TOPIC 4: MY TIME

Unit 1: Socialising

Overview of topic

Learners practise language for meeting people and read and write a text message about meeting up.

Hi Muna! How are you?

Skills

Speaking and listening

- Practise greetings using the correct stress and intonation (Sd/E1.1a, Sc/E1.1a, Lr/E1.5b).
- Reading, writing and phonics
- Read a text message and recognise key words, digits and symbols (Rt/E1.1b, Rw/E1.1a, Rw/E1.3b).
- Use phonics to help decode, write and spell key words (Rw/E1.2a, Ww/E1.1b, Ww/E1.2a, Ww/E1.2b).
- Compose a simple text message (Wt/E1.1a, Ws/E1.2a, Ww/E1.1a).
- Recognise some different letter combinations that make the /e/ sound - 'ay', 'ea', 'ai' and 'ey.
- Recognise how the letter '*i*' is pronounced /☒/ in CVC words such as '*his*' and /*a*☒/ in many other common words such as '*nice*'.

Language points

- Different forms of greetings, e.g. *Hello. Hi! Nice to meet you.*
- Question forms for socialising/making arrangements - spoken and written.
- Punctuation and symbols used in text messages, e.g. *! ? :).*
- Recognise the difference between an informal text and more formal written language.

Materials

Activity 1

Resource 4.1.1 Meeting someone (images) - to be projected on screen or one copy to be shown around class at the beginning of the session.

Activity 2

Resource 4.1.2 (Greetings transcript) - record or role play with member of staff at centre.

Resource 4.1.3 (Speech bubbles) - display for whole group and one set for each group cut up (change names if necessary, e.g. if two women talking).

Resource 4.1.4 (Conversation prompts) - one set printed, cut up and laminated.

Activity 3

Resource 4.1.5 (Image) - projected on screen.

Resource 4.1.1 (Image of parents meeting at children's centre) - projected on screen.

Resource 4.1.6 (Text conversation) - print one copy for each learner. Resource 4.1.7 (Text conversation strips) - print one set for each group and cut up into strips.

Resource 4.1.8 (Gap fill) - one for each learner.

Activity 4

Resource 4.1.9 (Phonics and spelling) - projected on screen, print one copy per learner and cut up one set per pair/group.

Resource 4.1.10 (Gap fill) - print one copy for each learner.

Activity 5

Resource 4.1.11 (Text response) - print one copy for each learner.

Resource 4.1.12 (Blank text conversation) - print one copy for each learner.

Activity 1

Greetings (speaking and listening)

- Project Resource 4.1.1 (Images) on screen or stick up paper copies. Start by greeting learners individually and encourage them to respond, e.g. *Hello, Maria. How are you? I'm fine thanks. How are you?* Choral drill.
- Ask learners what the people in the images are doing. Ask learners to demonstrate how they greet/say *Hello* in their cultures/main languages. Encourage everyone in the class to try/say each one.
- Elicit greetings in English other than *Hello*, e.g. *Hi, Good morning, Good afternoon.* Make sure common regional and informal variations are included, e.g. *Alright? Ay-up. Hiya.*
- Write some of the common greetings suggested by learners on the board and choral read together.
- Ask learners to mingle and greet each other in different ways and to include: *How are you? I'm fine thanks. How are you?* Demonstrate with several learners, if necessary, first.

Activity 2

Meeting people (speaking, listening and reading)

In advance of this session make a recording of 2 different conversations using the transcript (Resource 4.1.2) or similar changing names as required. Alternatively, ask someone from the centre or a strong learner to help do the role play with you.

- Explain the task and ask learners to listen and say which pair know each other and which are meeting for the first time. Replay and feedback. Ask the learners what helped them to tell if the speakers know each other.
- Repeat and this time ask learners to listen for word stress and intonation patterns. Ask learners to repeat each line after you focusing on word stress and intonation.
- Display speech bubbles (Resource 4.1.3) and choral read.
- Divide learners into pairs/groups and hand out the cut up, mixed up, speech bubbles (Resource 4.1.3). Ask them to read the words in each speech bubble, separate the two conversations and put them into the correct order. Monitor and support with reading as necessary.
- Ask learners to role play each conversation in their pairs, personalising the information and using the correct word stress and intonation. Encourage them not to read word for word, but to speak in a more fluent, natural way. Model with a strong learner first. Monitor and support when necessary.
- Ask learners to cover the roleplay then do it without looking (unless to check) then swap partners and repeat.
- Now ask learners to think about what they would say next in both scenarios. Brainstorm together and choral drill a few examples, e.g. *How are your family? Fine, thanks. It's (hot/cold/windy) today, isn't it? Yes, it is.*
- Select some conversation prompts (Resource 4.1.4) that will engage and work with your learners. Hold up each one and elicit what each image represents and what the speakers might say. Choral drill together.
- Hand one prompt to each learner. Ask learners to mingle and practise using their prompt. Clap your hands/ring a bell after one minute and ask learners to talk to someone else. Ask learners to swap prompts and talk to someone else. Repeat. Monitor and support as necessary.

Differentiation/extension

- Group beginner readers together and assist them to read and order at least one conversation from 4.1.3.
- Give some learners speech bubbles with some of the words missing. Learners fill in the words, either from memory or by looking at the transcript (depending on level).
- For higher level learners, use blank speech bubbles for them to write the continued conversation (or scribe) and get them to read back and role play the full conversation.
- Use the full transcript for further reading and writing work.

Activity 3

A text message (reading)

- Project Resource 4.1.5 (image of texting on mobile phone) and elicit what the person is doing. Ask learners if they send text messages (regular texts/ WhatsApp or similar) and, if so, who to? What language and script do they use?
- Now project the first image from Resource 4.1.1 of two parents (mothers) meeting at a children's centre. Elicit what is happening and who they are. Hand out the text conversation (Resource 4.1.6) and explain that the text conversation followed their first meeting at the children's centre.
- Display 4.1.6 and chorally read the text conversation aloud a few times and ask questions to check understanding e.g. *Have they met before? What is the conversation about? What are their plans?*
- On the board draw a full stop, question mark, exclamation mark and a smiley face. Elicit what these are called and then ask learners to find them in the text messages. Elicit from learners/demonstrate how these can change the meaning of the text. Ask learners if they use this punctuation in their languages and, those who send messages on their phones, if and how they use emoticons and/or faces using colons and brackets, e.g. :)
- Divide learners into groups, ask them to turn over their text conversation and hand out the text conversation strips (Resource 4.1.7 or cut up Resource 4.1.6), one set for each group, and ask them to put the conversation in the correct order. Monitor and check.
- Hand out Resource 4.1.8 and ask learners to fill in the gaps, either using the words in the table, copying from Resource 4.1.6 or from memory.

Differentiation/extension

- Support beginner readers readers to few sentences (4.1.6/4.1.7).
- Cut a few sentences into words to reorder.
- 4.1.8: could be an extension or homework.
- Ask learners in groups to build up a list of the different punctuation marks and emoticons they use in texting. See which group has the most!

Activity 4

A text message (phonics and spelling)

- Project Resource 4.1.9 and elicit/drill the words. Focus on the vowel sounds and spellings, noting that /e☒/ is spelled '*ay*' and '*ea*'. Some learners may be aware that it is also commonly spelled with '*ai*' (*rain*) and '*ey*' (*they*). Note the letter '*i*' is pronounced /☒/ in CVC words such as '*his*' and /a☒/ in many other common words such as '*nice*'.
- Divide learners into pairs/groups and hand out a set of the cut-up colour-coded word cards (Resource 4.1.9) to each pair.
- Say each word at random and ask the group to hold up the word, saying it as they do so.
- Now ask each group to divide the words into four piles based on the four different underlined vowel spelling/sound patterns. Give an example to demonstrate. Monitor and support.
- Hand out Resource 4.1.10 and ask learners to fill in the missing letters, from memory if possible.

Differentiation/extension

- Ask learners to work in groups with the four different vowel sound/letter combinations and add other words with the same pattern to each list.
- Some learners may be able add other sound/letter combinations, e.g./e☒/ spelled '*ay*' and '*ea*'.
- Resource 4.1.10 could be an extension activity or homework.

Activity 5

Responding to a text message (reading and writing)

- Hand out Resource 4.1.11. Read the message from Ali together. Check understanding and elicit that this text comes after an initial meeting
- Ask learners concept check questions e.g. *Did Ali meet you yesterday? What does Ali want to do?*
- Ask learners to respond to the text using language and writing practice from previous activities, ideally by sending you a message on their phones or using the speech bubble on the handout.

Differentiation:

- Elicit how you would decline the invitation. Work on a group text and scribe on board e.g. *Hi Zoulfa, I'm sorry I can't come tomorrow. Can you meet on Thursday? At 3.30? Muna J*
- Ask learners to send you a text/WhatsApp message inviting you to meet up.
- Higher level learners can write their own response in the speech bubble, send you the message on their phones, or use the blank speech bubbles (Resource 4.1.12) to instigate a conversation with a new friend. They can work in pairs to start a conversation, pass to a partner and respond to each other.

Additional differentiation and extension activities

- Learners share how and where they socialise and say which online groups they are members of that may be of interest to other learners.
- Include mingling time throughout the session, or at a designated break time, when learners can show pictures on their phones, chat and socialise!
- Use Resource 4.1.12 (blank text conversation) for additional writing practice.

Follow up ideas

- If learners are happy to share their phone numbers and be part of an online group such as WhatsApp, and start a conversation. Ask learners to respond, e.g. *Hi everyone! Thanks for a great class today! :-) Hope to see you next week. Have a great week! Sarah.* Encourage learners to use WhatsApp to practise their English and arrange activities and meet ups outside the class (this may require supporting learners in downloading WhatsApp and showing them how to use it, and encouraging learners to do this between themselves).
- Assist learners to arrange a class social event, e.g. a picnic in the park with families, a night out, a jumble sale. If it is an event where others will be invited, create a poster/flyer/invitation together.

TEXT A: Rubina and Sara

Rubina	Hi. How are you?
Sara	I'm fine thanks. And you?
Rubina	Yes, fine thanks.

TEXT B: Tamim and Ali

Tamim	Hello, I'm Tamim.
Ali	Nice to meet you Tamim. I'm Ali.
Tamim	Where are you from, Ali?
Ali	Iraq. And you?
Tamim	Bangladesh.

TEXT A: Rubina and Sara

Hi. How are you?

I'm fine thanks. And you?

Yes, fine thanks.

TEXT B: Tamim and Ali

Hello, I'm Tamim.

Nice to meet you Tamim. I'm Ali.

Where are you from, Ali?

Iraq. And you?

Bangladesh.

DAILY NEWS
READ ALL ABOUT IT

Hi Muna. This is Zoulfa. Nice to meet you today. Are you free after school tomorrow?
Meet in the playground at 3.30? 😁

Hi Zoulfa! Great! See you then!
Muna :-)

Are you free after school tomorrow?

Hi Muna. This is Zoulfa.

See you then!

Meet in the playground at 3.30? 😁

Hi Zoulfa! Great!

Nice to meet you today.

Muna :-)

Meet Great free Hi

This See Nice

_____ Muna. _____ is Zoulfa.

_____ to meet you today.

Are you _____ after school tomorrow?

_____ in the playground at 3.30? :-)

Hi Zoulfa. _____!

_____ you then!

Muna :-)

nice
hi
today
playground
great
free
see
meet
this
is

n_ce
h_
tod__
pl__ground
gr__t
fr__
s__
m__t
th_s
_s

Hi! How are you? Nice to meet you today. Do you want to meet for a coffee tomorrow?
At the cafe?
At 4pm?
Ali 😁