

Unit 1 > Session 8

This session aims to:

- introduce aspects of ESOL literacies (Outcome 3)
- identify the subskills of writing and reading at a literacies level (Outcome 3)
- consider the needs of ESOL literacies learners (Outcome 3)
- introduce skills integration (Outcome 3)
- develop awareness of how to integrate skills practice (Outcome 3)

We suggest that you allocate 180 minutes for the session.

Focus A *ESOL literacies*

Aim: To introduce aspects of ESOL literacies
 To identify the subskills of writing and reading at a literacies level
 To consider the needs of ESOL literacies learners

Time needed: 120 minutes

Materials: [Handouts 1, 2, 3, 4, 5, 6 and 7](#)
[Resources 1, 2](#)
 DVD — Audio Clips — Urdu numbers
 Coloured card, pens and scissors

Preparation: Increase size of Resource 1 before cutting up
 Make copies and cut up Resource 2
 Practise writing the Urdu numbers before the session
 Use coloured card for cut-ups
 You could cut Handout 4 into strips to make Task 2 more kinaesthetic

Notes: This is a very wide area. You will need to mention that this can only be an introduction. Trainees involved in literacies teaching/tutoring may have a lot of experience and it is worthwhile drawing on this.

The Focus is also quite long with recommendations to give the trainees short breaks between tasks. Highlight the benefits of this when working at low levels, particularly with ESOL literacies learners, who can find the whole process of learning to read and write extremely intense.

If any of your trainees are Urdu speakers, either use them as a resource or choose another language with a non-roman script.

Task 1 *ESOL literacies awareness raising*

Stage 1

Tell the trainees you are going to dictate some words to them which they should try to remember but cannot write down. They will be tested later to see what they remember. Read out the following 10 words to the trainees:

punctuation	layout	context	lower case
recognition	orientation	discrimination	association
sound	meaning		

Remind the trainees not to write them down at any stage. (The point of this is to illustrate how we use our literacy skills to aid memory.)

Stage 2

Choose one of the following according to the time of day.

- *Make a list of all the things you have written or read since you went to bed last night.*
- *Make a list of all the reading /writing activities you have been involved in since you woke up this morning.*

Put the following on the board:

Since I went to bed last night... (or Since I woke up this morning...)

Reading

Writing

I read BBC news online in bed

I set my alarm clock on my mobile phone

Ask the trainees to copy what is on the board and make their own list. If you use alternative examples ensure that they provide ideas other than 'read a book'. You will probably need to provide prompts for the trainees to really make them think about this, with suggestions such as using the internet, reading and replying to text messages, looking at information while shopping, making a 'to do' list for the next day etc. Tell the trainees to make their list silently, working alone (the idea here is to give time to reflect on how important literacy skills are to our daily lives). Give the trainees about three minutes to do this.

Set up two lines of trainees at the board and ask them to write up their ideas. The trainees can choose to move between the reading and writing lines but should only write up one activity at a time before joining the back of the queue. They should not write up an activity that has already been written, so will need to constantly read the others' contributions. Continue with this until the trainees run out of ideas, fill the board or get bored.

Tell the trainees to imagine a situation where they were unable to do any of the activities displayed because they could not read or write. Discuss in small groups how this would affect their daily lives. After a short discussion, take some whole-group feedback.

Potential feedback

- Couldn't record anything, difficulty in accessing information, difficulty in doing every day activities, feelings of isolation, no possibility to access education and training, constant feeling of being left behind.
- Practical difficulties (some examples): shopping, eg prices, telling the time, using a computer, using a mobile phone, leaving a message for someone, looking at a website to choose a film to go to.

Ask the trainees to consider how they would cope in such a 'text-based' society.

Potential feedback

- Avoid situations where text is needed.
- Ask for help from family and friends.
- Develop/use coping strategies (such as memorising instructions, using visual clues).

Stage 3

Give the trainees [Resource 1](#), with each word on an individual card. The different parts of speech are colour-coded. It would be good to have the words on large cards which the trainees stick on the board to make a sentence. Those without words could observe how the trainees complete the task.

A	beginning	reader	is	not	a	beginning	thinker.
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When the sentence is displayed on the board as above, ask the trainees whether they were using reading or writing skills and what kinds of knowledge they drew upon to make the sentence.

Potential feedback

We use both reading and writing skills to recreate the sentence:

- knowledge of context (schemata)
- syntactic/grammatical knowledge (eg adjective before noun, punctuation, capital letters, word order, etc)
- semantic/lexical knowledge (meaning of words, reader, thinker, etc)

Elicit the implications of the sentence above for working with ESOL literacies learners. It would be useful to remind the trainees of the social practice approach, either displaying the quote below or reading it out to them. The main message is that learners, particularly adult learners, have knowledge, skills and experiences that they bring to their learning. The statement is reproduced in [Handout 1](#):

A social practice approach puts learners at the centre of the teaching and learning process, acknowledges and values the experience that learners bring and encourages them to be active, critical participants in the process.

Stage 4

Ask the trainees to write down the words you read out at Stage 1 of the session. Check how many they can remember and how they did this.

Potential feedback

It is likely that that the trainees will have used literacy skills to remember the words, such as:

- imagining what the word looks like in their mind
- grouping words according to the similar suffix *-tion*
- linking the words to meaning — lower case is the opposite of capitals etc
- remembering words which collocate together — meaning and sound

Finally, display the definition of an ESOL literacies learner from the SQA PDA in ESOL Literacies Training Pack:

Someone who may or may not be literate in his/her own mother-tongue and who has little or no literacy in English; whose spoken English may range from basic to fluent.

(Adapted from London Language & Literacy Unit, South Bank University)

Provide Handout 1. The trainees should consider what has been illustrated by the preceding tasks. They should have a short buzz session and they can make any notes they wish on their handout. Allow the feedback to come from the trainees' own reactions to the activities and quotes.

Stage 5

Tell the trainees they may wish to stand up, have a stretch and relax for five minutes. Leave the trainees to their own devices to emphasise a change of activity and give them a chance to re-energise.

Task 2 Literacy subskills



Stage 1: Reading

For this part of the session you will need the Urdu numbers 1–5 in [Resource 2](#) cut up into sets. Do not tell the trainees the language or that you will be looking at numbers. Ask them not to write anything down for the moment.

Put the trainees into pairs and hand out a set of the cards to each. Ask them to decide which language it is and then to read the words. Do not give any further guidance. The trainees should be unable to do this. They may even put the words upside down.

Tell them that these are the words for the numbers one to five in Urdu. Play the recording (Urdu numbers), asking the trainees to listen to each one and put them in order. This should still be impossible, as they cannot match the sound to the script (no sound–symbol association).

Stage 2

Display the words on the board in the correct order. Point to each and write the number in digits (1, 2, 3, 4, 5) beside each as you point. Ask the trainees if they can now read the words. They should realise that they now know the meaning of the words through translation but still cannot decode them.

Play the recording again as you point at the correct word. Drill the words chorally using the recording. Select individual trainees to read the words. Provide [Handout 2](#). Let the trainees practise and test each other. Ask the trainees whether they can now read the words. They should feel more confident about this (they have some whole-word recognition.)

Stage 3

Put up the word **paanch** (five) on the board — splitting it into parts **p-aa-nch**. Ask the trainees to look at the Urdu script and decide which part of the word relates to which sound. The trainees should realise that they cannot decode any of the individual sounds, nor do they know which part of the script corresponds to which sound or letter (they have no letter recognition or sound-letter association).

Take some quick feedback on what they have just done and their experience of trying to read in an unknown script.

Potential feedback

- In order to read you need to be able to recognise how the written form corresponds to the sound.
- Reading also involves knowing the meaning of the text, rather than just being able to decode symbols. You could illustrate this by putting up one of the Norwegian words below. The trainees will be able to decode the word but will have no idea what it means.
- You may be able to recognise whole words without being able to sound out or recognise the individual sounds/letters.

It is useful to highlight at this point that not all beginner-level language learners will be literacy learners. If time permits, you could illustrate this by displaying numbers 1–5 in a European language and asking the trainees to think about the level of difficulty they have in reading these. Norwegian is given here as an example:

1 – en 2 – to 3 – tre 4 – fire 5 – fem

Stage 4: Writing

Take the Urdu number cards off the table. The trainees should also turn over Handout 2 so that they have to write the script from a distance. Ask the trainees to look at the board and to try to write the text in their notebooks.

Elicit from the trainees that unlike English and other roman scripts (left–right orientation), Urdu has a right–left orientation, so they will need to start at what might feel like the end of the word and work backwards. If they want to increase the difficulty of the task, they could try writing with their non-writing hand (this helps to illustrate some of the tension and lack of control that learners experience when they begin to write).

Potential feedback

The trainees will probably find it hard to copy the text. Some difficulties:

- It may be hard to be consistent with the size (too large) and shape of the symbols.
- They may feel they hold the pen awkwardly, feel tense while writing.
- It takes a long time to write each word.
- They are unsure of direction, where to start and stop symbols, when to lift the pen.

After they have written a couple of the numbers, give the trainees back the cards from Resource 2 and ask them to try using the cards rather than the board to copy from. While they will still have difficulties copying, they should find this better.

Stage 5

Give the trainees [Handout 3](#), the text with the arrows showing the direction of the script, and get them to practise using this. You could do it on the board first, with the trainees using their fingers to copy the movements of the pen. Ask them to consider whether they had been writing it 'correctly' before.

Stage 6: Subskills

Ask the trainees to think about the skills they have needed when learning to read and write an unknown script. Elicit a couple of examples and display on the board:

Reading

word recognition

letter/sound association

Writing

holding pen/pencil appropriately

using lower and upper case appropriately

Put the trainees into two groups. One group (A) should discuss the subskills that they feel are needed as a beginning reader, drawing on their experience in the session so far, and should create a list. The other group (B) should make a similar list for a beginning writer. Monitor and help the groups.

Stage 7

After a few minutes, pair-up members of group A and B to discuss their lists. Provide [Handout 4](#) to the pairs, who should decide if each subskill is related to reading, writing or both. The subskills could be cut up on strips to make the task more kinaesthetic, but ensure trainees have a copy of the handout as a record. Clarify any terminology.

Stage 8

Take some feedback focusing on the interdependence of the skills and how, in many cases, the same subskill is important for both reading and writing development.

Potential feedback (other answers are possible)

- holding pen/pencil (W)
- left–right orientation (B)
- writing on the line (W)
- maintaining consistent letter size (W)
- using upper and lower case appropriately (W)
- spelling strategies (W)
- recognition of very common text types/genres (B)
- understanding gist and key information (R)

- basic alphabetical ordering (B)
- basic punctuation (B)
- handwriting fluency (W)
- knowledge of simple layout (B)
- composing simple sentences/text (W)
- common spelling pattern recognition (R)
- letter recognition (R)
- word recognition (R)
- upper and lower case discrimination and recognition (R)
- word and number discrimination and recognition (R)
- letter–sound association (B)
- full stop recognition (R)
- letter formation(W)
- cursive script (B)
- copying/writing personal, key words (B)
- copying/writing one or two short simple sentences/very simple text (B)

It would be useful at this point to allow the trainees to get up and move around the room again, or to initiate a short relaxation activity.

Task 3 Reading and writing texts

Stage 1

Display the short text in [Handout 5](#):

Farah is my daughter and she is fifteen. She goes to secondary school. She wants to be a teacher. Her favourite subject is English. She likes playing the piano but she doesn't like cooking.

Tell the trainees they should work with a partner to think of the subskills that a new reader would need to develop to read this text successfully. Elicit a couple of ideas, eg understanding key information, personal (eg name of daughter)/key word recognition. Provide Handout 5 for the trainees to make notes on. Give the trainees a few minutes to discuss before taking some feedback.

Potential feedback

- Left–right orientation, letter and word recognition, letter–sound association, full-stop recognition, common spelling pattern recognition, recognition of capital letters.
- The main point to make here is that there are a number of skills needed in order to read what appears to be a very simple text.

Stage 2

Ask the trainees to look at the three short texts written by ESOL literacies learners in the handout. They should consider which writing subskills each learner needs to focus on. Give the trainees enough time to look at all three if possible. If time is pressing, allocate the pieces of writing to different pairs and then conduct full-group feedback.

Potential feedback (some areas for focus)

Sample 1

letter formation, control of pen, writing on line, lower/upper case, sound spelling association

Sample 2

letter formation (especially lower case), punctuation, basic spelling, short sentences using verb 'to be'

Sample 3

letter formation and consistency, writing on line, upper/lower case, composing short texts

Stage 3

Ask the trainees if they have ever heard of the Language Experience approach. Elicit what they know about it. If the trainees have never heard of this approach this is not a problem, as they are about to read about it. Provide [Handout 6](#). Let the trainees read through the text alone. Then ask them to work in small groups to think about how the text in Handout 5 (Farah) fits in with this approach. The text seems to have been created from information given by the learner. Get the trainees to think about some tasks they could create for this text, following this approach.

You could provide coloured card, pens and scissors if you want this final task to be even more practical, allowing trainees to actually work with the text. This would extend the time needed for this task considerably.

Review and reflect (15 minutes)

Provide [Handout 7](#). Ask the trainees to work alone to look through the advice. This activity allows for some quiet thinking time. The trainees then have a short buzz session to finish off.

Focus B Skills integration

Aims:

- To introduce skills integration
- To develop awareness of how skills are interdependent
- To develop awareness of how to integrate skills practice

Time needed: 60 minutes

Materials: [Handout 8](#)
[Resources 3, 4, 5 and 6](#)

Preparation:

- Make copies of Resources
- Cut up Resources 3, 4 and 5
- You may wish to record scripts of Resources 5 and 6
- See also Toolkit Sample Session 7, page 68

Notes: This session is mainly done as loop input with the trainees taking part as learners. Ensure that time is given to reflect on the tasks and their implications for tutoring.

Task 1 Constructing a narrative

Stage 1

Set up a mingling activity using cards from [Resource 3](#). Use an everyday activity such as the following to demonstrate:

Take a telephone message from voicemail.

Elicit which language skills will be used as part of this activity — eg you will listen and write it down, you might listen a second time to check what you've written, you will repeat what you've written down to the person it's intended for, you might have to listen to this person's questions and explain the message further. Elicit from the trainees that you probably used all four skills as part of this activity. Hand out one card to each trainee and ask them to get up and talk to each other about the skills they need to use to complete their activity.

Potential feedback

- We use a range of language skills to undertake everyday activities.
- Authentic communication tasks usually combine skills. We might use different language skills simultaneously or one at a time, but skills are interdependent.
- If we want to develop authentic communication skills with our learners we should take account of the interdependence of skills.

Stage 2

Tell the trainees they are going to take part in a lesson as language learners. While doing this they should think about the skills that are being developed. Use the first picture from [Resource 4](#) to set the context. Display the visual or hand out to the trainees.

Elicit the man's name — *Tim*

Elicit where he is — *San Francisco*

Elicit what he decided to do — *buy a new pair of shoes*

Pre-teach the following lexis:

expensive, shop assistant, cost, refund, money back, refused.

Drill and write up the words, eliciting and marking part of speech and word stress as appropriate.

Divide the trainees into pairs. Provide each with a set of pictures from Resource 4, illustrating the story. They should work with their partner to decide the story and put the pictures in the correct order. Give the trainees a couple of minutes to discuss and order the pictures. Ask a volunteer to retell the story they have created.

Stage 3

Read the text in [Resource 5](#) (or play audio recording of script) to the trainees so that they can check the order of the pictures. At the same time one of each pair should write down all the past tense verbs they hear in the story.

Last summer Tim was in San Francisco. He decided to buy some new shoes.

He went into a very expensive shoe shop. He bought a pair of shoes.

They cost \$200. He took the shoes home. He found a hole in one of the shoes.

He returned to the shop. He asked for a refund.

The shop assistant refused to give him his money back. Tim was very angry.

He stood outside the shop. He told everyone about his problem.

Nobody went into the shoe shop. The man gave Tim his money back.

Tim was very happy.

When you have finished, ask the trainees to work together to tell the story again. Provide sets of cut up sentences from Resource 5 and ask the trainees to order the sentences, placing them under the correct pictures.

Stage 4

Read the text again, using the complex sentences in [Resource 6](#). Ask the trainees to check that they have put the sentences in order. While checking, they can make notes of any extra words they hear, but should not try to write the whole text as you read.

Last summer, when Tim was in San Francisco, he decided to buy some new shoes.

He went into a very expensive shoe shop and bought a pair of shoes that cost \$200.

As soon as he had taken the shoes home, he found a hole in one of them so he returned to the shop.

When he asked for a refund, the man who worked in the shop refused to give him his money back, which made Tim very angry.

He stood outside and told everyone what had happened, so nobody went into the shop.

As a result, the shop assistant came out of the shop and gave him his money back, which made Tim very happy.

When you have finished reading, elicit the first sentence that you said, and display on the board. Ask the trainees what word was used to help combine the sentence — *when*. Tell the trainees to work together to reconstruct the story combining sentences together. They should make any changes necessary without changing the content of the story. When they have completed their stories, the trainees can compare with another pair. The stories are likely to be similar but not exactly the same. Ask one or two of the trainees to read out their stories to complete the lesson.

Task 2 Integrating skills

Stage 1

Provide [Handout 8](#). Tell the trainees to think about the skills that were used and developed during the lesson. They should write down the tasks/activities they took part in and the skills used for each task. Give an example before the trainees work in their pairs: eg context setting and vocabulary — listening and speaking (and perhaps writing if noting down vocabulary).

Potential feedback

Activity/task	Skill used/developed
Discussion and constructing a narrative	speaking
Checking story	listening
Listening and writing past tense verb forms	listening and writing
Using verbs to construct the narrative	speaking (accuracy)
Writing connectors, listening to detail	listening and writing
Creating text using simple sentence prompts	reading and writing skills
Constructing complex sentences	

Also mention that throughout the activities different language points are being developed, such as use of past tenses, using connectors/linkers orally and in writing.

Stage 2

Ask the trainees to look at the question on linkers and verb phrases and complete. Use Resource 6 to give feedback. Remind the trainees that sentence structure is assessed in Outcome 2.

During feedback discuss the use/function of the linkers (addition, contrast, relative, time etc) and also elicit any tense changes from the simple text (eg use of past perfect — *had taken*). Point out that a verb phrase may contain more than one verb (*decided to buy, refused to give*). If time permits, the trainees could look at their own version of the story for more connectors and different verb phrases.

Stage 3

Divide the trainees into small groups. Ask them to look back at the short text in [Handout 5](#) from Focus A:

Farah is my daughter and she is fifteen. She goes to secondary school. She wants to be a teacher. Her favourite subject is English. She likes playing the piano but she doesn't like cooking.

The trainees should work together to devise one or two tasks based on this text, which integrate skills development. Tell them to imagine they will be working one to one or with a very small group (about four learners). Monitor and give suggestions. When they have finished the trainees can re-group to share their ideas.

Review and reflect (10 minutes)

Display the quote:

A beginning reader is not a beginner thinker.

Ask the trainees to think about the literacy and integrated skills sessions. They should construct their own quote/comment reflecting what they have experienced in these sessions. This could be done individually or in small groups.

When they are happy with their idea, ask them to read out and explain their quotes to the whole group to provide an opportunity for final discussion.

Session 8

Handouts and Resources

Task 1 ESOL literacies awareness raising

A beginning reader is not a beginning thinker.

Comments/thoughts:

Social practice approach:

A social practice approach puts learners at the centre of the teaching and learning process, acknowledges and values the experience that learners bring and encourages them to be active, critical participants in the process.

Comments/thoughts:

Definition of an ESOL literacies learner — PDA in ESOL Literacies Training Pack:

Someone who may or may not be literate in his/her own mother-tongue and who has little or no literacy in English; whose spoken English may range from basic to fluent.

(Adapted from London Language & Literacy Unit, South Bank University)

Comments/thoughts:

Task 2 Literacy subskills

Urdu numbers 1-5

1 — One	aik	ایک
2 — Two	doe	دو
3 — Three	teen	تین
4 — Four	chaar	چار
5 — Five	paanch	پانچ

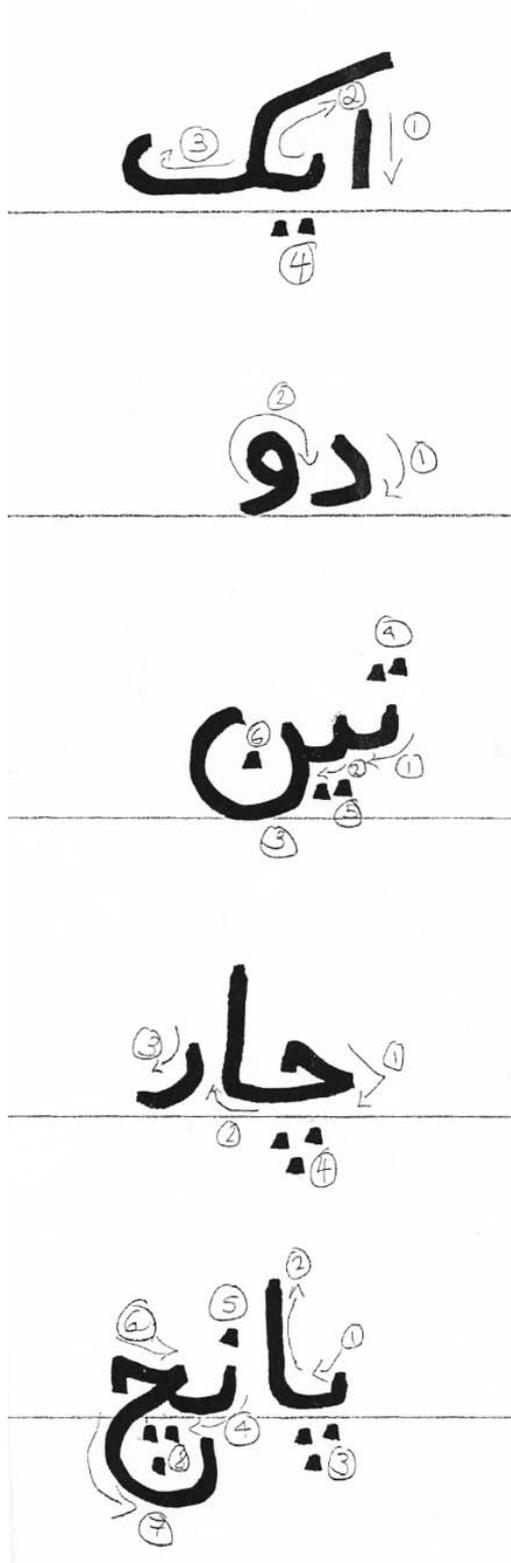
For English–Urdu and Urdu–English translation:

<http://www.urduword.com/>

For further information on learning Urdu:

<http://www.bbc.co.uk/languages/other/guide/urdu/steps.shtml>

Task 2 Literacy subskills



Task 2 Literacy subskills

Look at the subskills below. Discuss with a partner whether they relate to the development of reading skills (R), writing skills (W) or both (B).

- holding pen/pencil (W)
- left–right orientation
- writing on the line
- maintaining consistent letter size
- using upper and lower case appropriately
- spelling strategies
- recognition of very common text types/genres
- understanding gist and key information
- basic alphabetical ordering
- basic punctuation
- handwriting fluency
- knowledge of simple layout
- composing simple sentences/text
- common spelling pattern recognition
- letter recognition
- word recognition
- upper and lower case discrimination and recognition
- word and number discrimination and recognition
- letter–sound association
- full stop recognition
- letter formation
- cursive script
- copying/writing personal, key words
- copying/writing one or two short simple sentences/very simple text

Task 3 Reading and writing texts

Look at the reading text below.

Farah is my daughter and she is fifteen. She goes to secondary school. She wants to be a teacher. Her favourite subject is English. She likes playing the piano but she doesn't like cooking.

What skills would an ESOL literacies learner need to develop in order to read this text successfully?

Look at the three writing samples on the following page.

Which writing subskills does each learner need to focus on?

Sample 1:

Sample 2:

Sample 3:

Sample 1

I'm a German coming here
I have a head problem in my country

Sample 2

My job before I am work painter
I am married - I have 2 kids 1 boy 1 girl

Sample 3

Now I am so happy coming
UK. Glasgow. I like Glasgow
because every body Scottish
has helped me.

Used with permission of South East Glasgow ESOL Advice, Support and Entry Service.

Task 3 Reading and writing texts

Language experience

One approach which is generally applicable in developing basic reading and writing skills in many contexts is language experience. The basic building blocks of this approach might be described as follows:

- With the tutor, a learner (or learners) discusses an issue, activity or story relevant to them. The language therefore emerges from the learner's own experience and the vocabulary should be largely familiar to them.
- The tutor distils the experience discussed into a few simple sentences (depending on the ability of the learner) and writes these onto paper. Different colours of paper can be used as an aid to the next steps.
- The text produced is read by the learner(s) together with the tutor. Particular key words might be focused on, or particular consonants, vowels, digraphs and blends that the learner has difficulty with. For example, the tutor might ask 'Show me the word "house"', or 'Show me where you can see "sh"'. Comprehension questions are also asked to check understanding.
- When the text has been read several times — perhaps by the learner on her own, if able — and the learner is confident, the tutor begins to cut the text up. Initially, this could be into sentences, then into words and full stops, or even into syllables. The learner must read and reassemble the text. For beginner learners, different colours can be very useful at this stage.
- When the text has been reassembled satisfactorily, perhaps a number of times, the learner can begin to copy the sentences. The idea is that she will not be copying something abstract and unintelligible, merely for formation practice, but will be reproducing something which has real meaning for her. As confidence grows, it is possible that the learner will be able to produce parts or even all of the text without copying.
- Following the lesson, the cut-up words can be put in an envelope and taken home by the learner for further practice.

Adapted from SQA ESOL Literacies: Access 2 Learning Support Material — Tutor Guide

www.sqa.org.uk/sqa/esol

Review and reflect

Read the advice and add your own ideas.

Tips for working with ESOL literacies learners

- 1 Give learners plenty of time to complete tasks.
- 2 Take account of your learner's real life and allow their voice and experiences to be part of the learning.
- 3 Organise seating so learner(s) can work collaboratively.
- 4 Organise seating so that the tutor can be part of the group.
- 5 Avoid asking learners to copy or work from board — use cards/text on tables.
- 6 Think about learning styles and include activities that appeal to different preferences.
- 7 Try to ensure materials and activities give opportunities for learners to develop skills using a multi-sensory approach (colour, visuals, audio etc).
- 8 Provide lots of oral scaffolding before expecting a learner to read or write.
- 9 Make sure learners have opportunities to develop English language skills before and separately from literacy skills.
- 10 Change the pace and style of the activities.
- 11 Give the learners frequent breaks and don't expect them to work for too long. This type of work is very intensive.
- 12 Do not give too many handouts or materials to the learner(s). One piece of material can be exploited in many ways and this will lead to more successful learning.

Task 2 Integrating skills

Last summer, when Tim was in San Francisco, he decided to buy some new shoes.

He went into a very expensive shoe shop and bought a pair of shoes that cost \$200.

As soon as he had taken the shoes home, he found a hole in one of them so he returned to the shop.

When he asked for a refund, the man who worked in the shop refused to give him his money back, which made Tim very angry.

He stood outside and told everyone what had happened, so nobody went into the shop.

As a result, the shop assistant came out of the shop and gave him his money back, which made Tim very happy.

Think about the lesson you have just taken part in.

What tasks/activities did you do?

Which skills did you use and develop in each task?

Make a list.

Task/activity	Skills

Look at the story again. Underline the verb phrases and circle or highlight the linkers.

Example:

Last summer when Tim was in San Francisco, he decided to buy some new shoes.

Task 1 ESOL literacies awareness raising

A

beginning

reader

is

not

a

beginning

thinker.

Task 2 Literacy subskills



Task 1 Constructing a narrative (daily activities)

Booking a flight online

Getting a train to Aviemore

Buying a table from IKEA

Joining the gym

Helping your child with their homework

Getting a prescription

Telling a story

Going shopping for a dinner party

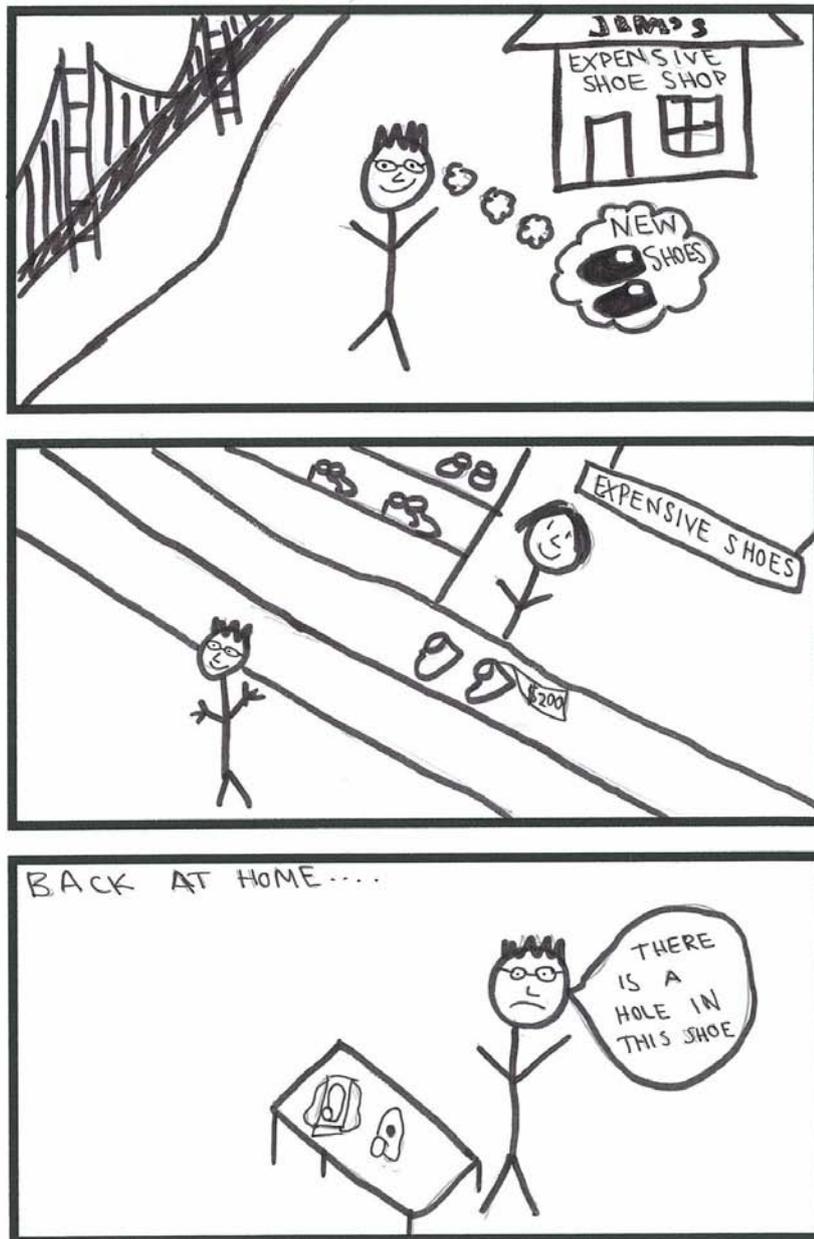
Ordering a meal at a restaurant

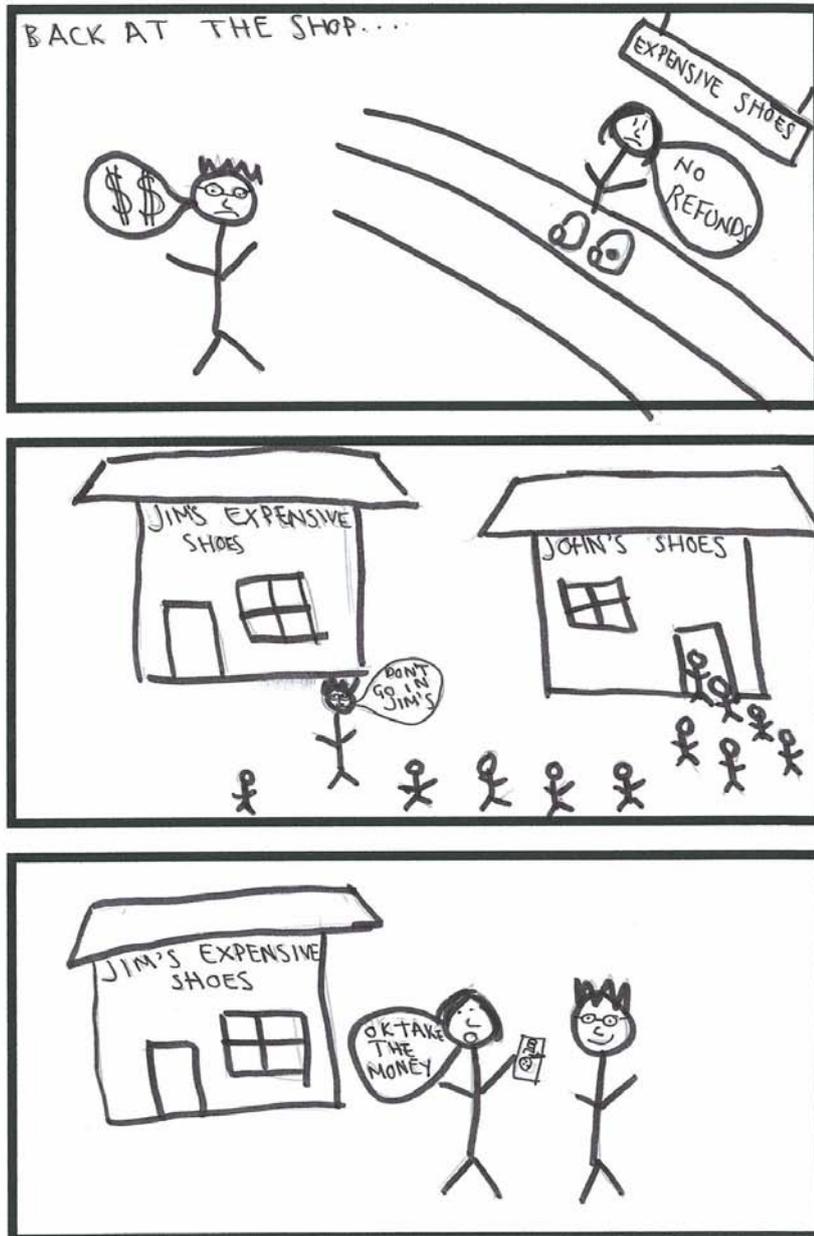
Organising an overdraft

Going for an interview

Choosing a film to see with your family

Task 1 Constructing a narrative (picture prompts)





Used with permission of Olivia Lala.

Task 1 Constructing a narrative (simple sentences)

Last summer Tim was in San Francisco.

He decided to buy some new shoes.

He went into a very expensive shoe shop.

He bought a pair of shoes.

They cost \$200.

He took the shoes home.

He found a hole in one of the shoes.

He returned to the shop.

He asked for a refund.

The shop assistant refused to give him his money back.

Tim was very angry.

He stood outside the shop.

He told everyone about his problem.

Nobody went into the shoe shop.

The man gave Tim his money back.

Tim was very happy.

Task 2 Integrating skills (answers)

Last summer, when Tim was in San Francisco, he decided to buy some new shoes.

He went into a very expensive shoe shop and bought a pair of shoes that cost \$200.

As soon as he had taken the shoes home, he found a hole in one of them so he returned to the shop.

When he asked for a refund, the man who worked in the shop refused to give him his money back, which made Tim very angry.

He stood outside and told everyone what had happened, so nobody went into the shop.

As a result, the shop assistant came out of the shop and gave him his money back, which made Tim very happy.