

In class

# 1a What is it?

## Type of activity

Naming and asking for classroom objects.

## AECC reference

Sc/E1.2a, Sc/E1.3b, Sc/E1.4a

## Aims

To identify classroom objects and ask for them.

## Language

asking what something is; classroom objects

## Vocabulary

*rubber, pencil, paper, pen, scissors, glue; What is it? It's a ...*

## Preparation

Photocopy the worksheet for each learner. Make bingo cards for Extension.

## You need

scissors and glue; realia (classroom objects: enough for each learner in the class – see 'Vocabulary'); cloth for Warmer.

## Differentiation

Weaker learners: give more sound–letter correspondence practice.

Stronger learners: ask them to try spelling the words on a separate sheet before matching the labels in exercise 4.

Pre-literate learners: ensure they realise the link between spoken sounds and written symbols; in exercise 3 give them a choice of letters to choose from – use the letter tiles in Appendix X.

## Warmer

Kim's game: put the objects listed in *Vocabulary* on the table. Give the learners one minute to look at the objects, and then cover them up with a cloth and remove one object. Uncover the objects and ask the learners what is missing. You can ask individuals by name or ask the first person with their hand up. If the learners don't know what the object is, ask them to try and describe it, draw it or find another such item in the room. Repeat several times.

- 1 ▶2 Give out the worksheet. Hold up each object (or point to a picture) and ask the learners *What is it?* to elicit the names of the objects. For any objects the learners don't know, prompt them to ask *you* the question and then answer. Play the recording and ask the learners to repeat the words in the expression *It's a ...*. Drill further for pronunciation and practise.
- 2 ▶3 Tell the learners they are going to listen to some sounds and they must choose the letter which represents or makes this sound by circling it on the worksheet. If this is a new activity for your learners, you may want to practise first: write up a few letters on the board, pronounce the sounds and ask the learners to tell you which letter goes with the sound. Play the recording. After you have played it once, ask the learners to check their answers with a partner. Play the recording again if necessary.

### Answers

1 f, 2 r, 3 g, 4 n, 5 s

- 3 Ask the learners to write the first letter of each of the objects in the small boxes in task 1 (the first one is done for them). Encourage them to say the word aloud to themselves slowly and repeatedly in order to isolate the first sound and then think of the letter that represents that sound. Having an alphabet chart up may help.

- 4 ▶2 Play the recording again and ask the learners to glue the words under the pictures. Pre-literate learners could hold up or point to the item as they hear it so that you can check that they recognise the item.
- 5 ▶4 Ask the learners to listen to the people asking for objects. Make sure each learner has one of each object and ask them to put them in order on the desk as they listen, or hold them up as they hear them.

### Answers

1 glue, 2 pen, 3 rubber, 4 scissors, 5 paper, 6 pencil

- 6 ▶4 Play the recording again and ask the learners to listen for how to ask for an object. Elicit the use of *please*. Ask the learners to practise asking each other for objects. They could use real objects or pictures. You can make turn-over cards by photocopying and cutting up the pictures in exercise 1. Practise as a class and encourage the learners to use each other's names, e.g. *Pen, please, Saeed. Thankyou!*

## Extension

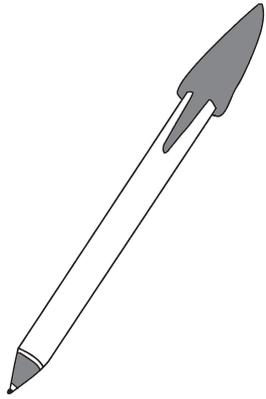
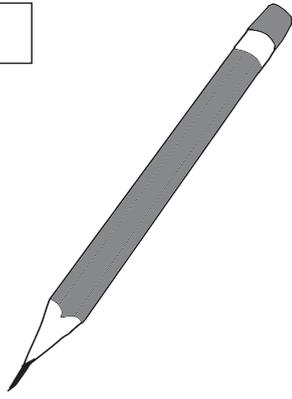
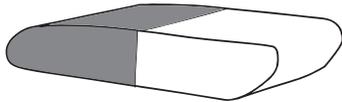
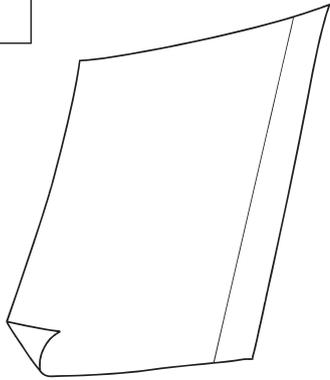
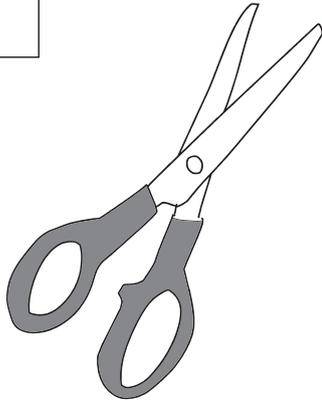
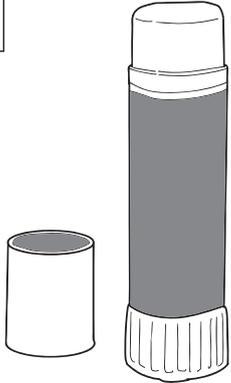
Encourage the learners to use the language in real class situations, e.g. when they are sharing scissors and glue for an activity or have to borrow a pen from a friend.

Play classroom object bingo: make bingo cards from the grid in exercise 1 by photocopying and then blanking out two different objects on each card.

Play Kim's game again, but once you have covered up the objects ask the learners to name them all. Ask stronger learners to write a list of what they saw on the tray.

# What is it? 1a

1 Listen and repeat.

<p>p</p> 	<input type="checkbox"/> 	<input type="checkbox"/> 
<input type="checkbox"/> 	<input type="checkbox"/> 	<input type="checkbox"/> 

2 Listen. **Circle** the letter.

1 p f    2 r w    3 g c    4 n m    5 s t

3 Write the first letter.

4 Listen again. Glue the words below the pictures.

5 Listen to the people. What do they want?

6 Listen again. How do they ask?  
 Work together.



 rubber    pencil    paper    pen    scissors    glue

In class

# 1b Reading in class

## Type of activity

Following written instructions and developing study skills. Please note that **this activity is only suitable for literate classes**. To break down the activities further, you could just focus on one part of the worksheet in each lesson (i.e. spend ten minutes in each lesson over a period of time working through the activities). You could provide the completed information for pre-literate learners to refer to and they could spend the time consolidating other skills.

## AECC reference

Rw/E1.1a, Rw/E1.3a, Rt/E1.1b

## Aims

To read and follow written instructions. To link some letters with their sounds.

## Language

following instructions

## Vocabulary

*reading, writing, speaking, listening; tick, cross, underline, circle, copy, match, in capitals, in lower case*

## Preparation

Photocopy the worksheet for each learner, and example tasks / worksheets for exercise 2; enlarge pictures for exercise 1 and prepare visuals (*optional*); copy a completed grid for each learner.

## You need

scissors and glue; visuals for Warmer; and an alphabet chart for exercise 4.

## Differentiation

Weaker learners: for extra letter practice, give a letter name / sound dictation, i.e. say a letter name or sound and ask the learners to write down the letter or choose it from their letter tiles; they could also play letter or sound bingo.

Stronger learners: pair up a stronger learner with a weaker learner and ask them to perform the dictation as above.

Pre-literate learners: you will need to spend extra time on exercise 4 and it may take these learners much longer to grasp the concept.

## Warmer

Tell the learners that to read quickly and well they need to know all the letters. Spend some time practising the alphabet with them. Then explain that these are the letter *names* and that each letter also has a *sound*. Go through the names and sounds with the learners. Then, using an alphabet chart, point to a letter and ask *Letter name?* and then *Letter sound?* Drill the learners in this way. Repeat this exercise often, as a Warmer, or end-of-class activity.

- 1 Pin up the four enlarged pictures (from 1) on the walls of the classroom and arrange the furniture so the learners are able to go and stand by any of them. Point out the pictures and explain that they show us the four things we do in our own language and the four things they need to learn to do and practise in English; elicit *reading, writing, speaking and listening*. Tell the learners you are going to say different things we do in everyday life and they must go and stand by the symbol of the skill we need for that activity. You may want to use visuals to accompany what you say (sketches on the board, a PowerPoint slideshow, different pages of your interactive board notebook, OHTs, etc.). Example activities: watching TV, answering the phone, going to the doctor's, reading a book or newspaper, shopping, reading or writing letters, driving, going to the library / job centre / bank, sending a text message, etc. Start with activities that are straightforward and which obviously involve one skill only. Then move on to more ambiguous activities and ask learners to decide which skill is being practised, e.g. for a visit to the bank you may need all four skills – elicit the different activities, e.g. asking for advice, reading information, signing something. Give out the worksheets. Ask the learners to match these words to the pictures on their worksheets.

- 2 Elicit what kinds of things learners have to read in a lesson, including worksheet instructions. Tell them it is important they learn to read instructions so they can become more independent. Explain that in this task they need to match written instructions with the picture that shows them what to do. Ask learners in pairs to cut and glue the words in the correct place in the table.
- 3 Read each of the written instructions at random and ask the learners to point to it in the table in 2. You could do this as part of the feedback for 2. Explain that the learners can use this table for reference in future in order to help them read instructions. You may want to enlarge and photocopy a completed table for each learner to keep at the front of their file. If so, include blank rows for them to add any new instructions. Encourage continual use of this grid in future until the learners access it independently.
- 4 Learners work through the activities to consolidate their understanding of instructions and to practise underlining, circling, copying and writing letters.
- 5 Learners look at the icon and underline the correct corresponding word.
- 6 Learners look at the icon and circle the correct corresponding word.

## Extension

Give the learners a set of diagnostic activities including tasks with all of the instructions on the grid. This will reinforce this lesson and give you an idea of your learners' strengths and weaknesses.

Help learners make file dividers for the four skills, gluing the symbols onto the file dividers and copying the words on the tabs, and then ask them to organise their work so far into these sections.

# Reading in class 1b

## 1 Match the words and pictures.

reading

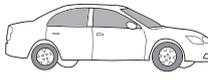
writing

listening

speaking



## 2 Match.

	✓		car Ca 
	X		 car
	<u>car</u>	in capitals	car CAR
	car	in lower case	CAR car

## 3 Listen.

## 4 Follow the instructions.

1 Copy the word. reading \_\_\_\_\_

2 Write in capitals. writing \_\_\_\_\_

3 Write in lower case. SPEAKING \_\_\_\_\_

## 5 Underline the correct word.



1 listening

2 writing

3 speaking

## 6 Circle the correct word.



1 writing

2 speaking

3 reading

 tick cross underline circle copy match

In class

# 1c Handwriting

**Type of activity**

Practising correct letter and word formation.

**AECC reference**

Ww/E1.1a, Ww/E1.2a

**Aims**

To identify areas for improvement in handwriting.

**Language**

learning letters – capitals (upper case) and small letters (lower case)

**Vocabulary***letter, line, capital (upper case), small letter (lower case), space***Preparation**

Photocopy the worksheet and the alphabet and handwriting sheets (Appendices 1–3), for each learner.

**You need**

scissors and glue; handwriting paper (see Appendices); tracing paper / dotted-letter sheets for pre-literate learners.

**Differentiation**

Weaker learners: in exercise 4 help them to choose key areas for improvement, i.e. where their handwriting errors are most likely to cause confusion .

Stronger learners: once they have mastered printing letters, encourage cursive writing and own-style writing.

Pre-literate learners: they may well need help with correct posture and pen grip and should take frequent breaks to avoid repetitive strain injury. Aim first for accurate tracing, then accurate copying and only then move on to accuracy in independent writing. For learners who are just beginning to form letters, writing in a tactile substance, e.g. cornflour, may help – see Unit 5c 3 and 4.

**Warmer**

Hands game: this activity encourages motor skills and coordination. You and the learners should sit around a table in a continuous circle. Each person puts their hands on the table in front of them. Learners then place each of their hands on the other side of the hand next to them, so that their arms cross with the person on either side of them and so that there are always two other hands separating the hands belonging to the same person.

You start – tap your left hand once firmly on the table and indicate for the learners to follow round in order, in a clockwise direction all the way round the circle and back to you (like a Mexican wave with hands). Once the learners have mastered this, introduce the idea of the double tap: when you tap your hand twice, this reverses the direction of the 'wave' and the hand next to yours in an *anticlockwise* direction should continue the 'wave'. Practise this for a while, and explain that anyone can introduce a double tap at any point. Once the learners have mastered this, start penalising people who make mistakes – they must remove the hand which made the mistake (this includes tapping too slowly). The last person to stay in wins. Note: check that your learners are comfortable sitting in this close proximity. If necessary, play two rounds: all men, then all women.

During each activity that follows, you should circulate and monitor. Use a coloured pen to circle learners' errors and always write a correct version next to the wrong one. Wherever possible, demonstrate by sitting beside a learner and asking them to simultaneously form the letter with you. Encourage learners to compare their efforts with the alphabet chart.

**1** Ask the learners to write out the alphabet on a blank sheet (with no lines), first in capitals, then in lower case. Get weaker or pre-literate learners to just focus on vowels or to write the alphabet just once in either upper- or lower- case letters. All should be encouraged to copy from an alphabet chart, as trying to remember the letters at the same time will distract them from concentrating on accurate formation of the letters. Check for: correct posture and pen grip, left-to-right formation, correct starting and finishing points, and correct formation and legibility.

- 2** Give out the worksheet and some handwriting paper. Show the learners the groups of letters on the worksheet. Demonstrate a few letters from the three groups on the board and elicit the groups so that learners understand that English letters are grouped into letters that *sit on the line*, *tall* letters, and letters that *go under* the line. Then ask the learners to copy the letters you have written on the board onto their handwriting paper. The focus is on correct positioning *on*, *above* and *below* the line (lower case only). Learners often produce letters hovering above the line, so help them start *on* the line. (Sometimes humorous physical demonstrations help with error correction, e.g. sit on a chair as a 'human letter' and demonstrate how the different letters 'sit', either cross-legged, with legs on the floor or standing on the chair.)
- 3** Show the learners the four examples and ask them to tell you which letters are correct and which are not. Ask them to cross out the incorrect ones and to explain what is wrong. Demonstrate on handwriting paper the ratio of capital letters to small, using letters from all three groups. Ask the learners to copy each letter out, capital next to small letter. The focus is correct sizing and ratio between capital and small letters. Help the learners to use the lines on the paper as a guide. Encourage them to leave a finger space between each letter.
- 4** Help the learners to read each sentence and ask them to complete the spaces. Ask them to read their sentences aloud. Then ask them to copy out each sentence onto handwriting paper.

**Extension**

Continue to devote time to improving handwriting on a regular basis. This should be separate from free writing, as learners cannot be expected to be accurate in both language and handwriting at this stage. Such practice is best done in short bursts to avoid boredom and repetitive strain. You could photocopy different parts of the worksheet for learners to work from in different lessons.

# Handwriting 1c

## 1 Write all the letters:

- 1 In capitals                      2 In lower case

## 2 Copy the letters on handwriting paper.

- 1 Letters that sit on the line.

a c e i m n o r s u v w x z

- 2 Letters that go under the line.                      3 Tall letters.

g j p q y

b d f h k l t

## 3 Capitals and small letters. ✓ or X?

1 **Aa**

2 **Mm**

3 **Ee**

4 **Bb**

## 4 Copy the sentences on handwriting paper.

1 My name is \_\_\_\_\_.

2 I live in \_\_\_\_\_.

3 I am learning English at \_\_\_\_\_.

At college

## 2a In the library

### Type of activity

Listening to a dialogue and practising making requests. Individual and pair work.

### AECC reference

Lr/E1.2a, Sc/E1.1a, Sc/E1.2a

### Aims

To practise making requests in the library. Learners will familiarise themselves with a library and will develop independent learning.

### Language

starting a dialogue; making simple polite requests

### Vocabulary

*book, computer, to borrow, to bring back, hello, please, thank you*

### Preparation

Photocopy the worksheet for each learner. Cut the story strips into cards for each pair for exercise 5. *Optional:* arrange to take learners to the library. Photocopy and enlarge comic strips for exercise 3.

### You need

scissors and glue; library realia (e.g. pictures, library card, library book, leaflet, DVD, CD, etc.).

### Differentiation

Weaker learners: get them to 'act out' the dialogues with props.

Stronger learners: ask them to copy *book* and *computer*; and to glue or write the key words onto the story strips.

Pre-literate learners: supervise them as they follow the dialogue – help make the connection between each spoken and written word and point out the spaces.

### Warmer

Show the learners the items from the library and see how many they can name. Go over the names of each item and then focus on *book* and *computer*. Write the two words on the board and ask learners which word goes with each object. Help them to sound out parts of the word, e.g. the *b* and *k* in *book* and *c-o-m-p-u-t* in *computer*, and to hear and see how one word is much longer than the other. You could do this part of the lesson in the library eliciting vocabulary from the items around you.

- 1 Give out the worksheet. Ask learners to cut out the words *book* and *computer* and glue them under the pictures.
- 2 ▶5 ▶6 Play the recording and ask learners to tick the word they hear in each conversation: *book* or *computer*. Play track 6 for learners to check their answers.

#### Answers

1 book, 2 computer, 3 computer, 4 book

- 3 ▶7 Ask the learners to look at the story strips and elicit any words they know related to the pictures. (Remind them of words from Warmer.) The aim is to help them build the context and anticipate possible vocabulary, as well as to establish previous or group knowledge. Play the recording. Ask the learners to listen to each dialogue and to follow it with their fingers. You could also use an enlarged/OHP/scanned version to model this, initially or after their first attempt. Repeat as necessary. Check understanding, particularly of the difference between *borrow* and *return*.

- 4 Drill the words and expressions from 3 one by one. When you drill *hello*, show the learners how, with the right intonation, it can be used to alert someone's attention to your presence: turn your back to the learners and get each one to say *hello* in this way. Make sure they speak loudly enough and get the intonation right, and don't turn around until they do! Note: if computers are available in your library, you could also drill *Computer, please*.
- 5 Ask the learners to practise the key words and expressions in the story strip in pairs by turning the cards over and repeating them. Invite individual learners to perform the dialogue in front of the class with the teacher as the librarian. If possible, take the learners to the library and ask them to borrow a book each (you should advise the library staff beforehand). Monitor from a distance.

### Extension

Ask each learner to borrow a book from the library and bring it to the next lesson and show the class the book they choose. The following week, take the learners back to the library to return the books.

# In the library 2a

**1 Glue the words under the pictures.**



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**2 Listen and tick.**

	1	2	3	4
book				
computer				

**3 Listen. Follow the words.**

1

Hello ...  
Yes?

To borrow, please.  
OK.

Thank you.

2

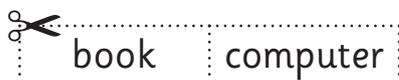
Hello ...  
Yes?

To return, please.  
OK.

Thank you.

**4 Repeat.**

**5 Work together. Practise asking in the library.**



At college

## 2b Signs

### Type of activity

Looking at basic signs and taking a tour of the college to recognise signs and their meanings. Practising reading different fonts. Individual and group work.

### AECC reference

Rt/E1.2a, Rw/E1.1a

### Aims

To develop the skill of recognising basic signs around college and become familiar with different fonts.

### Language

recognising basic signs

### Vocabulary

*toilets, café, lift, exit, information*

### Preparation

Photocopy the worksheet for each learner. For exercise 2, it would be useful for you to take a tour beforehand, noting the signs and their whereabouts.

### You need

scissors and glue; example texts for Warmer; clipboards for exercise 2, if possible.

### Differentiation

Weaker learners: in Warmer, assign specific letters for them to find; group/pair with stronger learners.

Stronger learners: ask them to copy the words themselves under the signs (in addition to gluing).

Pre-literate learners: in exercise 1, model strategies to help match the same words, e.g. looking at the length of words, similar letters, word shape, counting letters.

### Warmer

Fonts game: divide the class into three or four teams and give each team a selection of different texts (magazines, newspapers, leaflets, etc.). Each learner needs a pair of scissors. Write a word that you have recently covered in class on the board and ask someone to read it out, giving support where necessary. (If no one in the group can sight read, ask the learners to read the letters out one by one and then read the word to the learners.) When you say *Go*, each team tries to find letters to make the word, cutting them out from the different texts. When the team has completed the word, they shout *Stop* and you check the word. A point is awarded for the quickest team each time. If you do not have any authentic texts, use the letter tiles in Appendices 2 and 3.

- 1 Give out the worksheet. Get learners to look at each sign and elicit the meanings where possible. Then ask the learners to cut out the sign words (at the bottom of the page) and glue them next to the correct sign. Check answers as a class. Then, in groups or pairs, ask the learners to cut out the words in different fonts (from the side of the page) and glue them next to the correct sign.
- 2 Tell learners that they will now take a tour of the college looking for signs and ticking the ones they see. (This activity could be run in a number of different ways, depending on the class: learners in groups, pairs, as a whole class, accompanied by the teacher or class assistant, or unaccompanied.) Set a time by which the learners should return to class. On their return get feedback to see which signs the learners have noticed and where.

- 3 Learners take the tour again and copy down new signs they see. Stronger learners could do this at the same time as exercise 2. Run this activity in a different way from how you run exercise 2 (e.g. the pairs could be altered or learners could go in groups). The time limit could be shorter to ensure a suitable pace. On their return, ask the learners to show each other the new signs they have copied. As a class, elicit their meanings.

### Extension

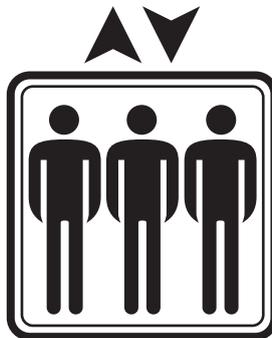
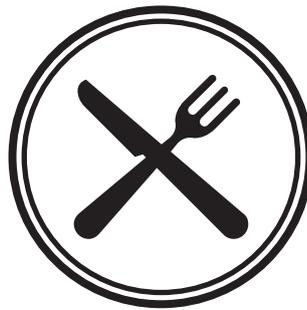
Ask the learners to take photos of signs they see over the following week – on digital cameras (if your college has them) or on mobile phones – or to copy them. Ask them to share the signs with each other in class and say what they mean, if they know.

Get learners to type their names in many different fonts on the computer.

Reading

# Signs 2b

1 Glue the words next to the signs.



<b>TOILETS</b> ✂
Café
Lift
<b>exit</b>
<b>Information</b>
<i>Café</i>
<b>LIFT</b>
<b>Toilets</b>
<b>EXIT</b>
INFO
Café
<b>Information</b>
exit
<b>toilets</b>
lift

2 Walk around college. Tick ✓ the signs you see.

3 ✂ Copy new signs.

toilets	exit	café	lift	information
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