

Activity Sheets

Multi function worksheets have been designed as a key part of the curriculum development of the Community ESOL project. Current practice in ESOL does not expect students to buy expensive course books, and so materials used by learning centres need to be reproduced cost-effectively. The new Community ESOL materials aim to provide maximum opportunity for practising language skills, grammar and functions, with minimal photocopying.

Five Activity sheets have been produced under the Community ESOL project. Various activities based on each sheet are explained below, and it is hoped that teachers will use the sheets in class, exploiting them in other ways, too.

Community ESOL was developed for mixed level groups where the students share a common language of origin. Advanced students can help complete beginners in such a class, and translate essential vocabulary for them. The materials are equally useful for mainstream classes, but teachers should decide which ones are best suited to the level of their mixed language class.

Click here for explanatory notes to:

Activity Sheets	1
Activity Sheet 1	2
Activity Sheet 2	4
Activity Sheet 3	5
Activity Sheet 4	6
Activity Sheet 5	8

Activity Sheet 1

[\(go to Activity Sheets\)](#)

Topic: Family

This is primarily a comprehension sheet. It can be read aloud for aural comprehension, or given directly for reading practice. Aural and reading comprehension should reinforce each other.

This sheet can be used to teach :

1. introductions
2. the vocabulary of families and relationships
3. subject pronouns
4. possessives
5. possessive pronouns

1. Introductions

- Students fill in their own details : My name is (.....). I am (Chinese). I am (a housewife). I am (married).
- Students introduce themselves to each other.
- Students describe their own families.

2. Comprehension.

- It can be read aloud first to train listening skills (*students do not look at the sheet*)
- Comprehension questions can be asked after each person's details have been read out. eg (*read about Jimmy*) Who is Jimmy? (*read about Danny*) What does Danny do?
- Then students read Tom's details themselves, and his family's details, for reading comprehension practice.
- To assist those whose reading skills are very poor the teacher can read the text while the student follows the words.
- Those who are able can be asked to read out the text.
- Comprehension is tested at the end, through questions about the various members of Tom's Family.

3. Someone's - possession

- Everyone on the sheet is related to Tom (*Tom's wife, Tom's brother, Tom's niece* etc.). "s" for possession is established through repetition.
- Tom's family members are all related to each other in different ways, so that "s" can be practised after different names (*Ann's*), and after nouns (eg *his wife's name, his sister's daughter*).

4. Subject pronouns (*he / she*) and possessive pronouns (*his / her* name).

- Students practise rephrasing Tom's details, replacing nouns with pronouns, or pronouns with nouns for the details of Tom's family members.
- Students repeat their own family details using pronouns instead of nouns.

5. Vocabulary of families and relationships

- Taking information from the worksheet, students draw a family tree for Tom, or this can be done by the teacher on the board.
- Additional vocabulary for relationships is taught: *grandfather, nephew, brother-in-law*.

6. Possessives : *Tom's, his sister's, her husband's*.

- Students ask each other questions: 'Who is Danny?' 'He's Tom's brother.'
- Students ask each other questions about their own families.

This sheet gives an opportunity to practise subject pronouns in depth and at length. A thorough understanding of subject pronouns is essential before non-European learners are taught verb parts.

Activity Sheet 2

(go to Activity Sheets)

Topic: Shopping

1. This is primarily a vocabulary sheet. First of all, it must be milked for its potential as such:
 - Oral repetition of written items for word recognition and sound /symbol decoding
 - Oral reproduction of items for pronunciation practice and clear diction
 - Picture / word matching, for comprehension
 - Copying word under picture to improve handwriting and learn correct spelling
2. Teaching 20, 50 or 100 grocery items will only help the learner to explain what she wants if she has learnt the particular word for the item she needs. The most valuable exercise associated with vocabulary sheets is to make the learners describe each item.
 - eg: It's a long, thin vegetable. It's pointed at one end. It grows under the ground. You eat the orange part. You can eat it raw or you can cook it.
 - Students find this exercise extremely difficult. Beginners will only manage 'It's a vegetable. It's orange'
 - This exercise may be used as revision, the week after the items are first taught.
3. The theme of shopping links very easily with the grammar of *countable / uncountable nouns* and with functions for quantifying, eg *How much? How many? There is/are Some /any*
 - The written items have been listed mixing countable and uncountable nouns in any order.
 - Each countable item is written in the plural, and ends with an 's'.
 - The worksheet asks students to make questions using *How much.....* or *How many..... do we need?*
 - Even beginners can identify the countable nouns (because of the 's') and gain confidence by repeating the question correctly for each item on the list, choosing *how much* or *how many* as appropriate.
 - More fluent speakers will make mistakes at first because of old habits (eg. How much potatoes?), but with 36 items on the list they have to form the questions carefully each time and correct the bad habit themselves.
4. This exercise should be followed up by giving each student a picture from a magazine or supermarket leaflet showing various prepared food items.
 - In pairs, students describe their pictures to each other.
 - In turn they should be asked what they can see in their picture, and should respond using *There is some* or *There are some* as appropriate for countable / uncountable items.
 - If one picture shows chips while another shows mashed potato, the basic issue of countability can be graphically illustrated. (*There are some chips. There is some mashed potato.*)

Activity Sheet 3

[\(go to Activity Sheets\)](#)

Topic: Animals

Learning outcomes: Aural Comprehension, reading comprehension, verbs: *be, do, have*

This sheet started out as a reading comprehension, a simple story with questions. However, by reading the story aloud once (or twice) before giving out the sheet, it becomes a listening comprehension.

1. Read the story once through before giving out the sheet. The verbs *be, have do* are missing from their sheets, but the teacher will include all the correct verbs when reading the story out each time.
2. Fold the sheet in half and ask them to look at the side with the questions only. Read part 1 of the story to them again, and ask them the questions.
3. Then read Part 2 again. They can ask each other the questions, and discuss the answers.
4. After full discussion, let them read the written version.
5. Verbs *be, have do* are missing, and they must fill in the correct part of each.
6. Finally, ask them to read out a sentence each with the verb included, or correct it all together and then let them read aloud to a partner, one sentence each.

Activity Sheet 4

[\(go to Activity sheet 4\)](#)

Topic: Leisure

Learning outcomes: form filling, asking questions correctly, data collection and representation.

This is a form filling exercise, taken from a Market Research perspective. Students may be asked questions by market researchers when they are in public places or at home. Some non-English speaking British residents are lonely at home and eager for contact with British people, and actually enjoy the opportunity to answer questionnaires of this kind. Others may find it threatening if they are stopped on the street, or if strangers come to the door asking questions, especially if they don't understand what it is about.

It is therefore very important to introduce them to survey forms, so that they understand what they are, and know what to expect. The forms are useful language learning tools because they contain very common everyday words, phrases and questions. The importance of form filling is recognised in the ESOL National Curriculum, and this Activity Sheet works towards some of its requirements:

- *Be aware of common text features like format, layout, illustrations, key vocabulary*
- *Interact with text*
- *Be aware of form filling conventions and language commonly used in forms*
- *Develop awareness of cultural conventions in certain types of forms*
- *Use and interpret information in a graphical form*
- *Fill in / copy information accurately and legibly on forms*

1. Leisure vocabulary is pre-taught (*library, cinema, needlework* etc.)
2. Students' attention should be focused on the left side of the sheet to begin with, as they complete questions 1 - 4 on their own. Three different question formats have been used, so that they need to answer in a slightly different way. (ie: by filling number of hours at questions 1 and 4, ranking at question 2, listing information at question 3).
3. Question 5 involves completing a very simple chart, based on information from the previous questions, comparing time spent on activities listed in questions 1 -3 with time spent on activities in question 4. Students who have never learnt how to draw charts will need extra help to understand that 2 colours are being used to represent times spent on different activities.
4. Students interview each other in pairs, asking (and answering) correct questions eg:
 - *How often do you use the library?*
 - *Which facilities do you use every week?*
 - *Which is your favourite activity at home?*
 - *What other activities do you enjoy?*
 - *How much time do you spend watching TV?*Correct questions should be elicited or taught first, so that the correct form is being practised.
5. The Class Survey is conducted as a group activity (4-6 students in group). Students will use a sheet of paper to collect information which summarises the answers to each question. If they are not able to do this in groups, the teacher may do it on the board.

6. The class results will be filled in by each student at the end of the form to encourage them to compile data and represent it in a concise way.

Activity Sheet 5

(go to Activity Sheet 5)

Topic: School

Learning outcomes:

- Vocabulary for school reporting evenings.
- Categorising statements in key topic vocabulary groups.
- Identifying the verb in each statement.
- Understanding which verb it is.

This sheet consists of a list of short statements, including typical school vocabulary, which can be read aloud for pronunciation and intonation practice. It reinforces correct use of subject pronouns (your daughter: *she*, your son: *he*) and it provides an opportunity to categorise each statement as one of 3 attributes which are important at school: behaviour, effort, ability.

The main grammar focus is on verb identification. Each statement on the left is reflected by a similar one on the right. In most cases the verb changes, or the noun is given instead of the verb in one of the pair of sentences.

The exercise should encourage students to think of an alternative way of saying what they mean, and help them to become more proficient at manipulating the language. It also presents different ways which the teachers might use to say the same thing, to assist comprehension in the real life situation.

1. Initial discussion of parent - teacher meetings and school reports.

Recognise : various ways that the teacher may praise or criticise the child
 expected good behaviour
 unacceptable bad behaviour

2. Read the first pair of sentences.

Let students decide whether they describe *behaviour*, *effort*, or *attainment*.

Make it clear that both sentences have more or less the same meaning.

Do the second example all together.

Let students work in pairs or 3s to decide which attribute is described in each pair of sentences.

After a few minutes check through the next couple of example; some students may be struggling to understand the key words, but as they do more examples, the meanings of *behaviour*, *effort*, and *attainment* will become clear.

3. Students practise reading out one sentence each, or repeat after the teacher, for pronunciation, recognition and reinforcement of the vocabulary.

4. Students underline the verb in each sentence, which may consist of several words:

doesn't write, should be, has missed

At the same time they should identify which is the main verb: *to write, to be, to miss*.