



### Activity B

- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 six
- 7 seven
- 8 eight
- 9 nine
- 10 ten

### Activity C

What's your name? – My name's Huang.  
 Where do you come from? – I come from China.  
 What language do you speak? – I speak Chinese.  
 Do you eat fish? – No, I don't.

### Page 13 The alphabet in English

#### Activity A3

Dd Gg Ii Bb Aa Qq Nn Ll  
 Tt Rr Hh Ee

#### Activity A4

a, b, d, e, g, h, i, l, n, q, r

#### Activity B

1 I 2 F 3 U 4 B 5 H 6 A 7 V  
 8 E 9 S 10 Y 11 G 12 W 13 P  
 14 J

### Page 14 Common signs and symbols

#### Activity A1

Suggested answers:  
 At school/college, at the cinema, in a train, at a station

#### Activity A2

Ladies – c  
 Gents – d  
 No smoking – a  
 Emergency exit – b

#### Activity A3

push – pull  
 open – closed  
 reception – enquiries  
 entrance – exit

### Page 16 Putting words together

#### Activity A1

7

#### Activity A2

16 – at the beginning of sentences, for the word *I*,  
 for names of places, for the name of his country and  
 his language

# 1

## Getting started - TEACHER NOTES

### Curriculum coverage

#### Listening and speaking

- Greet others and introduce yourself
- Give information about yourself
- Ask others about themselves
- Ask for something you need

#### Skills

Sc/E1.1a; Sd/E1.1a; Lr/E1.1d  
 Sc/E1.4b; Lr/E1.2b  
 Sc/E1.3a; Lr/E1.2b  
 Sc/E1.2a; Lr/E1.2a

#### Reading and writing

- Read a simple text
- Spell your name and address
- Fill in a simple form
- Write sentences about yourself
- Understand words, signs and symbols

#### Skills

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

#### Key functions

- Asking for and giving personal information
- Taking part in social interaction

#### Key grammar

- Present simple
- *Wh-* questions
- Possessive pronouns – *my, your, his, her*

#### Resources to support the unit

- Audio player and recording
- Blank tapes
- Access to computers if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- OHP if possible
- Flashcards of key words (teacher's own)
- Large map of the world (teacher's own)
- Membership forms for the local library (teacher's own)

## Page 1 Getting started

### Rationale

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

### Task

- Learners look at the picture. Introduce the theme of learning.
- Elicit that it is a picture of an ESOL class.
- Elicit, offer and discuss other lexis, e.g. *classroom, teacher, student, dictionary, notebook*.
- If possible, encourage learners to discuss their own learning experiences. Some learners may not be able to do this, or may prefer not to share their experiences with others and may prefer to listen.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

## Page 2 Introducing yourself

### Materials

- Audio – introducing yourself
- Large map of the world

### Rationale

To practise listening for detail in a social interaction; to practise introducing yourself; to practise saying where you are from with comprehensible pronunciation and appropriate word stress

### Activity A *Saying your name*

#### Task

- Before playing the audio, tell learners they are going to hear people introducing themselves. Ask learners to count how many voices they hear, whether they are male or female and to listen for the names of the people.
- Play the audio. Elicit how many speakers there are (six), their gender and the names they heard.
- Play the first two lines of the audio again.
- Drill *Hello, my name's ... . What's your name?* Check for appropriate word stress; hand clap or tap out more difficult words.

- Go around the class so that all learners have the opportunity to introduce themselves.
- Allow learners to mingle and introduce themselves to each other. Monitor pronunciation and stress and correct where necessary.
- Give support where needed.

### Extension

- Elicit alternative ways of greeting and introducing oneself, e.g. *Hi/I'm ...*

### Activity B *Saying where you come from*

#### Task

- Use the picture to introduce the target language.
- Use the large map and point to your own country on the map. Say *I come from ...*
- Demonstrate with a confident learner. Ask the learner *Where do you come from?* The learner should respond *I come from ...*
- Drill the question *Where do you come from?* and the answer *I come from ...* checking for appropriate word stress, hand clapping or tapping out more difficult words.
- Learners practise the question and answer in pairs before asking others in the class. This freer practice can be a mingling activity as in Activity A.
- Depending on learners' literacy level, task 2 can be done as pair work or as a whole class activity with learners writing country names on the board.
- Learners find their country on a large map and tell others where they come from.

### Extension

- Display the map in the classroom. Learners can write their names on small pieces of paper and pin them to their countries on the map. If there is a large group of learners, use pins with coloured heads and cotton thread from the names to the countries.
- Learners can work in pairs spelling their names to each other and writing them down.

## Answers

### Page 2 Introducing yourself

#### Activity A1

6  
Mubarak, Valbona, Alev, Samir

### Page 3 Getting to know each other

#### Activity A1

Algeria/Arabic and French

#### Activity A2

Alev says Samir speaks Arabic. This is correct, but he also speaks French.

#### Activity B

What's your name? – My name's .....?  
Where do you come from? – I come from .....?  
What language do you speak? – I speak .....?

### Page 4 Asking for things

#### Activity A1/2

- a notebook ✓
- b rubber ✓
- c pen ✓
- d pencil ✓
- e dictionary ✓
- f drinks machine ✓
- g toilet ✓
- h telephone ✓

#### Activity A3

Alev – I'm sorry, I don't understand. Could you repeat that, please?  
Samir – Excuse me, where's the toilet?

#### Activity B1

pencil  
Excuse me, can I use your pencil, please?

### Page 5 Classroom instructions

#### Activity A1

Listen – d  
Read – c  
Work in pairs – b

Tick – g  
Match – a  
Write – f  
Circle – h  
Underline – e

#### Activity A2

1 g 2 a 3 c 4 f 5 e 6 b 7 h  
8 d

### Pages 6 and 7 Having a break

#### Activity A1

Yes, please. – 2  
Yes, I do. – 3  
No, I don't take sugar, thank you. – 4  
I'm fine, thanks, and you? – 1

### Page 8 Numbers

#### Activity A

42, 30, 16, 50, 14, 24, 17, 32

#### Activity B1

Chergui  
0796 3016192

### Page 9 An application form

#### Activity A1

Ms  
Surname – Chen  
First name – Mai  
Address – 73 Pearcroft Road, Durham  
Postcode – DH1 3ZZ  
Age – 24  
Home tel – 0191 983 7914  
Mobile – 0796 3048139  
Occupation – student

### Page 11 Check it

#### Activity A

My name is Kim. I come from Vietnam. I speak Vietnamese. I live in Birmingham. I study English at Midway College. I don't drink coffee and I don't eat meat.



Receptionist: D'you mean the English tutor?  
 Samir: Yes. My name is Samir Chergui. I can't come to class this week because I'm moving house.

Receptionist: OK, that's fine. I'll give her the message. Could you spell your surname?  
 Samir: It's C-H-E-R-G-U-I.

Receptionist: And is there a telephone number where she can contact you?  
 Samir: Yes, it's 0796 3016192.

Receptionist: Was that 6992?  
 Samir: No, 6192.

Receptionist: OK, Mr Chergui, I'll see she gets the message.  
 Samir: Thank you.

Receptionist: Bye.  
 Samir: Bye.

### Page 10 Kingstown? No, Kingsdown

#### Activity A

A: 19?	B: No, 90.
A: 3NP?	B: No, 3NB.
A: S-A-M-E-R?	B: No, S-A-M-I-R.
A: Flat P?	B: No, Flat B.
A: Miss?	B: No, Mrs.
A: 30?	B: No, 13.
A: EN1 1BP?	B: No, EM1 1PB.

## Page 3 Getting to know each other

### Materials

- Audio – asking questions
- Cards for name, country and language (extension task)

### Rationale

To present and practise more questions; to practise introducing someone else; to present the pronouns *he* and *she*; to present the part of the verb related to the third person; to consolidate language learnt so far

### Activity A Asking questions

#### Pre-task activity

- Ask learners to look at the photo and see if they can guess who the people are. (They have heard them introduce themselves on page 2.)

#### Task

- Play part 1 of the audio.
- Elicit and drill the question *What language do you speak?* And the response *I speak ...*. Check for appropriate word stress, hand clap or tap out more difficult words.
- Say *I speak English*. Ask the learner sitting nearest to you *What language do you speak?* The learner should respond *I speak ...* and ask the learner next to them. Continue around the group until all the learners have asked and answered.
- Monitor pronunciation and stress and correct where necessary.
- Play part 2 of the audio. Elicit how Alev introduces Samir and whether all the information is correct (he speaks Arabic – that is correct – but he also speaks French).
- Play the audio again.
- Learners complete the task by ticking the correct options. Demonstrate *tick* if necessary.
- Play the audio again and check answers.

### Activity B Questions and answers

#### Task

- Explain the task and the term *match*. Use the board to illustrate.
- Revise the language learnt so far and the responses.

- Support less confident learners using the method in the extension activity below.
- Check answers as a whole group.

### Activity C Giving personal information

#### Task

- Arrange learners in pairs who don't know each other.
- Ask them to find out the three pieces of information.
- Give each learner the opportunity to introduce their partner, beginning (as Alev did in Activity A) *This is ...*

#### Extension

- Create a set of three flashcards for each learner, as follows:
  - Flashcard 1: learner's name on one side, the word **Name** on the other.
  - Flashcard 2: learner's country on one side, the word **Country** on the other.
  - Flashcard 3: learner's language on one side, the word **Language** on the other.
- Play a game where all the learners' cards are randomly placed with the learners' personal details face up. Learners take turns. They pick a card, say what category it is, i.e. name, country or language, check by looking on the back and then point out the relevant learner and the other cards for that learner. Learners with less developed literacy skills simply find their own information.

## Page 4 Asking for things

### Materials

- Audio – class protocol
- Audio – asking to borrow something
- Photocopiable resource – cue cards
- Objects around the classroom

## Rationale

To teach vocabulary relating to objects in and around the classroom; to familiarise learners with language relating to class protocol; to practise asking for information; to practise asking for repetition; to practise asking for things

## Activity A Where things are

### Pre-task activity

- Ask learners to look at the pictures and name as many of the items as they can.

### Task

- Set the scene. Ask individual learners to read out the names of the items. Ensure correct pronunciation and stress. Drill if necessary.
- Learners match the words and the pictures. Check answers.
- Play the audio. Ask learners to listen only during first playing.
- Elicit names of any items learners heard.
- Play the audio again and ask learners to tick the items they heard on the audio.
- If necessary, play the audio again to complete the task.
- Check what the learners have heard and ticked.
- Play the audio again and ask learners to listen to how Alev asks for clarification and repetition. Drill the statement and the question separately and then together to ensure fluency. Check stress and intonation.
- Play the audio again and ask learners to listen to Samir asking where something is.
- Demonstrate the use of *Excuse me* to get attention.
- Drill the question chorally and individually ensuring learners use correct stress and intonation.
- Use other items for substitution drills, e.g. *Excuse me, where's the drinks machine/telephone?*

## Activity B Asking to borrow something

### Pre-task activity

- Ask learners what they do when they need something they don't have, e.g. a pen. (They probably just use gesture.)

## Task

- Play the audio and ask learners to listen to Mubarak asking to use something.
- Elicit what the item is and how he asks. Drill this phrase chorally and individually.
- Use other items in the pictures and/or in the classroom for substitution drills, e.g. *Excuse me, can I use your pen/pencil/dictionary, please?*
- In pairs, learners use the cue cards from the photocopiable resources to practise asking and answering. Elicit/teach *ruler* and *pencil sharpener* if necessary. If you prefer, use actual objects for this pair work.

## Differentiation

- Less confident learners can use the cards for word recognition if the name of the object is written on the back. Learners group the words according to starting letter, and sound out these letters. Learners then look at each word individually, focusing on initial, medial and final consonants.

## Extension

- Teach *Can I borrow ...?* and other responses in task 2, e.g. *Sure./Yes, of course.*
- Learners can keep new words which they have learnt in a vocabulary notebook. This can be in alphabetical order, one page per letter, with separate pages for common phonemes, e.g. /ts/, /f/, /s/, /st/.

## Page 5 Classroom instructions

### Materials

- Words and extracts/symbols from page 5 on cards (extension task)

### Rationale

To understand key instructions used in classroom activities; to understand common symbols used for instructions



## Audio scripts

### Page 2 Introducing yourself

#### Activity A

Mubarak: Hello, my name's Mubarak. What's your name?

Valbona: Hello, Mubarak. My name's Valbona.

Alev: Hello, my name's Alev. What's your name?

Samir: Hello, Alev. My name's Samir.

### Page 3 Getting to know each other

#### Activity A

##### Part 1

Alev: Hello. What's your name?

Samir: My name's Samir.

Alev: Where do you come from?

Samir: I come from Algeria.

Alev: What language do you speak?

Samir: I speak Arabic and French.

##### Part 2

Alev: Hello, everybody, this is Samir. He comes from Algeria and he speaks Arabic.

### Page 4 Asking for things

#### Activity A

Teacher: There are some things I want you to bring to class every day, if possible. Can you please bring a pen, a pencil and a notebook? And also a dictionary, if you have one. We'll have a break during the lesson and you can go and buy a drink from the drinks machine if you want. The drinks machine is in the student café.

Alev: I'm sorry, I don't understand. Can you repeat that, please?

Teacher: If you want to buy a drink – tea, coffee, cola – you can use the student café.

Alev: Ah, OK.

Teacher: You can also use the telephone in the hall if you need to make a phone call. Please switch off your mobile phones during the lesson.

Samir: Excuse me, where's the toilet?

Teacher: Oh, yes. I'm sorry. The toilet is on the left, just as you come into the building.

Samir: Thank you.

### Activity B

Mubarak: Excuse me, can I use your pencil, please?

Valbona: Yes, no problem.

### Page 5

#### Activity A

- 1 Tick the box.
- 2 Match the letters.
- 3 Read the instructions.
- 4 Write your name here.
- 5 Underline the correct word.
- 6 Work in pairs.
- 7 Circle the correct word.
- 8 Listen to the audio.

### Page 6 Having a break

#### Activity A

Akhtar: Hello, Mubarak. How are you?

Mubarak: I'm fine, thanks, and you?

Akhtar: I'm fine. Would you like some coffee?

Mubarak: Yes, please.

Akhtar: Do you take milk?

Mubarak: Yes, I do.

Akhtar: And sugar?

Mubarak: No, I don't take sugar, thank you.

### Page 8 Numbers

#### Activity A

I'm 42.

I'm 30.

I'm 16.

I'm 50.

I live at number 14 River Drive.

I live at 24 Morely Road.

My address is number 17 Avondale Road.

My address is 32 Dames Avenue.

#### Activity B

Receptionist: Kingsdown Community College, can I help you?

Samir: Yes, I want to leave a message for Mrs Smith, please.

Activity A

LADIES	GENTS
PUSH	PULL
EXIT	ENTRANCE
OPEN	CLOSED
RECEPTION	ENQUIRIES
NO SMOKING	SMOKING

Activity A Following instructions

Task

- Ask learners to look at the extracts or symbols (a–h) and say what each one means.
- Explain that they should match them with the words in the middle by drawing a line. (The boxes next to the extracts/symbols are left blank at this stage – to be completed in task 2.)
- For task 2 play the audio, or read the instructions below in a normal speaking voice. Learners write the numbers in the boxes next to the extracts/symbols.
  - 1 Tick the box.
  - 2 Match the letters.
  - 3 Read the instructions.
  - 4 Write your name here.
  - 5 Underline the correct word.
  - 6 Work in pairs.
  - 7 Circle the correct word.
  - 8 Listen to the audio.
- Play or read the instructions again if necessary.
- Check in pairs.

Extension

- Copy the extracts/symbols and words onto cards. Get learners to match extracts/symbols to words.
- Ask learners to look through this unit to find examples of these instructions.

Differentiation

- Support less confident learners by sounding out the words. Pair less and more confident learners.

Pages 6 and 7  
Having a break

Materials

- Audio – would you like some coffee?
- Pictures of various items of food and drink

Rationale

To practise the language of greetings; to practise a social conversation; to practise asking questions using *Do you ...?*; to practise making positive and negative statements

Activity A Talking together

Pre-task activity

- Look at the pictures and elicit from the learners what the people in the pictures are doing.

Task

- Play the audio and ask learners to listen to the conversation.
- Play the audio one utterance at a time and drill the greeting and its response chorally (dividing the class in half) and then in pairs.
- Drill the offer and response chorally and in pairs. Substitute tea (coffee) and lemon (milk) for further practice.
- Play the audio again while learners number the replies in the correct order.
- Learners work in pairs to role play the complete conversation.
- Monitor the pairs and check stress and intonation. Correct where necessary.

Activity B

Positive and negative answers

Task

- Ask learners what they eat/don't eat, drink/don't drink.
- Ask learners to look at the 'Remember' box on page 7. Explain that when saying what we eat and drink and when forming questions we use the present simple tense. Write the forms on the board for positive and negative statements: *I drink/eat, s/he drinks/eats, they drink/eat, I don't drink/eat, s/he doesn't drink/eat, they don't drink/eat* etc. and also *Do you drink/eat ...? Does s/he drink/eat ...?*
- Hold up pictures of food/drink items and ask learners what they are.
- Ask learners to look at the picture at the top of page 7 and the questions and answers.
- Model the intonation for a question such as *Do you drink tea?* and the responses.
- Drill the question and response ensuring correct stress and intonation.
- Select a picture of a food or drink item and ask individual questions about the item, e.g. *Do you eat tomatoes, Ahmed? Do you drink milk, Johanna?* The learner must respond using the correct form of the present simple.

- Group activity. Ask learners to look at pictures of food and drink items on page 7. Each learner chooses an item and asks another learner in the group if they eat or drink it. The learner must respond using the correct form of the present simple. The learner who made the response then asks another learner about a food/drink item. Continue with this activity until the learners are confident in asking and responding.
- Pair learners and give out pictures of food/drink items. Alternatively, learners can use the pictures on page 7 of the unit.
- Learners ask and answer in pairs. Monitor pairs and check stress and intonation.

### Extension

- Bring in other pictures of food and drink which can be paired. For example, cheese and biscuits, fish and chips, curry and rice, chicken and chips, egg and toast. Ask learners to pair the pictures and then practise asking longer questions, e.g. *Do you eat chicken and chips? Do you eat egg and toast?*

### Differentiation

- If learners become very confident you may like to introduce *Do you eat egg and toast at breakfast? Do you drink coffee at lunchtime?* etc.

## Page 8 Numbers

### Materials

- Photocopiable resource – number cards (extension task)

### Rationale

To practise number and letter recognition and pronunciation

### Activity A Numbers 1–100

#### Pre-task activity

- Elicit from the learners which numbers are special to them, e.g. house number, lucky number.
- Drill the pronunciation of each of the numbers, paying particular attention to the stress patterns and length of vowel sounds in 15 and 50, 17 and 70 etc.

### Task

- Ask the learners to listen while you play the audio for the first time.
- Play the audio again and ask learners to complete the task.
- Learners check their answers in pairs.

### Activity B Telephoning the college

#### Pre-task activity

- Discuss with the learners what they should do if they are absent from class.
- Elicit the number they should ring and the name of their teacher.

### Task

- Set the scene.
- Play the audio. Check understanding, e.g. ask who writes the message (the receptionist).
- Play the audio again. Learners fill in Samir's name and telephone number.
- Check answers.
- Ask learners why they think Samir splits his number into three parts (for easier comprehension).
- Drill similar patterns – mobile telephone numbers and others relevant to the local area.
- For task 2 pair learners and seat them back to back at the front of the class. The first learner spells their name and then gives their telephone number. The second learner writes down the name and phone number. The second learner then repeats the task. Ensure that each learner speaks clearly and says the numbers slowly. Demonstrate the task with a confident learner. Check for accuracy when they have finished.
- N.B. Some learners may not be happy to give their own phone numbers. Be prepared for this to happen and give these learners slips of paper with mock phone numbers on them.

### Extension

- To practise identifying stress within a word, give pairs of learners a set of the numbers on cards from the photocopiable resources. All of the cards are placed face down. Learners take it in turns to pick a card and say the number to their partner, who writes it down, then shows it to the speaker to check.

## Page 13 The alphabet in English

### Differentiation

A	a	B	b	C	c
D	d	E	e	F	f
G	g	H	h	I	i
J	j	K	k	L	l
M	m	N	n	O	o
P	p	Q	q	R	r
S	s	T	t	U	u
V	v	W	w	X	x
Y	y	Z	z		

Page 9  
**Joining the library**  
*Activity A*

<b>Surname</b>	<b>First Name</b>
<b>Address</b>	<b>Postcode</b>
<b>Home tel</b>	<b>Mobile tel</b>
<b>Age</b>	<b>Occupation</b>

Library Membership Application Form	
Mr/Mrs/Ms	(delete as appropriate)
Surname	-----
First name	-----
Address	-----
Post code	----- Age -----
Home tel	-----
Mobile tel	-----
Occupation	-----

Page 9  
**An application form**

**Materials**

- Flashcards of words from forms
- Cards with words from the form (differentiation task)
- Photocopiable resource – library application form
- OHP/OHT of gapped text if possible (extension task)
- Application forms to join the local library (extension task)

**Rationale**

To recognise common terms used in forms; to practise writing name, address, postcode, telephone number, occupation

**Activity A** *Joining the library*

**Task**

- Explain the task.
- Read the information about Mai Chen to the class. Ask the more confident readers to take turns reading a sentence from the text. Correct pronunciation where necessary. Model the correct rhythm and intonation.
- Check that learners understand the language/terms on the form by asking questions to check comprehension, e.g. *What is Mai's surname? What is the number of her house? What is her address? What is her postcode? How old is Mai? What is her home phone number? What is her mobile phone number? What is her occupation?*
- Ask learners to fill in the form with Mai's details. Check as a whole group.
- Hand out the form from the photocopiable resources. Learners fill in the form with their own details.
- Monitor for accuracy and neatness.

**Differentiation**

- Teach the words on the form as sight vocabulary to learners with very basic literacy. Put each of the words on two cards and ask learners to find matches. Ask them to sound out the beginning of each word and to notice the shape of the word. Write each learner's details on separate cards – name, address, telephone number etc.

Ask learners to try to match their details with the 'form' words. When learners feel confident, get them to copy their details onto the form. They can then go on to copying the details for Mai onto a similar form. The details could be underlined for them in the text or written on cards.

**Extension**

- Copy the text about Mai onto an OHT with the verbs omitted. List the missing verbs randomly at the bottom. Ask the class to suggest which verb goes in each gap. Invite individuals to come and write on the board to fill the gaps.
- Ask learners to practise saying their address and postcode, paying particular attention to pronunciation, rhythm and stress patterns to make it more comprehensible to the listener. Learners can work in pairs giving their details to a partner, who completes a form for them.
- Hand out similar forms, perhaps from the local library, and ask learners to fill them in.

Page 10  
**Kingstown? No, Kingsdown**

**Materials**

- Audio – asking questions to check

**Rationale**

To draw attention to the intonation used for asking a question, particularly when asking for clarification; to practise asking for clarification by using rising intonation; to differentiate key sounds that often get confused

**Activity A** *Checking when you are not sure*

**Task**

- Elicit from the learners how they can check details they are being given, e.g. by repeating the details as a question.
- Play the audio and ask learners to listen for the change in intonation between a question and a statement.
- Drill the questions and responses heard on the audio, paying particular attention to the intonation used.

- Read items from task 1. Vary them so that sometimes a question comes first, sometimes an answer. Learners write down what they hear, putting a question mark if they hear a question.
- Check in pairs and then as a whole group.
- Learners practise checking information in pairs, using the information in task 1.
- Monitor intonation and accuracy of pairs.

## Page 11 Check it

### Materials

- Cards with verbs from Activity A (differentiation task)
- Text cut up into sentences (differentiation task)

### 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.

### Differentiation

- Put the verbs from Activity A on cards. Support the learners in reading these verbs by looking at initial, middle and final sounds. Cut up the text into separate sentences. Focus on key words in each sentence, i.e. *name, Vietnam, Vietnamese, Birmingham, College, coffee and meat*. Support learners in reading these words. Finally, ask learners to try to match the verbs with the sentences.

### Extension

- More confident learners could rewrite the text using the pronouns *she* and *her* and the appropriate form of the present simple.

## Page 12 Mini-projects

### Materials

- Access to computers if possible (extension task)
- Part-completed text (differentiation task)

### Rationale

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

### Activity A

### Class survey

#### Pre-task activity

- Explain to learners the purpose of the task and how information is going to be collected and recorded. Learners can either use the ideas on page 12 or prepare their own survey questions. Make sure they are able to form the questions correctly before they start. Drill if necessary.

#### Task

- Learners mingle and interview each person in the class and tick the *yes/no* columns accordingly. Results are recorded in the first column.
- Compare results as whole group and check inaccuracies.

#### Extension

- A class book can be prepared in which learners write a short text about themselves modelled on the text on page 11. If there is access to computers, learners can word-process their writing. A digital camera can be used to include photographs. The results of the survey can be included in a section about the class in general.

#### Differentiation

- Give less confident learners a part-completed text for them to copy and to which they can add their own details, e.g. *My name is ..... . I come from ..... . I am ..... . I live in ..... . etc.*

#### 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.

## Page 8 Telephoning the college

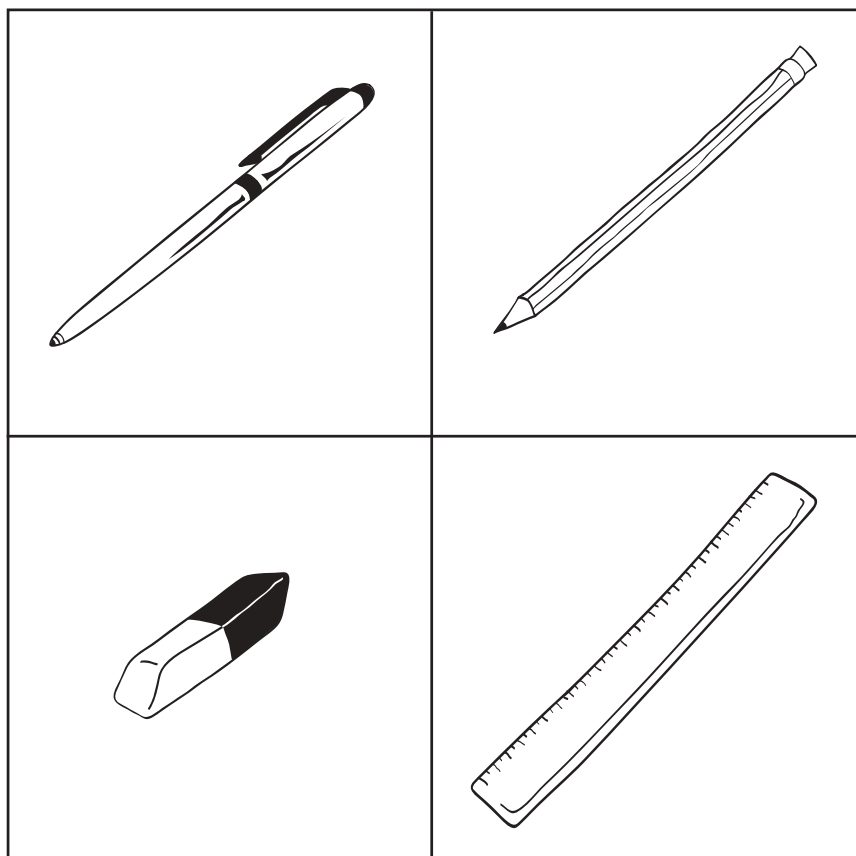
### Activity B (extension)

13	30
14	40
15	50
16	60
17	70
18	80
19	90
33	43
32	42



# Photocopiable resources

## Page 4 Asking to borrow something Activity B



## 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 The alphabet in English

### Materials

- Photocopiable resource – letters of the alphabet (differentiation task)
- Tracing paper (differentiation task)

### Rationale

To practise recognition of the letters of the alphabet in upper and lower case; to practise writing letters in upper and lower case

## Activity A *The letters of the alphabet*

### Task

- Learners say the names of the letters, taking note of differences between their first language and English.
- Learners write the letters in the boxes.
- For task 3 learners match the upper and lower case letters. If appropriate at this stage familiarise them with the terms upper and lower case, and capital letters.
- Learners then rewrite the letters in alphabetical order.

### Extension

- To help learners remember the names of the letters, tell them to write them using their own language.
- Ask learners to sort the letters into groups according to vowel sound:
 

/eɪ/	/i:/	/e/	
AHJK	BCDEGPTV	FLMNSXZ	
/aɪ/	/əv/	/ju:/	/a:/
IY	O	QU	R
- Ask them to identify which letter has two vowel sounds (w).

## Differentiation

- Pre-literate learners can be given the letters in upper and lower case on pairs of cards from the photocopiable resources. Help them to match the cards and to say the name of the letter.
- Place tracing paper over cards. Learners trace the shapes of the letters and then go on to copy them.

## Activity B *Listening to letters of the alphabet*

### Task

- Read out these letters:
 

1 I	8 E
2 F	9 S
3 U	10 Y
4 B	11 G
5 H	12 W
6 A	13 P
7 V	14 J
- Check as a whole group.

## Page 14 Common signs and symbols

### Materials

- Photocopiable resource – cue cards with signs and symbols

### Rationale

To read and understand common signs and symbols found around the classroom building

## Activity A *Reading common signs*

### Task

- Discuss with the learners where they might see/have seen the signs and symbols.
- Learners match the signs with the corresponding symbols by connecting them with a line.
- Group feedback.
- Learners match the signs in task 3.
- Elicit which pair is different from the rest (*reception/enquiries* – all the others are opposites).
- Group feedback.
- Working in small groups or in pairs, learners match the signs from the photocopiable resources.

### Extension

- Set a time limit of 15 minutes for this activity. Learners work in mixed-ability pairs and go around the building to find examples of these and other signs and symbols.
- When learners return to the classroom, check their findings as a whole group.

## Page 15 Words to remember

### Materials

- Flashcards of key words
- Simple texts containing the words in Activity A (differentiation task)
- Duplicate words on cards for playing 'Snap' (differentiation task)

### Rationale

To practise reading common words found in texts; to practise reading, writing and spelling personal details

### Activity A *Reading and writing*

#### Task

- Explain to the learners that these are words that are used frequently in English.
- Read the words to the group. Ask learners to repeat the words after you read them. Check pronunciation.
- Learners read the words aloud as a whole group.
- Ask learners to give examples of each word in context to reinforce meaning.
- Explain the term *verb*. Read the verbs to the group.
- Learners read the verbs aloud as a whole group.
- Ask learners to give examples of each verb in context to reinforce meaning.
- Assist learners in spelling their personal details in task 3.
- Learners can practise writing their personal details again in their notebooks.
- Give a spelling test to assess knowledge of the key words from this page.

### Differentiation

- Less confident learners can practise underlining the high-frequency words in a text. The same words can be put on cards in duplicate. Learners work in pairs playing 'Snap' to identify pairs of words.
- Encourage learners to keep a vocabulary list of key personal words that they learn to recognise on sight. The words can be written both in English and the learner's own language to aid memory and comprehension.

### Extension

- Learners work in pairs and write sentences using the words and verbs in tasks 1 and 2.
- Check accuracy as a whole group.

## Page 16 Putting words together

### Materials

- Access to computers if possible
- Cut-up sentences (extension task)
- Tape recorder and blank tapes (extension task)
- Gapped text (differentiation task)
- Unpunctuated text (extension task)

### Rationale

To practise reading a short text; to practise writing a short text giving personal information

### Activity A *Reading*

#### Task

- Check learners remember Mubarak. Refer back to page 2 of the unit.
- Read the text aloud to the class to model correct intonation and stress.
- Check comprehension with simple questions.
- Learners work in pairs reading to each other. Monitor pronunciation.
- Ask learners to look at the 'Remember' box. Discuss the reasons for the use of capital letters and full stops.
- Explain that the use of full stops also aids the understanding of written text and that the reader should pause at a full stop. You can demonstrate this by reading the text aloud to the class with no regard for the full stops and then reading it again using the full stops.

- Ask learners to look at the text about Mubarak again and find examples of where a capital letter has been used for the name of a person, place, country and language.
- Write the words on the board, i.e. *Mubarak, Queen's Park, Kingsdown Community College, Sudan, Arabic*.
- Elicit how many sentences are in the text.
- Learners circle the capital letters in the text.

### Extension

- To reinforce the word order of simple sentences, the sentences can be cut up and written on cards with one colour for the subject, one colour for the verb and another for the object or noun phrase. Learners work in pairs of mixed ability to reconstruct the sentences.
- Record very simple texts on audio. Give copies of the texts to the learners without any full stops. Play the audio to the learners and ask them to punctuate the text with full stops where they hear a short pause on the audio.
- Give unpunctuated texts to the learners and ask them to copy the texts using full stops and capital letters.
- Learners can compare word order in English with word order in their first language.

### Activity B

### Writing

#### Task

- Explain the task and support learners as they write a short text about themselves using some of the words on page 15.
- Check work individually and correct any errors.
- Learners redraft their work if they wish.
- Learners can word-process their work if there is access to computers.

### Differentiation

- Less confident learners can be given the text from Activity A with the personal details left out. They fill the gaps with their own details.