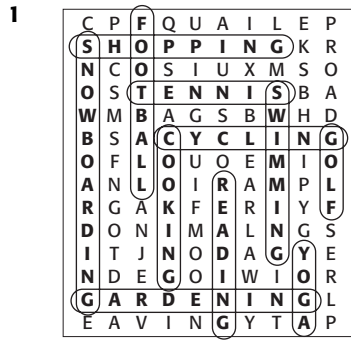


Leisure (p10-11)



- 2A I love... I really like... I like...
I quite like... I don't mind...
I don't like...

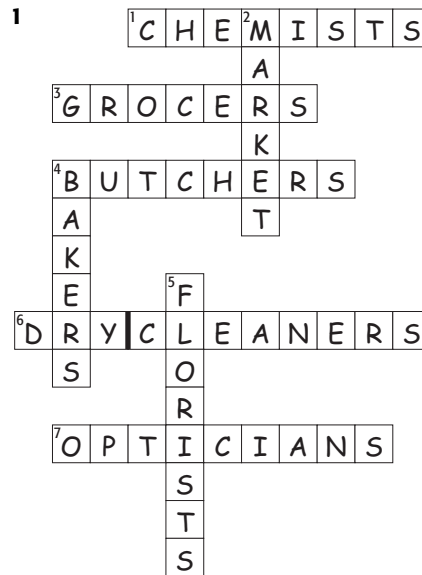
Teacher's note: Ask students 'What do you do in your free time?' to give them plenty of practice for this frequently asked exam question.

- 2B Suggested answers:
I like going to the cinema...
I really like cooking...
I don't like playing video games...
I don't mind going to the beach...
I quite like going to the gym...
I love shopping...

2C Teacher's note: Ask students to write their sentences on pieces of paper, then collect them and redistribute them to different students. Students read out the sentences they now have and the others guess who wrote them.

- 3A
- **people in sports:** champion, player, umpire, referee, athlete
 - **places where you do sports:** pool, track, ring, court, pitch, club
 - **things that you wear on your body:** gloves, tracksuit, helmet, shorts, boots, trainers, goggles
 - **things you use to hit the ball:** bat, club, stick, racket,
- 3B
- a Tennis, badminton, volleyball, basketball ... *court*
 - b boxing ... *ring*
 - c swimming ... *pool*
 - d cricket, hockey, football ... *pitch*
 - e football, basketball, baseball, tennis ... *player*
 - f badminton, tennis, squash ... *racket*
 - g hockey ... *stick*
 - h golf ... *club*
 - i baseball, table tennis ... *bat*
- 3C
- a goggles
 - b referee
 - c champion
 - d athletes
 - e trainers

Going Shopping (p12-13)



2 Teacher's note: These conversations can be cut up and given to students. Students can either be put into groups and given all the pieces to put in order, or be given just one line of dialogue each and have to mingle to put themselves in order round the classroom.

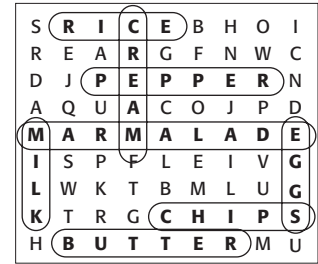
- 2A
- 1 Can I have a kilo of apples, please?
 - 2 Here you are. Anything else?
 - 3 That's all, thanks.
 - 4 That'll be £1.90, please.
 - 5 I've only got a twenty-pound note
 - 6 That's OK. Here's your change. Thank you.
 - 7 Thank you, goodbye.
- 2B
- 1 Have you got a guide to Oxford?
 - 2 Yes, here you are.
 - 3 How much is that?
 - 4 £10.99.
 - 5 OK, I'll take it.
 - 6 Anything else?
 - 7 No, that's all. Can I pay by credit card?
 - 8 Of course.
- 3A
- shirt:** I'm not happy with it; It doesn't fit me; When I washed it, it shrank; It's the wrong colour; It's too big.
watch: I'm not happy with it; It doesn't work; It's broken.
bowl: I'm not happy with it; It's chipped; It's broken; It's too big.
- 3B second-hand ... brand new ... in the sale ... buzzing noise ... faulty ... receipt ... a refund ... at a discount ... exchange

Teacher's note: Students can write the dialogue between customer and shop assistant, and/or role-play the situation.

Food and Drink (p14-15)

- 1A
- a butter
 - b eggs
 - c chips
 - d milk
 - e cream
 - f rice
 - g marmalade
 - h pepper

Teacher's note: If students are not familiar with all these food items, direct them to the Picture Dictionary for identification.



- 1B
- a a bottle
 - b a pot
 - c a bunch
 - d a jar
 - e a carton
 - f a box
 - g a bar
 - h a packet
 - i a tin
 - j a slice
 - k a can
 - l a loaf
 - m a spoonful
- 2A
- a bacon
 - b chicken
 - c sausages
 - d potatoes
 - e rice
 - f fish
- 2B
- a peas
 - b ice cream
 - c chicken
 - d pasta
 - e a quiche

Teacher's note: Students can practise this in groups, playing True or False. They take turns to make a statement e.g., 'You can boil bananas' then ask the others if this is true or false.

- 2C
- a fry
 - b slice
 - c peel
 - d chop
 - e fry/cook
 - f add
 - g peel
 - h slice/chop
 - i chop/slice
 - j cook
 - k stir
 - l serve

Teacher's note: Students from the same country could agree on a typical dish, write recipes separately and then compare. Or each student could write up a favourite recipe for homework.

Teacher's note: Divide class into teams for this quiz. When they have finished, each team can write two or three more questions to try on the other teams.

- 3
- 1 breakfast, lunch and dinner (or tea or supper).
 - 2 soup
 - 3 white coffee
 - 4 chocolate eggs
 - 5 turkey
 - 6 knife, fork and spoon (or teaspoon, dessertspoon, tablespoon).
 - 7 pudding or sweet
 - 8 candles
 - 9 12
 - 10 meat or fish

Health (p16-17)

1 Teacher's note: explain to students that this only represents part of a typical form.

- 2A
- d, c, g, k, a, f, e, b, i, h, j
- 2B
- My neck aches. I can't turn my head.
 - I've got a pain in my throat. It hurts when I swallow.
 - I keep getting terrible headaches. My whole head really hurts.
 - I've sprained my ankle. It hurts to walk on it.
 - I've cut my hand. It's very painful.
 - I keep coughing and sneezing. I've got a bad cold.
 - I've got stomach ache. I've been sick.

Teacher's note: In groups, students take turns to mime a symptom. The others have to guess what the matter is, using the correct language.

- 3A People:** doctor, patient, paramedic, surgeon, nurse, midwife
Places: hospital, ward, casualty department, surgery, waiting room
Things: stretcher, syringe, thermometer, prescription, plaster, bandage, pill
- 3B**
- 1 stretcher
 - 2 surgeon
 - 3 prescription
 - 4 casualty department
 - 5 plaster
 - 6 patients
 - 7 ward or hospital
 - 8 thermometer

Transport (p18-19)

- 1A**
- | | | |
|-----------|-----------|--------|
| a bicycle | c bicycle | e taxi |
| b van | d lorry | |
- 1B**
- Bicycle:** pedal, cyclist, handlebars
Car: passenger, steering wheel, driver, parking meter, pedal
Bus: passenger, steering wheel, station, fare, driver, ticket
Train: passenger, station, carriage, fare, driver, platform, ticket
Plane: passenger, fare, pilot, flight, ticket, boarding card
- 1C**
- | | |
|--------------|-----------------|
| 1 fare | 6 parking meter |
| 2 platform | 7 flight |
| 3 passengers | 8 handlebars |
| 4 pedals | 9 carriages |
| 5 pilot | 10 ticket |
- 2**
- | | | |
|-----|-----|-----|
| 1 f | 3 e | 5 c |
| 2 a | 4 d | 6 b |

Teacher's note: Deal with grammar on board first – new sentences, commas, etc. Use two simple statements to do this, e.g. *It is expensive. It is comfortable.* Elicit full sentences using each of the linkers, noting position in sentence, punctuation, order of ideas, etc.

- 3 Suggested answers:**
- 1 The most popular way to travel is by car. **However**, rush hour traffic often makes you late.
 - 2 Travelling by plane is the fastest way to go long distances, **although** this form of transport is the most harmful for the environment.
 - 3 Travelling by bicycle keeps you fit, **though** it is no fun in the rain and bad weather.
 - 4 Travelling by train is usually reliable and comfortable. **However**, it is expensive in Britain,
 - 5 Travelling by bus is a cheap method of transport, **but** you may have to wait a long time for one to arrive, and they can be crowded.
 - 6 Travelling by motorbike is fast and exciting, **but** you can't take more than one passenger!

Core Curriculum Mapping

ESOL Curriculum Reference

Using your dictionary

Rt/E2.3a
 Identify a range of common sources of information where everyday information can be found

Rw/E2.4a
 Obtain information from a simplified dictionary to find the meaning of unfamiliar words

Rw/E2.5a
 Sequence words using basic alphabetical ordering skills

Ww/E2.1a
 Spell correctly the majority of personal details and familiar common words

Rw/E3.3a
 Use a dictionary to find the meaning of unfamiliar words

Rw/E3.4a
 Use first- and second-place letters to find and sequence words in alphabetical order

Ww/E3.1a
 Apply knowledge of spelling to a wide range of common words and specialist vocabulary

Home

Sc/E2.2d
 Ask for factual information (present, past, future)

Rt/E2.1b
 Obtain information from texts

Rs/E2.1c
 Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

Rw/E2.3a
 Use context and a range of phonic and graphic knowledge to decode words

Rw/E2.4a
 Obtain information from a simplified dictionary to find the meaning of unfamiliar words

Ww/E2.1b
 Use their 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.

Sc/E3.3b
 Ask questions to obtain personal or factual information

Rt/E3.8a
 Read every word to obtain specific information

Rs/E3.1b
 Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level

Rw/E3.5a
 Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words

Ww/E3.1a
 Apply knowledge of spelling to a wide range of common words and specialist vocabulary

Life in the UK

Rs/E2.1c
 Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

Rw/E2.4a
 Obtain information from a simplified dictionary to find the meaning of unfamiliar words

Wt/E2.1a
 Compose simple text, selecting appropriate format for the purpose

Ws/E2.4a
 Use capital letter for proper nouns

Ww/E2.1a
 Spell correctly the majority of personal details and familiar common words

Rs/E3.1b
 Use knowledge of syntax and grammar, to work out meaning and confirm understanding in other types of text at this level

Rw/E3.1a
 Recognize and understand relevant specialist key words

Rw/E3.3a
 Use a dictionary to find the meaning of unfamiliar words

Rw/E3.5a
 Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words

Ws/E3.1a
 Write using complex sentences

Ww/E3.1a
 Apply knowledge of spelling to a wide range of common words and specialist vocabulary

Education

Sc/E2.2c
 Ask for personal details

Rs/E2.1c
 Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

Rw/E2.3a
 Use context and a range of phonic and graphic knowledge to decode words

Rw/E2.4a
 Obtain information from a simplified dictionary to find the meaning of unfamiliar words

Wt/E2.1a
 Compose simple text, selecting appropriate format for the purpose

Ww/E2.1a
 Spell correctly the majority of personal details and familiar common words

Sc/E3.3b
 Ask questions to obtain personal or factual information

Rs/E3.1b
 Use knowledge of syntax and grammar, to work out meaning and confirm understanding in other types of text at this level

Rw/E3.1a
 Recognize and understand relevant specialist key words

Rw/E3.3a
 Use a dictionary to find the meaning of unfamiliar words

Rw/E3.5a
 Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words

Ws/E3.1a
 Write using complex sentences

Ww/E3.1a
 Apply knowledge of spelling to a wide range of common words and specialist vocabulary

Work

Sc/E2.2d

Ask for factual information (present, past, future)

Rs/E2.1c

Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

Rt/E2.1b

Obtain information from texts

Rw/E2.3a

Use context and a range of phonic and graphic knowledge to decode words

Rw/E2.4a

Obtain information from a simplified dictionary to find the meaning of unfamiliar words

Ww/E2.1a

Spell correctly the majority of personal details and familiar common words

Sc/E3.3b

Ask questions to obtain personal or factual information

Rt/E3.8a

Read every word to obtain specific information

Rw/E3.1a

Recognize and understand relevant specialist key words

Rw/E3.3a

Use a dictionary to find the meaning of unfamiliar words

Rw/E3.5a

Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words

Ww/E3.1a

Apply knowledge of spelling to a wide range of common words and specialist vocabulary

Leisure

Sd/E2.1c

Express likes and dislikes, feelings, wishes and hopes

Rs/E2.1c

Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

Rw/E2.3a

Use context and a range of phonic and graphic knowledge to decode words

Rw/E2.4a

Obtain information from a simplified dictionary to find the meaning of unfamiliar words

Ws/E2.1a

Construct simple and compound sentences using common conjunctions to connect two clauses

Ww/E2.1b

Use their 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.

Sd/E3.1c

Express feelings, likes and dislikes

Rs/E3.1b

Use knowledge of syntax and grammar, to work out meaning and confirm understanding in other types of text at this level

Rw/E3.1a

Recognize and understand relevant specialist key words

Rw/3.3a

Use a dictionary to find the meaning of unfamiliar words

Ws/E3.1a

Write using complex sentences

Ww/E3.1a

Apply knowledge of spelling to a wide range of common words and specialist vocabulary

Going shopping

Sd/E2.1b

Take part in more formal interaction

Rs/E2.1c

Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

Rw/E2.4a

Obtain information from a simplified dictionary to find the meaning of unfamiliar words

Ww/E2.1a

Spell correctly the majority of personal details and familiar common words

Sd/E3.1b

Take part in more formal interaction

Rs/E3.1b

Use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level

Rw/E3.1a

Recognize and understand relevant specialist key words

Rw/E3.3a

Use a dictionary to find the meaning of unfamiliar words

Ww/E3.1a

Apply knowledge of spelling to a wide range of common words and specialist vocabulary

Food and drink

Rs/E2.1c

Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

Rw/E2.3a

Use context and a range of phonic and graphic knowledge to decode words

Rw/E2.4a

Obtain information from a simplified dictionary to find the meaning of unfamiliar words

Ww/E2.1a

Spell correctly the majority of personal details and familiar common words

Rs/E3.1b

Use knowledge of syntax and grammar, to work out meaning and confirm understanding in other types of text at this level

Rw/E3.1a

Recognize and understand relevant specialist key words

Rw/E3.3a

Use a dictionary to find the meaning of unfamiliar words

Ww/E3.1a

Apply knowledge of spelling to a wide range of common words and specialist vocabulary

Health

Sd/E2.1b

Take part in more formal interaction

Rs/E2.1c

Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

Rw/E2.1a

Recognize words on forms related to personal information and understand explicit and implicit instructions

Rw/E2.3a

Use context and a range of phonic and graphic knowledge to decode words

Wt/E2.1b

Record information on forms

Ww/E2.1a

Spell correctly the majority of personal details and familiar common words

Sd/E3.1b

Take part in more formal interaction

Rw/E3.1a

Recognize and understand relevant specialist key words

Rw/E3.2a

Read and understand words and phrases commonly used on forms

Rw/E3.3a

Use a dictionary to find the meaning of unfamiliar words

Rw/E3.5a

Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words

Ww/E3.1a

Apply knowledge of spelling to a wide range of common words and specialist vocabulary

Transport

Rs/E2.1c

Apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

Rw/E2.3a

Use context and a range of phonic and graphic knowledge to decode words

Rw/E2.4a

Obtain information from a simplified dictionary to find the meaning of unfamiliar words

Ww/E2.1a

Spell correctly the majority of personal details and familiar common words

Rs/E3.1b

Use knowledge of syntax and grammar, to work out meaning and confirm understanding in other types of text at this level

Rw/E3.1a

Recognize and understand relevant specialist key words

Rw/E3.3a

Use a dictionary to find the meaning of unfamiliar words

Ww/E3.1a

Write using complex sentences