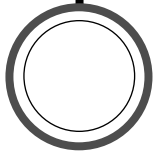




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Introduction

The learning materials for Entry 1 are divided into ten 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 1, the later units are generally 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
- 9 pages of activities for general skills development
- a *Check it* page
- mini-projects
- 4 pages of supplementary Reading and Writing activities

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. Where appropriate, 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. This will need to be mediated in different ways, e.g. using bilingual translation, for complete beginners.

Skills development (pages 2–10)

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 providing 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 on the page, this represents a small proportion of the total activity embedded in the Teacher's Notes. 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.

Check it (page 11)

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 12)

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 achieve 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. There is a self-evaluation checklist with key objectives of the unit. This may need mediating for the learner.

More reading and writing (pages 13–16)

These have focused activities to support the development of literacy skills at word, sentence and text level.

These pages provide some supplementary activities for the development of literacy skills. They generally link with the theme of the unit but can be used at any point. The teacher should continue to provide learner-centred activities based on their knowledge of individual learners' interests and needs, e.g. through language experience, personal key word lists and so on.

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 or 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

Speaking and listening

Skill	Skill code	Unit	Page(s)		
Use stress and intonation to make speech comprehensible to a sympathetic native speaker	Sc/E1.1a	1	2		
		2	2, 7		
		3	2, 6, 8		
		4	4		
		6	8		
		7	3		
		8	2, 5, 6		
		Articulate the sounds of English to be comprehensible to a sympathetic native speaker	Sc/E1.1b	2	7
3	5				
6	9				
8	3				
Make requests: ask for things or action	Sc/E1.2a	1	4		
		3	6, 10		
		4	7		
		5	6, 8		
		8	4		
		9	4		
Make requests: ask permission	Sc/E1.2b	10	10		
Ask for personal details	Sc/E1.3a	1	2, 3		
		7	6		
Ask for information	Sc/E1.3b	3	4, 6, 10		
		4	4, 9, 7		
		5	4, 9		
		6	9		
		7	2, 3, 4, 5, 8		
		8	3, 10		
		9	3, 5, 6,		
		10	3		
		Ask for directions and location	Sc/E1.3c	3	3,
				4	6
6	4, 6, 7, 8				
9	2				
Ask for clarification	Sc/E1.3d	1	4		
		4	7		
		5	6		
		6	8		
		10	3		
Make simple statements of fact	Sc/E1.4a	3	8		
		4	2, 3, 4		
		5	2, 5, 10		
		6	4, 6, 9		
		7	2, 3, 4, 10		
		8	3, 4, 5, 8, 10		
Give personal information	Sc/E1.4b	1	2, 3, 8		
		2	2, 4		
		5	2, 10		
		7	10		
		9	6		

Give directions and instructions	Sc/E1.4c	6 10	6, 8 6
Give a description	Sc/E1.4d	6	3
Deal with another person's misunderstanding	Sc/E1.4e	6 10	9 7
Take part in social interaction	Sd/E1.1a	1 8 10	3, 6 2, 4, 5, 6, 7 5
Take part in more formal interaction	Sd/E1.1b	9 6 10	4 9 7
Express likes and dislikes, feelings, etc	Sd/E1.1c	1 2 9 10	7 7 10 8
Recognise context and predict general meaning	Lr/E1.1a	4 8 9 10	6 8 4 7
Listen for gist in short explanations and narratives	Lr/E1.1b	7 9 10	9 4 2
Listen for gist in a conversation	Lr/E1.1c	5 6 8 10	8 2 2, 8 8
Listen for gist and respond, in a face-to-face situation	Lr/E1.1d	1	6
Listen for details in short narratives and explanations	Lr/E1.2a	1 2 3 4 9 10	4 2 8 7, 2 3 2
Listen for detail and respond, in a face-to-face situation	Lr/E1.2b	1 3 4 5 6 8 9 10	2, 3, 5, 6, 8 8, 10 7 5, 10 4, 6 2, 3, 4,, 6, 7, 8, 10 2, 5, 6
Listen for grammatical detail	Lr/E1.2c	6 7 8 10	3 7, 8 3, 10 4

Listen for phonological detail	Lr/E1.2d	1	10
		2	2, 7
		3	6
		4	3
		6	9
		7	14
		8	6, 16
		Listen and extract key information	Lr/E1.2e
3	2, 4, 6, 8, 10		
4	4, 9		
5	6		
6	2, 3, 4, 6, 8, 9		
7	2, 3, 6, 8, 10		
8	5, 6, 7, 8, 10		
Follow single-step instructions	Lr/E1.3a		
		10	4
Follow directions	Lr/E1.3b	6	6, 8
Listen and respond to requests for personal information	Lr/E1.4a, b	2	2
		5	2
		7	6
		9	6
Recognise a speaker's feeling and attitude	Lr/E1.5a	9	10
		10	5, 8, 10
Take part in social conversation	Lr/E1.5b	8	2, 5, 6, 7
		10	5
Take part in more formal exchanges	Lr/E1.5c	5	6, 8, 10
		7	10
Follow a simple discussion on a familiar topic	Lr/E1.5d	*	

Reading and writing

Skill	Skill code	Unit	Page(s)
Follow a short narrative on a familiar topic or experience	Rt/E1.1a	2	4
		4	10, 15,
		6	4
		7	14
		8	8, 14
		10	15
Obtain information from texts	Rt/E1.1b	2	10
		4	4, 9
		5	3, 9, 15
		6	6, 8, 10, 14
		7	10
		8	9,
		9	6, 8, 9, 15
		10	13

Recognise that the way a text looks can help predict its purpose	Rt/E1.2a	1	14		
		3	9		
		5	15		
		6	14		
		7	10		
		8	9		
		9	6		
		10	13, 14		
		Read and recognise simple sentence structures	Rs/E1.1a	1	9, 16
				2	4, 8, 10,
3	15				
4	13				
5	9				
6	13				
7	9, 13				
8	8, 13, 14, 16				
9	3				
10	15				
Use punctuation and capitalisation to aid understanding	Rs/E1.1b	2	8		
		3	15		
		6	4		
		8	14		
Recognise a limited number of words, signs and symbols	Rw/E1.1a	1	5, 7, 14, 15		
		2	2, 4, 8, 10, 13, 14, 16		
		3	2, 4, 5, 6, 9, 13, 14		
		4	2, 6, 14		
		5	3, 4, 8 14		
		6	4, 13		
		7	2, 4, 9, 10, 13, 14, 16		
		9	3, 4, 13		
		10	2, 3, 8, 14, 16 14		
		Use knowledge of basic sound-letter correspondence to help sound out unfamiliar words	Rw/E1.2a	4	13, 14
6	16				
7	14				
9	13, 16				
Identify the letters of the alphabet in both upper and lower case	Rw/E1.3a	1	13		
		2	9		
		5	13		
		6	13		
		7	16		
		8	15		
Recognise digits	Rw/E1.3b	1	8		
		2	4		
		3	6, 9, 14		
		4	3		
		6	10		
		9	8		

Compose very simple text to communicate ideas or basic information	Wt/E1.1a	1	9		
		2	5, 15		
		3	5, 15		
		4	10, 16		
		5	7, 13,		
		6	4, 13		
		7	14		
		8	9, 13, 14		
		9	6, 9,		
		10	13, 15		
Construct a simple sentence, using basic word order and verb form	Ws/E1.1a	1	9, 16		
		2	4, 8, 13, 15		
		3	15		
		4	7, 13, 16		
		6	4, 13, 16		
		8	10, 14		
		9	13		
		10	15		
		Use basic punctuation to aid understanding of where sentences begin and end	Ws/E1.2a	1	16
				2	8, 15
3	15				
4	16				
6	4,				
7	14				
8	14, 16				
9	15				
Use basic punctuation to write about oneself	Ws/E1.3a			1	13
		4	13		
Use and spell correctly some personal key words and familiar words	Ww/E1.1a	1	8, 9, 14, 15		
		2	8, 14, 15, 16		
		3	16		
		5	4		
		6	16		
		7	4,		
		8	14, 15, 16		
		9	8, 13, 16		
		Use knowledge of basic sound-letter correspondence and letter patterns to aid spelling	Ww/E1.1b	2	14, 16
3	16				
4	13				
5	16				
6	16				
8	15				
9	13,				
10	16				
Develop strategies to aid spelling	Ww/E1.1c			2	14, 16
				5	16
		10	16		
Form the letters of the alphabet using upper and lower case	Ww/E1.2a	1	13		
		3	13		
		8	13		
		9	8, 13, 14,		

Form digits	Ww/E1.2b	1	8, 9
		3	6
		8	13
		9	8

*Curriculum objective not explicitly taught at this level