

E1 ESOL Chatter groups

Introduction

These materials follow the themes of the Skills for Life ESOL E1 materials, both the booklets and audio. They are designed to be used in conjunction with them and to prepare or develop skills or vocabulary in the SfL themes. <http://rwp.excellencegateway.org.uk/ESOL/>

These notes are suggestions which may need to be adapted. The activities can be used at any time but are particularly suited to new E1 ESOL classes at the beginning of term.

Question Cards (page 3)

The cards have 9 pictures to illustrate questions that can be asked to get to know someone.

Whole class activities

1 The cards are shown to the class one at a time and the teacher asks the question. The type of answer can be anticipated by the teacher giving information i.e. My name is Laurence. What's your name?

2 The cards are shuffled and distributed to the class. The teacher asks the question on each person's card.

3 The cards are shuffled and distributed to the class. The student asks each person in the class the question that is on the card.

Small groups

1 As above.

2 In small groups. In turn each person takes a card and asks the question of the others.

Would you like? Cards (pages 4-5)

These cards show some items of vocabulary which could be offered in social settings.

1 Students learn the vocabulary. They are shown to the class and the items named.

Test by showing them and the students name the items.

2 The cards are laid out in front of the students in pairs. Teacher names an item and the student points to it (or lifts the card).

3 The formula "Would you like..?" introduced. And used with one of the cards.

4 The response "Yes please..." or "No thank you" is practised.

Teacher offers something to each student and elicits response.

5 In small groups the students take turns to offer and respond to offers using the sets of cards.

Food cards (page 6)

These can be used to learn a small vocabulary of food items.

1 They are shown to the class and the items named.

Test by showing the cards and the students naming the items.

2 The cards are laid out in front of the students in pairs. Teacher names an item and the student points to it (or lifts the card).

These can be also used to practice "Do you like?"

Students are taught the frame question. The cards are distributed and used for the teacher to ask the question of each student.

In small groups the cards are placed in a pack. As an individual one student asks the other "Do you like...?"

"Do you like?" Questionnaire (page 7)

The form has written questions and pictures. Students ask each other the key question and record the answer by a tick or cross. Teacher circulates to monitor question frame, vocabulary and answer.

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Adult ESOL curriculum links

<http://www.excellencegateway.org.uk/page.aspx?o=sflcurriculum>

Speak to communicate

Sc/E1.3a Ask for personal details

- (i) form questions of the wh- type and the yes/no type, approximating a falling intonation in wh- questions and a rising intonation in yes/no questions
- (ii) use the question form of the simple present tense of common verbs, verbs to be and have got, using contractions where appropriate, e.g. what is becomes what's
- (iii) form questions, using common modal verbs, especially can
- (iv) understand and be able to use a range of question words, e.g. who, what, where, how much/many?

Sc/E1.3b Ask for information (see also Lr/E1.2e)

- (i) ask questions, as above
- (ii) understand conventional ways of introducing a request for information, e.g. Excuse me

Sc/E1.4b Give personal information (also Lr/E1.4b)

- (i) recognise requests for personal information and understand that there are different ways to respond, e.g. minimal answer, short form of the verb, fuller answer. E.g. What's your name? - Maria. Are you working? - No, I'm looking for a job.
- (ii) be able to use contracted forms - Can you drive? - Yes, I can. / No, I can't.
- (iii) be able to spell words out loud, and know when it is necessary to do so (e.g. spell name of the street, but not the word street) My name's... I live in... I've got three children.
- (iv) be able to incorporate the giving of information into an interaction, e.g. when introducing self: My name is Rafiq. I'm looking for Mrs Bennett.

Listen and respond

ESOL Lr/E1.2e Listen and extract key information

(see also Sc/E1.3b)

- (i) be aware that it is not necessary to understand and remember every word to extract information
- (ii) understand the importance of knowing in advance what one is listening for, and be able to disregard other information

Lr/1.4a Listen and respond to requests for personal information

- (i) recognise requests for action and respond by taking action
- (ii) be able to indicate willingness or inability to carry out an action

Lr/1.4b Listen and respond to requests for personal information (see also Sc/E1.4b)

- (i) recognise and discriminate between different wh- question words, e.g. when, where
- (ii) recognise and discriminate between wh- questions and yes/no questions
- (iii) be able to answer either type of question with minimal response, short form of the verb or fuller answers

ESOL Lr/E1.5b Take part in social conversation

(see also Sd/E1.1a)




- (i) recognise and respond to, e.g. a) greetings b) introductions c) offers and invitations
- (ii) recognise intonation patterns indicating friendliness

Engage in discussion

Sd/E1.1a Take part in social interaction

- (i) Be able to:
 - Greet: E.g. Hi, how are you?
 - Respond to a greeting. Fine thanks, and you?
 - Introduce others. This is Joe and this is Sam. They're brothers.
 - Invite and offer. Would you like a sandwich? Yes, please.
 - Accept and decline invitations and offers: Would you like a ham sandwich? No thanks, I'm sorry, I don't eat ham. Which do you want? Tea or coffee? Tea, please. Red wine or white? I'm sorry, I don't drink wine.
 - Express thanks
 - Take leave. Bye, see you tomorrow.
- (ii) And with all of the above, use intonation patterns appropriate for friendly social interaction
- (iii) Know that gestures, e.g. nodding, can vary in meaning across cultures

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<p>Where?</p>	<p>What?</p>	<p>What?</p>
<p>First Name</p>	<p>Family Name</p>	
<p>What?</p>	<p>What?</p>	<p>Where?</p>
		
<p>How old?</p>	<p>Are you?</p>	<p>Do you?</p>

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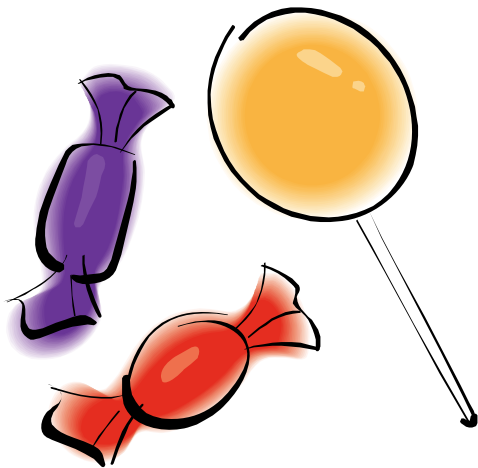
Offering something to eat and drink



a cup of tea



a cup of coffee



a sweet



a beer

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Offering something to eat and drink



a soft drink



a drink of water

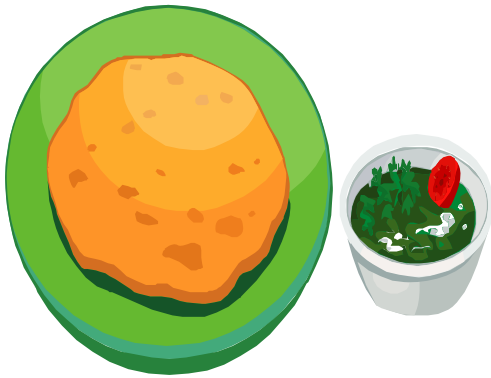


a mint



a biscuit

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	Name						
Do you eat chocolate?							
Do you eat rice?							
Do you eat curry?							
Do you eat fish?							
Do you eat eggs?							
Do you eat bananas?							
Do you drink coffee?							
Do you drink cola?							
Do you...							