

Unit 4: Skills exhibition

Overview of topic

This unit uses a very learner-centred participatory approach. It builds on language and skills developed in the earlier units in Topics 1, 2 and 3, but the actual content should be designed dependent on and unique to your own learners.

The overall task, using language from Topic 3, Units 2 and 3, is for learners to create an exhibition or display (e.g. a series of posters, pictures, photographs, texts and/or a physical or digital display of actual objects with labels) that reflect skills they already possess and which have been referred to or talked about in the earlier sessions. How you set this up will depend on what skills learners have told each other about; objects or items they have brought in (see end of Topic 3, Unit 2); what local resources you have; the space available in your room/centre; the language skills you want to work on/revise and, of course, the learners' own preferences.

The words learners use/suggest in this session can be used for reading, writing and phonics practice.

It is key to involve learners in the choice of how and where and to display their work and who they are happy to see it. This will very much depend on the local context. You might, for example, be able to borrow a display board or cabinet temporarily from your centre. Whichever of the activities below you choose to use, you should begin by establishing with the learners what the eventual display outcome will be.

N.B. As there is potentially a lot of content/language, this unit could spread over two lessons.

Skills

Speaking and listening

- Learners talk about and share their skills, plus revisit skills as appropriate from the previous units (Sc/E1.4a, Sc/E1.4d, Lr/E1.2b, Lr/E1.5d).

Reading, writing and phonics

- Read a short text on a familiar topic (Rt/E1/1a).
- Read, understand and write a simple sentence linked to the topic using basic punctuation (Rs/E1.1a, Rs/E1.1b, Ws/E1.1a, Ws/E1.2a).
- Read and recognise key words (Rw/E1.1a).
- Use phonic strategies to help decode key words and aid spelling (Rw/E1.2a, Ww/E1.1b, Ww/E1.1c).

Language points

Possible language points, depending on context, learners and teacher:

- Vocabulary (verb + noun collocations) relating to skills learners possess.
- Structure *can/can't + infinitive*.
- Showing how to do something - *Imperative verbs /you+ verb*.
- Past tense for completed activity - *Ali fixed his bike*.

Materials

N.B. The activities in this unit are exemplars only, and will need to be adapted to suit your learners, the items they have brought in, language relevant to their needs and the skills they have demonstrated. Before this class, remind learners to bring objects/photos/items in.

For the exhibition/display: scissors, blank card, sellotape, flipchart paper, sticky tack, display shelving, file or binder, access to laminator.

Activity 1

Optional - blank cards to write skills, activities and items as labels.

Activity 2

Resource 3.4.1 (Verb-noun matching activity), blank sentence strips (Template 2), scissors.

Activity 3

Resource 3.4.2 (*Can* grid).

activity 4

Resources 3.4.3 (Past tense verbs) and Resource 3.4.4 (Past tense sentences).

Activity 5

Paper to draw on.

Activity 6

Slips of blank paper and cards.

Activity 7

Texts 7 and 8.

Activity 1

Learner's items (speaking and listening)

- Start by establishing what the learners have brought in. Allow plenty of time for these to be passed around and looked at. Encourage as much discussion as possible, including in shared languages to support understanding. Introduce and drill vocabulary orally as necessary for the items themselves (these will be taught more fully later). Discuss how and where to show these items to other people and/or create a display.
- Choose a series of activities that will enable learners to produce short texts to go with their exhibits - see Resources 3.4.5A and B as examples. These texts could be written, or spoken if the output is to be a video. The following activities are examples and are presented in no particular order.

Activity 2

Matching activity (vocabulary and reading)

- If you know what skills/items learners are planning to include, create a set of verb-noun collocation cards, colour coding the verbs and nouns, before the class (see Resource 3.4.1). Otherwise, create these during the class
- Present/show the verbs and nouns and recap understanding using pictures/images or mime.
- Say a full sentence about what you can do using the verb/noun collocations then ask learners to say what they can do.
- Read new verbs/nouns as a group then ask learners to choral/pair read or read individually.
- Model the collocations for each of the learner's items, miming or eliciting the verb as necessary, and writing them on the board or selecting the relevant cards.
- Give out the cut-up words and ask learners to match the verb/noun collocations.

Differentiation/extension activities:

- Use more or fewer words and cards depending on the level of your learners.
- Create picture cards to assist understanding of new verbs/nouns.
- Leave or hide the collocations on the board, or give out some copies of the collocations, for all or some learners to see, depending on the group.

Activity 3

Can/can't (speaking)

- Walk around the room looking at each learner's item in turn, and tell the class whether you can or can't do/make this yourself. Drill *can/can't* as a reminder of the difference in pronunciation.
- Ask learners, working in pairs, to do the same.
- Now ask learners to change partners. Give out Resource 3.4.2. (*Can* grid) and ask learners to tick the things they *think* their partner can or can't do (i.e. guess, without asking their partner). Model this using yourself and a learner first.
- Then ask learners to ask which activities their partner *can* do (*Can you fix a bike? No, I can't*).

Extension

- Learners write about what their partners can/can't do then read out sentences for each ability they have.

Activity 4

Past tense (reading, pronunciation and spelling)

- Using a learner as an example, ask a few simple questions, e.g. when they made the item they have brought in, what it is made from. Establish that this was in the past, contrast with now. Say/ elicit a model sentence e.g. *Ali fixed a bike*. Write the example on the board. Drill.
- Ask concept check questions to establish the difference between an action in the past e.g. *I made a jumper* compared to what they do on a regular basis e.g. *I make/can make jumpers*.
- Draw attention to the 'ed' verb ending (underline or write in a different colour), and the /t/, /d/, or /ɪd/ sound. Elicit some more examples based on learner's skills, write them up and read together. Note any irregular endings.
- Make a resource similar to Resource 3.4.3 showing past tense forms for verbs relevant to your learners. Give out copies to your learners and ask them to select some words to learn to spell using the *Look Say Cover Write Check* method (Template 3).
- Adapt Resource 3.4.4 based on your learners' words and ask learners to complete it.

Differentiation/extension activities:

- Past tense endings take a very long time to learn and use correctly. Aim to raise awareness in this session only, e.g. for learners to recognise some verbs in the past and /t/, /d/, /ɪd/ sounds of regular past tense 'ed' endings.
- Adapt Resources 3.4.3 and 3.4.4. to suit different learners or groups.
- Group learners according to skills and support those who need it e.g. by scribing.
- Copy the verbs you wrote on the board onto blank cards - these can be used to build a resource bank for learners to copy from and for phonics work.
- Learners with stronger literacy could write and share sentences.

Activity 5

Tell me how (speaking, reading and writing)

- This will suit a group where a majority of learners have a reasonable level of speaking skills at Entry 1 (or above in mixed level groups).
 - a. Invite a learner to tell you about what they made or did. Use a language experience type approach, asking the learner a few simple questions, using prompts as necessary and scribing what they say on the board. Encourage learners to mime/ use gesture to describe the process (you may want to refer back to the coffee making in Topic 3, Unit 3). Feed in vocabulary as needed - depending on the example, e.g. verbs for actions, or item/tools needed. Use the text for reading and writing practice activities.
- Choose from the following options for the next stage(s):
 - b. Keep working as a whole group through the different objects/items.
 - c. Pair/group learners to explain their skills/ processes to each other.
 - d. Ask learners to draw the process before trying to talk through it.
 - e. Encourage some use of shared and common languages.
 - f. Ask learners to recreate the process in gesture and mime.

Differentiation

- Turn this into a listening activity: describe (and ask stronger learners) a process for learners to hold up images/words as they hear them.
- Ask stronger learners to describe their process.

Activity 6

Running dictation for spelling - adjectives (reading and spelling)

- Walk around the room together looking at each object or item in turn or hold up/lay each item in turn. Ask learners to say a word to describe each item, or suggest some yourself, e.g. *big, small, new, old, red, blue, beautiful, tasty*. Write these on the board, check understanding, model and drill.
- Copy the words on the board on to a sheet of paper, small enough so they can only be seen if you are standing quite close to them. Stick the sheet of paper onto a wall some distance from the learners at head height.
- Erase the words on the board.
- Give out some blank strips of card, big enough to write one word on.
- Divide the learners into pairs. Explain that one will scribe, and one will walk and that 'Walkers' can go and look at one word, check its spelling, then return to their partner and spell the word. The scribe writes the word on the card. They can go and check their word is correct and then place the card on an item it matches.
- No shouting is allowed!

Differentiation/extension activities:

- Recap how to say and write the letters of the alphabet first.
- Ask learners to label any objects, not just those they have brought in.
- Adjust the adjective list to suit the level of your class.
- Supply more blank cards as learners need them.
- Restrict the 'walkers' to only being able to whisper.
- Some learner pairs could read/write sentences.

Activity 7

Texts for the exhibition (writing)

N.B. The aim here is for learners to produce a short statement or text to display with each item in the exhibition. These could be written on card to go with a physical or shelf display, written or word-processed on paper and glued into a class book, or onto a flipchart paper display, or on slips of paper to be placed, along with the items, into a box or container to make a mobile exhibition. If you are creating a virtual exhibition on a web or social media site - support learners to produce these texts digitally, using WhatsApp or other forms of text messaging/email.

- Introduce the task: with one learner as an example, use a language experience approach, and scribe on to the board.
- Now ask learners start to write their own texts, scribing for those who need it, or have learners who are more advanced writers do so.
- Texts 7 and 8 (see Unit 3.2) are examples of are examples of the type of text learners could produce. Adapt to suit your learners: some learners may only write one word as a label, others may include much more detail. Include photos of the learners if possible.
- Encourage learners to use some of the adjectives others chose to describe their object.

Follow up ideas

- Invite other learners or classes to come and view the display - or take it to them – and encourage discussion.
- Ask if learners want to set up any skills swap groups outside of their normal class. Help them set this up as necessary
- Base a subsequent session on learners demonstrating or sharing a skill in more detail, or learners can take it in turns over a series of classes to have their turn.
- Brainstorm a list of how these skills might make a practical difference to learners' lives.

fix	bike
knit	scarf
make	salad
play	piano
take	photo
drive	car

	can	can't
fix a bike		
knit a scarf		
make a salad		
play the piano		
take a photo		
drive a car		

fix	fixed
knit	knitted
make	made
play	played
take	took
drive	drove

Ali f _ _ ed his bike.

George k _ _ _ ted a scarf.

Sarah m _ _ _ a salad.

Sonia p _ _ _ _ the piano.

Mohammed t _ _ _ a photo.

Nadya d _ _ _ _ a car.