

Unit 2

A community class

Overview

Learners practise:

- talking about where they are going
- **offering food/drink and politely replying**

Suggested context

Outside or in the entrance to a community centre

Dialogue 1: Two people talking about where they are going

Dialogue 2: Two people having a conversation during the break

Skills

Speaking and listening

- Listen to dialogues and answer questions
- Listen for specific words, e.g. *coffee, milk*.
- Listen for gist in the dialogue
- Use stress, rhythm and intonation in making polite offers and responding
- Pronounce key words clearly
- Pronunciation of *would like*.

Literacy and phonics

- Read (and write) key words (*tea break*)
- Read transcript
- Organise graphemes into words

Language points

(Core points – bold, extension points – not bold)

- Simple phrases for:
 - **talking about where someone is going**
Are you going to the ...?
 - **offering and politely replying to offers:**
Would you like a ...? Yes, please / No, thanks.
 - **offering other items:**
Would you like a glass of water?
- **Key words and phrases:** *community centre, tea, coffee, sugar, milk, mug, cup, etc.*
- **Vocabulary** – *types of groups and classes*

Before you start

Depending on the level of your group, record the *Example dialogues* using local voices, accents and references. (See *Guidance* for further details.)

Print relevant images and word cards from this pack and from the [New to ESOL picture pack](#). Source others which are relevant to your group, e.g. community centre, mosque, shopping centre, market, library, swimming pool.

Materials needed

Speaking and listening

- Activity 1** **Resource 1: Images**, plus others of your centre or a local community centre;
- Activity 2** **Resource 2: Images**; cards or mini whiteboards with **yes** on one side and **no** on the other; **Dialogue 1**
- Activity 3** **Resource 3: Break time**; replace or supplement these with realia if other refreshments are provided at your centre, e.g. a cup, a spoon, teabag; **Dialogue 2**
- Activity 4** Images of refreshments and realia, e.g. equipment and items for a refreshment break.

Literacy and phonics

- **Resource 4: Word and picture cards**
- Sticky notes with graphemes of relevant words, e.g. c – o – m – p – u – t – e – r, c – o – f – f – e – e, m – i – l – k,
- Letter tiles and alphabet – [New to ESOL templates](#) Template 8
- Personal vocabulary books.
- Multiple copies of audio transcripts.

Note that each unit can be covered across two or three sessions. You can follow the order of activities suggested below or incorporate literacy, phonics, digital opportunities and resources/activities from other sources at different points across the sessions to best meet the needs, interests and priorities of your learners.

Allow some time at the beginning of each session for:

- General chatting
- A warm-up activity
- Recapping and reviewing the main learning from the last session and/or topic.
- Learners to tell each other about anything they have done or followed up related to the most recent topics.

Speaking and listening

Activity 1

Introduction to the topic

- Show Resource 1: Images, plus a photo of your centre or another community centre in the area which may have groups, courses and classes of interest to learners. Elicit the name of the centre and where it is. Make sure learners know what a community centre is. If necessary, use first language/translation app.
- Using Resource 2: Images (groups and classes), find out what learners know about the activities that take place in community centres and what experience they have of them. Show a poster, if possible, and elicit key vocabulary. If helpful, also use images from the [New to ESOL picture pack](#), e.g. conversation club, play group, exercise class, ESOL class. Make sure learners understand that they are open for anyone to take part.
- Elicit/present key vocabulary as required, choral drill and individual drill, focusing on stressed and unstressed syllables in key words such as computer, conversation.
- Use local centre images of a computer class, if possible, i.e. room with people using computers, and check understanding. Model and drill Computer class.

TIP If learners don't seem to understand, use pictures, video clips, mime and/or translation apps to help convey meaning, especially for more abstract concepts, e.g. *community*. Many apps have an audio button so you can play the word rather than expecting learners to read it.



Activity 2

Speaking and listening (Dialogue 1)

- Choose one of the **Resource 1: Images** – two people talking. Elicit their names (choose ones which are appropriate for the group). Stick the computer class and conversation club images on the board.
- Give learners cards, with the word 'yes' on one side and 'no' on the other side (or learners write these on mini whiteboards). Drill as necessary.
- Tell the learners they are going to listen to two people speaking (display a relevant image). Set the first question – ask learners to listen to which class the person is going to: *the conversation club or computer class?* Play **Dialogue 1**, learners listen and give answer.
- Now ask about the other person on the audio: *Is he/she going to the computer class?* Learners hold up yes/no card.
- Play the audio again and drill the questions and answers, line by line. Focus on pronunciation, particularly stress and intonation.
- Concept check, e.g. ask questions such as *Why are they at the community centre? Are they in the computer class now?*
- Role play: Learners practise in pairs.
- When learners are confident with the dialogue, use the images (or alternatives) to elicit, drill and practise questions for other types of groups and classes which may be of interest to your group, for example: *Are you going to the sewing class? Are you going to the play group?*
- Elicit and drill: *Yes, I am* or *No, I'm not*. Model and practise some positive and negative dialogues.
- Give the learners the image cards, ask them to stand up and ask and answer with other learners.

Activity 3

Speaking and listening (Dialogue 2)

- **Show Resource 3: Images (break time)** and elicit what's happening and when, i.e. a break during the class.
- Use the image cards to elicit/model key words, e.g. *milk, sugar, biscuits* and drill them, focusing on stress patterns.
- Ask learners at random to say each word as you show the item or image. Make sure all the learners can pronounce the key words clearly.
- Mime offering a cup of tea to elicit: *Would you like a cup of tea?* Model, then drill the question, emphasising polite intonation (rising/falling).
- Drill the possible answers:
Yes, please / No, thanks.

Intercultural understanding



This is a good opportunity to flag up:

- local community centres – what they are, where they are, what they offer, etc.
- the tradition of tea/coffee breaks, how people offer and accept drinks
- the cultural norm of people adding their own milk and sugar in an informal setting, a self-service café or coffee shop.

Activity 4

Speaking and listening (Dialogue 3)

- Give learners the images (or realia) of five items: *tea, coffee, milk, sugar, biscuits*. Play the audio and ask the learners to choose the pictures of the three items mentioned. Re-play the audio as necessary.
- Ask: *Milk?* Elicit and demonstrate: Over there by pointing.
- Using mime, drill each line of the dialogue, one by one, focusing on pronunciation.
- Learners practise the dialogue in pairs, using images/realia.
- Now ask learners to stand up and offer each other drinks. This would be best done at a real break with learners actually making coffee/tea and offering these to each other.

TIP Less confident learners can just ask one-word questions with a rising intonation, e.g. *Coffee? Tea?*



Literacy and phonics

Reading

- Use **Resource 4: Word and picture cards** for word–picture matching and word–word matching activities, e.g. different types of groups, classes and/or refreshments. Focus on collocations: sewing *group*, computer *class*, conversation *club*, coffee *morning*.
- Learners can use the word/picture cards to read and match, and play Pelmanism.
- Hand out copies of the dialogues for learners to practise decoding using choral reading, paired reading and/or independent reading.
- Create gap-fill activities based on the transcript.
- Cut up transcript into sentences, or words, for learners to reorder, then listen to check.
- Use letter tiles to recreate target words.

Phonics

- Use the transcript to focus on specific sound–letter correspondences, e.g. ‘s’ ‘c’ ‘m’ ‘b’ and patterns such as ‘ing’.
- Cut up words into graphemes and ask learners to say the sounds as they put them into the correct order, e.g. *c – o – ff – ee*, *m – i – l – k*. Be careful to choose words with sounds that are similar to the spelling.
- Using the word cards, focus on some phoneme/grapheme relationships such as initial ‘c’ in club, class, conversation, computer, coffee, cup.
- Practise sounding out simple words, e.g. *c – u – p*, *m – u – g*, and blending consonants ‘gr’ ‘cl’, etc.

Writing

- Use one of the dialogues as a model for learners to write their own short dialogue.
- Choose key words for copying and handwriting practice (including letter formation, etc.)
- Select words to learn to spell and write them on mini whiteboards.

Digital opportunities



- Learners video/audio record the dialogues on their phones and listen to them afterwards to identify strengths and weaknesses.
- Learners can use their phones to take photos of items, record new vocabulary/phrases and practise their pronunciation.
- Some learners can do an on-line search for a local community centre and find key information (or look for key words) such as opening times, classes and groups.

Learning to learn

- Learners make labels (or use flashcards) and stick them on the items e.g. stick *kettle* on the kettle.
- Stick images and words in vocabulary books (or write and draw).

Differentiation and extension ideas

- Where possible, encourage learners to extend the dialogues using other language they know and their own ideas.
- In small groups, learners offer each other items, using images/realia, e.g. *Would you like a sandwich? Would you like a pen? Would you like a glass of water?* and answer politely. Drill and focus on stress patterns, including the schwa in 'a', and the link between /d/ and /j/ in *would you* which becomes /d /
- Learners mime offering things for the other learners to guess and say the sentence.
- Show images of people doing exercise and of healthy food. Elicit what it refers to e.g. *healthy living*. Now show the image of a community centre and elicit what they are learning e.g. *eating well, doing exercise, sleeping well*. Talk about what learners do to stay healthy.
- Introduce/review days of the week and the word 'tomorrow' as some learners may be able to use future time phrases, e.g. *after class, this evening, at the weekend, next week, on Tuesday*. Drill one of the questions such as *Are you going swimming tomorrow? Are you going to the shops on Tuesday?* Concept check. Then chain drill using images of places learners might go to in their local area: ask the learner nearest to you, they answer and then ask the next person. Continue until they have asked and answered about all the images.
- For learners with good grammar awareness, introduce and practise '*going to + noun/gerund*' for future plans and arrangements.
- This lesson could be followed up with [New to ESOL, Topic 3: Language and other skills, Lesson 2, My Skills](#); [Topic 4: Unit 1, My Time](#); [Unit 4, My Community](#).

Home learning

- Learners can offer items to their friends, family or neighbour in English, e.g. *Would you like a cup of tea? Would you like some cake?*
- Learners can label items in their kitchen/homes to help reinforce new words and spellings.
- Learners can take word and picture cards home for further practice.

Out and about

- Show a poster for a community workshop in your area, read together and discuss. Then learners can find out about local community workshops in their area. They could take photos of posters to bring into class to read and discuss.
- Help learners to register for relevant community events such as asylum seeker/refugee drop in, playgroup, conversation clubs, coffee mornings, health and well-being sessions or community building workshops.

TIP Refer to the [New to ESOL Guidance](#) for examples of activities such as:

- Top Tips 2: Localise it (page 16)
- Word framing and other suggestions (page 47)
- *Language Experience* approach to record learners' experiences of community learning (page 50)
- *Look, say, cover, write, check* to learn new spellings (page 51 and Template 3)

Unit review

In your next lesson, and before you start a new topic, here are some ideas to help you review and recap language learning from this unit:

- ask learners to tell each other about people they have offered drinks/food to
- play Pelmanism with key words and phrases
- review key vocabulary and phrases
- ask learners to recap the dialogues from memory.

Useful links for further practice



- [New to ESOL Guidance document](#)
- [New to ESOL picture pack](#)
- [New to ESOL Phonics pack](#)
- [New to ESOL time-saving templates](#), e.g. Template 2, sentence strips, Template 9, days of the week
- [New to ESOL Topic 4 My time](#): Unit 2 My interests, Unit 4 My community
- [New to ESOL Topic 4 My time](#): Unit 1 Socialising
- [New to ESOL Topic 3 Language and other skills](#): Unit 2 My skills
- English My Way: All about me (you need to register)
<https://www.onlinecentresnetwork.org/resources/teaching-english>
- Talk English (you need to register)
<https://www.talk-english.co.uk/introduction/learners-introduction/>

Dialogue 1

A	Are you going to the computer class?
B	Yes, I am. What about you?
A	Yes, I am, too.

Dialogue 2

C	Would you like a coffee?
B	Yes, please.
C	The milk's over there.
B	OK, thanks.
C	Would you like a biscuit?
B	No, thanks.

























computer
class



swimming
class



ESOL
class



sewing
group



knitting
group



play
group



coffee
morning



conversation
club



mug



cup



tea



coffee