

CAMBRIDGE

for ESOL

PHOTOCOPIABLE

ESOL Activities

Entry 1

LOUIS HARRISON

 **CAMBRIDGE**
UNIVERSITY PRESS

Cambridge University Press
978-0-521-71238-5 - ESOL Activities Entry 1
Louis Harrison
Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9780521712385
© Cambridge University Press 2008

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The worksheets and the audioscript at the back of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording '© Cambridge University Press' may be copied.

First published 2008

Printed in the United Kingdom at the University Press, Cambridge

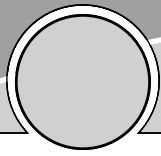
A catalogue record for this publication is available from the British Library

ISBN 978-0-521-712385

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Whilst factual information given in this work is correct at the time of going to print, Cambridge University Press does not guarantee the accuracy of such information thereafter.

Contents

Map of the book	4		
Thanks and acknowledgements	7		
Introduction	8		
1a How do you spell that?	10	9a A single to Oxford Street	58
1b Timetables	12	9b Travel pass	60
1c Personal details	14	9c Travelling	62
2a Where are you from?	16	10a Can you tell me the way to the bus station?	64
2b I live in a flat	18	10b Visitors' day	66
2c New home	20	10c Where's the party?	68
3a Can you say that again?	22	11a What's my job?	70
3b Class rules	24	11b Person wanted	72
3c A note to college	26	11c A job application	74
4a Time	28	12a Would you like a drink?	76
4b College trip	30	12b A menu	78
4c A visit	32	12c A recipe	80
5a Morning	34	13a The weather	82
5b My family	36	13b Great British weather	84
5c Julia's day	38	13c Clothes	86
6a At the market	40	14a At the doctor's	88
6b Going shopping	42	14b Medicine labels	90
6c A shopping list	44	14c An absence note	92
7a Welcome	46	15a Sending a parcel	94
7b A flat to rent	48	15b Special delivery	96
7c My room	50	15c Thank you	98
8a Sports, hobbies and interests	52	16a After you	100
8b Sports rules	54	16b Good manners	102
8c Our sports centre	56	16c A card for you	104
Self-study exercises	106		
Audioscript	122		



Map of the book

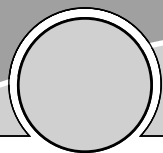
Theme	Unit	Type of activity	Function summary	Grammar summary	AECC*	Skills for Life †
1 At college	1a How do you spell that?	introducing yourself	asking for and spelling names	<i>to be</i> first and third person	Lr/E1.2e, Lr/E1.4b, Rw/E1.3a	Unit 1
	1b Timetables	reading a basic college timetable	talking about days and times	<i>to be</i> third person; <i>yes/no</i> questions; <i>where/what</i> questions	Rw/E1.3b, Sc/E1.1a, Ww/E1.1a	Unit 1
	1c Personal details	writing a short note about someone	asking for personal details	<i>to be</i> third person; <i>Wh-</i> questions	Ww/E1.1a, Wt/E1.1	Unit 1
2 All about me	2a Where are you from?	completing a table	talking about yourself	<i>to be</i> second and third persons; <i>Wh-</i> questions	Sc/E1.3a, Sc/E1.4b, Lr/E1.2e	Unit 1
	2b I live in a flat	reading maps and texts	talking about where you live	present simple regular verbs – <i>live</i> ; prepositions <i>in, near, next to, on</i>	Rs/E1.1b, Sc/E1.1b, Sc/E1.3a	Unit 1
	2c New home	writing addresses; writing about where you live	describing people and places	<i>we've got ...</i>	Wt/E1.1	Unit 1
3 In class	3a Can you say that again?	classroom language	asking for repetition, spelling and clarification	affirmative imperatives	Sc/E1.3d, Lr/E1.1d, Lr/E1.5b	Unit 1
	3b Class rules	reading college rules	talking about rules	negative imperatives	Rs/E1.1a, Rt/E1.2	Unit 1
	3c A note to college	writing a letter to college; writing greetings and endings	apologising	<i>would like; is it possible to ...?</i>	Ws/E1.2, Ws/E1.3	Unit 1
4 Times and schedules	4a Time	telling the time	asking for and giving times	<i>wh-</i> questions	Sc/E1.4a, Lr/E1.2c, Lr/E1.4b	Unit 2
	4b College trip	reading a poster for a college trip	saying months	present simple questions with third person plural; prepositions <i>at/in</i>	Rs/E1.1a, Rt/E1.1b, Sc/E1.4a	Unit 2
	4c A visit	writing a letter to join a college trip	saying dates	<i>would like</i>	Ws/E1.1	Unit 2
5 Family life	5a Morning	speaking about your day	talking about routines	present simple first person; <i>yes/no</i> questions; short answers	Sc/E1.4a, Lr/E1.2c, Lr/E1.4b	Unit 2
	5b My family	reading a family tree and completing a text	talking about your family	<i>have got</i> ; possessives	Rs/E1.1a, Rt/E1.1a, Sc/E1.3b	Unit 8
	5c Julia's day	writing about your partner's day	asking for information	present simple third person; spelling of third person endings	Ws/E1.3, Ww/E1.1c	Unit 2
6 Shopping	6a At the market	buying food and saying prices	making requests	questions with <i>How much ...?</i> ; countable nouns	Sc/E1.2a, Le/E1.1c, Lr/E1.2e	Unit 3
	6b Going shopping	reading an information leaflet	asking for information	<i>Wh-</i> questions	Rt/E1.1b, Rw/E1.3b, Sc/E1.3b	Unit 3
	6c A shopping list	writing a shopping list	writing reminders	containers and determiners of quantity; <i>remember to, don't forget to</i>	Ww/E1.1c	Unit 3

* AECC = Adult ESOL Core Curriculum † Skills for Life = *Skills for Life Learner Materials E1* published by the Department for Education and Skills

Map of the book

Theme	Unit	Type of activity	Function summary	Grammar summary	AECC*	Skills for Life †
7 Home	7a Welcome	welcoming someone to your home and showing them around	greeting and offering	prepositions of place; <i>What a (nice) ... !</i>	Sd/E1.1a, Lr/E1.1a, Lr/E1.2b	Unit 7
	7b A flat to rent	reading a description of a place to rent	describing your room	<i>next to, under, to the left/right of, in the middle of, opposite</i>	Rt/E1.1b, Sc/E1.4a, Lr/E1.2e	Unit 7
	7c My room	writing a description of a room	describing your room	<i>next to, under, on the left/right of, on the back of, opposite</i>	Wt/E1.1, Ws/E1.1, Lr/E1.2a	Unit 7
8 Sports, hobbies and interests	8a Sports, hobbies and interests	completing a table about hobbies	talking about ability	<i>can/can't</i>	Sc/E1.4a, Lr/E1.2b, Lr/E1.2e	
	8b Sports rules	reading about sports rules	regulations and rules	<i>can/can't; location: in front of, behind, in the middle of</i>	Rt/E1.1a, Sc/E1.4a, Sc/E1.4d	
	8c Our sports centre	filling in an application form for a sports centre	talking about ability	<i>good at, interested in, quite/very well</i>	Wt/E1.1, Ws/E1.1	
9 Transport	9a A single to Oxford Street	buying a ticket	making requests	present continuous affirmative	Sc/E1.2a, Sc/E1.3b, Lr/E1.2e	Unit 4
	9b Travel pass	reading a brochure	asking for information	<i>any + thing/where/time/one</i>	Rt/E1.1b, Rt/E1.2, Sc/E1.4a	Unit 4
	9c Travelling	writing about preferences	expressing likes and preferences	<i>like + -ing form</i>	Ws/E1.1, Wt/E1.1	Unit 4
10 Directions	10a Can you tell me the way to the bus station?	drawing routes; completing directions	asking for directions	prepositions of direction	Sc/E1.3b, Sc/E1.3c, Lr/E1.3b	Unit 6
	10b Visitors' day	reading directions to a college open day	saying how far somewhere is	<i>How long does it take ... ?, How far ... ?, How many kilometres ... ?</i>	Rs/E1.1a, Rt/E1.1b	Unit 6
	10c Where's the party?	writing directions	giving directions	<i>until for distances</i>	Wt/E1.1, Ws/E1.1	Unit 6
11 Jobs	11a What's my job?	a quiz about jobs	asking for information	present simple <i>yes/no</i> questions and short answers	Sc/E1.4d, Lr/E1.1c, Lr/E1.4b	Unit 10
	11b Person wanted	reading job advertisements	understanding abbreviations	<i>needed, wanted</i>	Rs/E1.1a, Rt/E1.1b	Unit 10
	11c A job application	writing a simple letter for a job	describing your character	<i>would like</i>	Wt/E1.1, Ws/E1.3, Sc/E1.1b	Unit 10
12 Food	12a Would you like a drink?	offering food and drink	making offers and requests; talking about likes and dislikes	<i>Would you like ...?, Could I ...?, Can I ...?</i>	Sc/E1.4d, Lr/E1.2e, Sd/E1.1c	
	12b A menu	reading a menu	understanding menus		Rs/E1.1a, Rt/E1.1b, Rt/E1.2	
	12c A recipe	writing a recipe	giving instructions	imperatives; countable and uncountable nouns; linking with <i>when</i>	Ws/E1.1, Ws/E1.2	

* AECC = Adult ESOL Core Curriculum † Skills for Life = *Skills for Life Learner Materials E1* published by the Department for Education and Skills



Map of the book

Theme	Unit	Type of activity	Function summary	Grammar summary	AECC*	Skills for Life †
13 Clothes and weather	13a The weather	practising a conversation	talking about the weather	present continuous affirmative	Sc/E1.4a, Sc/E1.4d, Lr/E1.2e	Unit 8
	13b Great British weather	reading an article about weather in Britain	talking about the weather	<i>generally, around, about</i>	Rs/E1.1a, Rt/E1.1a	Unit 8
	13c Clothes	writing a description of what you are wearing	describing clothes	basic order of adjectives (age, colour, material)	Wt/E1.1, Ws/E1.1	Unit 9
14 Health	14a At the doctor's	listening to a conversation at a doctor's	making an appointment; describing symptoms	<i>have got</i>	Sd/E1.1b, Lr/E1.2c, Lr/E1.3a	Unit 5
	14b Medicine labels	reading medicine labels	understanding instructions	<i>How much ...? / How many ...?</i>	Rs/E1.1a, Rt/E1.1b	Unit 5
	14c An absence note	writing a note of absence	saying sorry; wishing someone well	present continuous affirmative and negative	Ws/E1.1, Ws/E1.3	Unit 5
15 At the Post Office	15a Sending a parcel	transactions in a post office	making requests	<i>Can I ... / Can you ...?; Could you...?; Have you got ... ?</i>	Sc/E1.2a, Sd/E1.1b, Lr/E1.5c	
	15b Special delivery	reading instructions about how to complete a special delivery form	understanding instructions	sequencing words: <i>then, next, first</i>	Rw/E1.1, Rw/E1.3b, Rt/E1.1b	
	15c Thank you	writing a note to thank someone	phrases for giving and receiving presents	<i>What a (great) ... !</i>	Ww/E1.1a, Ws/E1.1	
16 Social language	16a After you	practising everyday social language	polite social expressions		Sd/E1.1a, Lr/E1.4a, Lr/E1.5a	
	16b Good manners	reading a quiz about customs and manners	talking about customs and manners	<i>when + subject + verb</i>	Rs/E1.1a, Rt/E1.1b	
	16c A card for you	writing cards for different occasions	expressions for different social occasions		Rw/E1.2, Wt/E1.1, Ww/E1.1a	

* AECC = Adult ESOL Core Curriculum † Skills for Life = *Skills for Life Learner Materials E1* published by the Department for Education and Skills

Thanks and acknowledgements

Author's thanks

The author would like to thank his students and colleagues for teaching him about ESOL. The author would also like to thank Nóirín Burke, Hazel Meek, Brigit Viney and Anna Gunn for their help in writing *ESOL Activities Entry 1*.

This one is for Joe.

Publisher's acknowledgements

The author and publishers would like to thank all the ESOL professionals who reviewed the material: Kathryn Alevizos, Penelope Campbell, Margot Farnham and Ruth Taylor.

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

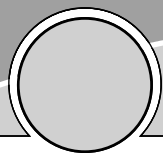
p. 43 and p. 111: The Trafford Centre for the simplified Trafford Centre Floor Map. Copyright © the Trafford Centre Limited; p. 97: Royal Mail Group for the simplified text 'Royal Mail Special Delivery'. Special Delivery™ is a Trade Mark of Royal Mail Group Ltd. Reproduced by kind permission of Royal Mail Group Ltd. All Rights Reserved.

Photo on p. 31 (top): Alamy/Mediacolor's; on p.31 (bottom): Alamy/PCL; p. 67: David Haggerton.

Proofreading by Sarah Hall.

Recordings produced by Ian Harker, edited by Benje Noble, recorded at The Soundhouse Ltd, London.

Illustrations by Kathryn Baker, Julian Mosedale and Kamae Design.



Introduction

Who is *ESOL Activities Entry 1* for?

ESOL Activities Entry 1 is for teachers of ESOL in colleges and schools in the UK. It contains photocopiable material for classroom work and can be used to supplement other ESOL material, such as the *Skills for Life Learner Materials E1* published by the Department for Education and Skills (DFES). The activities provide self-contained lessons for the busy teacher as well as ready-made homework or self-study exercises. They are aimed at the mid-range Entry 1 learner attending a course at that level. These are learners who would be expected to move to the following level after completion of the course, usually after one year.

How is *ESOL Activities Entry 1* organised?

There are 16 general themes connected with life in the UK. Each of these contains three units based on the sub-themes of Speaking and listening, Reading, and Writing. The units are all linked to the Adult ESOL Core Curriculum (AECC) and can be used to supplement existing material, offering diversity and a refreshing approach to these useful and familiar themes. The Map of the book provides a clear overview of the 48 units, including references to the AECC and the *Skills for Life Learner Materials E1* for each unit. This enables the teacher to quickly locate a suitable unit for their class.

How is each unit organised?

Each unit consists of two pages. The left-hand page has step-by-step Teacher's notes explaining the procedure for each unit as well as other useful information such as the relevant AECC reference and answers to the exercises. The right-hand page is a photocopiable worksheet. Each worksheet is designed to take approximately 30 minutes, and they all require minimal preparation. The Teacher's notes include a key information panel with the following headings:

Type of activity: an explanation of what the unit will involve

AECC reference: AECC descriptors appropriate for the level and the focus of the unit

Aim(s): the aims for learners

Language: a description of the functions and grammar targeted in the unit

Vocabulary: a list of vocabulary which needs pre-teaching, plus any key vocabulary in the unit

Preparation: notes on how to prepare prior to the lesson, e.g. photocopying or cutting up activity cards

Differentiation: activities which can be used as an option with weaker or stronger learners.

Each unit is divided into three stages – a *warmer* to get the learners thinking about the topic of the unit, the *main activities*, and an *extension* activity in order to help learners to apply their learning outside the classroom. Each unit practises a main skill although other skills are integrated into each sheet. Each unit also has *self-study exercises* which learners can do for homework to consolidate classroom learning. These exercises are at the back of the book. Some of these are intended to extend learners' familiarity with vocabulary, structures or functions utilised in the worksheet. Other exercises are simple revision to reinforce learning and act as a reminder of what has been covered by the worksheet.

How will *ESOL Activities Entry 1* help my students?

Warmer: These activities are designed as a light introduction to the lesson to get learners thinking about the topic of the lesson. As an alternative warmer, teachers may find it more appropriate to simply discuss what learners know about the topic, e.g. the functions and services of the Post Office.

Speaking and listening: These activities focus on interactions that learners may encounter in everyday life. The speaking activities give learners an opportunity to practise functional language in situations they will encounter, such as at the market or at the doctor's, as well as practising appropriate responses and helping their pronunciation. The listening activities practise strategies to help learners' general understanding and how to manage basic social interactions.

Reading: The texts in *ESOL Activities Entry 1* are mainly based on authentic material that learners may come across in their everyday lives. The activities enable learners to develop and practise strategies for understanding a range of texts that they may be required to read outside the classroom. Generally the activities are designed to help learners of this level understand simple texts.

Writing: These activities are designed to highlight the key elements of writing that will help learners deal with this skill in everyday life and in any ESOL exams they may wish to take. They focus on basic features of writing that learners may be faced with at this level, for example spelling, form-filling, notes and simple letters.

What is the best way to use *ESOL Activities Entry 1* in the classroom?

The worksheets are designed to be photocopied, taken into class and used as a set of activities. Teachers can choose the most appropriate worksheet for the language they are practising at the time. For example, units 9a, b and c (Transport) tie in with unit 4 (Local transport) in the *Skills for Life Learner Materials E1*. The reference to these materials in the Map of the book should help teachers decide on the most appropriate unit for their purposes. The activities can also be exploited beyond what is given in the Teacher's notes. Teachers may wish to develop the material in the following ways:

Speaking

- Ask learners to remember short conversations presented in the worksheets and role-play them.
- Adapt conversations presented in the worksheets to reflect local references and circumstances.
- Where possible, try to practise the pronunciation of the key words in all the worksheets.

Listening

- Copy the audioscript with key words blanked out and ask learners to fill them in as they listen again.
- Use the recordings for dictation where the recording is not too long.
- Copy the audioscript, cut it up and ask learners to put the pieces in order as they listen again.

Reading

- Use the reading texts to practise and develop all the vocabulary from them. You can copy the text with key vocabulary blanked out for learners to fill in, either in class or for homework.
- Use the texts for revision at a later date, by asking learners what they remember about a certain topic, and then giving them the text again to consolidate their learning and increase their confidence.
- Read the texts to the learners to consolidate the sound-spelling links.

Writing

- Copy the model text with key vocabulary blanked out for learners to fill in.
- Copy the model text, cut it up and ask learners to put the pieces in the correct order.
- Copy learner-produced texts onto OHTs (with learners' names blanked out) for learners to correct spelling and grammar errors.

ESOL Activities is also available at Entry 2 and Entry 3.