

## English in my home – Someone at the door

### Unit 1f – The teacher's visit



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## Introduction

This resource has been produced in two different formats:

- a self-access resource for learners with online activities
- this teacher's pack, including teacher's notes and worksheets to download

## Overview

This resource, ***Someone at the door – The teacher's visit***, is part of Unit 1 of *English in my home*, which aims to give ESOL learners the confidence and the language to deal with situations they may encounter in their homes.

There are three units of ***English in my home***:

**Unit 1 Someone at the door** aims to give learners confidence and equip them with the language necessary to deal with situations where unexpected callers (e.g. an electricity meter reader) arrive at the door.

**Unit 2 Someone on the phone** shows how to deal with incoming phone calls from a range of people. This includes unwanted calls (e.g. marketing cold calls).

**Unit 3 Something in the post** features some common types of mail that people receive (e.g. a utility bill), and enables learners to understand what the text means, and to know what to do in response.

**Level:** Entry 2 / Access 3 in Scotland / CEF A2. The materials are designed to be flexible in terms of differentiation, and are accessible to established E2 learners and at the same time relevant to E1, as, well as E3 and L1.

## Someone at the door – The teacher's visit

### Structure, learning hours and delivery context

**English in my home** provides a minimum of 15 hours of learning in a classroom or self-access context through a series of three linked units. Each unit can be taught as a standalone. Here is an overview of the content of each unit. Each unit has four topics:

#### Unit 1: **Someone at the door** (includes films)

- Topic a: Electricity meter reading
- Topic b: Charity collection
- Topic c: Parcel delivery
- Topic d: The neighbour
- Topic e: The noisy television
- Topic f: The teacher's visit

#### Unit 2: **Someone on the phone** (includes films)

- Topic a: Cold call
- Topic b: Wrong number
- Topic c: An emergency
- Topic d: Getting a plumber
- Topic e: Changing an appointment
- Topic f: The teacher's phone call

#### Unit 3: **Something in the post**

- Topic a: Bank statement
- Topic b: Phone bill
- Topic c: Attempted delivery note
- Topic d: Note from a neighbour

Each of the six topics in *Someone at the door* and *Someone on the phone* features a short film. These films have been scripted specifically for the project, and involve actors. The two central characters are a married Indian couple, who have recently moved to the UK, and who are getting used to life here. Each film focuses on them in a specific scenario, such as dealing with a meter reader who arrives at their flat, or dealing with unwanted cold calls on the telephone. ESOL learners should be able to relate to the experiences of the couple.

The learner materials and teacher notes contain activities for use before, during and after watching the films. They enable the learners to notice, learn and use some of the functional language featured in the films.

*Something in the post*, uses semi-authentic material of the kinds that learners may receive in their home, and helps them to understand these and know what action is needed.

Most topics provide approximately 60 minutes of classroom time. Units 1 and 2 can last longer if teachers choose to use the transcripts, for example by getting the learners to act out sections of the dialogues.

## Unit 1 Someone at the door: overview

The unit provides at least 6 hours of classroom time, and covers 6 topics. Each topic features a short film, commissioned by the British Council for the ESOL Nexus project, and filmed with professional actors. The films aim to show real-life situations in which ESOL learners may find themselves, and the accompanying classroom and self-study materials aim to give learners the language they need to deal with a range of household situations.

The 6 topics of *Someone at the door* are called *Electricity Meter Reading*, *Charity Collection*, *Parcel delivery*, *The Neighbour*, *The Noisy Television* and *The Teacher's Visit* and can be used in any order.

## The teacher's visit – teacher's notes

**Time:** Approximately 2 hours. Timings are flexible and it could take considerably longer

### Aims

- To enable learners to ask questions about future facts or procedures
- To enable learners to discuss issues relating to education (fluency development)

**Objectives** - Learners will:

- understand the gist and detail of the film
- learn and practise using 'will' to ask questions about future facts
- practise speaking about issues relating to education

**NB** This lesson focuses on 'will' for future facts. In the film dialogue there are also a number of examples of 'will' for spontaneous decision or promises (*I'll count to ten, then I'll come and find you*) but this lesson does not focus on these. Learners may also be familiar with Present Continuous or 'going to' for personal plans or intentions, but this also is not covered here.

### Preparation

- **You will need:** Interactive whiteboard or data projector to show the film 'The teacher's visit' or computers for each learner/pair of learners, with headphones or audio speakers.
- related self-access activities for learners can be found at:  
<http://esol.britishcouncil.org/english-my-home/teacher's-visit>
- Learner handouts (pages 13 - 17)
- Teacher resources:
  - o For Task 5 (page 22) - copy and cut up enough role-play cards for so that every learner gets either a 'teacher' or a 'parent' card.
  - o Task 6 (page 23) - copy and cut up discussion cards. There are two sets of cards, one designed for adult classes, and another for younger learners, or classes where most learners don't have children. Prepare one set per 3 – 4 learners.
- If internet access/computers are not available, you will need to prepare your own audio recordings using the transcripts provided (Pages 18 - 21).
- 'The teacher's visit' Powerpoint which contains links to the interactive games.

**A note about interactive whiteboards (IWBs):**

Interactive activities are available to support this resource. We have provided links to each individual activity in the teachers' notes. (These activities are also available to learners as self-access items). On some interactive whiteboards (not all), the activities will be fully functional (i.e. you will be able to touch the screen to drag and drop, and so on). Links for interactive whiteboards appear in boxes throughout the resource. As part of your preparation before the session you may wish to bookmark the activities you plan to use.

**Suggested Procedure**
**Lead-in (Powerpoint slides 1 and 2)**

- Dictate the following four questions to the learners. Allow them time to compare what they have written in groups after you read out each question. Read the questions as many times as necessary.
  1. *Do you have children at school in the UK?*
  2. *What class are they in?*
  3. *What is good about the school?*
  4. *How do they help the children?*
- Write the questions on the board, or show Powerpoint slide 1, and allow learners time to compare their versions. Monitor to check learners have written the questions correctly.
- Ask learners to discuss the questions in groups of 3 or 4. If learners don't have children ask them to talk about the children of their friends or relatives. Monitor, and note down any common errors.
- Write errors on the board and encourage learners to correct them in pairs or groups. It may be useful to practise:
  - *My daughter goes to ..... school.*
  - *My son is in Year 9.*
- Elicit some ways the school helps the children: e.g. extra help with English via EAL classes, or other support. Pre-teach the word 'support' and elicit different ways the school can support children.
- Give out Handout 1 of the learner resources, folded so that learners can only see the picture of Mrs Palmer sat talking to Sunita in her house, or show slide 2. Ask if learners know who Sunita is (if they have seen other films in the *English in my home* series). Ask 'Who is the other woman?' and elicit or tell learners she is a teacher.
- Ask 'Why is the teacher visiting Sunita and Arjun?' and get learners to discuss the question in pairs. You can show slide 2 while they do this. Then elicit possible answers but don't confirm or deny anything at this stage.

**First viewing: gist listening task (slides 3 and 4)**

- Write the following four gist questions on the board or show slide 3. Check learners know that Arjun is Sunita’s husband and Deepak is their son and give them time to read and understand the questions. Tell learners they are going to watch the film and answer the questions.
  1. *Why does the teacher come to visit?*
  2. *What is Sunita worried about?*
  3. *Why don’t Arjun and Deepak see the teacher?*
  4. *Where does the teacher go next?*
- After watching, put learners in pairs or groups to discuss the questions for a couple of minutes. Monitor to gauge how much they have understood. Elicit answers.
- You could show slide 4 when you elicit feedback as it contains a link to an interactive version of this activity. Ask a learner to click on "next question" to show each of the four questions.

<http://gamedata.bcdev.org.uk/p/MTYxMzY=>

**Answers:**

1. *Deepak is starting school in September. It’s easier if the child knows the teacher.*
  2. *She is worried about Deepak’s English.*
  3. *They are playing hide and seek in the kitchen. Sunita thinks they are out.*
  4. *She goes to visit another child in the area.*
- Check learners understand ‘hide and seek’. It should be clear from the film.

**Task 1: Understanding the details (slide 5, 6 and 7)**

- Tell learners to unfold Handout 1 and look at Task 1 and/or show slide 5. Ask the learners to read the questions in groups and try to complete the sentence with a word or short phrase from the film. Do one example with the whole class to demonstrate. Stronger learners could cover the answers at the bottom of the page.
- Don’t feed back on this task, but play the film again and ask learners to confirm, change or add answers. Weaker learners can look at the bottom of the worksheet to help.
- When the film is finished ask learners to check again briefly in their pairs or groups – all learners can now look at the bottom of the worksheet to check spellings.
- During feedback, learners could check their answers using slide 6.



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- Alternatively, show slide 7 and click on the link to an interactive version of the task. You could encourage learners to come to the computer or board to choose or review the correct answers. Drill words to check pronunciation and word stress.

<http://gamedata.bcdev.org.uk/p/MTYxMzc=>

### Task 2: Language focus: Asking questions about future facts (slide 8, 9, 10 and 11)

- Ask again 'When is Deepak starting school?' and check that learners understand that 'September' is in the future.
- Ask 'What questions does Sunita ask the teacher?' Put learners in groups and tell them write down or say as many of these questions as they can remember. Monitor to see whether learners attempt to use 'will' or other future forms.
- Give out Handout 2, and/or show slide 8. Ask learners in pairs to try to make the questions orally, and then attempt to write them.
- During feedback, write the answers on the board or show slide 9 which learners can use to check their answers.
- On slide 10, there is a link to an interactive version of the task.

<http://gamedata.bcdev.org.uk/p/MTYxMzk=>

- Check understanding of the grammar:
  - Are the questions about the past, the present, or the future? **future**
  - If you think your learners can handle it, ask: Is it about something that will definitely happen/a future fact, or something that will maybe happen? **Something definite/a fact.**
  - What grammar does Sunita use to ask about the future? **Will**
- Rub out some of the words in the questions (as below). Drill the questions. Then get learners to practise saying them in pairs. At this point, you could show slide 11 to use as a prompt:

## Someone at the door – The teacher’s visit

1. .... teacher?
2. .... help ..... English?
3. .... clothes ..... ?
4. .... lunch ..... ?

**Task 3: Practise asking questions with ‘will’ (slides 12, 13, 14 and 15)**

- Focus learners' attention on Task 3 and/or show slide 12. Tell learners that they will practise making other questions that Sunita could ask the teacher. Encourage learners to attempt to make the questions orally and then try to write them.
- Write the answers on the board or show slide 13.
- On slide 14, there is a link to an interactive version of this task. You could encourage individual learners to come to the IWB and click on the words to make the questions.

<http://gamedata.bcdev.org.uk/p/MTYxNDA=>

- If you wrote the questions on the board, for extra practice, rub out some of the words and get learners to practise making the questions in pairs. Show slide 15 as a prompt or write on the whiteboard.

**Task 4: Match the questions and the answers (slides 13, 16, 17, 18, 19 and 20)**

- Let learners read the questions from Task 3 again. You could show slide 13 again here. Ask learners in pairs to talk about how the teacher will answer the questions, and elicit some ideas in feedback. Parents with children in different schools may have different experiences, but don't have too much discussion at this stage.
- Give out Handout 3 and/or show slide 16. Ask learners to read and match the questions and the answers. When they finish ask them to compare their answers in pairs.
- You could show slide 17 during feedback or click on the link on slide 18 to take you to an interactive version of this activity. Only the key information is presented in this interactive version.

<http://gamedata.bcdev.org.uk/p/MTYxNDE=>

- Tell learners to look at the True/False questions at the bottom of Handout 3 and answer together as a group. You could show slide 19 at this point.

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- Feedback on this task, asking supplementary questions to check learners have fully understood the information in the texts.
- On slide 20, there is a link to an interactive version of the true or false task to show on the IWB. Learners could take it in turns to answer true or false.

<http://gamedata.bcdev.org.uk/p/MTYxNDM=>

### Task 5: Role-play (show slide 21 when learners have completed the task)

- Divide the class into two groups – Group A (teachers) and Group B (parents of children about to start school), and put the groups on opposite sides of the room. If you have a large group subdivide the groups (e.g. 2 or 3 groups of teachers, and 2 or 3 groups of parents.) It might be a good idea to put mainly stronger learners in the teachers' group, as they will have to improvise more. Give each learner a role card – teacher or parent. (Teacher resources – page 22)
- Get the parents to practise making the questions in their groups. If possible get them to do this orally – tell them they will not be allowed to read the questions when they meet the teachers.
- Get the teachers to talk about how they will answer the questions. They can use the information from the film, and from Task 4 to help them, or they can improvise their own answers, perhaps based on their own experience. Don't let them write their answers and don't insist on accuracy – the focus for the teachers is on communicating the information.
- Regroup, one teacher with one parent. If you like you can get the teachers to mime knocking at the parent's door, and teach them an opening line, e.g.:  
*Mrs/Mr Ahmed? I'm Miss/Mr Palmer. I think your son is starting school in September.*
- Learners role-play in pairs. Take away any papers except the role cards before they start. Monitor and note how well they are using *will* to ask and answer the questions, and note errors with this and any other language they should know, as well as any examples of good language. Encourage them to improvise if they dry up.
- Feedback on the task: get learners to talk in their pairs about how well they performed the task. Write these questions on the board or show slide 21:
  1. Teachers: Did you understand the questions?
  2. Parents: Did you understand the information?
  3. Everyone: What was good about your speaking?
  4. Everyone: What was difficult for you?
  5. Everyone: Did you use 'will' for the future?

## Someone at the door – The teacher's visit

During feedback from this task you could initiate a discussion about what learners find difficult when speaking English, and what they could do to improve.

- Feedback on the language: write a few of the most useful errors you noted on the board, especially any attempts to use 'will', and ask learners to correct them in pairs or groups. You could also include examples of good language, and ask learners to identify which sentences are correct and which aren't. In feedback make sure learners understand the reasons for the errors and drill the correct sentences.

### **Task 6: Cooler - learners speak about their own experiences of school, as parents or as children.**

- From the Teacher's Resources (page 23), first choose which set of cards you wish to use: set A is designed for adult classes and set B for younger learners or classes where most learners don't have children. For adult classes you could use both sets together, so that they talk both about their own experience and their children's experience. If you use set B, it might be a good idea to start by asking what tense learners will use to talk about their childhood experience. (past tense)
- Divide the class into groups of 3 or 4 learners. Give each group one set of cards, face down on the table in the middle of the group. Demonstrate the task: learners take it in turns to pick up a card, read the question, and then ask the question to the person on their left. Encourage learners to expand their answers as far as possible, and encourage other members of the group to ask supplementary questions.
- Feedback on errors as described for Task 5 (show slide 21 again). You could also initiate a whole class discussion of any interesting issues that arose in the groups.

### **Extension task: Write about your children's school or your own school**

- If you have time left you could get learners to write about their experiences using Handout 4 or 5. They could finish this task for homework.
- Alternatively tell learners to use either Handout 4 or 5 to interview a partner, note their partner's answers briefly, and then write the information in full sentences for homework.

Refer learners to the online versions of these ESOL Nexus activities about *The teacher's visit*: <http://esol.britishcouncil.org/english-my-home/teacher's-visit>

**Handout 1**



**Task 1: understanding the film**

*What are the missing words? Watch the film again to check.*

1. Arjun and Deepak are playing .....
2. Sunita goes out to buy .....
3. Deepak is starting school in .....
4. It’s easier for the child if he knows .....
5. Children learn a lot from reading .....
6. EAL means extra help with .....
7. The school uniform is a white shirt and .....
8. If Deepak is ill Sunita can phone .....
9. Miss Palmer will come back in .....

<b>English</b>	<b>half an hour</b>	<b>the school office</b>
<b>milk</b>	<b>grey trousers</b>	<b>stories</b>
<b>the teacher</b>	<b>hide and seek</b>	<b>September</b>

## Handout 2

### Task 2: What are the questions?

1. teacher Will his be you ? .....
2. he English get Will with help ? .....
3. Need will What he clothes ? .....
4. get at Will school lunch he ? .....

### Task 3: Practise making questions with 'will'.

*Here are some more questions Sunita can ask the teacher. What are they?*

1. special he PE need Will for clothes ?  
.....
2. he keep Where his books pencils will and ?  
.....
3. get he every homework day Will ?  
.....
4. the Will give him his asthma teacher medicine ?  
.....
5. teacher Will him go toilet to the help the ?  
.....
6. (Write your own question)  
.....

### Handout 3

#### Task 4: Match the questions and the answers

Here are the teacher’s answers to Sunita’s questions. Match the questions and the answers.

<p><b>1. Will he need special clothes for PE?</b></p>	<p><b>A.</b> Please teach your child to go to the toilet alone before he starts school. If your child has a special problem please speak to the teacher. You should also teach your child how to ask politely when he wants to go to the toilet.</p>
<p><b>2. Where will he keep his books and pencils?</b></p>	<p><b>B.</b> The teachers will not give medicines to the children. If necessary you can come to the school to give medicine to your child. Please tell us if you would like to do this.</p>
<p><b>3. Will he get homework every day?</b></p>	<p><b>C.</b> Your child will have PE classes two days a week. He will need a pair of shorts and a t-shirt for this, and in summer he will need a pair of trainers to play games outside.</p>
<p><b>4. Will the teacher give him his asthma medicine?</b></p>	<p><b>D.</b> Every child will have a locker in his classroom where he can keep books, pens and pencils and any food or drink he brings to school.</p>
<p><b>5. Will the teacher help him go to the toilet?</b></p>	<p><b>E.</b> Every day the teacher will give your child a book to take home. Please try to find time to read with your child and talk about the story with him. Don’t worry if reading is difficult for him at first – try to help him to enjoy reading and feel good about it.</p>

**True or False?** Write T or F. Deepak is Sunita’s son.

1. Deepak can keep his things in his desk. ....
2. The teacher will give Deepak his asthma medicine. ....
3. Deepak will have a book to read at home every day. ....
4. The teacher will help Deepak to go to the toilet. ....
5. Deepak will need some clothes for PE. ....

## Handout 4

### Write about your children's school

1. Do your children wear a uniform for school? What is it?
2. What do your children have for lunch? Do they have school lunch or bring a packed lunch?
3. Do your children get extra help at school (with English or something else)?
4. Do your children have a lot of homework? Do you help them?
5. What languages do your children speak? Are they bilingual (able to speak two languages)?
6. What clothes do they take to school for PE lessons?
7. Where do they keep their things at school?
8. What does your child like about school? What does your child not like?



## Handout 5

### Write about your school

1. Did you wear a uniform for school? What was it?
2. What did you have for lunch? Did you have school lunch or bring a packed lunch?
3. Did you get extra help at school (with English or something else)?
4. Did you have a lot of homework? Did your parents help you?
5. What languages did you speak when you were a child? Were you bilingual (able to speak two languages)?
6. What clothes did you take to school for PE lessons?
7. Where did you keep your things at school?
8. What did you like about school? What did you not like?

## Transcript

### Scene 1 – sitting room

**Arjun:** Deepak! Deepak! You hide this time. I'll count to ten, then I'll come and find you! One, two, three.

**Sunita:** Arjun?

**Arjun:** I'm busy. Four, five, six. We're playing hide and seek. Seven, eight...

**Sunita:** Arjun, don't forget that Deepak's ...

**Arjun:** Hiding? I know that! Nine, ten. Ready or not, here I come!

**Sunita:** Don't forget that Deepak's teacher is coming for a visit today.... Right, we need milk. I'm going to get milk ... OK Sunita thanks.

### Scene 2 - kitchen

### Scene 3 - door / hallway

**Teacher:** Mrs Chowdry? I'm Mrs Palmer.

**Sunita:** Oh hello. You can call me Sunita.

**Teacher:** Sunita, nice to meet you.

**Sunita:** And you too. Please come in. Arjun! Deepak! Can you come here please?

### Scene 4 - sitting room

**Teacher:** So, you're Deepak's mum?

**Sunita:** Yes, that's right.

**Teacher:** And Deepak is six, and he's starting school with us in September?

**Sunita:** Yes. Will you be his teacher?

**Teacher:** I will, yes.

**Sunita:** Oh good.

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- Teacher:** So, with my visit today... we like to visit the family at home, before the child starts school. And so it gives the child a chance to meet his or her teacher. Because when a child goes to school on the first day, it’s a big day for them, a new place, lots of new people.
- Sunita:** Sure.
- Teacher:** So if the child already knows the teacher, then it’s easier for them.
- Sunita:** Will you be visiting all the families?
- Teacher:** Well, we try to. So, is Deepak here?
- Sunita:** Erm ... yes, I think so. I'm not sure. Deepak? Arjun? Where are you? I'm sorry, this is very strange. Maybe they’ve gone to the playground.
- Teacher:** Oh! Your son likes playing in the playground, does he?
- Sunita:** My husband likes playing in the playground! And my son too.
- Teacher:** Oh, I see Deepak enjoys books?
- Sunita:** Yes, yes, he likes stories very much. We read to him every day.
- Teacher:** That’s great to hear. Because children learn so much from stories. We read a lot to them at school.
- Sunita:** That's great. I’m sure he’ll enjoy that very much.
- Teacher:** Now, I think, probably, English isn’t your, well, isn’t Deepak’s first language.
- Sunita:** Yes, we’re from India. And we speak Hindi at home. Deepak’s English is OK. But – er - will he get help with English at school?
- Teacher:** We have EAL support at school.
- Sunita:** EAL? What is that?
- Teacher:** English as an Additional Language. It’s extra help with English, for those children who need it.
- Sunita:** Oh that's great.
- Teacher:** And, you can help him too with his homework when he comes home.
- Sunita:** Right. Well, we speak English and Hindi at home. But perhaps we shouldn’t. Perhaps we should only speak English with Deepak? Perhaps if we speak Hindi with him, his English won't be so good. What do you think?



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- Teacher:** No. It's fine. Deepak's English will be just fine. And it's good that he speaks another language at home so that he doesn't forget his Hindi.
- Sunita:** But will his English become worse because of that? He's only six!
- Teacher:** No! It's easy to learn a language when you're six!
- Sunita:** Oh ... Look, I'm sorry, I'll just phone my husband - see where he is. I'm sorry, I just don't know where they are.
- Teacher:** Don't worry.
- Sunita:** What clothes will Deepak need for school?
- Teacher:** Uniform? Right. He just needs a white shirt and grey trousers. You can buy them anywhere.
- Sunita:** OK.
- Teacher:** We'll give him a school sweater, with the school name on it, like this.
- Sunita:** Oh, very nice! And what about meals? Will he get lunch at school?
- Teacher:** Yes, all the children get a cooked meal every day.
- Sunita:** Oh, that's great. And if he's ill, what do we need to do then?
- Teacher:** Yes, if he's ill, he can stay at home. But we ask you to phone the school office to tell us. Just so we know.
- Sunita:** Ok.
- Teacher:** Look, I've got to go and visit another family in this block, with a little girl who's actually starting school too. Shall I go now, and then maybe come back and meet your son in about half an hour?
- Sunita:** Yes please, that sounds good. I'm sorry, I'm sure they'll be back by then. I'll make us some tea when you get back.
- Teacher:** Alright, well, it's good to meet you, and I'll see you again soon.
- Sunita:** Yes.



**Scene 5 – kitchen**

**Sunita:** Arjun! What are you doing?

**Arjun:** I'm hiding. Playing hide-and-seek with Deepak.

**Sunita:** I thought you were at the playground together. Deepak's teacher was here!  
We had an appointment with her. So she's coming back in half an hour.

**Arjun:** Oh ... whoops! Oh well, there's time for another game of hide-and-seek. Ok,  
you close your eyes and count to ten and I'll hide.

**Sunita:** One, two, three

**Arjun:** Stop looking!

**Sunita:** Four, five, six,...



**Teacher resources**      **Task 5: cards for role-play**

*Make and cut up enough copies so that every learner gets either a ‘teacher’ card or a ‘parent’ card*



Parent	Teacher
<p><b>Your child is starting school in September. The teacher has come to visit you.</b></p> <p><i>Ask the teacher about:</i></p> <ul style="list-style-type: none"> <li>• homework</li> <li>• uniform</li> <li>• school meals</li> <li>• your child’s medicine</li> <li>• help with English</li> <li>• clothes for PE</li> <li>• ..... (another question)</li> </ul> <p><i>What questions will you ask?</i></p> <p><i>Practise the questions in your group.</i></p>	<p><b>You are a teacher. You are going to visit a new parent. The parent will ask you some questions.</b></p> <p><i>The parent will ask you about:</i></p> <ul style="list-style-type: none"> <li>• homework</li> <li>• uniform</li> <li>• school meals</li> <li>• your child’s medicine</li> <li>• help with English</li> <li>• clothes for PE</li> </ul> <p><i>What will you say?</i></p> <p><i>Practise your answers in your group.</i></p> <p><i>What other questions do you think the parent will ask? What will you say?</i></p>
<p><b>Parent</b></p> <p><b>Your child is starting school in September. The teacher has come to visit you.</b></p> <p><i>Ask the teacher about:</i></p> <ul style="list-style-type: none"> <li>• homework</li> <li>• uniform</li> <li>• school meals</li> <li>• your child’s medicine</li> <li>• help with English</li> <li>• clothes for PE</li> <li>• ..... (another question)</li> </ul> <p><i>What questions will you ask?</i></p> <p><i>Practise the questions in your group</i></p>	<p><b>Teacher</b></p> <p><b>You are a teacher. You are going to visit a new parent. The parent will ask you some questions.</b></p> <p><i>The parent will ask you about:</i></p> <ul style="list-style-type: none"> <li>• homework</li> <li>• uniform</li> <li>• school meals</li> <li>• your child’s medicine</li> <li>• help with English</li> <li>• clothes for PE</li> </ul> <p><i>What will you say?</i></p> <p><i>Practise your answers in your group.</i></p> <p><i>What other questions do you think the parent will ask? What will you say?</i></p>

**Task 6: cards for discussion**
**A. For adults/classes where most learners have children**

Do your children wear a uniform for school? What is it?	What do your children have for lunch? Do they have school lunch or bring a packed lunch?
Do your children get extra help at school (with English or something else)?	Do your children have a lot of homework? Do you help them?
What languages do your children speak? Are they bilingual (speaking two languages)?	What clothes do they take to school for PE lessons?
Where do they keep their things at school?	What does your child like about school? What does your child not like?

**B. For younger learners/classes where most learners don’t have children.**

Did you wear a uniform for school? What was it?	What did you have for lunch? Did you have school lunch or bring a packed lunch?
Did you get extra help at school (with English or something else)?	Did you have a lot of homework? Did your parents help you?
What languages did you speak when you were a child? Were you bilingual (speaking two languages)?	What clothes did you take to school for PE lessons?
Where did you keep your things at school?	What did you like about school? What did you not like?

**Unit 1f Someone at the door: The teacher's visit – answers****Task 1: understanding the film**

1. hide and seek
2. milk
3. September
4. the teacher
5. stories
6. English
7. grey trousers
8. the school office
9. half an hour

**Task 2: what are the questions?**

1. Will you be his teacher?
2. Will he get help with English?
3. What clothes will he need?
4. Will he get lunch at school?

**Task 3: practice making questions with 'will'**

1. Will he need special clothes for PE?
2. Where will he keep his books and pencils?
3. Will he get homework every day?
4. Will the teacher give him his asthma medicine?
5. Will the teacher help him go to the toilet?

**Task 4: match the questions and the answers**

1. C
2. D
3. E
4. B

**Task 4: true or false?**

1. False
2. False
3. True
4. False
5. True



**'Someone at the door – 1f – 'The teacher's visit' video**

The video that accompanies the activities for Unit 1 'Someone at the door – The teacher's visit' is available to watch on the ESOL Nexus website.

