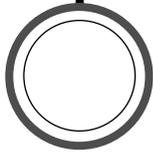


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Introduction

The learning materials for Entry 3 are divided into eight theme-based units covering a broad range of the component skills, knowledge and understanding listed in the ESOL Core Curriculum. They are intended as core materials which can be integrated with and supplemented by other available resources.

The materials are designed to be used flexibly and are produced in a loose-leaf format so that teachers can use them in any order, selecting whole units, sections of units or individual pages according to the differing needs and interests of learners. However, in recognition of the range of skills and progression within Entry 3, the later units are slightly more challenging than the earlier units. In addition, some activities are coded in the Teacher's Notes in order to support the teacher in planning their lessons:  identifies a slightly more challenging activity;  denotes an easier activity.

Structure of the units

Each unit consists of the following:

- an introductory page
- 12 pages of activities for skills development
- an integrated skills project page
- a Check it page
- Mini-projects.

While there is some overall coherence in terms of theme and contexts, individual pages or linked pairs of pages have been designed so that they can be exploited independently.

Introduction (page 1)

This has:

- visual images and accompanying question prompts to be used for scene setting and as a warm-up activity to stimulate ideas and discussion
- objectives for the unit
- ESOL Core Curriculum codes.

The wording of the objectives is a simplified version of Core Curriculum terminology and is intended to be as accessible as possible for learners. The teacher should guide learners through the objectives, using the tick boxes to identify objectives relevant for them. These can in turn relate to the priorities already identified in the learner's Individual Learning Plan (ILP) or, alternatively, form part of the on-going assessment process and contribute to the development of the ILP.

Skills development (pages 2–13)

These have:

- activities to develop the skills of speaking, listening, reading and writing and language
- a footnote referencing the Curriculum Codes for skills covered
- 'Remember' boxes to provide brief summaries of language or skills components.

The codes relate to primary objectives covered in the activities represented on the page and not those which may be practised incidentally. While skills development is embedded in the activities, it is assumed that much learning will take place off the page through preparatory, supplementary and extension activities and in response to learners' progress and needs. 'Remember' boxes appear throughout the units. They can be referred to and exploited by the teacher and learner at appropriate points in the lesson.

Integrated skills projects (page 14)

This is a set of linked activities drawing together some of the skills developed earlier in the unit. All projects provide opportunities for independent learning. Many have been designed to promote learning outside the classroom through research, interviews and information gathering. They need to be carefully set up by the teacher to ensure that instructions are clear and that the necessary resources are accessible to learners. There also needs to be a degree of flexibility in adapting the project to the skills and confidence of learners. For example, if learners do not feel confident enough to carry out an interview, arranging for a visitor to give a talk to the group or to be interviewed on a related topic could provide appropriate alternatives. The output of the project can be used as evidence of learning for portfolio or progress record.

Check it (page 15)

This has short review activities to check some language points from the unit. These are designed to be used outside class time and can be self-checked using the key at the back of each unit of material. They provide the learner and the teacher with the opportunity to assess individual progress and identify any areas of weakness where further work is needed.

Mini-projects (page 16)

These have:

- suggestions for short activities involving independent learning outside the classroom
- self-evaluation
- section for the learner to reflect on their own progress.

These short activities often involve research or interaction with the local community. In such cases it would be beneficial for the teacher to add local knowledge to the activity so that it reflects more accurately the situation and interests of the learners. Learners undertake these tasks to gain confidence in new situations. The expectation is that learners will complete tasks in different ways, according to their current skills and level of confidence.

The self-evaluation activity is clearly more relevant for those learners who have engaged with larger sections of the unit. They are able to reflect back to the priorities identified in the objectives listed on page 1 and assess their own progress as part of their regular learning review.

Additional materials in the unit

Audio

- recordings of listening materials to support the activities within the unit
- scripts located at the end of each unit.

The recordings are available on CD ROM and audio cassette. The accompanying scripts provide an additional resource for follow-up work and more supported listening.

Answer key

Full answers are printed at the end of each unit and offer opportunities for self-checking.

Teacher's Notes

These include:

- a full listing of resources, including extra resources for the teacher to supply
- rationales for each page
- detailed notes for each activity, intended for guidance
- ideas for differentiation and extension activities
- arrows to indicate activities which are more challenging  and easier .

Teachers should adapt, modify and supplement the activities and materials according to the needs of their learner group. Most activities have suggestions (differentiation and extension notes) for how to adapt them for learners at different levels of confidence, often within the same group. Experiment with different ways of exploiting the same activity to meet the differing needs, skills levels, interests and learning preferences. Be aware of differences in terms of learning style. Arrows also

indicate those activities which learners may find more challenging and/or easier. Teachers can also draw on the wide range of learning activities described throughout the ESOL Core Curriculum.

Photocopiable resources

These are supplementary photocopiable task sheets. Within the learning materials, some activities refer to additional resources, e.g. role play, re-ordering exercise, information gap. These are located at the back of the Teacher's Notes. The teacher can copy and distribute these to learners, as required.

Rules and Tools

- These are supplementary reference materials.
- These provide simple summaries of many of the language points and skills covered in the materials.
- They are designed to be printed out and reproduced for additional reinforcement and for learners' reference. (They are available on a CD-ROM).

Approaches to teaching and learning

- Individual learners may have substantial differences in their current level of achievement in different skills, and have what is described as a 'spikey' profile. The materials will need to be selected, adapted and supplemented accordingly.
- In group settings, there will inevitably be variations in terms of skills level between learners. The Differentiation section in the Teacher's Notes gives suggestions for using activities in different ways.
- Draw on learners' own language as a resource for learning. Use bilingual approaches, for example:
 - lists with direct translation for some key words
 - planning the content of writing in mother tongue for those literate in first language
 - learners with shared language discussing answers to questions in their own language
 - training in the use of bilingual dictionaries
 - comparing language structures in English and first language.
- Encourage independent learning (see suggestions for activities in the ESOL Core Curriculum).

- Encourage learners to develop study skills through organising their work in a folder, keeping records of new vocabulary, practising spelling systematically, drafting and redrafting work, using grammar book and dictionary effectively, developing self-evaluation and so on.
- Incorporate communicative activities and games to add variety, reinforce learning and provide more relaxed opportunities for practice. There are many commercially available EFL resources. These need to be selected with the usual criteria of appropriateness to cultural background and life experiences of learners but they can often be used with minimal modification.
- While pair and group work feature in the units, opportunities should not be missed for getting students into 'mingling' activities.
- The materials provide a vehicle for the introduction or revision of a wide range of grammatical forms. However, the teacher will need to introduce a range of activities to reinforce and extend learning of grammar.
- Choral practice or drilling can be a useful tool for reinforcing learning and rehearsing grammatical forms. It can often add pace to the lesson. Teachers need to use their judgement in how to use this technique.
- There are activities for integrating the teaching of pronunciation. This is an area to extend in relation to specific difficulties learners may have.
- It is important to recognise the stages of development of learners and different priorities in terms of developing fluency or accuracy. While the teaching of underpinning grammar and pronunciation places an emphasis on improving accuracy, it is important to avoid over-correcting at the expense of communication, e.g. while doing a role-play activity in a challenging situation
- It is important to draw on learners' knowledge and experience as part of the learning process and find opportunities to personalise learning. The authors of the materials have avoided using trigger material which would automatically require learners to recall uncomfortable or painful experiences. In dealing with this issue, the teacher needs to use his/her judgement and sensitivity based on knowledge of the learners.

Suggested additional resources

- Where possible, provide a rich learning environment. In some venues, it may be possible for the teacher and learners to keep a record on a wall display. Paper speech bubbles, 'Post-it' notes, pictures, prompt cards, new vocabulary items, visual mnemonics for language points and displays of the students' own work can all be included.
- Provide simple feedback sheets or checklists for self-assessment or peer assessment, e.g. for writing, oral presentations and so on. Learners often need time to develop the skill of constructive criticism but it is a useful step in encouraging reflective learning.
- Introduce locally relevant materials – newspapers, leaflets, timetables and other authentic materials – into the classroom. This is an ideal opportunity to make learning relevant to learners (see suggestions under the Materials section for each unit). Use photographs and pictures as a stimulus to open discussions and ask questions, establish context, clarify concept and engage learners.
- Simple writing frames have been included in the materials for some activities. These are easy to prepare, either as handouts or on an OHT, and provide more support for the staged development of writing skills.

Using ICT in the classroom

Most units include suggestions as to how Information and Communication Technology (ICT) might be incorporated into the learning programme. These activities are optional and an alternative approach is usually included. It is recognised that ESOL learners will be at different stages of familiarity with using ICT and in many learning contexts there may be no access to such resources. However, given the increasing role of ICT in everyday life, and its many advantages in increasing motivation and self-esteem, it should be exploited as a resource and an area for skills development where possible.

Index to curriculum objectives

Listening and speaking

| Skill | Skill code | Unit | Page(s) |
|---|------------|------|-----------|
| Use stress, intonation and pronunciation to be understood and to make meaning clear | Sc/E3.1a | 1 | 6, 8 |
| | | 3 | 4 |
| | | 4 | 3 |
| | | 5 | 6, |
| | | 7 | 13 |
| Articulate the sounds of English to make meaning clear | Sc/E3.1b | 1 | 6 |
| | | 7 | 13 |
| Use formal language and register when appropriate | Sc/E3.2a | 4 | 9 |
| | | 7 | 3 |
| Make requests | Sc/E3.3a | 3 | 4 |
| Ask questions to obtain personal or factual information | Sc/E3.3b | 1 | 10 |
| | | 2 | 8 |
| | | 4 | 3, 4, 9 |
| | | 6 | 12 |
| | | 7 | 2 |
| Ask for directions, instructions or explanations | Sc/E3.3c | 7 | 8 |
| Ask for descriptions of people, places and things | Sc/E3.3d | 1 | 4 |
| | | 4 | 9 |
| Express clearly statements of fact | Sc/E3.4a | 1 | 8, 10, 12 |
| | | 4 | 2, 3, 4 |
| | | 6 | 6 |
| | | 7 | 2, 8 |
| Give personal information | Sc/E3.4b | 6 | 4, 6 |
| | | 7 | 3 |
| | | 8 | 6 |
| Give an account/narrate events in the past | Sc/E3.4c | 2 | 2 |
| Give an explanation | Sc/E3.4d | 3 | 4 |
| | | 5 | 9 |
| Give directions and instructions | Sc/E3.4e | 5 | 3, 8 |
| | | 7 | 8 |
| Give a short description and make comparisons | Sc/E3.4f | 1 | 4, |
| | | 4 | 5, 6 |
| | | 5 | 6 |
| Take part in social interaction | Sd/E3.1a | 4 | 6 |
| | | 7 | 3 |
| Take part in more formal interaction | Sd/E3.1b | 6 | 1112 |
| | | 7 | 4, 12 |
| Express feelings, likes and dislikes | Sd/E3.1c | 2 | 5 |
| | | 8 | 5 |
| Express views and opinions | Sd/E3.1d | 2 | 4 |
| | | 4 | 5, 6 |
| | | 5 | 2, |
| | | 6 | 3 |
| | | 7 | 12 |
| | | 8 | 7, 9, 13 |

| | | | |
|--|----------|------------------|----------------------------------|
| Make suggestions / give advice | Sd/E3.1e | 3 8 | 8 9, 13 |
| Make arrangements / make plans with other people | Sd/E3.1f | * | |
| Relate to other speakers | Sd/E3.1g | 7 | 12 |
| Ask about people's feelings and opinions | Sd/E3.2a | 2 4 5 | 4 6 13 |
| Understand the turn-taking process | Sd/E3.2b | 2 7 | 4 12 |
| Recognise context and predict meaning in a range of listening texts and oral interactions | Lr/E3.1a | 1 6 7 8 | 4 3 4 7 |
| Listen for the gist of information or narrative on radio or TV | Lr/E3.1b | 3 4 5 | 8 12 7, 8 |
| Listen for the gist of explanations, instructions or narrative in face-to-face interaction or on the phone | Lr/E3.1c | 3 5 7 8 | 4 8, 9 3 12 |
| Listen for details in narratives and explanations | Lr/E3.2a | 1 4 5 8 | 4, 10 3, 9 9 5, 7, 8, 9 |
| Listen for detail in a face-to-face situation or on the phone | Lr/E3.2b | 3 4 6 7 | 4, 12 6 7 4, 8 |
| Listen for detailed instructions | Lr/E3.2c | 5 7 | 3 8 |
| Listen for grammatical detail | Lr/E3.2d | 1 3 5 7 | 12 12 2, 7 13 |
| Listen for phonological detail | Lr/E3.2e | 1 4 5 7 | 6, 8 2 6, 7 13 |
| Listen for relevant and new information on radio, TV or in live presentations | Lr/E3.3a | 4 | 12 |
| Listen for relevant and new information in face-to-face situations or on the phone | Lr/E3.3b | 2 5 7 | 8 2 2, 3, 9, 11 |
| Clarify and confirm understanding through verbal and non-verbal means | Lr/E3.4a | 5 6 7 | 13 7, 11 4, 8 |
| Respond to requests for action | Lr/E3.5a | * | |
| Respond to requests for information | Lr/E3.5b | 1 6 | 10 11 |

| | | | |
|--|----------|-------------|---------------|
| Recognise a variety of feelings expressed by another speaker | Lr/E3.6a | 2 5 7 | 4 2 9 |
| Listen to and respond appropriately to other points of view | Lr/E3.6b | 1 5 7 | 4 2, 12 |
| Listen for the gist of a discussion | Lr/E3.7a | 6 7 | 3 12 |
| Follow a discussion without actively participating, e.g. on TV | Lr/E3.7b | 7 | 12 |
| Follow and participate in a discussion | Lr/E3.7c | 5 | 13 |
| Recognise features of spoken language | Lr/E3.7d | * | |

Reading and writing

| Skill | Skill code | Unit | Page(s) |
|--|-------------------|-------------|----------------|
| Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph | Rt/E3.1a | 1 | 2, 5, 6, 7 |
| | | 2 | 10 |
| | | 5 | 4, 10 |
| | | 6 | 8 |
| | | 8 | 10 |
| Understand and distinguish the different purposes of texts at this level | Rt/E3.2a | 2 | 2, 10 |
| | | 4 | 10 |
| | | 5 | 10 |
| | | 6 | 4, 8 |
| | | 7 | 6 |
| Identify the key organisational features of instructional texts | Rt/E3.3a | * | |
| Extract the main points and ideas, and predict words from context | Rt/E3.4 a | 1 | 2 |
| | | 2 | 2 |
| | | 4 | 12 |
| | | 5 | 4, 12 |
| | | 6 | 2, 8 |
| Locate organisational features, such as contents, index, menus, and understand their purpose | Rt/E3.5a | 7 | 11 |
| | | 7 | 5 |
| | | 7 | 5 |
| | | 7 | 5 |
| | | 7 | 5 |
| Skim read key textual features (title, heading and illustrations) for different purposes | Rt/E3.6a | 5 | 4 |
| | | 7 | 6, 11 |
| Scan different parts of text to locate information | Rt/E3.7a | 1 | 2 |
| | | 3 | 2, 11 |
| | | 4 | 7, 8 |
| | | 5 | 4 |
| | | 7 | 6 |
| | | 8 | 2, 6 |

| | | | |
|--|----------|---|-----------------|
| Read every word to obtain specific information | Rt/E3.8a | 3 | 2, 8 |
| | | 4 | 8 |
| | | 6 | 9 |
| | | 8 | 2, 3, 6, 10, 13 |
| Relate an image to print and use it to obtain meaning | Rt/E3.9a | * | |
| Recognise the generic features of language of instructional texts | Rs/E3.1a | 1 | 6 |
| Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level | Rs/E3.1b | 1 | 2 |
| | | 8 | 4 |
| Recognise the function of certain punctuation to aid understanding | Rs/E3.2a | 3 | 7 |
| | | 5 | 12 |
| Recognise and understand relevant specialist key words | Rw/E3.1a | 1 | 13 |
| | | 3 | 7 |
| | | 6 | 4 |
| Read and understand words and phrases commonly used on forms | Rw/E3.2a | 2 | 6 |
| | | 3 | 6 |
| Use a dictionary to find the meanings of unfamiliar words | Rw/E3.3a | 7 | 5 |
| Use first and second-place letter to find and sequence words in alphabetical order | Rw/E3.4a | 7 | 5 |
| Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words | Rw/E3.5a | 8 | 2, 3 |
| Recognise the process of planning and drafting when writing certain types of text | Wt/E3.1a | 1 | 9 |
| | | 2 | 12 |
| | | 3 | 10 |
| | | 4 | 11 |
| | | 5 | 10 |
| | | 6 | 10 |
| | | 7 | 10 |
| Make notes as part of the planning process | Wt/E3.1b | 1 | 9 |
| | | 2 | 12 |
| | | 5 | 10 |
| | | 6 | 10 |
| Structure main points of writing on short paragraphs | Wt/E3.2a | 1 | 9 |
| | | 2 | 12 |
| | | 4 | 10 |
| | | 5 | 10 |
| | | 6 | 10 |
| | | 7 | 10 |
| | | 8 | 10 |
| Show sequence through the use of discourse markers and conjunctions | Wt/E3.3a | 2 | 12 |

| | | | |
|--|----------|---|--------|
| Proof-read to check for content and expression, on paper and on screen | Wt/E3.4a | 1 | 5 |
| | | 3 | 10 |
| | | 4 | 11, 12 |
| | | 5 | 10 |
| | | 6 | 10 |
| | | 7 | 10 |
| Complete forms with some complex features, e.g. open responses, constructed responses, additional comments | Wt/E3.5a | 2 | 6 |
| | | 3 | 6 |
| Write using complex sentences | Ws/E3.1a | 1 | 10, 12 |
| | | 2 | 12 |
| | | 6 | 9 |
| | | 8 | 10 |
| Use basic sentence grammar accurately | Ws/E3.2a | 1 | 5 |
| | | 4 | 11 |
| | | 5 | 2, 8, |
| | | 6 | 9 |
| | | 8 | 12 |
| Use punctuation to aid clarity in relation to beginnings and ends of sentences | Ws/E3.3a | 2 | 12 |
| | | 4 | 11 |
| | | 3 | 7 |
| | | 5 | 11 |
| Apply knowledge of spelling to a wide range of common words and special-interest vocabulary | Ww/E3.1a | 1 | 13 |
| | | 2 | 13 |
| | | 4 | 13 |
| | | 6 | 13 |
| Apply knowledge of strategies to aid with spelling | Ww/E3.1b | 1 | 13 |
| | | 4 | 7, 13 |
| Recognise the importance of legible handwriting | Ww/E3.2a | 4 | 11 |

*Curriculum objective not explicitly taught at this level

