

U 1: New to ESOL Table of Contents

Teaching Materials table of contents				
Topic 1: Me				
	Unit 1 - My life now	Unit 2 - People in my life	Unit 3 - Places in my life	Unit 4 - My future
Overview	Learners discuss, read and write about where they live and who they live with: <i>I live in Finsbury Park. I live in a flat. I live with my friend.</i>	Learners identify important people in their lives and write one or more short simple sentences about them: <i>This is Maria. She is my sister.</i>	Learners discuss, read and write about where they come from and where they live now. <i>I come from Syria. I live in Bradford.</i>	Learners discuss, read and write about their hopes, desires and ambitions for the future: <i>I want a big house. I'd like to be a teacher.</i>
Skills: Speaking and listening	Ask for and give information about current homes – location, type of home, and other people living there.	Identify important people and give simple factual information about them in simple exchanges.	Make simple statements of fact, give personal information and descriptions using adjectives. Listen for detail and respond to requests for personal information. Pronounce sounds clearly and use the correct stress patterns in familiar words.	Express hopes, desires and ambitions clearly. Give information about another learner.
Skills: Reading, writing and phonics	Read and understand a short simple text. Write a short text about themselves, forming letters in upper and lower case. Spell correctly some personal key and familiar words. 'Wh' spelling, / w / sound 'r' spelling, / r / sound.	Read and recognise familiar names. Decode simple, familiar words and recognise letters of alphabet. Focus on initial letter sounds for family members such as /b/ in 'brother' /s/ in 'sister' and final letters 'er' /ə/ sound. Read, understand and write a simple sentence with correct punctuation linked to the topic. Spell correctly some personal key and familiar words.	Read and understand a short simple text about an individual and recognise sentence patterns. Recognise and decode key words. Write a simple sentence using capital letters and full stops. Use and spell correctly personal keywords (place names) and form letters accurately. Initial letter sound correspondences of place names. Final letter 'y' / i:/ sound.	Recognise key and high-frequency words. Focus on initial consonants in key words relating to hopes and ambitions. Read, understand and write a simple sentence with correct punctuation linked to the topic. Form letters accurately. Spell correctly some personal key and familiar words.
Language points	Vocabulary for types of housing. Verb live + prepositions in and with: <i>I live with my mother / I live in a flat.</i>	Vocabulary relating to family and relationships. Structures: <i>Who's that? This is</i>	Adjectives to describe places Structures: <i>I come from / I live in ... / It is ...</i>	Structures: <i>I want / I'd like + to + infinitive or I want / I'd like + noun phrase.</i>

	Wh questions + do.	(name). She/He is my ...	Use capital letters for 'I' and the first letter of place names.	
Topic 2: My local area				
	Unit 1 - My neighbourhood	Unit 2 – Local services	Unit 3 - Recycling	Unit 4 – Out and about
Overview	Learners listen, talk, read and write about where they live: <i>I live in ... It's ... There is ... There isn't ... There are</i>	Learners listen, talk, read and write about local services: <i>local council, recycling, garden waste, housing, library.</i>	Learners find information in a recycling leaflet, recognise some recycling symbols and practise giving and receiving recycling instructions: <i>Put paper in the green box.</i>	Learners identify important places in their area, give information about them and create some local maps. <i>The market is opposite the library. I like the market. The food is cheap and fresh.</i>
Skills: Speaking and listening	Listen for detail in a short talk and respond to requests for personal information. Talk about local neighbourhoods and give a simple description. Pronounce sounds clearly and use the correct stress patterns in familiar words.	Make simple statements about the local council. Ask for information and answer questions clearly. Pronounce sounds clearly and use the correct stress patterns in familiar words.	Take part in a discussion on the topic of recycling. Answer simple questions with answers: Yes, I can. No, I can't. Give and receive instructions.	Identify and give information about important places in the local area such as where they are, what they are and what they offer.
Skills: Reading, writing and phonics	Read and understand a short simple sentence or text. Write a simple sentence with correct punctuation linked to the topic. Use and spell correctly keywords and form letters accurately. Read and write single syllable words with a, e, i, o and u (short vowel sounds æ, e, i, o, u).	Recognise and decode key words and numbers. Say the letters of the alphabet in name and address. Form letters and digits accurately Write name and address. Words beginning with the sound /k/ // /h/ /j/ 'ing' and 's' endings.	Recognise recycling symbols. Follow the gist and get information from a recycling leaflet. Spell simple words associated with recycling. Write an instruction on how to recycle. Sound out words with short vowel sounds.	Recognise and decode familiar words and place names. Focus on initial letter sounds for places, things and adjectives / c / in council, / m / in market and digraph 'ch' in children. Read, understand and write a simple sentence with correct punctuation linked to the topic. Spell correctly some familiar words.
Language points	Vocabulary (nouns and adjectives) relating to local neighbourhood. Structures: <i>There is ... There are ... It's a + noun. It's + adjective.</i>	Vocabulary (nouns) relating to local council facilities. Ask questions related to local services. Give personal information such as	Vocabulary (nouns and adjectives) relating to recycling. Modal verb – can: Yes, I can. No, I can't. Give instructions: verb + noun +	Vocabulary (nouns and adjectives) relating to places and things, e.g. <i>market, fruit, fresh.</i> Prepositions of place, e.g. <i>near, opposite, next to.</i>

		name and address, and spelling them out.	preposition + place: <i>Put paper in the green bin.</i>	Structures: <i>I like ... It's ... There is ...</i>
Topic 3: Language and other skills				
	Unit 1 - My languages	Unit 2 – My Skills	Unit 3 – Making a hot drink	Unit 4 – Skills exhibition
Overview	Learners identify their languages and when they use them: <i>I speak Arabic. I understand French. I can say a few words in Spanish.</i>	Learners reflect on, discuss and write about their skills and share with the rest of the class: <i>I can swim. I can make clothes.</i>	Learners tell, read and write about how they make coffee and tea: <i>Boil the water. Pour the milk. Stir the coffee.</i>	Learners create an exhibition or display of their combined skills using the language practised and acquired in previous units.
Skills: Speaking and listening	Tell each other about languages they know.	Ask questions and share information on skills. Pronunciation of schwa and /a:/ in <i>can</i> and <i>can't</i> . Word stress in <i>can</i> and <i>can't</i> sentences: <i>I can swim. I can make clothes.</i>	Listen and talk about making coffee and tea.	Talk about and share skills, plus revisit skills as appropriate from the previous units.
Skills: Reading, writing and phonics	Read and recognise names of languages and places. Decode simple, familiar words and recognise letters of alphabet. Focus on similarities and differences between language and country names. Write a simple sentence with correct punctuation linked to the topic. Spell correctly some familiar words Say the first sound in names of learners' languages. Focus on syllables and initial, medial or final consonants of keywords (learners' languages).	Read and write a simple sentence using correct punctuation. Read and understand a short simple text. Spell correctly personal keywords. Sound out individual letters and letter combinations. Practise blending phonemes to say full words. Focus on how an 'e' at the end of a word changes the sound of the word.	Read a set of instructions. Write a short text about making tea/coffee using basic punctuation. Form letters correctly, particularly 'e' and 'a'. 'i' spelling /i/ sound, 'ea' and 'ee' spellings /i:/ sound.	Read a short text on a familiar topic. Read, understand and write a simple sentence with correct punctuation linked to the topic. Read and recognise key words Use phonic strategies to help decode key words and aid spelling. Raise awareness of /t/, /d/ and /id/ sounds for regular past tense verb endings.

Language points	Proper nouns and use of capital letters for languages and countries. Some common simple quantifiers, e.g. <i>a little, some</i> . Structures: <i>I speak/ understand /read/ write + language. I speak with + (person)</i> .	Skills vocabulary (infinitive verbs), e.g. <i>cook, write, drive</i> . Structures: <i>I can... I can't ... + verb (infinitive). Can you ...? Yes, I can / No, I can't</i> .	Coffee/tea making vocabulary, e.g. <i>pour, stir, kettle, pot</i> . Imperative verbs for giving/writing instructions (plus you).	Possible language points, depending on context, learners and teacher: <ul style="list-style-type: none"> - Vocabulary (verb + noun collocations) relating to skills learners possess - Structure: <i>can/can't + infinitive</i> - Showing how to do something - <i>Imperative verbs / you + verb</i> - Past tense for completed activity - <i>All fixed his bike</i>.
Topic 4: My time				
	Unit 1 - Socialising	Unit 2 – My interests	Unit 3 – Work	Unit 4 – My community
Overview	Learners practise language for meeting people and read and write a text message about meeting up: <i>Hi Muna! How are you?</i>	Learners talk and write about their interests and share with the rest of the class: <i>I like cooking and watching TV. I don't like swimming</i> .	Learners talk about places of work (formal, informal and domestic) and the work tasks: <i>I work in a hospital. I clean offices</i> .	Learners identify and share information about their communities: <i>There is a summer fair on Saturday. There is a Latin American women's group near here</i> .
Skills: Speaking and listening	Practise greetings using the correct stress and intonation.	Talk about interests and pronounce key words clearly. Ask and answer questions about the time.	Learners talk about where they work or have worked (including in the home) and the tasks they perform. Learners listen and pronounce clearly /tj/ and /j/. Learners read and write a simple text. Focus on words with initial and final 's' and 'ch' spelling patterns, spelling them correctly.	Learners listen to a short presentation. Learners tell one another about their communities. Pronounce new words clearly.
Skills: Reading, writing and phonics	Read a text message and recognise key words, digits and symbols. Use phonics to help decode, write and spell key words. Compose a simple text message. Recognise some different letter combinations that make the /e/ sound – 'ay', 'ea', 'ai' and 'ey'. Recognise how the letter 'r' is pronounced /r/ in CVC words such as	Recognise and decode key words. Write a simple sentence using capital letters and full stops. Obtain information from a simple leaflet. Write key words and times clearly, using phonic knowledge to aid spelling.		Read and understand some information about a community event. Read and understand days of week and months. Read, understand and write a simple sentence with correct punctuation linked to the topic. Write and spell correctly some familiar words. Use phonic strategies to help decode

	'his' and /aɪ/ in many other common words such as 'nice'.			key words and aid spelling. Recognise 'y' letter/sound correspondence.
Language points	<p>Different forms of greetings, e.g. <i>Hello. Hi! Nice to meet you.</i></p> <p>Question forms for socialising/ making arrangements – spoken and written.</p> <p>Punctuation and symbols used in text messages, e.g. <i>! ? ;</i></p> <p>Recognise the difference between an informal text and more formal written language.</p>	<p>Vocabulary (nouns and verbs) relating to interests and leisure activities.</p> <p>Structures: <i>I like/ don't like + verb (...ing form)</i> or <i>I like/ don't like + noun phrase; present simple + noun + adverbial phrase.</i></p> <p>Read, say and understand the time (12 and 24 hour clock).</p>	<p>Vocabulary: work activity collocations e.g. <i>check the cash / look after children.</i></p> <p>Structures: present simple tense for habitual actions e.g. <i>I open the shop, possible past simple tense formation.</i></p>	<p>Some common vocabulary (nouns) relating to the topic, e.g. <i>community, festival, meeting, country.</i></p> <p>Use of capital letters for days of week and months.</p> <p>Structures: <i>There is a/an ... on (day) (date), It starts at ... It finishes at ...</i></p>
Topic 5: What's important to me				
	Unit 1 – My culture and heritage	Unit 2 – Opinions and feelings	Unit 3 – Keeping in touch	Unit 4 – What next?
Overview	Learners identify and share information about their culture and heritage: <i>This is a Nigerian pot. These are some coins from Afghanistan.</i>	Learners talk about colour preferences for different objects, associate colours with emotions and write one or more short, simple sentences about them: <i>I love my red shoes. I don't like blue cars. Green is a sad colour.</i>	Learners discuss, read and write about how they keep in touch with important people in their lives: <i>I Skype my sister in Sydney.</i>	Learners talk about their lives, experiences and plans for the future. <i>I came to the UK in I'm a cleaner Next year I want to go to college.</i>
Skills: Speaking and listening	Make simple statements of fact about objects relating to culture and heritage.	Express likes, dislikes and preferences relating to colour, everyday objects and feelings.	Take part in simple exchanges about how technology is used in communicating with friends and family. Ask and answer simple questions about methods of personal communication. Say name clearly and spell it aloud.	Give personal and factual information about the past, present and future.
Skills: Reading, writing and	Read and recognise names of countries, adjectives of countries and languages.	Read, understand and write a simple sentence with correct punctuation linked to the topic.	Recognise key logos/symbols and read keywords associated with methods of communication.	Read and decode simple, familiar words and distinguish between /ɪ/ in <i>with, children</i> and /aɪ/ in <i>drive</i>

phonics	<p>Decode simple, familiar words and distinguish between p, f and ph - /p/ /f/ sounds.</p> <p>Focus on similarities and differences between country names, adjectives and languages.</p> <p>Read, understand and write a simple sentence with correct punctuation linked to the topic.</p> <p>Spell correctly some familiar words.</p>	<p>Recognise and decode familiar words and recognise letters of alphabet.</p> <p>Spell correctly some personal key and familiar words, forming letters accurately.</p> <p>Letter 'r' /r/ sound, e.g. <i>brown, orange</i> contrasted with the silent 'r' in words such as <i>purple, curtains</i> /ɜ:/ sound.</p>	<p>Read simple questions.</p> <p>Read and understand a short simple text.</p> <p>Write a simple sentence using correct word order and basic punctuation.</p> <p>Spell correctly personal keywords.</p> <p>Focus on initial, medial and final sounds and spellings of words.</p>	<p>and <i>library</i>.</p> <p>Write and spell correctly some familiar and key words.</p> <p>Read and write years.</p> <p>Read, understand and write a simple sentence with correct punctuation linked to the topic.</p>
Language points	<p>Some common adjectives, e.g. <i>traditional, important</i>.</p> <p>Use of capital letters for countries, adjectives from country names and languages, e.g. <i>Nigeria/Nigerian/Fula</i>.</p> <p>Structures: <i>This is a/an ... These are some noun is/are + adjective</i>.</p>	<p>Vocabulary relating to everyday objects, e.g. <i>curtains, backpack</i>.</p> <p>Adjectives to describe colours and emotions, e.g. <i>yellow, red, happy, sad, bored</i>.</p> <p>Structures with <i>like/don't like</i>, e.g. <i>I (don't) like yellow cars. I love red shoes</i>.</p>	<p>Vocabulary relating to keeping in touch, e.g. <i>message, text, email</i>; family members and other important people, e.g. <i>sister, mother, friend</i>.</p> <p>Question forms (present simple), e.g. <i>Do you text/email/use Skype?</i></p> <p>Structure: <i>I (present simple verb) my (family member or friend) in (place name)</i>, e.g. <i>I Skype my sister in Sydney</i>.</p>	<p>Vocabulary relating to rivers, e.g. <i>island, waterfall, rock</i>.</p> <p>Noun/verb collocations: <i>drive a car, use a computer</i>.</p> <p>Time phrases: <i>next year, in two years' time, in the future ...</i></p> <p>Structures: past simple, e.g. <i>I came to England in 2005</i>; present simple, e.g. <i>I work in a shop</i>; future hopes/plans, e.g. <i>I want + to + infinitive + verb/noun</i>; (<i>I'd like + to ...</i>).</p>