

CAMBRIDGE for ESOL

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ESOL Activities

Entry 3
JO SMITH



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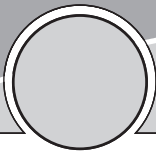
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Map of the book

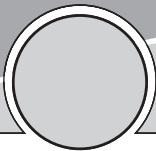
Theme	Unit	Type of activity	Function summary	Grammar summary	*AECC	†ESOL references
1 All about the UK	1a What do you know about the UK?	quiz and information exchange about the UK	listening for detail and offering information	present simple tense; question forms	Sd/E3.1g, Sc/E3.3b, Lr/E3.3a	SfL Unit 2
	1b On the map	information matching activity with text and symbols	skimming for contexts and scanning for information	language of description; abbreviations	Rt/E3.2a, Rt/E3.7a, Rt/E3.9	SfL Unit 4
	1c A snapshot of my town	a written description of a town or city	describing an environment	present simple and present continuous; word classes	Wt/E3.1a, Ws/E3.1a, Ws/E3.3a	SfL Unit 2
2 Living in the UK	2a From my point of view	a discussion about life in the UK	expressing and responding to opinions	modals of obligation; zero conditional	Sd/E3.1d, Sd/E3.1g, Sd/E3.2a	SfL Unit 1
	2b Finding your feet	reading comprehension on survival English	understanding informal English	colloquial expressions	Rt/E3.2a, Rw/E3.5a, Rt/E3.6a	SfL Unit 7
	2c A personal diary	writing personal reflections in a diary	commenting on personal experience	time expressions; sentence types	Ws/E3.1a, Ws/E3.3a, Wt/E3.3a	SfL Unit 1
3 Parliament and the government	3a A day in the life of an MP	listening for information and matching activity	describing a routine	adverbs of frequency; possessive adjectives and pronouns	Lr/E3.5b, Sc/E3.3b, Sc/E3.4b	Life in the UK 4
	3b A safe seat	a jigsaw reading about Parliament	responding in a collaborative activity	present and past tenses (active and passive forms)	Rt/E3.1a, Rt/E3.6a, Rw/E3.1a	Life in the UK 4
	3c Contacting your MP	writing a formal email to an MP	expressing personal difficulties and requesting help	present simple and present perfect tenses	Wt/E3.1a, Wt/E3.2a, Ws/E3.1a	Life in the UK 4
4 Diversity in the UK	4a Talking to Lamai	listening for information on life in another country	listening for information and describing past habits	past tenses; <i>have to do</i> and <i>used to</i>	Lr/E3.3a, Lr/E3.2d, Sc/E3.3d	SfL Unit 1
	4b Moving here	information exchange around migration	responding to requests for specific information	question forms; time expressions	Rt/E3.8a, Lr/E3.2d, Rw/E3.3a	SfL Unit 1
	4c A class profile	note-taking and writing skills	exchanging personal information	adjectives to describe people	Ww/E3.1a, Wt/E3.2a, Ws/E3.3a	SfL Unit 1
5 A look at British society	5a Family matters	a survey of opinions; listening on the generation gap	expressing opinions about social issues	<i>too</i> + adjective; <i>not</i> (+ adjective) <i>enough</i>	Sd/E3.1b, Sd/E3.1d, Lr/E3.2a	Life in the UK 2
	5b Men and women in society	reading and information exchange on the lives of famous men and women	offering and requesting information	superlatives; non-defining relative clauses	Rt/E3.4a, Rt/E3.7a, Rw/E3.5a	Life in the UK 2
	5c Celebration time	writing a description of a celebration	describing a social event	adverbs of frequency; present tenses	Rw/E3.1a, Wt/E3.1a, Wt/E3.1b	Life in the UK 8
6 The local community	6a What's the problem?	speaking activity giving advice on problems	asking for and offering advice	present perfect simple; key words	Sc/E3.1a, Sc/E3.4d, Sd/E3.1e	Life in the UK 5 and 7
	6b Community matters	reading for specific information about the community	skimming and scanning for factual information	prepositions; imperatives	Rt/E3.2a, Rt/E3.6a, Rt/E3.7b	Life in the UK 5 and 7
	6c A rough guide to the community	writing information for a community leaflet	responding to complex tasks	defining relative clauses; abbreviations	Wt/E3.1b, Wt/E3.3a, Wt/E3.4a	Life in the UK 5 and 7

* AECC = Adult ESOL Core Curriculum † SfL = *Skills for Life Learner Materials E3* published by the Department for Education and Skills Life in the UK = *Life in the United Kingdom – A Journey to Citizenship* published with the permission of the Home Office on behalf of Her Majesty's Stationery Office

Map of the book

Theme	Unit	Type of activity	Function summary	Grammar summary	* AECC	† ESOL references
7 Health and housing	7a Landlords and tenants	reading a questionnaire; role-play of landlords and tenants	expressing concerns and apologies	verbs with prefixes; prepositional expressions	Rt/E3.2a, Sc/E3.4d, Sd/E3.2b	SfL Unit 4
	7b Troubleshooting	reading and information extraction around emergency situations	skimming and scanning complex texts	present simple question tags; modals of obligation	Rt/3E.5a, Rt/E3.7a, Sc/E3.3c	SfL Unit 4
	7c Asking for an appointment	writing a formal letter to the council	making a formal request	conjunctions and formal written expressions; <i>make / do</i>	Wt/E3.3a, Ws/E3.1a, Ww/E3.3a	SfL Unit 4
8 Festivals, the arts and entertainment	8a In your free time	speaking game around the theme of entertainment	discussing preferences	<i>like doing, would like to do</i>	Sc/E3.4d, Sc/E3.4f, Lr/E3.6a	Life in the UK 5
	8b It's festival time!	reading for information about celebrations in the UK	asking for and sharing information	passive forms of present simple and past tenses	Rt/E3.4a, Rt/E3.6a, Rt/E3.7a	Life in the UK 3
	8c An evening out	writing a flier and information sheet	making and responding to suggestions	future tenses: <i>going to, will, present continuous</i>	Rt/E3.3a, Ws/E3.2a, Sd/E3.1f	Life in the UK 5
9 The legal system	9a You be the judge	a discussion of issues around the law	making decisions	modals of permission and prohibition; verbs and prepositions	Sc/E3.4d, Sd/E3.1d, Sd/E3.2a	Life in the UK 8
	9b A legal puzzle	reading for information on the legal system	asking for and offering information	compound nouns; zero conditional	Rw/E3.1a, Sc/E3.3b, Rw/E3.5a	Life in the UK 8
	9c Reporting an incident	writing a descriptive statement of an incident	reporting a past event	narrative tenses; reported speech	Ws/E3.2a, Wt/E3.2a, Wt/E3.3a	Life in the UK 8
10 A look at history and conflict	10a History timeline	split listening and information gap fill on English history	responding to and asking information questions	past simple (regular and irregular forms)	Lr/E3.3a, Lr/E3.5b, Sc/E3.3b	Life in the UK 1
	10b The two Elizabeths	reading and information match around two Queens of England	exchanging information	past simple and present perfect tenses	Sc/E3.4c, Rw/E3.3a, R t/E3.4a	Life in the UK 1
	10c Time traveller	a creative writing activity	responding in a collaborative activity	adjectival word order; narrative tenses	Ws/E3.2a, Sc/E3.4e, Lr/E3.2c	
11 Education and work	11a Speak your mind	speaking game about education and work	expressing opinions and practising turn-taking	mixed tenses	Sc/E3.4d, Sc/E3.4f, Lr/E3.6a	SfL Units 6 and 8
	11b Just the job	reading and role-play around the theme of work	responding to difficult situations	verbs taking gerunds and infinitives	Rt/E3.2a, Rt/E3.4c, Sc/E3.4b,	SfL Unit 8
	11c Personal statements	writing a personal statement for a job	offering a personal description	mixed tenses; adjective and adverb forms	Wt/E3.4a, Wt/E3.5a, Ww/E3.2a	Life in the UK 6

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Theme	Unit	Type of activity	Function summary	Grammar summary	* AECC	† ESOL references
12 Science and communication	12a Discoveries and inventions	a discussion on technology and discoveries	engaging in debate	modals of necessity and obligation	Sc/E3.4f, Sd/E3.1d, Sd/E3.2b	SfL Unit 5
	12b The communications debate	reading practice for an ESOL Entry 3 English exam	skimming and scanning a complex text	mixed tenses and passives; articles	Rt/E3.4a, Rt/E3.7a, Rt/E3.8a	SfL Unit 5
	12c Researching an invention	collaborative writing around a given theme	developing sequencing and error-correction skills	mixed tenses	Wt/E3.2a, Wt/E3.4a, Ws/E3.2a	SfL Unit 5
13 All about the environment	13a How green are you?	questionnaire and class survey on green issues	asking and responding to questions	present tense questions; short-form responses	Sc/E3.3b, Sd/E3.1c, Lr/E3.6b	Life in the UK 5
	13b Extinct!	reading and discussion on the theme of conservation	reading for detail and exchanging information	superlatives; present perfect; 1st conditional	Rt/E3.4a, Rw/E3.3a, Sd/E3.1d	
	13c In the future	writing around future events	expressing ideas and making suggestions	will for future	Ww/E3.1a, Ww/E3.2a, Sd/E3.1d	
14 Our values and beliefs	14a Talking about human rights	a discussion and role-play on human rights	prioritising information and expressing opinion	modals of permission	Lr/E3.7c, Sd/E3.1d, Sd/E3.1g	Life in the UK 8
	14b Religious celebrations	reading for information about celebrations in the UK	skimming and scanning for information	present simple tense and passives	Rt/E3.4a, Rt/E3.7a, Sd/E3.4f	Life in the UK 3
	14c Our differences	writing a presentation on differences	making comparisons	comparative forms; time expressions	Wt/E3.1a, Ws/E3.3a, Sc/E3.4f	SfL Unit 1
15 The global community	15a The London Olympics 2012	listening and sharing information on the Olympics	listening for detail	mixed tenses and question forms	Sd/E3.1g, Lr/E3.3a, Lr/E3.7c	Life in the UK 4
	15b UN, EU, and the Commonwealth	reading for information about international organisations	exchanging information	phrasal verbs; present and past tenses with passive forms	Rt/E3.4a, Rd/E3.7a, Sc/E3.4a	Life in the UK 4
	15c Global problems	writing an action plan around global problems	discussing problems and developing argumentative skills	verbs taking gerunds	Wt/E3.2a, Wt/E3.3a, Ww/E3.1a	
16 All about citizenship	16a What is citizenship?	a discussion and rating activity on citizenship	discussing and prioritising Citizenship topics	parts of speech; punctuation	Sd/E3.1a, Sc/E3.4a, Lr/E3.7a	Life in the UK Introduction
	16b Citizenship fact sheet	skimming for information; reading for comprehension	reading for comprehension	countable and uncountable nouns	Rt/E3.6a, Rt/E3.7a, Rw/E3.3a	Life in the UK Introduction
	16c Learner's diary	writing a coursework diary	offering personal reflections	sentence structure	Ws/E3.3a, Wt/E3.2a, Wt/E3.5a	

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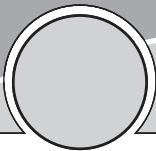
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Introduction

Who is *ESOL Activities Entry 3* for?

ESOL Activities Entry 3 is for teachers of ESOL in colleges and schools in the UK. It contains photocopiable material for the classroom and can be used to supplement other ESOL materials including the Department for Education and Skills’ (DfES) *Skills for Life* resources. It can also be used to support a Citizenship course programme, developing the themes of the DfES’s *Citizenship Materials for ESOL Learners* resources pack, and the Home Office publication *Life in the United Kingdom – A Journey to Citizenship*.

These activities provide self-contained lessons for the busy teacher as well as ready-made self-study exercises. The materials in this book are aimed at learners who are able to undertake an Entry 3 programme of learning. These are learners who would be expected to move to the following level after completion of the course, usually after one year, and who may be taking an ESOL Entry 3 exam.

How is *ESOL Activities Entry 3* organised?

There are 16 general themes connected with life in the UK. Each theme contains three units based on sub-themes designed around the four skills of Speaking and Listening, Reading, and Writing. The units are all linked and referenced to the Adult ESOL Core Curriculum (AECC). Unit 16 offers material to support a Citizenship programme.

The map of the book provides a clear overview of the 48 units and includes references to the AECC and appropriate *Skills for Life* materials for each worksheet. This enables the teacher to quickly locate a suitable activity to support their course programme.

How is each unit organised?

Each unit consists of two facing pages. The left-hand page contains step-by-step Teacher’s notes, explaining the procedure for each activity, as well as other useful information such as relevant AECC references and answers to the worksheet tasks. Also included on this page are the answers to the self-study exercises and a section for the teacher’s own notes. The right-hand page consists of a photocopiable worksheet which aims to provide approximately 50 minutes of teaching time and requires minimal preparation.

Each unit is supported by *self-study exercises* to practise language and lexis points referenced within the lesson, which learners can undertake as homework to consolidate classroom learning. These exercises are located at the back of the book.

The **Teacher’s notes** are divided into four sections: the information panel at the top of the page, point-by-point teaching guidance, self-study answers and the section for the teacher’s own comments.

The information panel contains the following headings:

- Type of activity:** an explanation of what the unit will involve and suggested learner grouping
- AECC reference:** Adult ESOL Core Curriculum descriptors demonstrating achievement at the national standards – these are the focus of the unit
- Aims:** the core aims of the learning taking place
- Language:** the functional / structural language targeted in the activity
- Vocabulary:** the lexis requiring pre-teaching or pre-knowledge which is key to the activity
- Preparation:** what the teacher is required to do prior to the lesson, e.g. photocopying or cutting up activity cards, plus suggestions on essential or useful realia to take to the classroom
- Differentiation:** a range of strategies offered to support stronger and less strong learners – the term ‘weaker student’ is used for differentiation purposes only in this section; this section offers guidance on the pairing and grouping of learners and suggests ways to offer extra input to each group within the lesson.

The teaching guidance section contains the following:

- *A warmer activity:* this is designed as a light introduction to get learners thinking about the lesson theme and its related vocabulary
- *Procedure points:* these point-by-point suggestions explain how to deliver the materials (sometimes with alternatives offered to the main delivery model) and audio referencing symbols
- *Answer panels:* these give the answers to activities undertaken on the worksheet

- *An extension task*: this gives the teacher a range of choices as to how to review and develop the learning that has taken place, within the contexts of role-plays, dialogue building, pronunciation work, writing tasks or research projects; it also offers information on the websites of key organisations, to enable further research of the topic area to take place
- *Self-study exercise answers*: answers (for the self-study section at the back of the book) are located at the bottom of the page to the left
- *Your own notes*: a space to add comments, notes of useful websites and additional delivery suggestions is located at the bottom of the page to the right

The **worksheets** contain the following items:

- *The main activity*: Each worksheet offers practice towards the main learning aim, with further skills work (vocabulary and grammar, functional and situational language) to offer more expansive learning opportunities
- *A Tip! box*: This is found in the writing worksheets (theme section C) and aims to refer to, review or remind learners of key issues related to written English.

What is the best way to use *ESOL Activities Entry 3* in the classroom?

The Map of the book highlights the 16 themes and their target language. Teachers can refer to this map to choose the most suitable theme, skill or language point to deliver.

The themes offer information and practice on such topics as the United Kingdom and Parliament, the legal system, health and housing, the local community and cultural diversity. Classes can be built around a whole theme, offering up to three hours of teaching. Alternatively, an individual function or skill can be practised within a specific learning programme. The full range of themes is designed to support the delivery of a Citizenship or *Skills for Life* ESOL programme.

How will *ESOL Activities Entry 3* help my students?

The materials offer the learner skills support in the following ways:

Speaking and Listening activities

These worksheets focus on interactions that learners may encounter in everyday life. The listening activities practise contexts to enable learners to understand purpose, register and gist and to extract specific information and detail within a range of learning opportunities. The speaking activities give learners an opportunity to practise functional language in situations they will encounter and to increase their awareness of prosodic features such as word and sentence stress, intonation patterns and pronunciation.

Reading activities

The texts in the reading activities are based on authentic material that learners may come across in their everyday lives. The worksheets enable learners to practise strategies for dealing with a wide range of challenging texts and vocabulary that they may be required to comprehend outside the classroom. The activities are designed to help learners at Entry 3 understand the context, register and organisation of complex texts and genres.

Writing activities

These worksheets 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. The writing activities focus on the more challenging features of writing that learners may be faced with at Entry 3, for example formal and informal register, a range of writing genre, sentence structure, cohesion and coherence within a written text.

Spelling and punctuation

ESOL Activities Entry 3 includes a range of discrimination activities highlighting common spelling patterns within word formation and grammatical structures, offering error-correction activities within the worksheets and self-study exercises. Learners can practise correct punctuation at sentence, paragraph and text level, with activities supported by the learner Tip! box. Common abbreviations, acronyms and symbols are also introduced and reviewed throughout the materials.

ESOL Activities is also available at Entry 1 and Entry 2.