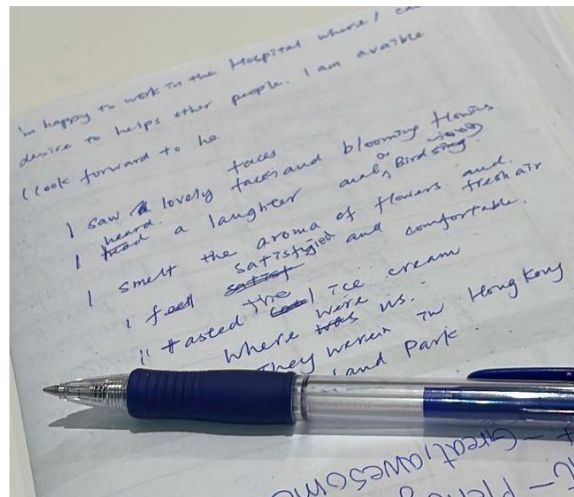
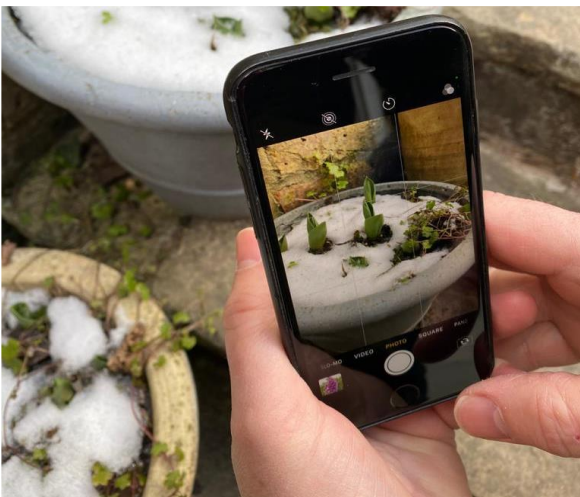


Learning Unlimited graded ESOL readers

Creative Writing and Photos

Objects, Places and Portraits

<https://www.learningunlimited.co/resources-publications/publications/esolreaders/>



Teacher's guide and supporting activities

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Introduction



Welcome to the *Creative Writing and Photos* series Teacher's Guide.

This guide accompanies the *Creative Writing and Photos* series of graded readers *Objects and Places* and *Portraits* for adult ESOL and literacy learners. Each title is available in three different levels: Entry 1 (A1), Entry 2 (A2) and Entry 3+ (B1+). All Learning Unlimited (LU) graded readers can be purchased on our website: <https://www.learningunlimited.co/resources-publications/publications/esolreaders/>

This guide is for ESOL teachers and other practitioners and volunteers who support adult ESOL and literacy learners in developing their reading and writing skills. It includes photography, speaking and listening, and creative writing activities and templates to use alongside the readers. Most activities are suitable for all levels, i.e. Entry 1 and above (E1+/A1+). A few activities are for Entry 2 or higher (E2+/A2+). All photographs and texts in the *Objects and Places* and *Portraits* readers were created by ESOL learners using these activities.

The activities can be used online or face-to-face with groups or individual learners. Each topic (*Objects, Places* and *Portraits*) starts with photography and speaking and listening activities, followed by reading and then writing. They can be followed in this order or dipped into at any point. They are designed to be flexible and learner-centred and can be adjusted to best meet the requirements and interests of your learners.

The writing frames are suitable for all levels. Learners have the flexibility to either strictly adhere to the provided writing frames or loosely follow the suggested structure creating something unique that reflects their own personal style.

We hope you enjoy this guide and it inspires you to try some new activities with your learners.

Background

The texts and photos in the *Creative Writing and Photos* reader series were created in three ESOL and photography short courses delivered online in Spring 2023 as part of the Communities Language and Integration Project (CLIP). Thirty ESOL learners from various locations across the UK participated, including rural Northern Ireland and Glasgow, Belfast, Liverpool, Manchester and London.

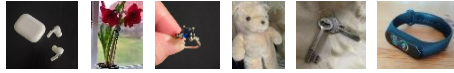
<https://www.learningunlimited.co/projects/clip/>.

The courses were based on the award-winning *Picture This!* ESOL and participatory photography courses developed and run by Learning Unlimited and Fotosynthesis in 2020 during the Covid lockdowns <https://www.learningunlimited.co/projects/picture-this/>





Objects



Ideas for activities

Introduction

- Show an object to your learners, this can be a photo or the actual thing. Start a conversation about it and write down and share the new words that come up during the discussion:
*What is it? Can you describe it? What does it feel like? What shape is it?
Do you have anything like this?*
- Explain why you have chosen to share this particular object and its relevance to your life.

Photography activity

- Ask your learners to either take a photo of an object that is important or special to them or something they use every day, however mundane – or both! This can be a simple photograph or encourage learners to be creative, experimenting with different angles, lighting and backgrounds.

Speaking and Listening activity

- Learners share photos of their chosen objects. Facilitate discussion:
*Tell us about your object. What is it? Why have you chosen it? Why is it important?
Where do you keep it? How do you use it? Who else has something like this?*

Reading activity

- Look at the photos of objects in the *Objects and Places* readers and read one or more of the accompanying texts.
- In pairs, small groups, or as a whole class, use the questions and discussion topics on page 12 of the readers.

Writing activity

- Ask learners to write about an object they have taken a photo of – or something else if they prefer.
- Learners can write freely or use the writing frames in this guide. Use the texts in the readers for inspiration.
- Learners can share their texts and images in pairs or small groups for feedback and questions.

Writing prompts: *What is your object? Tell us about it. What does it feel/smell/sound/look like? Why are you sharing it? Where do you keep it? Do you use it? Is it special? Is it useful? Why?*



Places



Ideas for activities

Introduction

- Share a photo of a familiar place e.g. a street market, a train station, a local park or a beach. Start a conversation about it and write down and share the new words that come up during the discussion:
What do you see in the photo? What can you hear? What can you smell? What can you taste? What can you feel? Have you visited a place like this?
- Optional extra: Play an audio recording that captures the sounds associated with the depicted place. Find audio clips online or create yourself. Hearing the sounds will encourage learners to expand their vocabulary and descriptions.

Photography activity

- Ask learners to take a photo, or find a photo on their phone, of somewhere special to them or somewhere they visit regularly. This can be somewhere they love, like or even somewhere they hate! Be sensitive if you are working with refugees, you may want to stick to the local area and inside their home.

Speaking and Listening activity

- Learners share photos of their chosen places. Facilitate discussion:
Tell us about this place. Why did you choose it? Why do you like it? Why don't you like it? Why is it special? What do you see, hear, smell, taste, feel when you are there? Has anyone else visited this place? Do you like it or not?

Reading activity

- Look at the photos of places in the *Objects and Places* readers and read one or more of the accompanying texts.
- In pairs, small groups, or as a whole class, use the questions and discussion topics on page 12 of the readers.

Writing activity

- Ask learners to write about a place. This can be linked to the photography activity, or it can be done independently. They can write about a place they visit regularly, a place they have visited in the past, a special place, a favourite place, a place they don't like or a place they would like to visit in the future. Level of English and other factors will determine which of these is most suitable.
- Learners can write freely or use the writing frames in this guide. Use the texts in the readers for inspiration.
- Learners can share their texts and images in pairs or small groups for feedback and questions.

Writing prompts:

- *Describe the place. Why is it special? What do you see, hear, smell, taste, feel when you are there? Has anyone else visited this place? Do you like it or not?*



Portraits



Ideas for activities

Introduction

A portrait is a representation of an individual in the form of an image, a text or another artistic form. It doesn't necessarily have to be a literal depiction of the person; it can also be a portrayal of something else that symbolises or represents that individual.

- Start by showing a few examples of portraits one at a time. Include examples of not only actual images of people, but also representations of people, such as a photograph of hands, a shadow, a reflection, or an object or a place.
- Prompt discussion and write down and share the vocabulary that emerges from the conversation:
*What do you see in the photo? Who is this person? How is this person feeling?
What do you think they are thinking? What is the photographer trying to capture?
How does this image represent the person? What title would you give this photo?*

Photography activity

- Ask learners to create a portrait with their phone cameras, either a portrait of themselves or someone else. Remember the portrait can be a photo of the actual person or something that represents them. Encourage creativity to capture the person's personality or feelings in the photo.

Speaking and Listening activity

- Learners share their portraits. Facilitate discussion.
- Ask learners what they think the photographer is trying to say about the person with their image. The photographer can then explain how the portrait portrays the person or themselves.

Reading activity

- Look at the photos in the *Portraits* readers and read one or more of the accompanying texts.
- In pairs, small groups, or as a whole class, use the questions and discussion topics on page 12 of the readers.

Writing activity

- Ask learners to create a written portrait of themselves or someone else (or make these two separate activities on separate occasions) using the examples in the readers and the written templates in this guide. This works beautifully with the photography activity but it can also be done independently.
- Learners can write freely or use the writing frames in this guide. Use the texts in the readers for inspiration.
- Learners can share their texts and images in pairs or small groups for feedback and questions.



Kahina
 (an acrostic poem)

Kind-hearted
Authentic
Honest
Interesting
Nifty
Ambitious



Kahina Meghari Messaour (Algeria)

Portraits 3 - Page 1

- Write the name of a person, object or place in a column.
- Write words or phrases that describe the person, object or place beginning with each letter.

Here are other examples:

Object

Chair

Comfortable
Heavy
Antique
Important to me
Round



Place

London

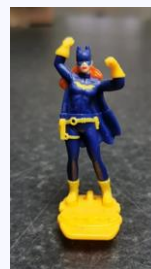
Love
Old
New
Damp
Open to everyone
Noisy



Portrait

Francine

Funny
Real
Auntie
Neat
Calm
Ice cream lover
New to the UK
Energetic





Objects and Places 1 - Page 7

A cinquain poem is always five lines,
("cinq" is five in French).

Line 1	Person, object or place
Line 2	2 adjectives (describing words)
Line 3	3 verbs (action words)
Line 4	1 phrase (short sentence)
Line 5	Other word(s) to describe the initial word.

Here are other examples:

Object



Ice cream

cold, creamy,
eating, giggling, licking,
a cone with three scoops,
big treat!

Place



My home

warm, happy,
cooking, singing, laughing,
a place I love,
220 Victoria Road.

Portrait



Grace

kind, funny,
laughing, painting, singing,
a strong-willed teenager,
my daughter.



My home in Algeria

(a haiku poem)

A sheltered abode,
flowering and fragrant trees,
curtains billowing.

Kahina Meghari Messaour (Algeria)

Objects and Places 3 - Page 6

The haiku poem is originally from Japan.

It always has three lines and seventeen syllables.

What is a syllable? A syllable is a sound, e.g. "poem" is 2 syllables "po – em".

Line 1 = 5 syllables

Line 2 = 7 syllables

Line 3 = 5 syllables

Here are other examples:

Object



Pretty rose in bloom,
soft petals, vibrant colours,
nature's sweet perfume.

Place



Snowflakes gently fall,
park dressed in winter's embrace,
magical white scene.

Portrait

20 years ago,
this beautiful soul arrived
and lit up my world.



Place poem: Where am I?



E1+/A1+ Rules and examples

Carpathian Mountains

I see green mountains and endless blue sky,
I hear silence and sometimes the sound of wind,
I smell the fresh breeze, fir needles and earth,
I taste wild berries and my sandwich,
I feel great, tired but with a new energy for life,
I am happy and excited!

Where am I?

I am in the Carpathian Mountains, Ukraine.

Vira Pustovalova (Ukraine)

Objects and Places 2 - Page 8

Use all your senses to describe a place.

- *What can you see?*
- *What can you hear?*
- *What can you smell?*
- *What can you taste?*
- *What can you feel?*
- *How do you feel?*
- *Where are you?*

Write each one on a separate line.

Here are other examples:



Where am I?

by Hanifa

I see a lot of people praying,
I hear the Imam reciting the
Quran,
I smell the scent of incense,
I taste Zamzam water,
I feel calm.

Where am I?

I am at the mosque in Mecca.



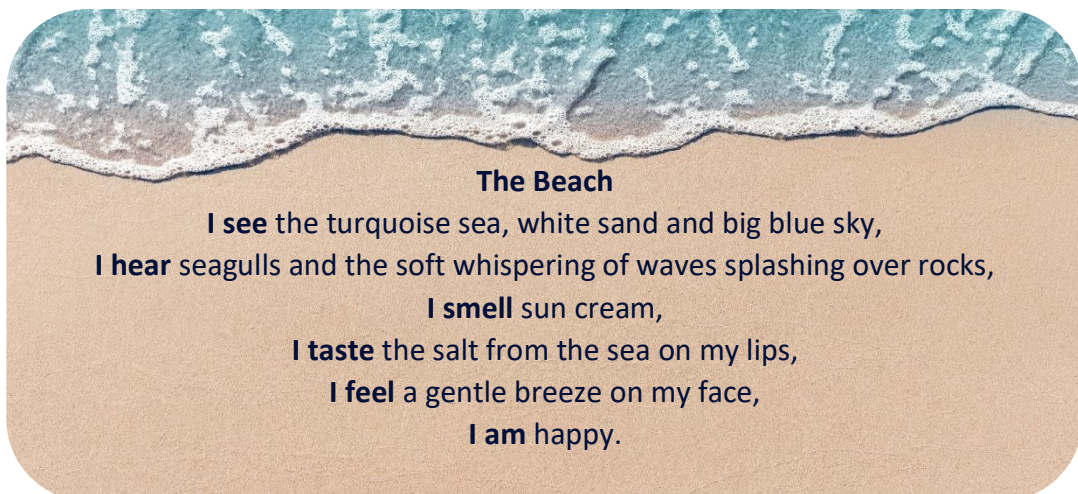
Where am I?

by Esther

I see people praying,
I hear music,
I smell different perfumes,
I feel the microphone in my hand.

Where am I?

I am in my church.



The Beach

I see the turquoise sea, white sand and big blue sky,
I hear seagulls and the soft whispering of waves splashing over rocks,
I smell sun cream,
I taste the salt from the sea on my lips,
I feel a gentle breeze on my face,
I am happy.

Portrait 1: I am ...

E1+/A1+ Rules and examples

Who am I?

I am... _____ (5) 's

I am... _____ (4) a noun

I am... _____ (3) adjective (character)

I am... _____ (2) adjective (physical)

I am...

Write about yourself
or someone else:

She is ...

He is ...

They are ...

Examples to end poem:

I am me.

I am Fatima.

She is my mother.

He is my friend.

Here are two examples:

I am...

Julia's husband,
Barbara's son,
Margie's uncle,
Bob's neighbour,
Michael's friend.

I am...

a teacher,
a reader,
a writer,
a cyclist.

I am...

humorous,
curious,
generous.

I am...

tall,
slim.

I am...

me.



I am ...

Lidiia's daughter,
Borys's mother,
Mykola's wife,
Alina's sister,
Oleg's aunty.

I am ...

an engineer,
a human,
a person,
a citizen.

I am ...

responsible,
emotional,
kind.

I am ...

short,
pretty.

I am ...

Yuliia.



Yuliia Lediaikina (Ukraine) Portraits 2 Page 8

Portrait 2: I like ...



E1+/A1+ Rules and examples

I am _____ (name) ,

I like ... (nouns x 3)

I am _____ (name) ,

I like ... (verbs x 3)

I am _____ (name) ,

I don't like ... (verbs or nouns x 3)

I am _____ (name) ,

I want to ... (hopes x 3)

I am _____ (name) .

Write about yourself or someone else:

She is ... She likes ... She doesn't like ...

He is ... He likes ... He doesn't like ...

They are ... They like ... They don't like ...

Here is an example:

I am Sarah,
I like blackberries,
grass paths and pottery.

I am Sarah,
I like laughing with friends,
swimming in the sea and cooking.

I am Sarah,
I don't like pollution, bullying or liquorice.

I am Sarah,
I want to live by the sea, travel to India
and learn more about everything!

I am Sarah.



Portrait 3: I am a ... who loves ... E2+/A2+ Rules and examples

I am a young woman who loves studying.
 I love seeing my children grow up and playing with them.
 I love cooking tasty food and baking cakes.
 I love dancing to music and doing yoga.
 I love travelling with my husband and I hope, one day, I can travel around the world.

Use some or all of the writing prompts below.
 Make it your own!

KC (Hong Kong) Portraits 2 - Page 8

I am a _____ <i>adjective</i> _____ <i>noun</i> who loves _____ <i>verb (...ing)</i> .
I love seeing ... I love hearing ... I love tasting ... I love smelling ...
I am a _____ <i>adjective</i> _____ <i>noun</i> who loves _____ <i>verb (...ing)</i> .
I dream ... I hope ... One day I will ...
I am a _____ <i>adjective</i> _____ <i>noun</i> who loves _____ <i>verb (...ing)</i> .

Here is an example:

I am a middle-aged woman **who loves** learning,
I love seeing children laughing, flowers blossoming and my students smiling,
I love hearing the sound of the sea, birds singing and music playing,
I love tasting raspberries, fresh tomatoes and curry on a winter's evening,
I love smelling fresh cut grass, roses and the inside of a new car.

I am a middle-aged woman **who loves** learning.
I dream of a bright future for my children.
I hope they will live happy lives.
One day I will live in the countryside and grow my own vegetables.

I am a middle-aged woman **who loves** learning.

Acrostic poem



E1+/A1+ Template

Write the main word down this column, one letter in each box.

↓	Write words beginning with each letter to describe the person, place or object.



Line 1	Person, object or place
Line 2	2 adjectives (describing words)
Line 3	3 verbs (action words)
Line 4	1 phrase (short sentence)
Line 5	Other word(s) to describe the initial word

Now write your own:



Haiku poem

Line 1 = 5 syllables

Line 2 = 7 syllables

Line 3 = 5 syllables

Now write your own:

Haiku poem

Line 1 = 5 syllables

Line 2 = 7 syllables

Line 3 = 5 syllables

Now write your own:

Add as many examples as you want to each line.

Where am I?
I see
I hear
I smell
I taste
I feel
I am

Portrait 1: I am ...

E1+/A1+ Template

I am ... 's	
1	
2	
3	
4	
5	
I am ... nouns	
1	
2	
3	
4	
I am ... adjectives (character)	
1	
2	
3	
I am ... adjectives (physical)	
1	
2	
I am me.	

Portrait 2: I am ... I like ...

E1+/A1+ Template

I am	your name
I like	nouns x 3
I am	your name
I like	verbs x 3
I am	your name
I don't like	verbs or nouns x 3
I am	your name
I want to	hopes x 3
I am	your name

Portrait 3: I am a ... who loves ...

E2+/A2+ Template

Add as many examples as you want to each line.

I am a _____ *adjective* _____ *noun* who loves _____ *verb* .

I love seeing

I love hearing

I love tasting

I love smelling

I am a _____ *adjective* _____ *noun* who loves _____ *verb* .

I dream

I hope

One day I will

I am a _____ *adjective* _____ *noun* who loves _____ *verb* .

This guide was created by Sarah Sheldon and edited by Karen Dudley.

Learning Unlimited offers training in teaching English through participatory photography and creative writing.

If you would like to find out more, please contact us at info@learningunlimited.co.

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