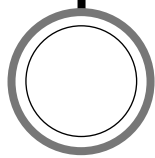


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Introduction

The learning materials for Entry 2 are divided into eight theme-based units covering a broad range of the component skills, knowledge and understanding listed in the ESOL Core Curriculum. They are intended as core materials which can be integrated with and supplemented by other available resources.

The materials are designed to be used flexibly and are produced in a loose-leaf format so that teachers can use them in any order, selecting whole units, sections of units or individual pages according to the differing needs and interests of learners. However, in recognition of the range of skills and progression within Entry 2, the later units are slightly more challenging than the earlier units. In addition, some activities are coded in the Teacher's Notes in order to support the teachers in planning their lessons: ↑ identifies a slightly more challenging activity; ↓ denotes an easier activity.

Structure of the units

Each unit consists of the following:

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

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

Introduction (page 1)

This has:

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

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

Skills development (pages 2–13)

These have:

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

The codes relate to the primary objectives covered in the activities represented on the page and not those which may be practised incidentally. While skills development is embedded

in the activities, it is assumed that much learning will take place off the page through preparatory, supplementary and extension activities, and in response to learners' progress and needs. 'Remember' boxes appear throughout the units. They can be referred to and exploited by the teacher and learner at appropriate points in the lesson.

Integrated skills projects (page 14)

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

Check it (page 15)

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

Mini-projects (page 16)

These have:

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

These short activities often involve research or interaction with the local community. In such cases it would be beneficial for the teacher to add local

knowledge to the activity so that it reflects more accurately the situation and interests of the learners. Learners undertake these tasks to gain confidence in new situations. The expectation is that learners will 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. They are able to reflect back to the priorities identified in the objectives listed on page 1 and assess their own progress as part of their regular learning review.

Additional materials in the unit

Audio

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

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

Answer key

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

Teacher's Notes

These include:

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

Teachers should adapt, modify and supplement the activities and materials according to the needs of their learner group. Most activities have suggestions (differentiation and extension notes) for how to adapt them for learners at different levels of confidence, often within the same group. Experiment with different ways of exploiting the same activity to meet the differing needs, skills levels, interests and learning preferences. Be aware of differences in terms of learning style. Arrows 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.
- They 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 levels 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 experience of learners but they can often be used with minimal modification.
- While pair and group work feature in the units, opportunities should not be missed for getting students into 'mingling' activities.
- The materials provide a vehicle for the introduction or revision of a wide range of grammatical forms. However, the teacher will need to introduce a range of activities to reinforce and extend learning of grammar.
- Choral practice or drilling can be a useful tool for reinforcing learning and rehearsing grammatical forms. It can often add pace to the lesson. Teachers need to use their judgement in how to use this technique.
- There are activities for integrating the teaching of pronunciation. This is an area to extend in relation to specific difficulties learners may have.
- It is important to recognise the stages of development of learners and different priorities in terms of developing fluency or accuracy. While the teaching of underpinning grammar and pronunciation places an emphasis on improving accuracy, it is important to avoid over-correcting at the expense of communication, e.g. while doing a role-play activity in a challenging situation.
- It is important to draw on learners' knowledge and experience as part of the learning process and find opportunities to personalise learning. The authors of the materials have avoided using trigger material which would automatically require learners to recall uncomfortable or painful experiences. In dealing with this issue, the teacher needs to use his/her judgement and sensitivity based on knowledge of the learners.

Suggested additional resources

- Where possible, provide a rich learning environment. In some venues, it may be possible for the teacher and learners to keep a record on

a wall display. Paper speech bubbles, 'Post-it' notes, pictures, prompt cards, new vocabulary items, visual mnemonics for language points and displays of the students' own work can all be included.

- Provide simple feedback sheets or checklists for self-assessment or peer assessment e.g. for writing, oral presentations and so on. Learners often need time to develop the skill of constructive criticism but it is a useful step in encouraging reflective learning.
- Introduce locally relevant materials – newspapers, leaflets, timetables and other authentic materials – into the classroom. This is an ideal opportunity to make learning relevant to learners (see suggestions under the Materials section for each unit). Use photographs and pictures as a stimulus to open discussions and ask questions, establish context, clarify concept and engage learners.
- Simple writing frames have been included in the materials for some activities. These are easy to prepare, either as handouts or on an OHT, and provide more support for the staged development of writing skills.

Using ICT in the classroom

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

Index to curriculum objectives

Speaking and listening

Skill	Skill code	Unit	Page(s)
Use stress and intonation adequately to make speech comprehensible and meaning understood	Sc/E2.1a	1	6, 7
		2	9
		3	12
		4	7, 9
		5	2
		6	11
		8	3, 13
Articulate the sounds of English to make meaning understood	Sc/E2.1b	3	10
		6	11
		8	3, 13
Make requests: ask for things or action	Sc/E2.2a	3	12
		4	9
		6	7
		8	11
Make requests: ask for permission	Sc/E2.2b	1	12
		2	4, 7
Ask for personal details	Sc/E2.2c	4	8
		6	3, 10
		7	
Ask for factual information (present, past, future)	Sc/E2.2d	2	2
		3	2, 5
		4	3
		5	4, 6
		7	10
		8	6, 13
Ask for directions and instructions	Sc/E2.2e	3	9, 10, 11
		4	5
		5	12
Ask for descriptions of people, places and things	Sc/E2.2f	2	12
Express statements of fact	Sc/E2.3a	1	2, 4
		2	2, 3
		3	5, 8
		4	3, 5
		6	9, 10
		7	6
		8	2, 7, 9
Give personal information	Sc/E2.3b	2	4, 6, 7
		4	3
		6	2
		7	3, 4
		8	10
Give a short account	Sc/E2.3c	3	7
		5	9, 10
		8	4

Give an explanation	Sc/E2.3d	3	11
		5	10
Give directions and instructions	Sc/E2.3e	3	9, 12
		4	5
		5	12
Give a short description	Sc/E2.3f	2	12
		5	3, 5
		7	5, 6
Ask for clarification and explanation	Sc/E2.4a	3	11
		6	8
		7	13
		8	6
Take part in social interaction	Sd/E2.1a	1	12
		2	9
		6	11
Take part in more formal interaction	Sd/E2.1b	8	6, 13
Express likes and dislikes feelings, wishes and hopes	Sd/E2.1c	3	7
		4	8
		5	3
		6	3
		7	4
Express views and opinions	Sd/E2.1d	4	8,
		7	6
Relate to other speakers	Sd/E2.1e	1	12
		4	8, 13
		6	4, 11
Recognise context and predict general meaning	Lr/E2.1a	5	6
		6	7, 11
		7	6, 10
Listen for gist in a short passage, e.g. TV or radio	Lr/E2.1b	8	3
Listen for gist in a conversation	Lr/E2.1c	2	9
		5	2
		6	11
		7	5, 10,
		8	4, 6
Listen for gist and respond, in face-to-face situations	Lr/E2.1d	7	13
		8	13
Listen for details in short narratives and explanations	Lr/E2.2a	1	6,
		2	2, 5, 12
		3	5, 9
		4	3, 5
		5	6, 12
		6	6, 9
		7	5, 6
Listen for detail and respond, in face-to-face situations	Lr/E2.2b	2	4
		3	2
		6	11
		8	7, 11, 13
Listen for grammatical detail	Lr/E2.2c	1	2, 8
		2	4, 5

Listen for phonological detail	Lr/E2.2d	1	6
		2	2, 3
		3	13
		4	6, 9
		5	2, 6
		8	3,
Extract the main points when listening to presentations	Lr/E2.3a	4	5
Extract the main points of an explanation in a face-to-face situation, and respond	Lr/E2.3b	5	12
Extract straightforward information for a specific purpose	Lr/E2.3c	3	2, 9
		6	6, 8
		8	3
Listen to, follow and respond to explanations, directions and instruction	Lr/E2.4a	3	10
		6	6, 8
Listen and respond to requests for action / permission	Lr/E2.5a	6	7
Respond to requests for information	Lr/E2.5b	3	2, 5
Listen to and identify simply expressed feelings and opinions	Lr/E2.6a	1	5
		6	3
Take part in social interaction	Lr/E2.6b	2	9
Take part in more formal interaction	Lr/E2.6c	6	6
		8	6, 13
Follow the gist of discussions	Lr/E2.7a	4	8
Follow the main points of discussions	Lr/E2.8a	4	8

Reading and Writing

Skill	Skill code	Unit	Page(s)
Use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts	Rt/E2.1a	2	6
		3	7
		4	2, 10
		5	10
		6	12
		7	11
Obtain information from texts	Rt/E2.1b	1	2, 4, 5, 10
		2	10
		3	3, 4, 6, 8
		4	2, 8, 12, 13
		5	6, 10, 13
		6	4
		7	2, 4, 8
		8	5, 12
Understand and identify the different purposes of short, straightforward texts	Rt/E2.2a	1	8
		2	10
		3	3, 6
		6	4
		8	5
Identify a range of common sources of information where everyday information can be found	Rt/E2.3a	8	5

Obtain information from illustrations, simple maps and diagrams and captions	Rt/E2.4a	2	6, 10
		3	10
		4	4, 8
		5	4
		6	10
Use grammatical structures that link clauses and help identify sequence	Rs/E2.1a	3	8
		4	10
		5	13
Use knowledge of simple and compound sentence structure to work out meaning	Rs/E2.1b	2	3
Apply own-life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words	Rs/E2.1c	*	
Use punctuation and capitalisation to aid understanding	Rs/E2.1d	4	10
		5	11
Recognise words on forms related to personal information and understand explicit and implicit instructions	Rw/E2.1a	5	8
		6	8
		8	8
Recognise a range of familiar words and words with common spelling patterns	Rw/E2.2a	5	6
		6	2
Use context and a range of phonic and graphic knowledge to decode words	Rw/E2.3a	1	10
		3	13
		4	6
		6	12
Obtain information from a simplified dictionary to find meanings of unfamiliar words	Rw/E2.4a	1	4, 10
		4	6
		5	5
		8	3, 11
Sequence words using basic alphabetical ordering skills	Rw/E2.5a	4	7
Compose simple text, selecting appropriate format for the purpose	Wt/E2.1a	1	8,
		2	10
		4	9, 10
		5	11, 13
		6	12
		7	12
		8	11
Record information on forms	Wt/E2.1b	3	4
		5	8
		8	8
Construct simple and compound sentences using common conjunctions to connect two clauses (e.g. <i>as</i> , <i>and</i> , <i>but</i>)	Ws/E2.1a	1	2, 4, 6, 8
		2	5, 10
		4	11
		5	9, 11, 13
		7	5, 9, 11, 12
Use adjectives	Ws/E2.2a	1	4, 10
		5	5
		8	11
Use punctuation correctly, e. g. capital letters, full stops and question marks	Ws/E2.3a	4	10
		5	11

Use a capital letter for proper nouns	Ws/E2.4a	4	10
		5	11
Spell correctly the majority of personal details and familiar common words	Ww/E2.1a	7	7
		8	8
Use knowledge of sound-symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for the needs of the learner	Ww/E2.1b	2	5, 8
		4	6
		5	6
		7	7
Develop strategies to aid spelling	Ww/E2.1c	2	8
		4	6
		6	13
Produce legible text	Ww/E2.2a	*	
*curriculum objective not explicitly taught at this level			

