

Unit 2

A community class

Ow

Learners practise:

talking about where they are going

gɪ ɪ ʊ

Sɪ ɪ

Outside or in the entrance to a community centre

Dɪ 1: Two people talking about where they
ɪ

Dɪ 2: Two ʊ ɪ
during the break

Sk

Sɪ ɪ ʊ

ɪ ʊ ɪ ɪ

Listen for specific words, e.g. coffee, milk.

ɪ ʊ ɪ ɪ

Use stress, rhythm and intonation in making

ɪ ʊ ɪ ɪ

Pronounce key words clearly

ɪ ʊ ɪ ɪ would like.

Lɪ ɪ ʊ

Read (and write) key words (tea break)

Rɪ ʊ

Organise graphemes into words

Lɪ ʊ

(Corepoints – bold, extensionpoints – not bold)

Simple



Activity 1



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](#) [i18](#), 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 **o_mpute**, **coo__sation**.

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.

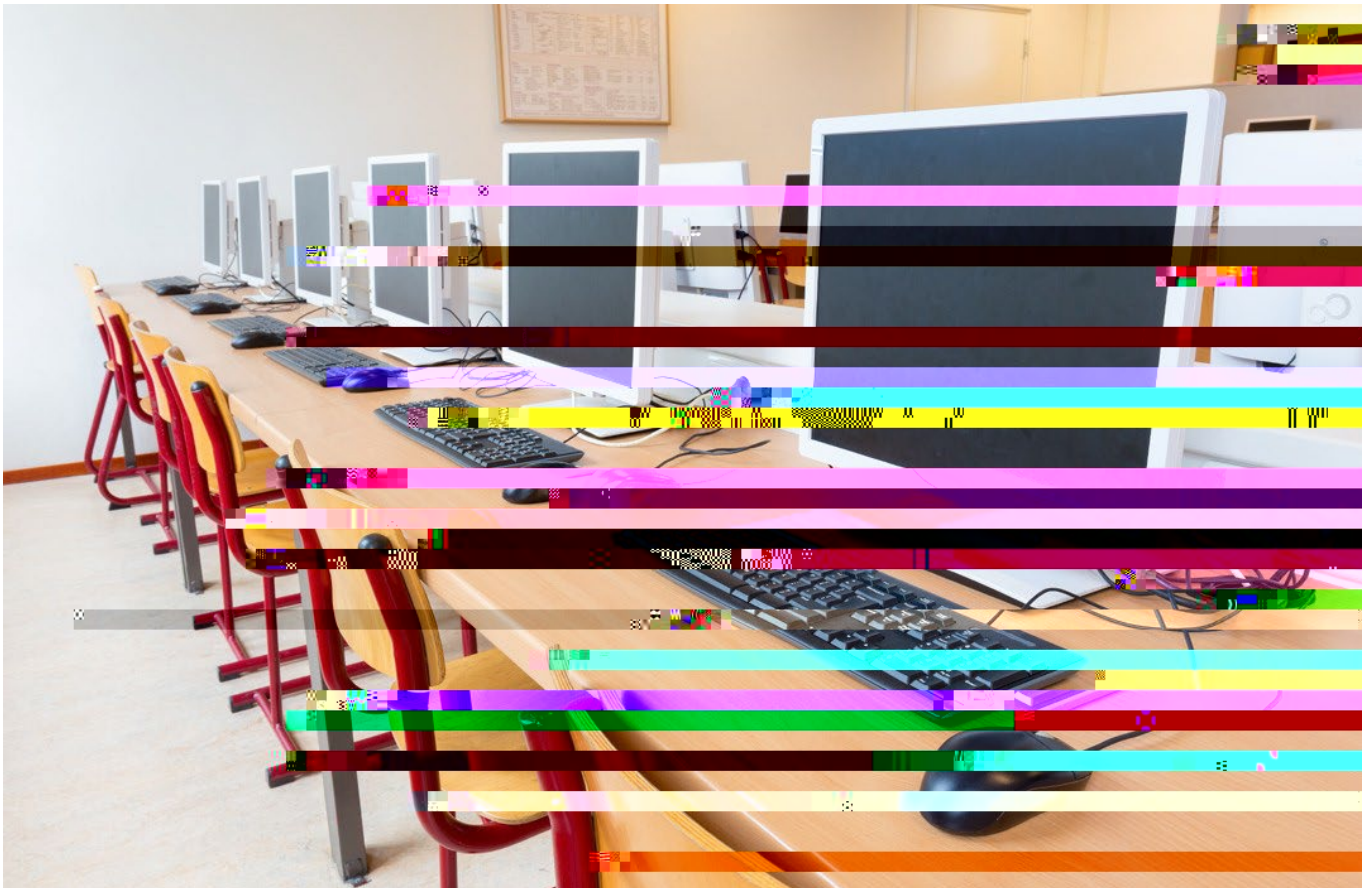
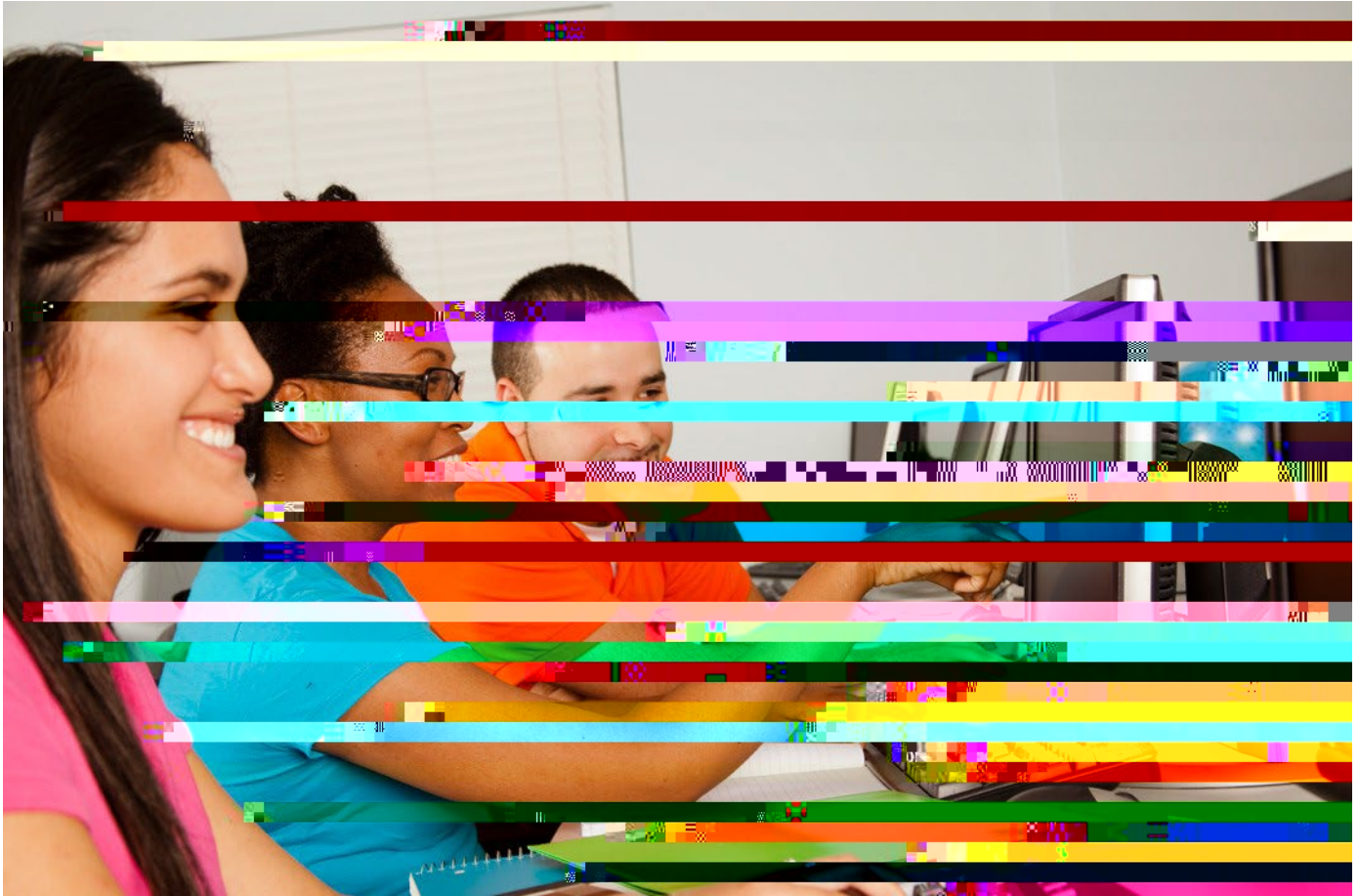
Activity 2

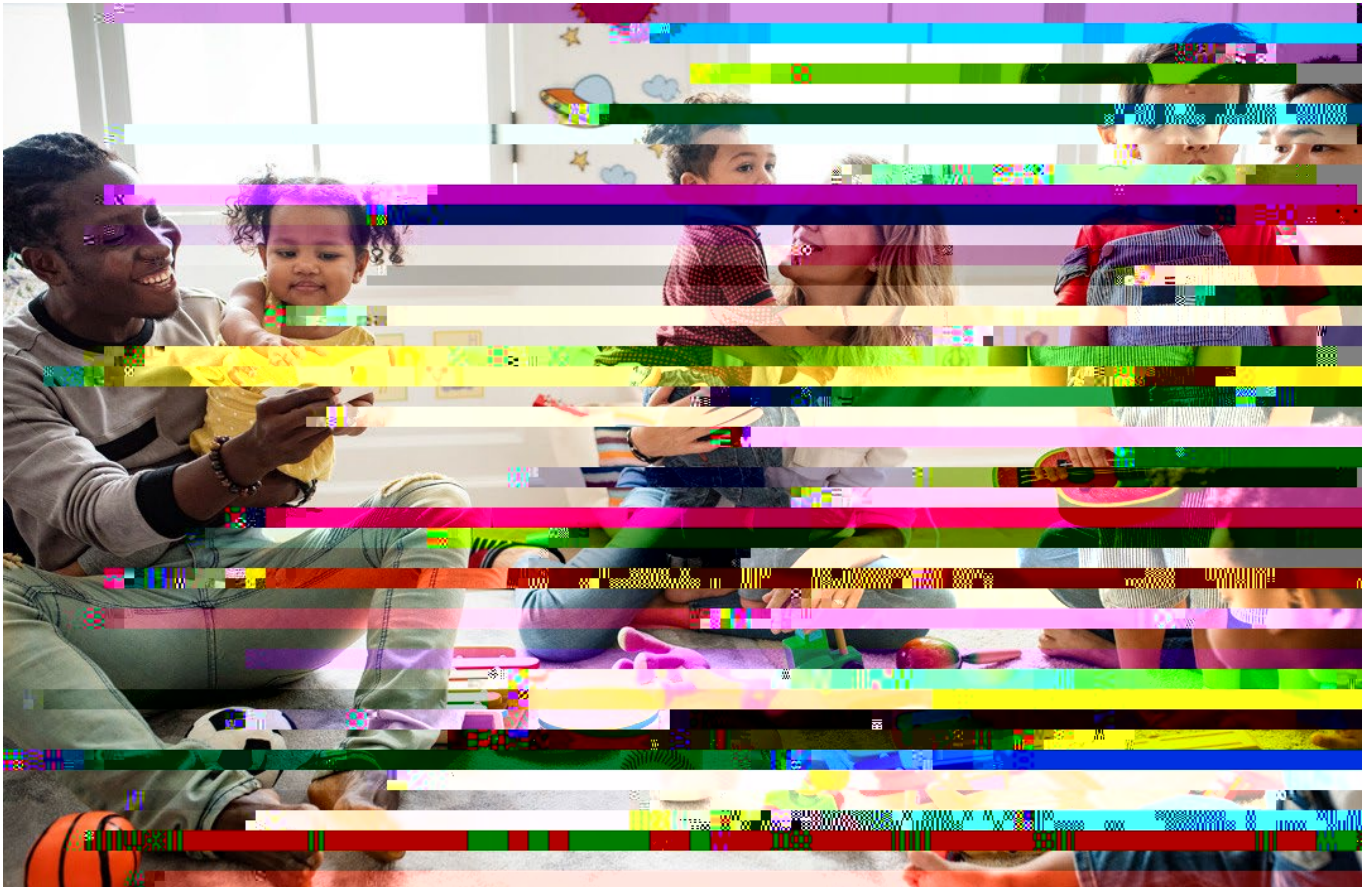


L **a** **b**
R

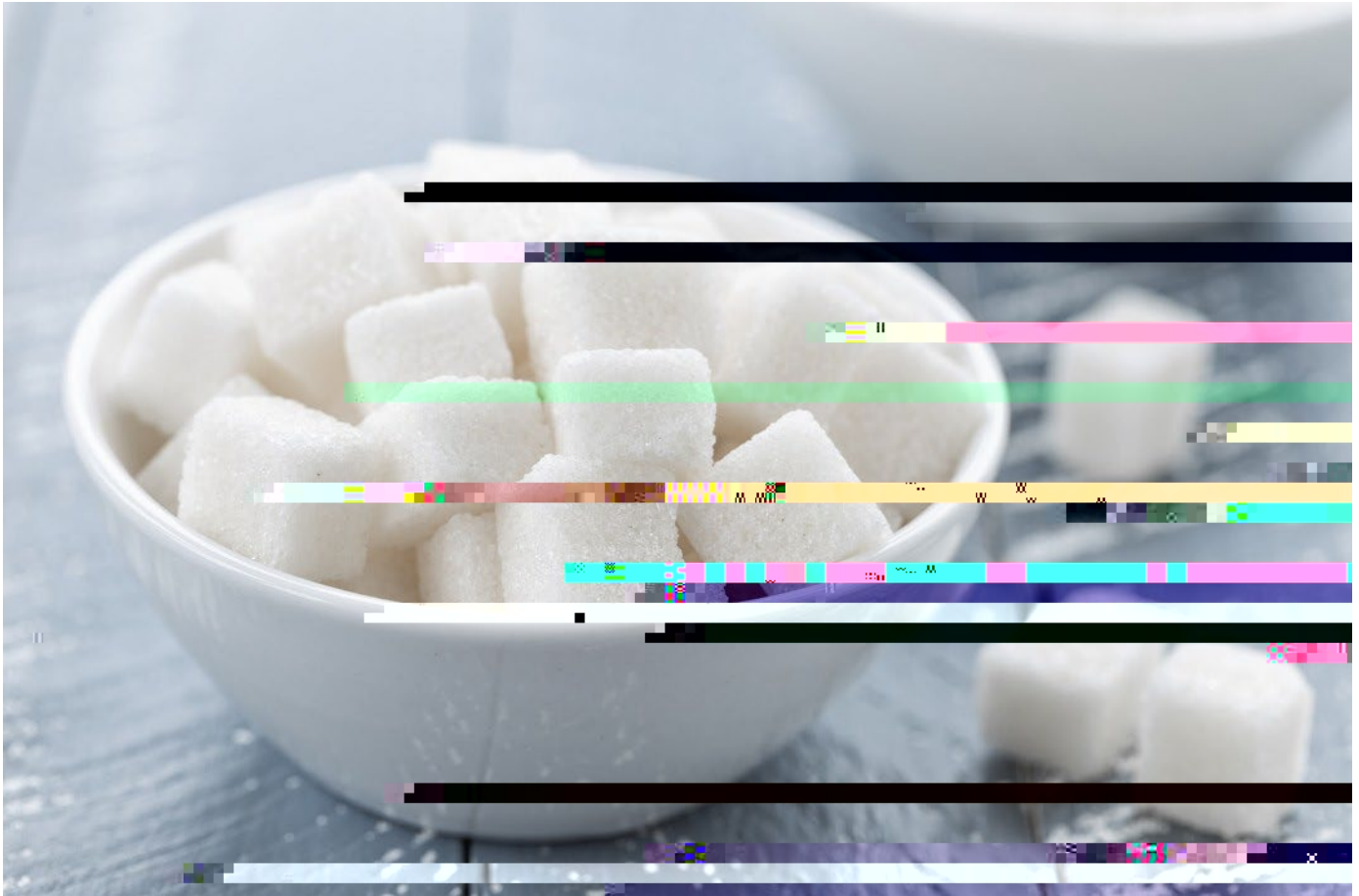






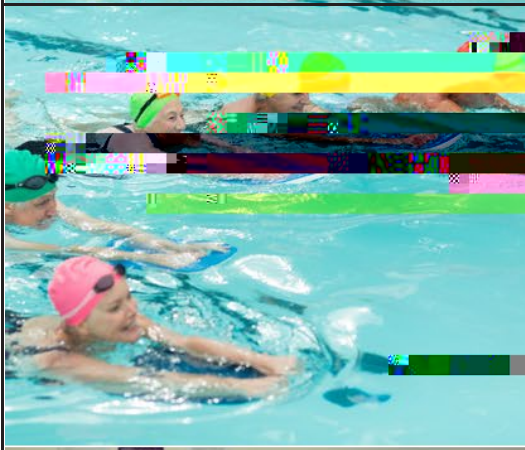








computer
class



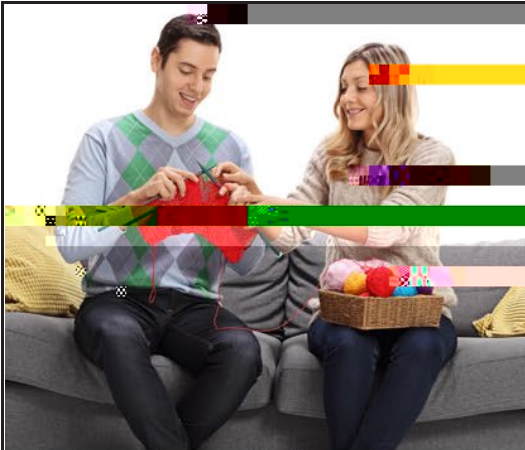
swimming
class



ESOL
class



sewing
group



knitting
group



play
group



coffee
morning



conversation
club

