The aim of this resource pack is to inspire experienced teachers, newly qualified teachers and volunteers when teaching ESOL with a range of locally referenced teaching and learning activities to use in the classroom. This pack has a selection of ideas to suit various ESOL levels. This overview provides learning outcomes and teachers notes, with explanations of how to use the pack.
These outcomes are based on the Skills for Life framework for E1+, and the 'New to ESOL' outcomes framework.

Reading & Listening Resources

Theme/ Topic	'The Branch' Foodshare Link to the Video		
Overview of resources	MESH visited The Branch foodshare in Kirklees, and interviewed Richard, who runs it. We made a video about the foodshare, and these resources are designed to be used in conjunction with the video. The video can be found on **slide 9** of this resource, and there is also a link to it above. There are a mixture of activities which will suit different learning levels, so you can pick and choose which slides and which activities to use with your learners.		
Level	**Student Resources (Slides)**	**Teacher Notes (Slides)**	**Learning Outcomes**
Pre Entry+	**Slide 1 -** Learners look at the slide and identify/ name the foods. Higher levels: Discuss what they think a 'food share' is.	**Slide 1** Picture can be used for vocab teaching, and familiarising with the words 'food share'. Higher levels can discuss with the teacher what a food share is, and maybe if they are familiar with the concept.	• Learners become familiar with the topic. • Learners identify the names for some food in English.
Entry 1+	**Slide 2 -** Learners read the leaflet, or teacher reads it out. Answer the questions in pairs/ small groups and feedback.	**Slide 2 -** For lower levels, teacher reads out the leaflet and the questions and find answers as a whole group. For higher levels, learners read the leaflet themselves and answer the questions.	• Learners become familiar with the leaflet about the Branch and find information.

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E3+	**Slide 3 -** Learners find words in the text with the same meanings. They can write them down and share with a small group/ in pairs.	**Slide 3 -** Encourage learners to find the words in the text themselves first, without google translate or a dictionary. They can then check after matching each definition with a word.	• Learners are encouraged to guess the meanings of words from context and match them to meanings.
Level	**Student Resources (Slides)**	**Teacher Notes**	**Learning Outcomes**
Pre Entry+	**Slide 4** - Learners look at the leaflet and answer the t/f questions, individually or in pairs.	**Slide 4** - learners could be paired up with stronger/weaker pairs to help each other answer the questions. Group feedback.	• Learners practice finding information in text and answering the questions.
Pre Entry +	**Slide 5 -** Learners use paper manipulatives in pairs small groups to match the words with the pictures. Learners then put the words in alphabetical order, using the manipulatives or the worksheet.	**Slide 5** - You will need to print out the manipulatives on paper or card for the first activity. Learners can then use the words again for the second activity.	• Learners become familiar with written words and match them with pictures. • Learners practice the alphabet and alphabetical order.
E3+	**Slide 6 -** Learners use the foodbank website to complete the webquest activity.	**Slide 6** - The webquest worksheet can be given out on paper or completed on phones/ipads. It can be done individually or in pairs, with full group feedback and a discussion about foodbanks.	• Learners become familiar with a website about foodbanks and find relevant information.
E3+	**Slide 7 -** Learners focus on food labels, and use the website to help them answer the questions. This can be done as a speaking activity/ role play also.	**Slide 7 -** Learners will need access to the website, either on a laptop or on their phones, in order to find the answers to the questions.	• Learners become familiar with the Eat Well website and find information about food labels.
Pre Entry+	**Slide 8 -** Learners watch the short video and tick the items that they	**Slide 8 -** With Pre Entry/ Literacy learners, this activity will need setting up with word	• Learners practice their knowledge of the

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	see.	recognition/ helping learners read the words before asking them to tick what they see in the video.	written words by matching them to images on a video.
Pre Entry+	**Slide 9 - Video**	**Slide 9 - Video**	**This is the main video that is used for all activities from slide 10 onwards. There is also a link to the video here.**
E2+	**Slides 10 & 11 -** Learners watch the video and answer the questions. Check answers by matching the answers on **slide 11** to the questions on **slide 10**.	**Slides 10 & 11 -** After watching the video, this activity can be done with two teams, one team has the questions and one has the answers. It could be done as a running dictation, or a shouting dictation across the room. *If learners are struggling to understand Richard because he speaks fast, the video can be slowed down to 0.75 by going to settings.	• Learners watch the video and focus on matching the questions to the answers.
E3+	**Slide 12 -** Learners watch the video and answer the questions. If they watch it on their own devices, they will have control of how often they stop the video and rewind it.	**Slide 12 -** A more challenging comprehension activity, for higher level learners.	• Learners gather specific information through listening.
Pre Entry +	**Slide 13** Learners watch the video and answer the questions, with teacher support.	**Slide 13** Stop and start the video as required and give learners time to answer each question/ share their answers before moving on to the next question.	• Learners gather specific information through watching and listening.
E2+	**Slide 14** Learners watch the video again and fill in the gaps with the missing words.	**Slide 14** Give learners time before watching the video again to look up the words/ use google translate in order to decide where the words should go. They then watch again and check their answers/ share their answers in pairs.	• Learning new vocabulary and using the words in context. • Listening to and reading new vocabulary items.

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		This slide can be printed out and used as a paper worksheet.	
E2+	**Slides 15 & 16** This can be a whole group discussion activity, or done in small groups on flip-chart paper.	**Slides 15 & 16** The goal of this activity is to distinguish between verbs (aims) and nouns (tools), as well as discuss why they might be important for a project like the Branch.	• Learners use new words in context • Learners distinguish between verbs and nouns.
E2+	**Slide 17 -** Learners watch the last part of the video and fill in the gaps.	**Slide 17 -** You might want to read the sentences out as well as looking at the last part of the video, so this becomes a listening as well as a reading activity.	• Learners read for specific information and fill in gaps in sentences.

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