

# 2

## Daily life

### Curriculum coverage

#### *Listening and speaking*

- Say what you do in every day life
- Say what you like and don't like
- Ask for information
- Listen for information

#### *Skills*

Sc/E1.1a, 1b, 4a, 4b  
Sc/E1.1c; Sd/E1.2d  
Sc/E1.1a, 1b  
Lr/E1.1c, 2a, 2b, 2d, 2e, 4a

#### *Reading and writing*

- Read about other people
- Write about yourself

#### *Skills*

Rt/E1.1a; Rs/E1.1a, 1b; Rw/E1.1a, 3b  
Wt/E1.1a; Ws/E1.1a, 2a; Ww/E1.1a, 1b, 1c

#### *Key functions*

- Asking for and giving information
- Talking about time
- Describing routines
- Expressing simple likes/dislikes

#### *Key grammar*

- Present simple
- Prepositions of time – *in, on, at*
- Possessive pronouns
- Sentence connectives – *then, next*

#### *Resources to support the unit*

- Audio player and recording
- Access to computers and the Internet if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Flashcards of key words (teacher's own)
- Teaching clock (teacher's own)
- Examples of a diary and a calendar (teacher's own)
- Magazines/newspapers (teacher's own)

## Page 1 Daily life

### Rationale

To introduce the theme and content of the unit and look at the learning objectives

### Task

- Focus attention on the pictures and introduce the theme of daily life.
- Ask questions about the pictures and elicit key vocabulary.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

## Pages 2 and 3 My week

### Materials

- Audio – my week
- Flashcards of key words
- Example of a diary

### Rationale

To present lexis of everyday activities; to listen for specific information; to recognise days of the week; to write some key words; to aid pronunciation and spelling by focusing on syllables and stress; to enable learners to ask each other what they do on different days of the week and to reply

## Activity A *Words for everyday activities*

### Task

- Learners look at the photo and read the text in the speech bubble about Mrs Baker.
- Ask learners to focus on the six smaller pictures.
- Elicit vocabulary, e.g. *church, swimming pool*. Practise pronunciation.
- Use flashcards for word recognition. Focus on spelling if appropriate at this point.
- Elicit from the learners what activities they do every day. Write these on the board.

## Activity B *Filling in a diary*

### Task

- Introduce/review the days of the week using flashcards. Show an example of a diary.
- Refer learners back to Mrs Baker's activities on page 2 and encourage them to say which ones are already in the diary.
- Play the audio once all the way through – learners listen for what she does on each day but don't write. Then play the audio as many times as necessary, stopping after each day so they can fill in the diary. Let learners read the audio script whilst listening at the end of the activity.

### Differentiation

- Learners with beginner literacy skills could just point to the pictures, or you could put the words onto strips of card for them to place in the spaces in the diary and copy out afterwards.
- You could give significantly more confident learners a copy of the diary with all the entries removed so they have to listen for them all.

## Activity C *Saying a word*

### Task

- To introduce the concept, write the names of some of the learners on the board. As a group, break the names into syllables and mark the stress.
- Write two of the words from pages 2 and 3 on the board, e.g. *study, Tuesday*. Learners copy them down, you say the word and they mark the syllables and stress.
- Learners complete the activity on page 3. They try to work it out themselves first, then check with each other. You can then say the words for them to check. Write the correct answers on the board.
- If learners find it hard to hear the stress, exaggerate it slightly, but not so that you distort the word. Alternatively, show the stress with a hand movement.
- Practise the pronunciation of the words, e.g. learners repeat chorally after you, individually (volunteers, confident learners), and in pairs with you walking around and checking.

## Differentiation

- For learners with a very low level of literacy, cut the words up into syllables. Learners put these in order to create words. They then point to the stressed syllable.

## Extension

- Create a worksheet (or work together on the board) with all the days of the week and key vocabulary from pages 2 and 3 to practise marking syllables and stress.

## Activity D Talking to someone else

### Task

- Ask a more confident learner *What do you do on Monday?* and help them to form the reply. Repeat around the class with other learners for different days.
- Highlight the use of *on* with the day of the week.
- Write the question on the board; learners repeat it a few times after you. Drill it by substituting different days of the week.
- Drill daily activities using the pictures on page 2.
- Nominate a learner and get them to ask another learner, who replies and in turn asks someone else. Go around the class like this.
- Learners work in pairs. One learner asks *What do you do on Monday?* The other learner replies using the ideas from page 2 or ideas of their own. They take turns asking/answering and work through the days of the week.

## Differentiation

- Pair less confident and more confident learners.
- More confident learners can produce more of their own ideas.

## Pages 4 and 5 My day

### Materials

- Teaching clock
- Flashcards of key words

### Rationale

To follow a short narrative; to recognise key words and times; to focus on the third person form of the present simple; to make simple sentences; to ask questions and give answers; to practise the first and third person

## Activity A

## Reading

### Task

- If possible, elicit times using the teaching clock. If not, pre-teach using the teaching clock.
- Introduce/revise other key lexis with flashcards.
- Focus on the picture of Cris and the text and establish that he is writing about himself on the computer.
- Look at the pictures below the text and elicit the activities. Look at the watches and elicit the times.
- Learners read the text and match the watches and pictures.
- Feedback.
- Highlight the use of *at* before the time.

## Activity B

## Making sentences

### Task

- Demonstrate the difference between first and third person singular by taking some of the verb forms presented in the unit so far and using them to talk about yourself and about learners in the class.
- Explain the task and demonstrate with the example. If you feel it is necessary, complete B with the class.
- Learners complete the sentences. Check the answers.

## Differentiation

- Learners help each other to complete the exercise.
- Enlarge the exercise and cut up the words in the box so that learners with beginner literacy skills can put them in the right place and copy the answers out afterwards.
- Cover up the box for more confident learners.

## Extension

- Make sentences about Mrs Baker from page 2 using the third person form.

## Activity C Talking to other people

### Task

- Write the question *What time do you get up?* on the board. Ask some learners and encourage them to use *at*.
- Draw an arrow to show falling intonation. Say the question and use your hand to illustrate how the voice goes down at the end. Learners repeat after you.

- Drill the question using different verbs.
- Ask a variety of questions around the class, starting with more confident learners and continuing around the class. Then, in pairs, learners ask each other one or two questions.
- Focus attention on the chart. Demonstrate with a more confident learner. Encourage learners to think of an idea for the final column. Learners move around the class, ask three other learners and note the answers.
- Feedback: ask learners *What time does ... get up?* Encourage full answers: *She gets up at ...*. Make sure learners use the third person -s.

### Differentiation

- More confident learners can add more questions if they want.

### Extension

- Learners write sentences about others in the class using information from the chart.
- Learners write sentences or a paragraph about their daily routine.

## Page 6 Morning, afternoon and evening

### Materials

- Audio – Mrs Lobo
- Flashcards of key words

### Rationale

To listen for gist and for detail in a conversation

### Activity A

### Listening to a conversation

#### Task

- Focus on the main picture and set the scene.
- Revise/teach key words with flashcards and pictures from the previous pages and from page 6 to illustrate any of the activities that learners don't know.
- Read through the task. Clear up any queries.
- Ask a question such as *Can Mrs Lobo have a cup of tea with Mrs Baker?* and play the conversation once all the way through. Then play the conversation again as many times as is necessary, stopping part-way through to focus on the different parts of the day.

- Feedback/check answers.

### Differentiation

- Give learners with beginner literacy skills pictures to point to or sequence.

### Extension

- Learners ask each other, e.g. *What do you do on Tuesday morning?* or *What do you do in the evening?*

### Activity B Listening for information

#### Task

- Focus on the main picture again.
- Explain the questions – illustrate with the start and finish times of the lesson, for example.
- Learners listen again and note down the answers.
- Feedback.

## Page 7 Likes and dislikes

### Materials

- Audio – asking questions
- Flashcards of key words
- Photocopiable resource – pictures for likes/dislikes

### Rationale

To present new lexis; to introduce the pronunciation of *yes/no* questions

### Activity A

### New words

#### Task

- Go through the pictures and use flashcards for the new words (learners may be familiar with some from Unit 1). Practise pronunciation with choral and individual repetition, look at syllables and stress, practise saying the words in pairs.

### Extension

- Elicit further relevant lexis from the learners. Explain and practise.

## Activity B How to ask questions

### Task

- Focus on the photo to set the scene.
- Focus on the questions and answers. Tell learners to listen to the questions and answers.
- Play the audio. Drill the questions and answers using the pictures from Activity A as prompts.
- Play the audio again. Ask learners if they can hear the intonation. Reinforce with slight exaggeration and/or hand gestures to illustrate the rising and falling intonation. Get learners to repeat after the audio. Practise chorally, individually and in pairs.

## Activity C Asking other people

### Task

- Give learners a picture card each from the photocopiable resources. Teach any new vocabulary as necessary.
- Demonstrate the task with one or two confident learners.
- Learners walk around the class asking other learners *Do you like ... ?* according to what is on their card. The other learners answer appropriately.

### Extension

- Learners talk about others in the class using the third person form.
- Learners devise their own survey form, e.g. taking a few different items and asking a few people, or just one item and asking many people. They conduct the survey and report the results verbally and/or in writing, e.g. *Mohammed likes tea. Jelena doesn't like chicken.*
- Use the pictures from the photocopiable resources to carry out matching activities, e.g. Snap, Pelmanism.

## Pages 8 and 9 About myself

### Materials

- Flashcards of key words
- OHT with the sentences from Activity E (optional)

## Rationale

To recognise structures and lexis; to construct simple sentences; to revise basic personal information; to focus on basic punctuation; to enable learners to write sentences about themselves using basic structures and punctuation

## Activity A Reading an e-mail

### Task

- Focus on the photo and e-mail to set the scene. Talk about the concepts *e-mail* and *penfriend*.
- Revise *like* and teach *don't like, love and hate*. Teach/review lexis. Use flashcards.
- Ask learners to read the e-mail and to tick or cross the pictures as appropriate. Go over the example, and, if necessary, complete the second picture together.
- Feedback/check answers.
- Make sentences using the third person about Rosa.

### Differentiation

- Less confident and more confident learners work together.

## Activity B Writing about what you like

### Task

- Ask learners *Do you like football/shopping/fish?* Then encourage them to make full sentences, e.g. *I hate football.*
- Learners fill in the gaps with the verbs to make sentences which are true for themselves. The last sentence is for them to add their own idea.
- When they have finished, they can read the sentences to each other in groups before whole class feedback.

### Differentiation

- Learners with beginner literacy skills are given the sentences cut up. They make sentences about themselves which they then copy out.
- More confident learners carry on to write additional sentences about themselves.

### Extension

- Give a short spelling test consisting of the key words. Learners with beginner literacy skills can have the words on cards to place in the correct order as the words are read out.

## **Activity C**     *Reading for information*

### **Pre-task activity**

- Before learners look at the page, write the three questions on the board. Ask the questions about people in the class.

### **Task**

- Focus on the task and ask learners to answer the questions.
- Feedback.

### **Differentiation**

- Learners with beginner literacy skills answer the questions orally. You could put the answers on card for them to match with the questions.

## **Activity D**     *Capital letters and full stops*

### **Task**

- Put examples of full stops and capital letters on the board.
- Learners work alone or in pairs to underline the capital letters and full stops in the text.
- Feedback and explain their use.
- Put further examples of their use on the board, making sentences about learners in the class, for example.

### **Differentiation**

- Create cards of words with capital initial letters and the same words with lower case initial letters for learners with beginner literacy skills to match.

### **Extension**

- Create a further worksheet for learners to find full stops and capital letters. This could have extra sentences for more confident learners where there are no full stops and capital letters, and they have to put them in.

## **Activity E**     *Writing about yourself*

### **Task**

- Encourage learners to produce sentences about themselves orally using the structures in Activity E. You could give your own example first.
- Focus attention on the gapped sentences. You could write them up on the board or put them on an OHT. Complete them for yourself.
- Learners complete their own sentences.

- Focus attention on full stops and capital letters again.
- Learners copy out the sentences. Monitor and check for punctuation.

### **Differentiation**

- More confident learners add extra sentences about themselves.
- Prepare cut-up sentences for learners with beginner literacy skills to put in order and copy.

## **Page 10** **Months of the year**

### **Materials**

- An example of a calendar
- Flashcards of key words

### **Rationale**

To introduce/revise the months of the year; to follow a simple calendar; to enable learners to make simple statements of fact about themselves

## **Activity A**     *Reading a calendar*

### **Pre-task activity**

- Introduce/revise the months of the year with flashcards. Work on pronunciation, perhaps looking at syllables and stress.
- Show learners an example of a calendar and discuss its function.

### **Task**

- Talk about the calendar on page 10.
- Look at the questions and go over any vocabulary as necessary.
- Learners answer the questions. Encourage the use of *in April*.
- Feedback.

### **Differentiation**

- Learners with beginner literacy skills can answer the questions orally.

### **Extension**

- Look at and discuss the college calendar where you work.

## Activity B Talking about yourself

### Task

- Talk generally about what people do at different times of year (children go back to school, Ramadan/Eid, Diwali and other festivals, new year, summer holidays, 5th November). Note new vocabulary on the board.
- Help learners to make statements about themselves, e.g. *I visit my family in Turkey in July, I give my children presents at Christmas, I go back to college in September, I cook special food at new year.*

### Extension

- Learners ask each other *What do you do in ...? or When do you ...?*
- Learners fill in a year calendar for themselves.

## Page 11 Check it

### Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

## Page 12 Mini-projects

### Materials

- Access to computers and the Internet if possible
- Magazines/newspapers

### Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or both tasks. For more information, see the Introduction to the Teacher's Notes.

## Activity A Write about someone else

### Task

- Learners can work together or individually.
- Help them to put together a set of questions from the unit.
- They then go and interview someone.
- Feedback at a later class.
- Learners can write a paragraph about the interviewee. This can be written out or word-processed and displayed.

## Activity B Read about someone else

### Task

- Ask learners about famous people they like, e.g. musicians, actors, leaders etc.
- Ask them to bring in any information they have about the people they like from magazines, newspapers or from the Internet.
- At a later lesson, look through the material for information relating to the points covered in the unit.
- Have some material to share with learners who don't bring anything.
- They can write some sentences about their chosen person to display or keep in their files.

### How am I doing?

#### Rationale

To encourage learners to evaluate their own learning; to provide a record of their learning

Learners use the checklist to evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

## More reading and writing

Pages 13–16 are optional. They provide support for learners needing more practice with reading and writing. The activities can be done at any stage in the unit.

### Page 13 Telling the time

#### Materials

- Teaching clock

#### Rationale

To revise/reinforce telling the time

#### Activity A *Writing the time*

##### Pre-task activity

- Revise the time using the teaching clock.
- Focus on the structure in the book and the examples of clocks.

##### Task

- Learners write sentences to say what time each clock is showing.
- Feedback.

##### Differentiation

- Learners with beginner literacy skills place the times (which have been cut up) beneath the relevant clock face.

#### Activity B *Reading the time*

##### Task

- Focus on the short and long hands of a clock and how we represent the time with them.
- Learners change the hands on the teaching clock to represent different times.
- Learners complete the clock faces.
- Feedback.

##### Differentiation

- Learners with beginner literacy skills complete the clock faces (or manipulate the teaching clock) as you or other learners say the times.

### Page 14 Spelling

#### Materials

- OHT showing days of the week with gaps where vowels should be (optional)

#### Rationale

To raise awareness of vowels and consonants; to consolidate days of the week; to introduce a technique for learning to spell words; to learn to spell the days of the week

#### Activity A *Looking at vowels and consonants*

##### Task

- Elicit the days of the week and note on the board.
- Draw attention to the final pattern, *-day*.
- Learners fill in the gaps.
- Feedback – if possible, have the gapped days on an OHT.
- Write the missing letters on one part of the board. Explain that these letters are vowels. Write the remaining letters on the board and explain that these are consonants.
- Write random letters on the board and ask learners whether they are vowels or consonants.

##### Extension

- Give out cards with letters of the alphabet on. Learners group them as vowels or consonants.

#### Activity B *Learning to spell*

##### Task

- Demonstrate the 'look, cover, write, check' method on the board.

#### Activity C *Spelling the days of the week*

##### Task

- Learners use the 'look, cover, write, check' method to learn the days of the week.
- If you feel it is appropriate, test the learners.

##### Extension

- Set learners some of the words from the unit to learn this way for homework.

## Page 15

### Full stops and capital letters

#### Rationale

To practise filling in a diary in preparation for learners writing about themselves; to practise the use of full stops and capital letters; to practise the present simple

#### Activity A *Filling in a diary*

##### Task

- Remind learners about Mrs Baker's diary (page 3).
- Discuss with the learners what they do every day. Put some of the lexis on the board.
- Learners complete the diary.
- In feedback, encourage the use of full sentences to reinforce the structure.

#### Activity B *Writing sentences about yourself*

##### Task

- Focus on the sentences on page 15. Elicit from the learners when we use capital letters and full stops.
- Write some sentences about yourself on the board, focusing again on the full stops and capital letters.
- Learners write sentences about themselves.
- Monitor, encouraging correct punctuation.

##### Differentiation

- Learners with beginner literacy skills complete a gap-fill worksheet.

## Page 16

### Learning new words

#### Rationale

To recycle and reinforce lexis presented in the unit; to raise awareness of vowels; to practise the 'look, cover, write, check' method and build up own vocabulary

#### Activity A

#### *Learning new words*

##### Task

- Write the words *Food* and *Places* on the board and elicit examples of items to go in each category.
- Focus on the activity. Complete one entry for each category together.
- Learners sort the lexis into two categories.
- Feedback. Write the table up on the board and ask learners to come up and write the words in the correct column.

##### Differentiation

- Put the words on pieces of card for learners with beginner literacy skills to sort manually.
- During feedback, they can Blu-tack the words in the correct column on the board.

#### Activity B

#### *Looking for vowels*

##### Task

- Elicit the vowels from the learners.
- Demonstrate with the example.
- Learners circle the vowels in the words.
- Feedback.

#### Activity C

#### *Spelling new words*

##### Task

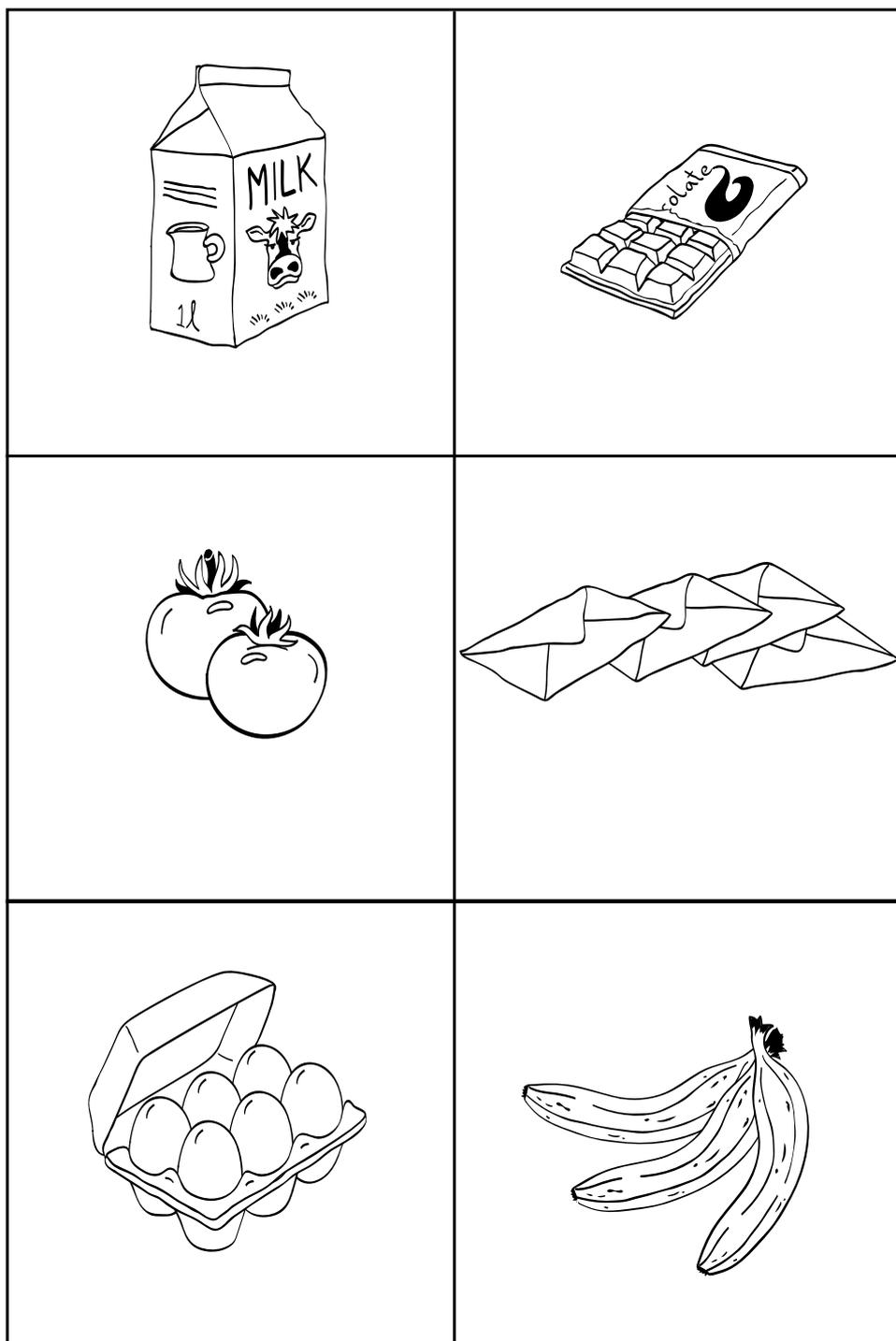
- Help learners to choose some new words from the unit that they think will be useful.
- They learn to spell the new words using the 'look, cover, write, check' method.

# Photocopiable resource

Page 7

Asking other people

Activity C



milk	bread
chocolate	apples
bananas	tea
coffee	football
cats	dogs