

CAMBRIDGE for ESOL

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ESOL Activities

Entry 2

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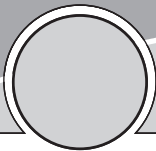
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Contents



Map of the book	4		
Thanks and acknowledgements	7		
Introduction	8		
1a Can I change my appointment?	10	9a Our school	58
1b Using a health centre	12	9b The school day	60
1c What do you usually eat?	14	9c A note to your child’s teacher	62
2a I can’t come to class	16	10a Can I pay my bill?	64
2b Rules about missing a class	18	10b Post Office® services	66
2c A note to your teacher	20	10c Can you do me a favour?	68
3a I’d like to get extra TV channels	22	11a The heating doesn’t work!	70
3b Sky Digital TV	24	11b Need a repair?	72
3c What do you like watching?	26	11c I’ve had a terrible time	74
4a My tooth hurts!	28	12a I’m calling about a job	76
4b How to have healthy teeth	30	12b A job advertisement	78
4c A missed dental appointment	32	12c A job application form	80
5a When did you move in?	34	13a My flat is too small	82
5b Rules for living in flats	36	13b Changing your home	84
5c Asking your neighbour to help	38	13c I’m moving out	86
6a Using the library	40	14a The Citizens Advice Bureau	88
6b What the college offers	42	14b Your bill	90
6c About my college	44	14c A letter of complaint	92
7a I’ve lost my bus pass!	46	15a Can you come for an interview?	94
7b A train timetable	48	15b What to do in an interview	96
7c Lost property claim form	50	15c My interview	98
8a When do you want it delivered?	52	16a Welcome to Zedphones	100
8b Rules for decorating your flat	54	16b Your mobile phone contract	102
8c A shopping list	56	16c Changing your price plan	104
Self-study exercises	106		
Audioscript	122		



Map of the book

Theme	Unit	Type of activity	Function summary	Grammar summary	AECC*	ESOL references†
1 The health centre	1a Can I change my appointment?	a telephone conversation with a doctor's receptionist to change an appointment	polite requests	adverbs of frequency	Lr/E2.3c, Lr/E2.5b, Sc/E2.2a	Life in the UK 5
	1b Using a health centre	reading a GP leaflet for information	reading for gist and detail	need; articles	Rt/E2.4, Rs/E2.1d, Rw/E2.4	Life in the UK 5
	1c What do you usually eat?	filling in a health questionnaire	describing regular activities	adverbs of frequency; How often ...?	Wt/E2.1b, Ws/E2.4, Ww/E2.1a	Life in the UK 5
2 Missing a class	2a I can't come to class	asking to miss a class	making formal and informal requests		Lr/E2.1c, Sc/E2.2b, Sc/E2.3d	SfL Unit 4
	2b Rules about missing a class	reading rules about missing a class	instructions, advice	Why don't you ...; must, can	Rt/E2.3, Rs/E2.1b, Rw/E2.2	SfL Unit 4
	2c A note to your teacher	an email about missing a class	expressing future plans and reasons; polite language		Wt/E2.1a, Ws/E2.1, Ww/E2.1a	SfL Unit 4
3 Your TV	3a I'd like to get extra TV channels	a conversation about buying Freeview equipment	asking for information and explanation	key phrases (buying electrical goods)	Lr/E2.2b, Lr/E2.3b, Sc/E2.2d	SfL Unit 5
	3b Sky Digital TV	reading information from a TV shop	reading for key information	present simple; adjectives	Rt/E2.3, Rs/E2.1b, Rs/E2.1	SfL Unit 5
	3c What do you like watching?	answering questions	expressing likes and dislikes with reasons	how often; why	Wt/E2.1b, Ws/E2.2, Ww/E2.1a	SfL Unit 6
4 At the dentist	4a My tooth hurts!	making an emergency appointment at the dentist	listening for detail; persuading		Lr/E2.2d, Lr/E2.3c, Sd/E2.1b	Life in the UK 5
	4b How to have healthy teeth	reading an information leaflet from the dentist	giving warnings; strong advice	imperatives; countables/ uncountables	Rt/E2.2, Rs/E2.1c, Rw/E2.3	Life in the UK 5
	4c A missed dental appointment	a note to a friend	asking for advice; narrating	past tenses	Wt/E2.1a, Ws/E2.1, Ww/E2.1	Life in the UK 5
5 Living with neighbours	5a When did you move in?	talking to a new neighbour	asking about and expressing opinions	comparatives; past tenses	Lr/E2.3b, Lr/E2.6a, Sc/E2.3f	SfL Unit 7
	5b Rules for living in flats	reading rules for living in flats	understanding rules and instructions	imperatives	Rt/E2.2, Rs/E2.1c, Rw/E2.4	Life in the UK 5
	5c Asking your neighbour to help	an informal message	informal language in messages		Wt/E2.1a, Ws/E2.1, Ww/E 2.1a	Life in the UK 5
6 College facilities	6a Using the library	learning about the college library	describing places	directions; instructions	Lr/E2.1a, Lr/E2.2a, Sc/E2.2e	SfL Unit 4
	6b What the college offers	reading about college facilities	reading for detail	present simple	Rt/E2.3, Rs/E2.1c, Rw/E2.3	SfL Unit 4
	6c About my college	an email to a friend	expressing likes, dislikes	past tense; present tense; reflexives	Wt/E2.1a, Ws/E2.1, Ww/E2.1	SfL Unit 4

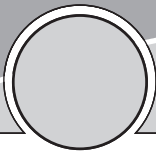
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Map of the book



Theme	Unit	Type of activity	Function summary	Grammar summary	AECC*	ESOL references†
7 Travelling	7a I've lost my bus pass!	a conversation in a bus office	responding to formal requests	question forms; past tenses	Lr/E2.2b, Lr/E2.4a, Sc/E2.2e	SfL Unit 3
	7b A train timetable	reading a timetable	reading for detail	prepositions	Rt/E2.1a, Rt/E2.3, Sc/E2.2d	SfL Unit 3
	7c Lost property claim form	completing a lost property form	writing detailed information	adjective word order	Wt/E2.1b, Ws/E2.2, Ww/E2.1a	SfL Unit 3
8 A comfortable home	8a When do you want it delivered?	a conversation in a furniture shop	making an arrangement; making a mild complaint	common phrases	Lr/E2.2d, Lr/E2.4, Sd/E2.1b	SfL Unit 5
	8b Rules for decorating your flat	reading a memo from a landlord	using context to deduce meaning	must	Rt/E2.1a, Rs/E2.1b, Rw/E2.3	Life in the UK 5
	8c A shopping list	making a list; writing an email about shopping	talking about plans	future with present continuous	Wt/E2.1a, Ww/E2.1a, Ww/E2.2	SfL Unit 5
9 Your child's school	9a Our school	listening to explanations and directions in a school	responding to requests for complex directions	prepositions of place (complex)	Lr/E2.2d, Lr/E2.4, Sc/E2.3e	SfL Unit 3
	9b The school day	reading information about a school day	describing daily routine	but, also	Rt/E2.1a, Rs/E2.1a, Rw/E2.3	SfL Unit 4
	9c A note to your child's teacher	a note to a school teacher	writing a formal note; register	but, because	Wt/E2.1a, Ws/E2.1, Ww/E2.1c	SfL Unit 4
10 Postal services	10a Can I pay my bill?	a conversation at a Post Office counter	enquiring about services	if	Lr/E2.1d, Lr/E2.2b, Sc/E2.1a	Life in the UK 7
	10b Post Office® services	reading a leaflet about services at the Post Office	reading for gist; guessing unknown words	any, many	Rt/E2.2, Rw/E2.3, Rt/E2.3	Life in the UK 7
	10c Can you do me a favour?	a letter or email to a friend asking them for a favour	persuading	could/would	Wt/E2.1a, Ws/E2.1, Ww/E2.1a	Life in the UK 7
11 Repairs in your home	11a The heating doesn't work!	calling about a repair	explaining; describing	so	Lr/E2.1c, Lr/E2.2b, Sc/E2.2a	Life in the UK 5
	11b Need a repair?	reading an information sheet on repairs in the home	explaining a problem	question formation	Rt/E2.1a, Rs/E2.1, Rw/E2.3	Life in the UK 5
	11c I've had a terrible time	a narrative letter to a friend	narrating	past tenses; first, next, then	Wt/E2.1a, Ws/E2.1, Ws/E2.2	Life in the UK 5

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Map of the book

Theme	Unit	Type of activity	Function summary	Grammar summary	AECC*	ESOL references†
12 Applying for a job	12a I'm calling about a job	enquiring about a job on the phone	responding to requests for explanation; giving personal information	<i>really, quite, so</i>	Lr/E2.5b, Lr/E2.6c, Sc/E2.3b	SfL Unit 8
	12b A job advertisement	reading job advertisements	understanding condensed texts	adjectives for personality	Rt/E2.2, Rs/E2.1c, Rw/E2.3	SfL Unit 8
	12c A job application form	completing a job application form	persuading; expressing wishes and hopes		Wt/E2.1b, Ws/E2.2, Ww/E2.2	SfL Unit 8
13 Changing where you live	13a My flat is too small	talking about problems with a flat	asking for opinions; expressing views with reasons	phrasal verbs; possessive 's	Lr/E2.6a, Lr/E2.8, Sd/E2.1d	Life in the UK 5
	13b Changing your home	intensive reading about when you can change your accommodation	expressing views with reasons; comparing places	<i>because</i>	Rt/E2.1a, Rs/E2.1a, Rw/E2.1	Life in the UK 5
	13c I'm moving out	a formal email to the landlord describing problems	making formal requests; openings and closings in writing		Wt/E2.1a, Ws/E2.1, Ws/E2.3	Life in the UK 5
14 Bills, bills, bills!	14a The Citizens Advice Bureau	talking with the Citizens Advice Bureau about problems	fixed phrases in conversations on the phone; asking for advice		Lr/E2.1a, Lr/E2.2d, Sc/E2.2d	Life in the UK 7
	14b Your bill	reading information about paying a gas or electricity bill	explaining what to do	first conditional	Rt/E2.1a, Rt/E2.4, Rw/E2.3	Life in the UK 7
	14c A letter of complaint	writing a letter of complaint to an electricity company	polite expressions; register		Wt/E2.1a, Ws/E2.1, Ww/E2.1a	Life in the UK 7
15 Interview for a job	15a Can you come for an interview?	phoning about an interview	common phrases in spoken language	directions	Lr/E2.2b, Lr/E2.4, Sc/E2.1a	SfL Unit 8
	15b What to do in an interview	reading advice on what to do in an interview	expressing opinion	expressions for telling someone what to do; comparatives	Rt/E2.2, Rt/E2.4, Rs/E2.1b	SfL Unit 8
	15c My interview	an email telling a friend what happened in an interview	narrating	gerund or infinitive	Wt/E2.1a, Ws/E2.1, Ww/E2.1a	SfL Unit 8
16 Mobile phones	16a Welcome to Zedphones	understanding automated phone responses	giving advice	<i>if</i> (zero conditional)	Lr/E2.2c, Lr/E2.3c, Sd/E2.1d	SfL Unit 5
	16b Your mobile phone contract	reading mobile phone contract information		complex structures	Rt/E2.1a, Rs/E2.1b, Rw/E2.3	SfL Unit 5
	16c Changing your price plan	an email asking a mobile phone company for action	making formal requests		Wt/E2.1a, Ws/E2.1, Ws/E2.3	SfL Unit 5

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Elaine Boyd
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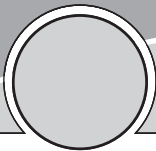
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Introduction

Who is *ESOL Activities Entry 2* for?

ESOL Activities Entry 2 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 E2* published by the Department for Education and Skills (DfES) and *Life in the United Kingdom – A Journey to Citizenship*. The activities provide self-contained lessons for the busy teacher as well as ready-made homework or self-study exercises. The materials in this book are aimed broadly at the mid-range Entry 2 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 2* 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, the *Skills for Life Learner Materials E2* and *Life in the United Kingdom – A Journey to Citizenship* for each unit. This enables the teacher to quickly locate a suitable unit to support the course programme. Each unit also contains a tip for learners, either to help them with a skill or with their studies or with some information about life in the UK.

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 references and answers to the activities. Note that the answers often provide possible or suggested wording – slight variations in wording may be acceptable. The right-hand page is a photocopiable worksheet. Each worksheet aims to provide approximately 50 minutes of classroom activity 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 and learner grouping
- AECC reference:** three AECC descriptors for the level – these are the focus of the unit
- Aims:** the aims of the learning taking place
- Language:** a description of the functions and grammar targeted in the unit
- Vocabulary:** a list of vocabulary requiring pre-teaching or pre-knowledge which is key to the activity
- Preparation:** notes on the preparation required prior to the lesson, e.g. photocopying or cutting up activity cards
- Differentiation:** activities or strategies which can be used to support weaker and stronger learners

Each unit is divided into three stages of delivery – a *warmer* to get the students thinking about the topic of the unit, the *main activities* and an *extension* activity in order to help students apply their learning outside the classroom. Each unit practises a main skill and other skills are integrated into each worksheet to offer further learning opportunities.

Each unit is supported by *self-study exercises*, practising language and vocabulary, which learners can undertake as homework to consolidate classroom learning. These exercises are located at the back of the book. Some of these are intended to extend learners’ familiarity with vocabulary, structures or functions utilised on the worksheet. Other exercises are simple revision to reinforce learning and act as a reminder of what has been covered on the worksheet.

How will *ESOL Activities Entry 2* help my students?

Warmer: These activities are designed as a light introduction to the lesson to get students thinking about the topic of the lesson. As alternative warmers, teachers may find it more appropriate to simply discuss what students 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 doctor or in the Post Office, as well as practising appropriate responses and increasing their awareness of prosodic features such as word stress and pronunciation. The listening activities practise strategies to help learners understand purpose, questions and detail in dialogues and monologues.

Reading: The texts in *ESOL Activities Entry 2* are based on authentic material that learners may come across in their everyday lives. The activities enable learners to practise strategies for dealing with a wide range of challenging texts that they may be required to read outside the classroom. Generally the activities are designed to help learners of this level understand the organisation of complex texts and extract meaning from them.

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 the more challenging features of writing that learners may be faced with at this level, for example appropriacy in form-filling, and style and register in longer pieces.

What is the best way to use *ESOL Activities Entry 2* in the classroom?

The activities are designed to be dipped into in any order, although some teachers may wish to use the book from cover to cover. Teachers can choose the most appropriate activity for the language they are practising at the time. For example, theme 6 (College facilities) ties in with unit 4 (Education) in the *Skills for Life Learner Materials E2*. Theme 1 (The health centre) ties in with chapter 5 (Everyday needs) in the *Life in the United Kingdom* handbook. The references to these materials in the Map of the book should help teachers decide on the most appropriate unit for their purposes. In addition, teachers may find it useful to refer to the website <http://www.direct.gov.uk/en/index.htm>, which has more information on many of the topic areas in the book. Information on this site could be used either to reinforce or to develop vocabulary and functions practised in this book. 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 write their own flow cards for similar situations and then to swap their cards with another pair and have the conversation.
- Cut flow cards up into separate utterances, ask learners to order them correctly, and then have the conversation.
- After practising the correct version of a conversation in a unit, give learners a wrong model of the conversation (e.g. too informal or the wrong phrases) and ask them to correct it.

Listening

- Copy the audioscript and blank out new words or phrases and ask learners to complete it. They can either do this by listening or reading.
- Use the audioscript for pronunciation practice. This can be done either by practising words and patterns that learners struggle with or to focus on a single prosodic feature, e.g. stressed words or intonation in questions.

Reading

- Use the reading texts to practise and develop all the vocabulary from the texts. You can copy the text and then blank out key vocabulary for learners to fill in, either in class or for homework.
- Copy the texts and cut them up into paragraphs or sections. Ask learners to put the sections into the correct order.

Writing

- Cut up the model/example texts in the Teacher's notes. They can either be cut into sentences or paragraphs. Ask learners to put them in the same order as the model texts.
- Ask learners for other examples of texts which may use any phrases taught in the unit, e.g. *I look forward to hearing from you* when you have requested action from a landlord or council, etc.
- Where appropriate, use the model texts to ask learners to 'translate' any language into its opposite register, e.g. formal – informal (*Dear Mr Brown – Hi David*). Be sure only to ask them to 'translate' small phrases as the context will probably not allow them to change the whole text.

ESOL Activities is also available at Entry 1 and Entry 3.