The aim of this resource pack is to inspire experienced teachers, newly qualified teachers and volunteers when teaching ESOL with a range of Yorkshire themed teaching and learning activities to use in the classroom.
This overview provides learning outcomes and teachers' notes, with explanations of how to use the pack.

This pack has a selection of ideas to suit E3+ ESOL levels. These activities have been developed to go with the Yorkshire dialect Poem, written by Annie Lancashire and the team at Migration Yorkshire.

Reading & Listening Resources

Theme/Topic	Yorkshire Dialect Poem - **T'int in tin**		
Overview of resources	This gives learners an opportunity to listen to an original poem read out in a Yorkshire accent, and read it to learn a variety of Yorkshire dialect words.		
Level	**Student Resources (Slides)**	**Teacher Notes (Slides)**	**Learning Outcomes**
E3+	**Colour coded Tintintin Poem - Slide 3**	**Slide 3** - Learners can read and/ or listen to the poem and try to guess what the unfamiliar words mean. There are two recordings of the poem - a male and female voice.	● Learners will start to interact with Yorkshire dialect words. ● Learners will use their knowledge of parts of speech to start to de-code a poem.
E3+	**Word types - Slides 4 - 6**	**Slides 4, 5 & 6 -** Work through the slides to use learners' familiarity with parts of speech to help them work out the meanings of dialect words in the poem. Learners can discuss their ideas as a whole class or in small groups. Optional dictionary use.	● Learners will start to understand dialect words. ● Learners will focus on parts of speech and how to use adjectives, nouns and verbs. ● Learners will predict the meaning of unfamiliar words.

Level	Student Resources (Slides)	Teacher Notes (Slides)	Learning Outcomes
E3+	**Gap-fill - Slide 7**	**Slide 7 -** Learners see how much they can remember by turning over the poem and trying to fill in the gapped version with dialect words. You can make this into a race or competition by putting the learners in teams and giving them a time limit to fill in as many words as they can.	• Learners will be encouraged to learn and memorise new words. • Learners will use knowledge of parts of speech to complete a poem.
E3+	**Translation to general English - Slides 8 & 9**	**Slides 8 & 9 -** Put learners in small groups or pairs to try and 'translate' the poem from dialect to general English. Once each pair is happy with their version, they can present it to the rest of the class, or swap versions with other pairs for peer feedback.	• Learners will use their new understanding of the dialect words to 'translate' the poem. • Learners will compare versions of the poem and feedback to each other.
E3+	**Categories - Slide 10**	**Slide 10 -** Give out the table or put up on the smartboard, and ask learners to categorise the parts of speech. After they've put the words into categories, ask learners if they can identify which ones are dialect and which are general English. Follow-up: ask learners to add more dialect and non-dialect words to the columns.	• Learners will recognise and categorise new vocabulary. • Learners will consolidate knowledge of new dialect words.