level 1**

How long have you lived in the UK? _____

Do you have a UK passport? **Yes** **No**

Are you a refugee or asylum seeker? **Yes** **No**

Support

Do you have a disability or support need? **Yes** **No**

If yes, can information be passed to your tutor? **Yes** **No**

If yes, how can we support you? _____

Childcare

Do you need childcare support? **Yes** **No**

If yes, please give the name, age and date of birth for each child:

Name	Age in September 2013	Date of birth

Equality and diversity information

What is your nationality? _____

What is your ethnic origin? (please tick •)

- | | |
|---|---|
| <input type="checkbox"/> White – British | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> White – Irish | <input type="checkbox"/> Asian – other Asian background |
| <input type="checkbox"/> White – other | <input type="checkbox"/> Mixed White/Black Caribbean |
| <input type="checkbox"/> Black – Caribbean | <input type="checkbox"/> Mixed White/Black African |
| <input type="checkbox"/> Black – African | <input type="checkbox"/> Mixed White/Asian |
| <input type="checkbox"/> Black – other Black background | <input type="checkbox"/> Mixed other background |
| <input type="checkbox"/> Asian – Indian | <input type="checkbox"/> Do not want to say |
| <input type="checkbox"/> Asian – Pakistani | <input type="checkbox"/> Other, please state: |
| <input type="checkbox"/> Asian – Bangladeshi | _____ |

NB - Personal data collected on this form will only be used for administration purposes, and will not be disclosed to any third party without your written consent.

How did you hear about us?

- From a friend Through a college Leaflet A library Progression event
- Other *If other, please say where* _____

Statement of accuracy and acceptance

I certify that the information I have given on this form is correct.

Signature of student _____ Date _____

ESOL in the UK 6: What happens in ESOL classes?

- Preparation: Print, laminate and cut up sets of key word cards from **ESOL in the UK 6: What happens in ESOL classes?** – one for each group. You can also give each learner a copy of the same sheet as a vocabulary record sheet.
- Divide the learners into small groups and give out the images of ESOL classes in the UK from **ESOL in the UK 3: Different experiences of learning images (pages 2, 3 and 4)**.
- This time ask questions about how the students are learning/being taught, e.g.
 1. *What are the students doing?*
 2. *Who are the students listening to?*
 3. *Are the students working on their own or are they working with other people?*
 4. *Who is in the classroom?*

Possible answers:

1. *They are making things/playing a game/watching a film/using computers/working together.*
 2. *They are listening to the teacher/someone in a uniform/each other.*
 3. *They are working on their own/in pairs/in groups.*
 4. *There are men and women/children/different nationalities.*
- Now give out the cut up word cards from **ESOL in the UK 6: What happens in ESOL classes?** and ask learners in their groups to work together to match the words with the correct pictures.
 - Check as a whole group.
 - Either in class or for homework, you can ask learners to record in Bengali/their first language, the translation for each different way of learning.
 - Elicit from learners what kind of activities they might enjoy in their ESOL classes in the UK and any concerns they may have about ESOL classes, e.g.

I'll enjoy I'd like to I want to I'm worried about
 - Use this discussion as an opportunity to reinforce how important it is to go to ESOL classes in the UK and that as well as all the other reasons discussed in parts 1 and 2, ESOL classes provide an opportunity to try different ways of learning.

Extension activity

- If you have access to a computer/screen and data projector, use the Welcome to the UK video to provide learners with the opportunity to see a real ESOL class in the UK:
<http://www.learningunlimited.co/LUorganisationsprojectsWttUK.html>. There are two versions of this video – one with and one without Bengali sub-titles.
- Depending on how much you choose to watch, set the learners some pre-watching questions, e.g:
 1. *What is the classroom like?*
 2. *What are the students learning about?*
 3. *What are the students doing?*
 4. *Where do the students come from?*
- After viewing, discuss the answers to the questions and have a general whole group discussion about the learners' responses to what they have seen.

N.B. You can find more ideas about how to use the *Welcome to the UK* video as part of a class in the Learning Unlimited publication *Preparing for life in the UK, Living in the UK* section pages 41 – 49:

http://www.learningunlimited.co/files/Preparing_for_life_in_the_UK_Toolkit.pdf

English	Bengali
meeting people	
working on your own	
visits	
using computers	
making things	
having fun	
watching a film	
matching cards	
working in a group	

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- Microsoft Clipart online
- #eltpics (www.eltpics.com)

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